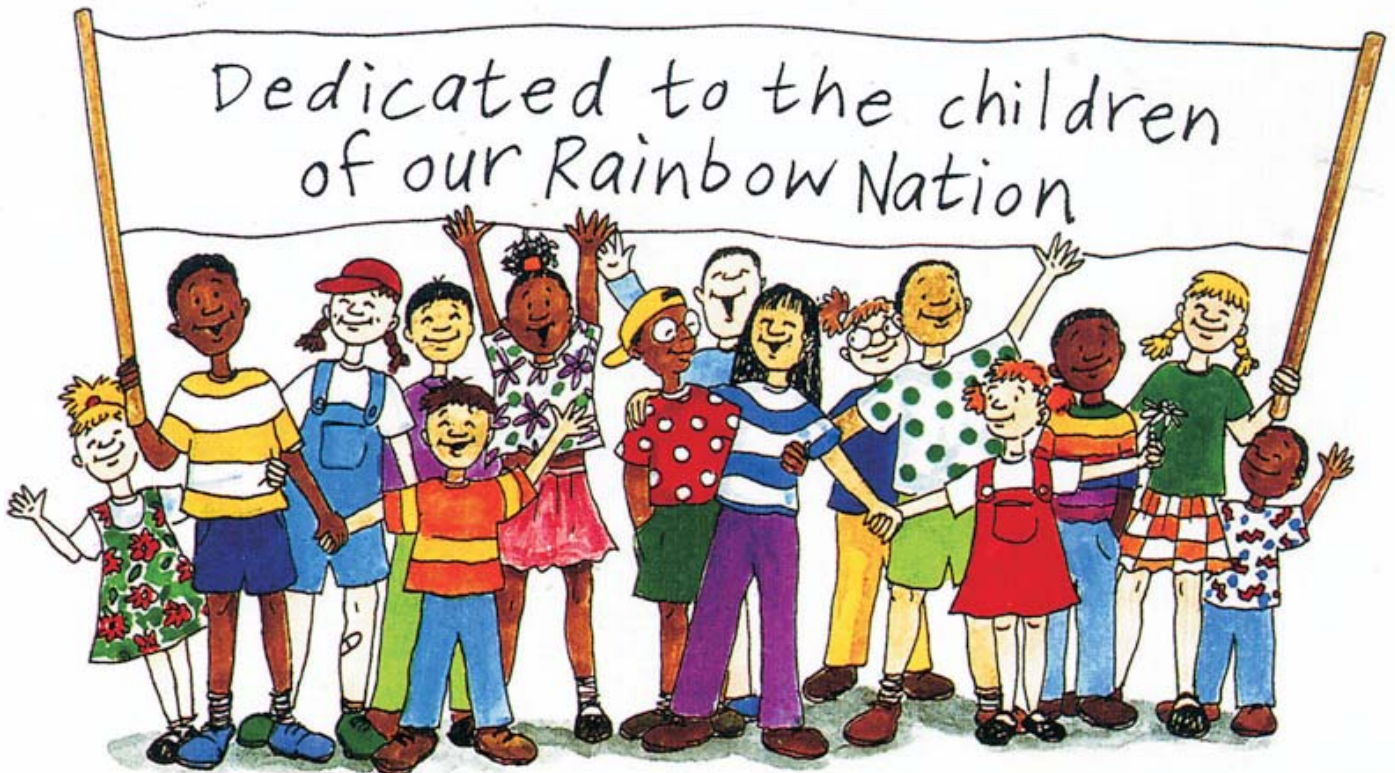




Edu-peg

THE SACTWU EDUPEG PROJECT

2nd QUARTER REPORTS 2009



"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
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2009**

WESTERN CAPE



Mrs Sybill October, the principal of this primary school, is a strong leader, who motivates her staff and has an expectation of her teachers. Her positive influence is noticeable throughout the school.

The attractive garden, swept walkway and impressive display of current children's work in the foyer, all indicate a pride in this Overberg school.

