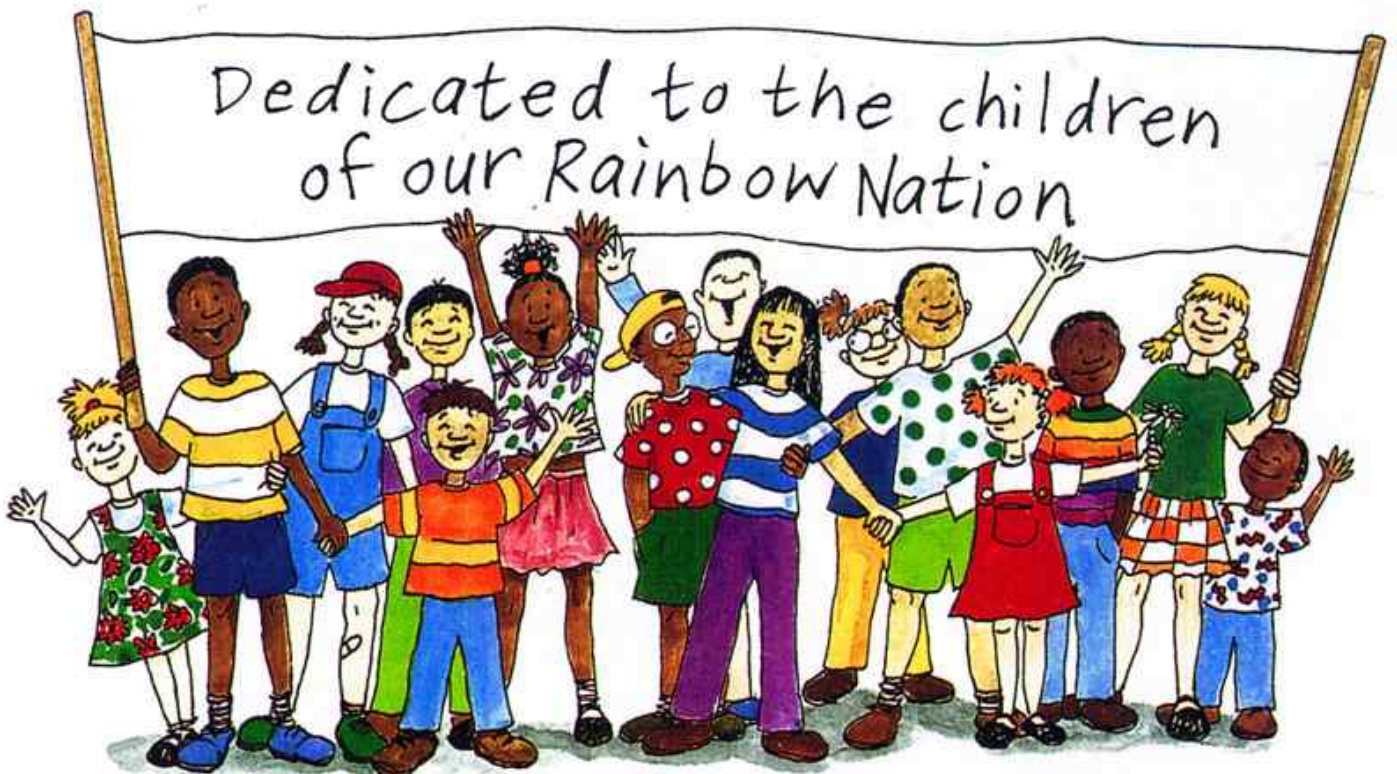




Edu-peg

# THE SACTWU EDUPEG PROJECT

## 4<sup>th</sup> QUARTER REPORTS 2008



*"The Youth of our country are the valued possession of the nation. Without them there is no future. Their needs are immense and urgent."*

Nelson Mandela - From his address to the House of Parliament, Cape Town, 24 May 1994.

