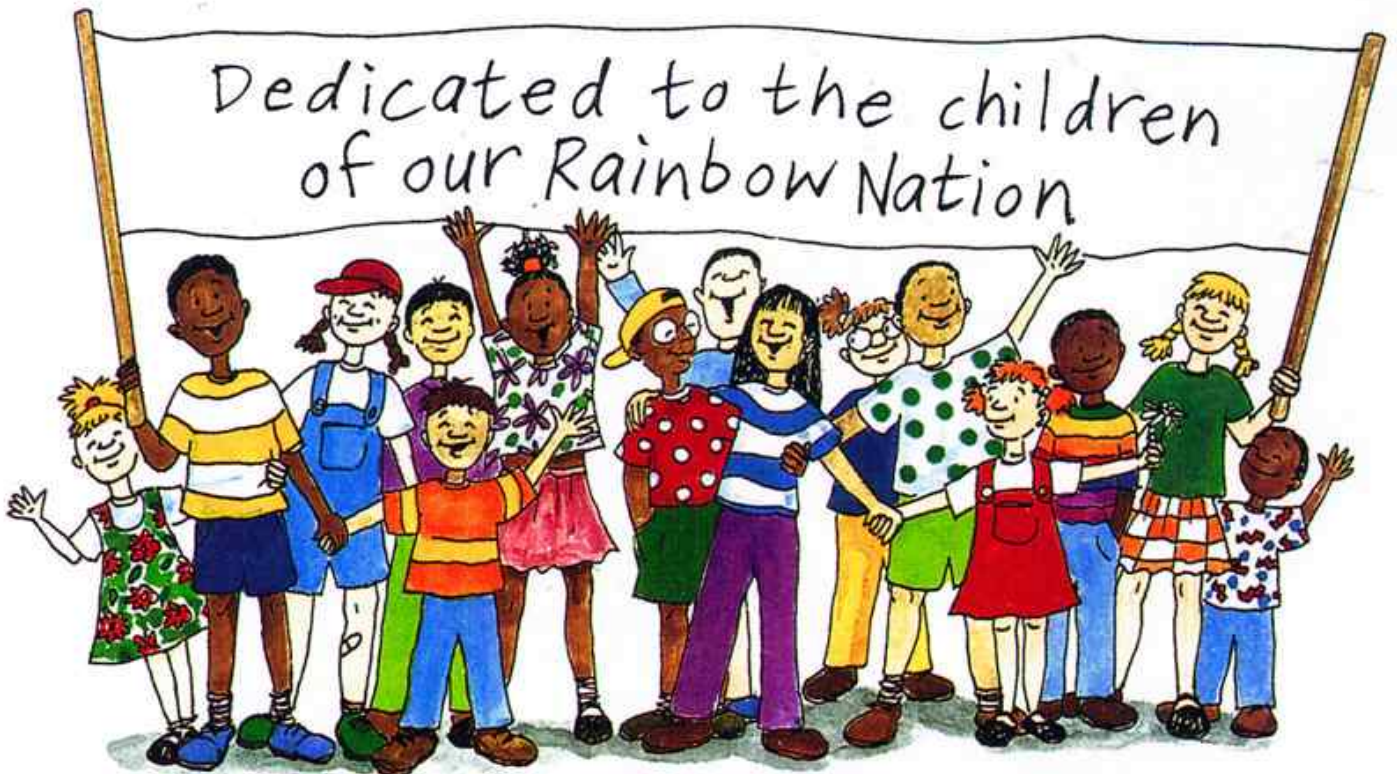




Edu-peg

THE SACTWU EDUPEG PROJECT

4th 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**

**4th QUARTER REPORTS
2008**

KWA-ZULU NATAL



What remains extremely encouraging in this cluster, is the care that the SMT's are giving to those aspects of the school environment that they can control, i.e. the general appearance of the school grounds, the absence of litter, the flower gardens and well established vegetable gardens, etc. Almost all schools are reported to be fenced, which is useful to demarcate the school's property and to prevent vandalism.