There is still some confusion w.r.t. the storage arrangements of the Edupeg resources in this school. If the materials are not easily and readily accessible, this does act as a deterrent to use. We were unable to fully resolve this situation, as Mrs Jacobs, in the Intermediate Phase, was on leave due to the necessity for her to undergo major surgery. Two senior teachers were also absent, due to fact that they were involved in preparation for the pending National General Election. Once again Shirley and Ingrid shared ideas on suggested storage and access of resources, with those teachers who were present, and we hope this situation will improve.

The children at Die Bron are very fortunate in that they have a Shine Programme, run by local volunteers in their school. Reading, Mathematics and Perceptual Development are tackled by these volunteers.

The challenging environment in which these children live, has impacted on an important aspect of teaching i.e. the use of concrete equipment and practical resources. The material deprivation of these children is such that they tend to take the equipment, leaving the classroom depleted of resources and with inadequate teaching materials. This is an issue that needs intervention and resolution as learners in both the Foundation and Intermediate Phase that we observed, needed access to concrete equipment to enable them to solve and better understand the activities that had been set.

Very positive interaction took place in the Foundation Phase, and the educators who were visited were thrilled with the knowledge and information that was shared. Ingrid was able to demonstrate and expand on some of the aspects of lessons in the classes where she observed, and the teachers were delighted with the obvious increased comprehension of the learners, from tips and advice shared.

The situation of the combined Grade 1 and Grade 2/3 Xhosa classes, in a single classroom with 2 teachers, is of a concern, as the obvious auditory distraction creates very challenging learning conditions for these young children.

It is pleasing to note that some of the Foundation Phase classrooms are neat, bright and attractive places of learning, with colourful and appropriate instructional posters on the walls. Some classrooms have adequate storage, whilst others unfortunately have limited storage facilities.



It was disappointing that the two senior maths teachers were absent, but Shirley spent her time very profitably with those teachers who were present. The Grade 4/5 combined class of about 30 learners, in which Shirley observed, had the children sitting in groups and consultation within the group played an intrinsic role in the lesson. Polite interaction, a diligent approach to learning and a responsible attitude to ones self, and others, was observed. This educator tried differentiated activities for her learners, which were much enjoyed by the pupils. Shirley was able to give some valuable input and feedback to the educator, which was very well received.



The Grade 6 class has +/- 50 learners. The learners enjoyed the activity that had been set from the Edupeg books, but their approach to their work differed largely from the previous grade group. In this classroom, the children were seated in rows and teaching was largely from the front (by the teacher). These children appeared to be less disciplined, and called out, and chatted throughout the lesson, accompanied by much giggling. The learners did enjoy the lesson, but the quality of their offerings, both verbal and written, was quite poor. Shirley was able to give the educator some practical ideas and advice on how to enhance her teaching and increase expectation of the learners, and this was very well received.



The two new teachers had a brief and limited introduction to Edupeg, and we will need to further support these educators on our next visit. We will need to return to this school.



We thank our generous donors for their loyal support, and our dedicated trainers for their patience and sincere willingness to support and enhance the knowledge base of the educators with whom they interact.



OVERBERG
20 APRIL 2009

PRINCIPAL COMMENTS

- Ons waardeer u besoeke en ondersteuning opreg. (Die Bron Primary – Mev S G October)

TEACHER COMMENTS

- I am very grateful to Edupeg and I gained a lot from the Edupeg trainer and she is kind and willing and able to help me. (Die Bron Primary - Ms LE Bolani)
- Baie dankie vir u ondersteuning. Ek vind u besoeke altyd baie aangenaam en opvoedkundig. Die Edupeg boekies vind ek van onskatbare waarde. Baie dankie juffrou van der Spuy. (Die Bron Primary – Mev M Paulse)
- Ek was nie so goed op hoogte van Edu-Peg nie. Gedurende die aanbieding was ek tou wys gemaak en was Mev van der Spuy van groot hulp. Ek is nou meer opgewonde oor Edu-Peg. (Die Bron Primary – Mev Joy Adams)
- Thank you for the material that you gave the school. Also thank you for the support you give me each day you visit my class. (Die Bron Primary – Miss P Magengelele)
- Die Edu-Peg boekies het baie interessante illustrasies in. Dit baat baie wanner die boekies gebruik word. Die leerders vind dit baie interessant om die boekies te gebruik. (Die Bron Primary – Mnr October)