Compiled by: E.A. Swerky - Project Manager & National Coordinator



**THE SACTWU  
EDUPEG PROJECT**

**4<sup>th</sup> QUARTER REPORTS  
2008**

**EASTERN CAPE**



**REGION:** Eastern Cape: Kolomane

**DATE:** 21-25 Jul 2008

Name of school	Pupil enrolment	Teachers & Principal
Mandlakapheli Primary School	58	8
Buthisizwe Primary School	261	8
Sinethemba Anta Primary School	46	5
Zimale Anta Primary School	125	8
Masiphatisane Primary School	60	6
	<b>550</b>	<b>35</b>

Mrs Werna Pretorius, the Deputy Chief Education Specialist in the Eastern Cape Education Department Foundation Phase, specifically asked us to give support to the 5 schools in the Kolomane district. These schools are isolated and access is very challenging due to the extremely poor road conditions. We are required to have a bakkie when visiting this cluster to enable our trainers to negotiate the often hazardous roads, and thus gain access to the schools.

Arrangements for this visit were made through the district education office in Fort Beaufort, as well as directly with the schools. (In some instances the latter is difficult as the schools lack land lines. We do however contact the champion educators via cellphone). This was not a successful training week. In four of the schools, no teaching was taking place, and in some instances few, if any children were at school. No clarity was received as to where the pupils were and why they were not in school. Our trainers also asked in the communities why the children were not in school, as they (the children) were out and about in the villages. No reason or explanation was given.

Well planned and exciting lessons were observed at Mandlakapheli Primary. Resources were well used and integrated into the lessons and the children enjoyed interacting with the resources. The teachers observed used both English and I siXhosa in their lessons to ensure that the pupils understood all aspects of the lesson. Advice was given to the educators involved, which was well received. Educators were encouraged to ensure that all learners are given adequate opportunities to do written work to consolidate concepts taught. Some principals expressed their frustration with regard to the very frequent absence of the educators.

Most principals who were present were pleased to engage with our trainers, to share concerns and challenges and to try to seek a more successful way forward. The principals confided that they have multiple demands made on them, and that it is not easy to cope. One principal however, who teaches Intermediate Phase, felt that Edupeg does not affect her and she has no time to spend to find out about the programme and its value nor how it could assist her and her learners.

The majority of teachers, all of whom have engaged with Edupeg only minimally, concurred that Edupeg helps to stimulate children and assists educators with assessment. However, there does appear to be some resistance to utilising the resources. Lack of teamwork in schools and poor planning will also negatively impact on the resources being used. We will need to decide if we are to return to this cluster. I will consult with both Mrs Werna Pretorius of the Zwelitsha Education District Office and Mrs Retha van der Schyff of the Fort Beaufort Education District Office, prior to making a decision on this.

Thanks to our donors. I am saddened that the money spent did not bear more fruitful results, although the interaction with the majority of principals was positive and a good activity in relationship building.



**KOLOMANE**  
**6-10 OCTOBER 2008**

**PRINCIPAL COMMENTS**

- This is very important and fruitful to kids because they are having a lot of practical. (Masiphatisane Primary School)
- The programme itself is good but it is very difficult to implement it through challenges and congested programme of the department. We still need training and support. (Zimasile Anta School)
- The books are good for learners. Simple and straight with good activities. (Sinethemba Anta Primary School)
- The programme is good but it needs time. It helps us in teaching and learning. We have not implemented it successfully. (Buthisizwe Anta Lower and Higher Primary School)
- I am very pleased with this material because it helps our learners to talk (discuss) and read instructions carefully, it challenges their minds. (Mandlakapheli Primary School)

REGION: Eastern Cape - Port Elizabeth

DATE: 4-5 Sep 2008

Name of school	Pupil enrolment	Teachers & Principal
Philip Nikiwe Primary School	263	9
	263	9

It was very unfortunate that on the scheduled day of our visit, Port Elizabeth experienced extremely heavy rains. Our trainers' flight was diverted to East London, as it was unable to land in Port Elizabeth due to the torrential rain. When the trainers were eventually able to get to Port Elizabeth, and to the school, the children has been sent home, due to the downpour. The principal was however still at school and arrangements for the following day's visit were finalized.