A number of schools are reported to be in great need of refurbishment, even if this is just the painting of the school inside and out. What we have observed in Kwa-Zulu Natal, is that maintenance is taking place on quite a large scale, and that this will hopefully soon extend to this cluster.

Ten of the fifteen school principals were present in their schools during our visits, which is a marked improvement in what we have experienced in previous years. I have a sense that the structure and management of most schools shows improvement and that the presence of the principal promotes a well structured and full teaching day.

In a large percentage of the schools in this cluster, overcrowding is reported to be a really challenging problem. Teachers are unable to physically circulate around the classroom to assist pupils or to evaluate/assess work. It is also obviously very tiring to daily teach, motivate, support and discipline so many learners. It is also more easy for weaker students to become "lost" in the large enrolment, and these children are passed through the system with little or no understanding of concepts, and they lack the skills to cope at both school and with the demands of modern employment. What is encouraging is that virtually all classrooms have educational charts, posters and in some instances, learners' work displayed in the classrooms. Reading corners, that are used, are also frequently mentioned by the trainers. A conducive learning environment is obviously very beneficial to pupils. Although some classrooms need refurbishment, they are all reported to be clean.

The use of resources in schools has also increased, with obviously positive connotations for learning. Dictionaries, text-books, charts, graphs, etc are frequently incorporated in lessons, and some lovely lessons, e.g. making fruit salad, cutting up loaves of bread/fruit to demonstrate fractions, are in evidence. In the Foundation Phase, the use of concrete equipment and specifically counters, has escalated, which can only bode well for the clearer understanding of basic mathematical concepts.

Our trainers were warmly welcomed at all of the schools that they visited, and teachers were keen and eager to be observed. This is in stark contrast to when teachers were quite unwilling to teach lessons. The warm support and mature wisdom and knowledge that both Nomvuzo and Sibongile display has been intrinsic in the relationship building process in this cluster. Their non-judgemental attitude, along with the genuine will to help and support teachers, has won over even the most difficult of educators.

The calibre of lessons presented has also shown much improvement. There is less "talk and chalk" and much more real group teaching, where different groups are assigned different tasks.

REGION: Umbumbulu - Cluster 2
DATE: 8-23 Oct 2008

Name of school	Pupil enrolment	Teachers & Principal
Egugwini Primary School	620	14
Magama Higher Primary School	513	13
Khiphulwazi Primary School	500	10
Tobi Higher Primary School	290	7
Mboko Primary School	510	15
Masuku Primary School	815	18
Intinyane Primary School	382	10
Nungwane Primary School	459	15
Bridgeman Primary School	165	8
Mpulule Primary School	537	16
4791	126	



In increasingly frequent situations, the tasks set are according to the skills and ability levels of the learners, which is a huge progression from teacher centred lessons. The pupils are described as keen to learn, actively involved in the activities set, and they display enjoyment and pleasure to be actively involved in their learning. Monitors are now used more frequently, which builds the skills, confidence and self-esteem of the learners, and diminishes the menial tasks of the teacher, leaving him/her to focus and concentrate on core teaching practice.



Another very positive observation, is that mentorship is taking place in many of the schools. New teachers are being shown the resources in schools, and assisted and supported to get to know and understand how to use these. This is a **huge** step forward!

Successes from the educators:

- We learnt how Edupeg linked with the lesson and also the strategies.
- Edupeg helped us because while we were teaching our lessons, other Learning Areas were also integrated and at the end the learners gained a lot.
- The educators had less work of correction when the learners used pegboards. The learners' perceptual skills, critical thinking skills and concentration skills were developed when using the Edupeg material.
- The Edupeg material is colourful and attractive to the learners.



And one more thing:

- I have enjoyed so much to have this workshop because it motivated and encouraged me to be a teacher.
- Your activities are more interesting and meaningful (and) we like them and the learners enjoy the Edupeg.
- Thank you for supporting us and with the continuation effective teaching and for the good time and (it was) enjoyable for learners.