Lessons were not able to commence immediately the next day, as the children are first given a meal. During this the storage was checked upon. Many of the young children in the Foundation Phase were absent, as quite a number of pupils need to cross areas which had been flooded in the downpour. The weather conditions thus kept these children at home, and thus the classes observed were very small and not indicative of a normal class day. Even with only 12 of the 29 children in the class, the Grade 1 teacher found it very challenging to supervise different activities for her learners. The children displayed very poor ability to cope with any tasks independently, and they are obviously used to being taught from the front where all children are assigned the same task, and then guided through it. Ingrid was able to give valuable advice and support to the educator.



In the second lesson in the Foundation Phase, only 9 learners were present. The very dedicated educator tried hard to implement all that had been shared previously and again, she was very grateful for the support and advice shared.



Although the teachers in the Intermediate/Senior Phase were quite nervous and apprehensive about actually teaching a lesson, Shirley's calm and non-threatening manner convinced them to attempt lessons. The lessons were very well received by the children, who were delighted and eager to use the resources. The teachers were also thrilled with the responses of the learners and pleased that they had attempted lessons, and indeed learnt much from this experience. Teachers were able to recognize the value of learners using bright, attractive and detailed colourful resources as opposed to bland photo-copies. The necessity to work through activities set, was also demonstrated, where learners were unable to do certain activities, as they had not yet learnt how to simplify fractions. A breakthrough was to have Mr Hlela teach a lesson, as he had been very reticent to do so, but then volunteered to do so. "I believe that he was not really so much unwilling, as very nervous", Shirley du Plessis. Mr Hlela was extremely pleased with his efforts and the very positive response of his learners and this experience has done much to elevate his self-esteem.

Shirley was able to demonstrate the use of concrete equipment for weaker learners and tens and units were also introduced to assist counting. All rough work and working out was encouraged and it was suggested that this forms part of the written work presented. This school is trying hard and although vandalism is prevalent, the teachers do try to make their classrooms neat and attractive. All classes were reported to be neat and clean. A very thoughtful gesture was that of the principal who had herself made muffins to accompany the tea served to our trainers after the visit. We will need to continue to assist this school.

Sincere thanks to our donors and to all who assisted to make this training possible.



**PHILLIP NIKIWE**  
**8-9 OCTOBER 2008**

**PRINCIPAL COMMENTS**

- The school would like to thank the Edupeg team for coming to our school and educating the teachers. The learners were so excited in using the material. (Phillip Nikiwe Primary School)

**REGION:** Eastern Cape: Queenstown & Whittlesea

Name of school	Pupil enrolment	Teachers & Principal
Romanslaagte Primary School	67	7
Welcome Valley	373	9
	440	16

The teaching principal at Romanslaagte Primary School, was delighted to see our trainers again. The educators had benefited greatly from the interaction during the previous visit and were keen to once again have the support and assistance from our trainers. Access to the school is very bad, and the road is in very poor condition. The school however is new and clean and they are fortunate to have the services of a caretaker.



Mrs Mfobo, the principal, is also the Foundation Phase teacher. As this is a multi-grade class, things are very challenging for Mrs Mfobo. She admits to being required to be absent from school frequently, sometime for weeks at a time, and the children are left entirely unattended. Although the school is neat, the Foundation Phase classroom is reported to be somewhat bare of stimulating posters/resources and storage is said to be inadequate.



Effort had obviously gone into the lesson preparation and some differentiated tasks were attempted. It is Nompucuko's observation that more challenging tasks are required by the Grade 1 learners, and that the children need to be exposed to doing more tasks independently. Staff challenges in the Intermediate/Senior Phase may have been resolved, as a new teacher began at Romanslaagte Primary, on the day of our visit. These pupils have apparently been without the support of a teacher for some time. The Grade R teacher prepared and taught a lesson in the combined Grade 4,5,6, 7 class, due to there previously having been no educator. Our trainers were able to give valuable support to the educators, and the visit was much appreciated.



The visit to our school in Queenstown met with success. The principal and staff are keen and motivated, and had the foresight to include their IQMS team in the lesson observations. Teachers were receptive to the advice and support given and were able to see the value in using the learners as monitors during lessons. Educators were also receptive to the idea that written maths work should be more frequent, and that children need to have adequate practice in this regard. It was clearly demonstrated to teachers that assisting learners was very much easier if this process is followed and that copying and cheating can be diminished/eliminated.



Generally this was a very fruitful visit and much appreciated by the principal and staff. Poor road conditions and school access preclude many visits to this school. Grateful thanks to our donors for their funding, and to all who contributed to the success of this training visit.



**QUEENSTOWN & WHITTLESEA**  
**OCTOBER 2008**

**PRINCIPAL COMMENTS**

- The programme is fruitful to educators and learners also. The facilitators are very clear about what they are doing. They must always visit us. (Welcome Valley Primary School)
- They enjoy using the Edupeg material. Now it is easier to teach numeracy and all Learning Areas. (Romanslaagte Junior Secondary School)

Our trainers were very positively received at D.D Siwisa Primary School, which is reported to be neat and tidy. Some of the classrooms have new desks, but the chairs still remain a challenge in both phases. The learners are still trying to sit on very broken plastic chairs. There was a marked improvement in Edupeg usage at the school, and educators were very pleased and positive about the programme and delighted with the responses of the learners, when the programme has been used.

The storage area is much improved and very much more functional, and the borrowing book indicates that Edupeg has been well used since our previous visit. We were able to observe lessons in both phases. The teachers were keen to be observed and were very grateful for the assistance and support that they were given.

The learners were visibly excited when the Edupeg material was brought into the classroom and they obviously enjoyed their interaction with the material.

Unfortunately a book exhibition was scheduled for the same day at our visit and we were thus only able to observe one lesson in each phase. The official opening of the Fort Brown school impacted negatively on our visit to this small school. Kwandwe Game Reserve and The Angus Gillis Foundation have built a beautiful new school, and this was being cleaned and tidied for the official opening. Unfortunately no lessons were able to be observed. The principal and educators indicated that resources continue to be well used and enjoyed by the learners. It is unfortunate that during our multi-step organizational process of planning our training, no mention was made, by either school, of a clash in arrangements.

We will need to give both schools support next year.

Sincere thanks to our donors for their generous funding, and to all who contributed to the training process.

**REGION:**  
**Eastern Cape: Fort Brown, Peddie, Grahamstown**

Name of school	Pupil enrolment	Teachers & Principal
Fort Brown Primary School	69	7
D.D. Siwisa Primary School	526	14
	<b>595</b>	<b>21</b>