Generally, this has been a very good quarter in these schools, and we sincerely thank our donors, our trainers and our admin team for their much valued contributions, which have helped to ensure the successes achieved.



UMBUMBULU – CLUSTER 2
8-23 OCTOBER 2008

PRINCIPAL COMMENTS

- We would like Edupeg to visit our school twice a year. (Khiphulwazi Higher Primary School)
- Our school takes pride in the valuable material that you have provided. We would appreciate say one visit per quarter. (Tobi Higher Primary School)
- The Edupeg programme is very good for the learners as well as for the educators. It integrates all the learning areas. The learners enjoy using it. (Mboko Primary School)
- On the 16th October 2008, our school was visited by the Edupeg team; and this visit was appreciated. Educators were evaluated and assessed. Grade One educators were using exercise books instead of Edupeg board as learners were each working at a different pace. It was done successfully. The HOD suggested that the school be visited twice a year for on-going support and remain permanently an Edupeg school. (Masuku Primary School)
- It's a great pleasure to be supported by Edupeg in terms of enriching educator's skills and developing their standard of teaching. (Masuku Primary School)
- Edupeg is a very good programme which helps a lot in a classroom situation in all Learning Areas. Learners enjoy it more than anything. (Egugwini Primary School)
- On behalf on Intinyane Primary School we would like to thank Edupeg for the effort you put in. You have made our teaching at an outstanding level. But we also need your assistance next year. (Intinyane Primary School)
- It is a very good educational resource and it helps our learners to solve their learning problems. It's a user-friendly and appealing programme. Thanks. (Nungwane Primary School)
- Thank you very much for your workshops and also the materials we have. It really serves a purpose. Educators and learners enjoy it very much when using Edupeg materials. (Bridgeman Primary School)
- The learners enjoy the lesson because they learn through play method. When it comes to assessment, it is easy because the learners assess themselves. It's easy to see where they went wrong. (Mpulule Primary School)
- We appreciate all the support from Edupeg. Hoping to improve next year. The material is most appropriate for our learners. (Mpulule Primary School)
- This is a good project and promotes self-reliable learners, though I suggest that a foundation feeder school which is near us to be incorporated within Edupeg. (Magama Higher Primary School)
- I am delighted to have been afforded this chance. Educators, learners and parents gave knowledge, material from Edupeg facilitators. (Zenzele Junior Primary School)
- The Edupeg project is so impressive and enjoyable. I hope the school will benefit a lot. Thank you. (Phuphuma Primary School)
- Thanks very much for supporting us with such an interesting resource and for effective learning and upgrading of maths and language. (Emphusheni Primary School)
- Although we haven't started using it but it is of great value. Without any doubt, good results will be produced. (Kuhlekwethu Junior Primary School)
- Edupeg is helpful for our school, particularly with learners struggling to cope with their classwork. (Georgedale Primary School)



REPORT: FOURTH QUARTER 2008

BY BRENDA VILBRO

This term we visited Umbumbulu 2.

It was very encouraging to observe that educators from the feeder schools had already tried using the materials without waiting for the demonstration lessons. They were able to do this because they had sought guidance from their colleagues in their neighbouring senior primary schools. This made our visits beneficial as the educators asked many questions after having tried using the material.

The programme has run smoothly in this cluster. The educators are motivated. The workshops have been lively with much input from the educators as our facilitators encouraged them to share their experiences.

The educators and principals have expressed their gratitude for the additional materials that they received from Edupeg. Their attitudes towards the Edupeg programme have remained positive and we enjoy an excellent relationship with them.

I met with Mr Sibiya to report on the progress of the project and he was delighted, but also saddened that the Edupeg project has not been implemented in Port Shepstone where he has taken up a position. In future, I will be liaising with Mr Ntombela, the new District Director of Umlazi.

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Our trainers are well known and trusted at the six schools that we work into in the cluster. The educators are now confident that during our visits, our trainers will mentor and support them, giving them valuable and practical assistance to best aid them in their classrooms.