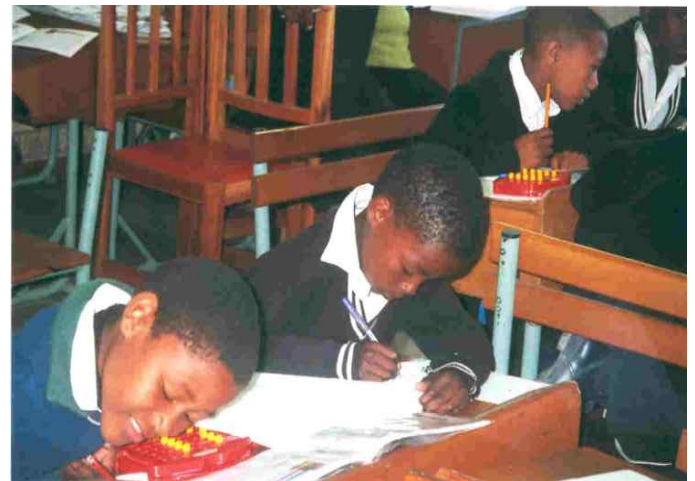
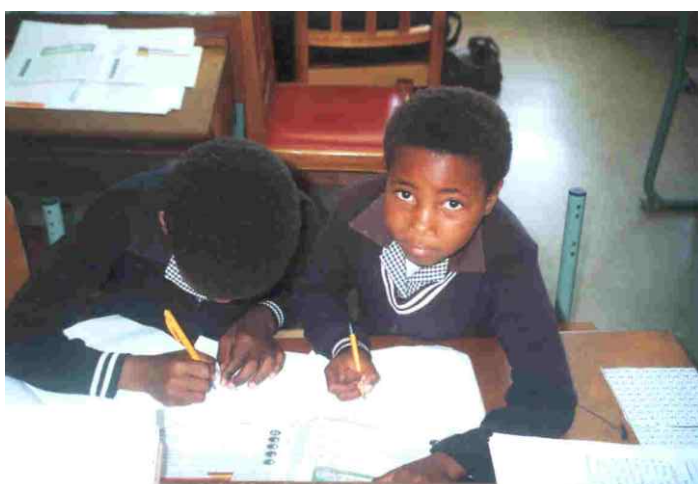


Fort Brown lies ± 30 km from Grahamstown and transport for the teachers can be very challenging. The Foundation Phase teacher needs to hitch-hike this distance daily. I well remember this teacher, her dedication and genuine care of her learners. Her multi-grade class are well used to individualize activities, and it was rewarding to observe these children, industriously involved in their set tasks.

Vuyo assisted Mrs Ndlebe with her planned lesson. Vuyo must be commended for the quiet, courteous manner in which she works with educators. Vuyo obviously has a good grasp of all Learning Areas and teaching methodology. However she patiently and respectfully observes and only when appropriate, does she intervene. This is done with sensitivity and diplomacy and she always includes the educator in the solution. We were sorry not to be able to meet with the other educator, who was at a RUMEP workshop. An educator who has now left the school, took some Edupeg resources with him. I discussed an improved storage facility with Mrs Ndlebe, and the necessity to check resources at least once a term. We will replace the missing stock.

We will continue to support these two schools, as teachers continue to benefit from our training intervention.

Sincere thanks to all who make this intervention possible - from our donors, the Eastern Cape Department of Education, our trainers and administrative staff.



**GRAHAMSTOWN/FORT BROWN**  
**OCTOBER 2008**

**PRINCIPAL COMMENTS**

- Edupeg materials are very much usable. The learners also enjoy working with it and they become independent. (Fort Brown Primary School)

Our trainers were warmly received at all seven schools in this cluster. Elim Farm School, which was fearful of being closed on our previous visit, has indeed closed and has been amalgamated with St Ignatius Roman Catholic School, which is situated in fairly close proximity.

All schools in this cluster also complained about the multiple departmental workshops in 2008, which have frequently taken educators out of school. Some teachers of lesser capacity also appear to be confused as to how to implement what has been shared at these workshops and how to proceed in class. The positive impact of good management was very noticeable at AV Bukani and St Ignatius' Primary schools, specifically. Schools are neat, clean, tidy and attractive, with the learners being reported to being well disciplined, yet keen and eager to participate in class. Edupeg resources are well used in both schools.

Lack of mentorship and professional development will result in resources being available in schools, with new educators unaware of their use. Some principals maintain that they are unaware of how to utilise resources, yet when the facilitators try to engage the principals, they are not available. (I myself have run at least 2 workshops at Mhlophekazi Primary School and La Trobe Primary School where both principals claim to lack awareness of the programme. These principals have been in the sessions and invited to the classrooms to see Edupeg in use. Both principals were also involved in the initial practical introduction to Edupeg by Riverbend).

Many of the learners are the children of farm labourers or itinerant workers, or are the children of unemployed parents. Poverty is rife in the Eastern Cape and although the Sunday's River Valley is lush and well cultivated, unemployment remains high. The locations are vast and continue to grow and what was sobering was the enormous graveyard outside Kirkwood, with many, many new graves.

What is very apparent in some schools is the lack of teamwork and staff cohesion. Some educators appear to be willing to try new ideas and methods, are keen to try new approaches, etc, but they often hold back, as many educators are completely resistant to change and unfortunately their attitude appears to dominate and prevail.

Our trainers deserve recognition for their diplomacy and professionalism, as they were always able to observe or demonstrate lessons, even when they were met with quite strong resistance. Sadly in some cases, although our trainers were actively engaged with teachers and all educators were encouraged to participate/observe/interact, some educators chose to boycott all of the proceedings.

**REGION:** Eastern Cape: Addo, Sunlands, Kirkwood,  
**DATE:** 20-24 Oct 2008

Name of school	Pupil enrolment	Teachers & Principal
A.V. Bukani Primary School	925	26
Vusumzi Primary School	587	15
St. Ignatius Primary School	354	10
Sunland Primary School	82	8
La Trobe Primary School	204	8
Mhlophekazi Primary School	131	9
Bongolethu Primary School	361	10
	<b>2644</b>	<b>86</b>

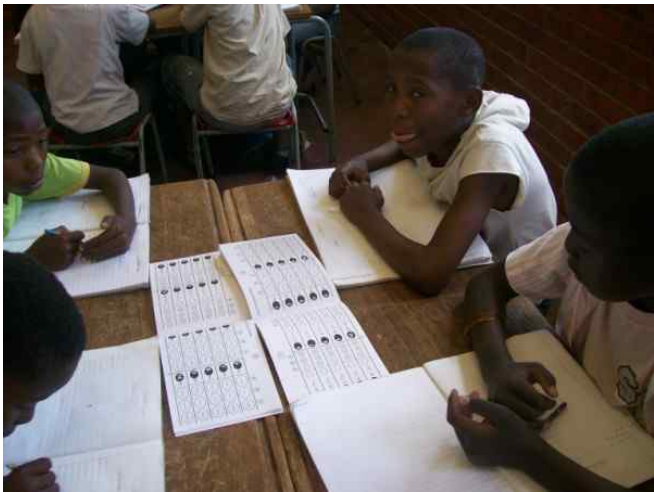




At Bongoletu Primary, it was special to be part of a lesson where the rather mute and subdued children gradually participated more and more actively, until they were all eagerly engaged with their group activities. Their teacher was delighted and quite overwhelmed with what was possible in the classroom and how responsive her learners were to small group activities. She was thrilled with the work produced and felt that she had gained much which could be utilised in her upcoming IQMS evaluation.

Possibly two schools will be able to “graduate” next year, which will then allow us 1 full day at all schools.

Special thanks to all who helped to make this training experience successful, including our generous donors, our patient trainers and our administrative team.



## **ADDO**

**20-24 OCTOBER 2008**

### **PRINCIPAL COMMENTS**

- Edupeg resources are more helpful because they expose learners to pictures and practical solutions, e.g. quarters, halves. Therefore more books are needed. (AV Bukani Primary School)
- Edupeg is so encouraging and it's an eye-opener. Timeous visits will be appreciated. (Vusumzi Primary School)
- Your materials which we use are very good in terms of integrating them with our Learning Areas. (St Ignatius Primary School)
- We enjoy and take the programme but we need more help especially with planning. We request Edupeg to avail facilitators for help. (Sunland Primary School)
- The programme is stimulating but due to lots of administration work, there's little time to implement it with success. (La Trobe Primary School)
- It is a useful material from Edupeg, the problem is the time for constant utilization due to the programme of the Department of Education (Mhlophekazi Primary School)
- It is very interesting to our learners. It is a valuable resource even in group work. We appreciate your visit. Hoping that next time we will be ready. (Bongolethu Primary School)