The pupils are now also much more used to our trainers, less shy, and very willing to try to engage in set tasks. Uniformly, at all schools, the pupils are described as courteous, respectful, well mannered and polite. The children at Isandlwana Primary School are somewhat more forward in their manner, which can probably be attributed to the location of the school being very close to the battlefields and thus obvious interaction with tourists. The children are also very keen to learn.

The drought has had an impact on all of the school gardens and vegetable gardens, although most schools/communities have valiantly tried to keep their vegetable gardens viable, as the produce is most valuable to their limited food source. It is pleasing to note that the school feeding scheme seems to be visible once again, except noticeably at Cebelihle Primary. Here the trainers specifically mention that the children look very poor, hungry and under-nourished. This little school does not appear to enjoy the same level of support as the other schools.

Many of the educators have tried valiantly to improve the appearance of their classrooms through use of posters and charts - many of which are home-made. Storage is a challenge in most classrooms, especially secure, lockable cupboards. It is bewildering why an element in this community still persists in vandalizing schools. Some schools suffer badly from this malady, and the outcome of broken windows, stolen roofing/piping, theft, etc add greater challenges to the already difficult teaching environment of the principals and educators in this area. Isandlwana Primary School has now got glass shards near the gates and a caretaker/security guard. Almost all schools are in need of maintenance, some in quite dire need. The patience in the very over-crowded. Mhlazane Primary is extraordinary. There are 60-70 learners in a class here, and the building of the new classrooms has come to a standstill apparently due to shortages of building materials and the ill health of the builder. Cebelihle Primary's building project has also come to a halt, in this instance due to a lack of funds. One of the results is that the children at this school still have no toilet facilities.

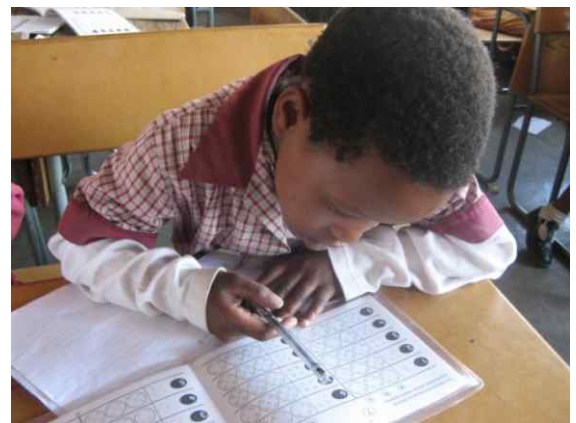
What is noticeable at all schools, is a marked improvement in the quality of teaching. We are also aware of better management and organisation in the schools. Lessons were prepared for us to observe in all schools. More thought and planning had obviously gone into these lessons than possibly previously, and educators seem to have a deeper knowledge and understanding about how and why lessons need to be planned and carefully executed.

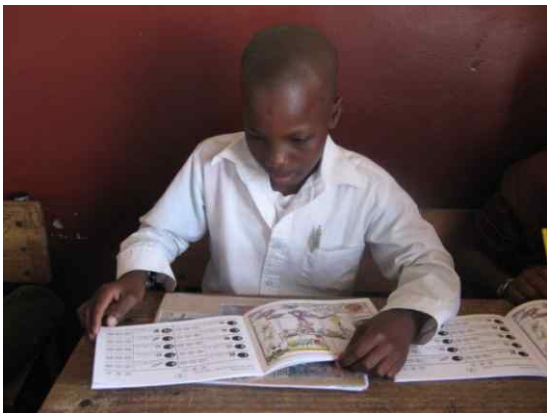
We were exposed to an increased level of group work, and some co-operative learning, although these aspects do still need support. Teachers were all encouraged to give the pupils more opportunities to think and act themselves which will promote and foster independence and a growth of self-esteem, as well as increase the knowledge and skills level of the learner. Teachers also need to focus on the pace and content of their lessons, with increased awareness that brighter and weaker children have differing needs. The Edupeg resources are excellent materials to support educators through having available a wide variety of activities, of differing levels of difficulty, readily

REGION:

Kwa-Zulu Natal: Isandlwana

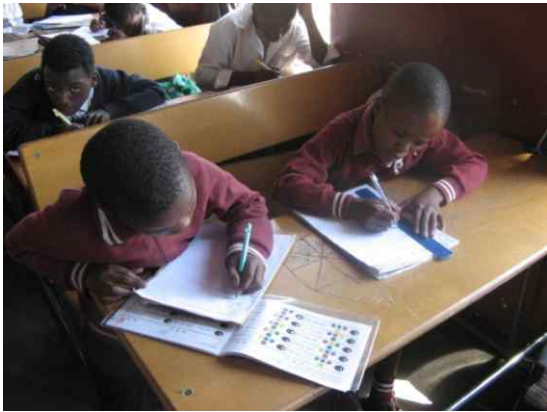
Name of school	Pupil enrolment	Teachers & Principal
Isandlwana Primary School	321	14
Buhlebamangwe Primary School	370	9
Nhloya Primary School	277	10
Mhlazane Primary School	456	8
Mampugna Primary School	391	10
Cebelihle Primary School	178	6
	569	16





available to give to pupils. Teachers must however stay vigilant, that it is necessary to **teach** concepts, before giving pupils activities to do.

What is very encouraging is that the schools have indicated that they would like to have some workshops to extend and broaden their knowledge and expertise in certain areas. This is a wonderful step forward and development, and an affirmation of the positive intervention and relationship that is evident between teachers and our trainers. We will certainly look to plan these workshops for our 2009 visits.



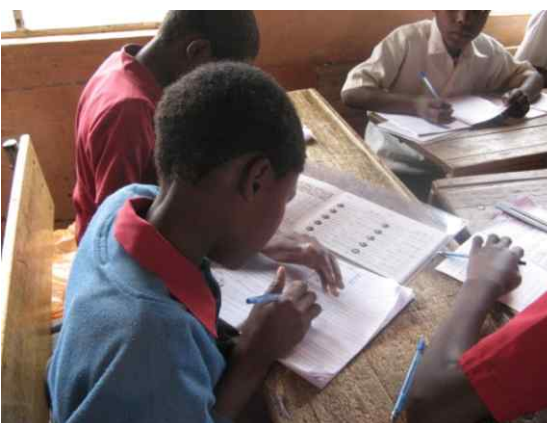
We need to commend Elizabeth Dlamini for her invaluable support and assistance prior, during and post our visits. She is so quietly dependable. We thank too the Tribal Trust, for their support and belief in the work that we do. Special thanks too, to The Isandlwana Lodge, which makes our trainers so very welcome.

We have our planned dates for 2009, and have forwarded these to Sam, to enable her to secure accommodation for our trainers for these visits. With rising costs we need early confirmation of these dates, as we are then able to purchase the required air tickets well in advance, at a great saving to the project.



Sincere thanks for all who have given support and assistance to ensure that our visits to this fairly rural and isolated cluster, are successful.

With warm wishes for a peaceful and blessed festive season and a New Year of prosperity.



ISANDLWANA
13-17 OCTOBER 2008

PRINCIPAL COMMENTS

- Since you have started this programme with us, I've seen a lot of improvement in our teaching strategies. (Isandlwana Primary School)
- Benefit a lot on how other Learning Areas could be taught using Edupeg material besides Maths. (Buhlebamangwe Primary School)
- The programme is very useful and supportive to all the Learning Areas. Using it in the class really stimulates the learners. (Mampugna Primary School)
- Thank you very much for taking your time to monitor, develop and assist the educators in using Edupeg resources. (Mhlazane Primary School)
- Thank you very much. We received some Edupeg material. We enjoy using the Edupeg material. It helps to support and develop our learners. (Nhloya Primary School)
- Thank you very much for your visit. It will be useful to our teachers. They gain a lot. (Cebelihle Primary School)