Our trainers received a wonderfully warm reception at all of the schools visited during this support visit. Our trainers are now well known to the principals and educators and the time spent developing a relationship of mutual trust and respect has been well spent. The sincere and meaningful comments made by the principals and educators bear testament to the appreciation and thanks extended towards our trainers and the project

REGION: Western Cape: Touwsrivier, Laingsburg, Matjiesfontein
DATE: 28-30 April 2009

Name of school	Pupil enrolment	Teachers & Principals
Steenvliet Primary School	567	18
Touwsrivier Primary School	733	20
Acacia Primary School	728	22
Laingsburg High School	263	10
Matjiesfontein Primary School - G	67	2
	2358	72

In some schools, the advice and options shared re the access, storage and borrowing of the material has not been implemented. It would appear that in some schools, educators are still struggling to access the resources and possibly eventually give up, and thus the materials are not used. In one school, politics within the school seems to potentially be a deterrent, and use of the resources appears to be minimal, particularly in the Intermediate Phase.



All schools in this cluster have a large percentage of labourers' children on the school's role. Unemployment is also fairly high. All schools also have a number of FAS (Foetal Alcohol Syndrome) children within the enrolment. A number of the schools do have access to a Learning Support teacher, on at least some days per week. The number of children requiring support however, is often quite overwhelming. Some schools have initiated a programme where only literacy receives remedial support. Some schools allow children with FAS to attend support lessons, but if the learners do not respond, they are removed from the remedial environment.



All of the schools in this cluster are neat, clean and attractive and attention is given to the physical buildings as well as the gardens, walkways, sports fields etc. Generally one is aware of a sense of pride in these educational institutions. All schools belong to the school feeding programme. Many of the classrooms are also neat, tidy and attractive, and particularly in the Foundation Phase, are personalized by the individual educators. Storage remains a challenge in some schools/classrooms, but generally the WCED is trying to assist and support teachers in this regard.



Concrete equipment, a teaching "mat"/carpet and ability groups are crucial to the teaching of sound educational concepts at Foundation Phase level (in particular). Children who are drawn from poor socio-economic communities, where parental support and input is limited/non existent, as well as high school and class enrolments, does and will continue to create additional challenges for educators. Many educators still appear to be hostile to/unaware of, how to incorporate concrete and practical resources (of numerous types), into a lesson, thereby providing a rich and meaningful sensory experience for the child, where understanding and learning can take place. This needs to be a regular, daily practice, across at least Numeracy and Literacy. In the Intermediate/Senior Phase, much teaching is still lodged in "talk and chalk". The pace and input in the lesson is strongly





and largely controlled by the teacher, with the pupils remaining fairly inactive and often inert. "The Outcomes Based idea of giving a task which will provide learning, and assessing the learners' ability to do the task before proceeding, basing the next step of teaching on the assessment made of where the learners are, is quite foreign" Shirley du Plessis, April 2009



It would appear that some teachers do not link the information shared in the departmental workshops, to the practical classroom teaching environment. The necessity to create and structure tasks which will engage the learners, which will generate discussion, language development (both mathematical and literal), and which (tasks) will clearly indicate and demonstrate what learner are capable of, are extremely limited. Frequently a few brighter learners "carry" the bulk of the pupils in the class. Often, a large percentage of learners remain passive, mute and appear quite confused and almost disorientated in class. Many children can appear quite alarmed that they have actually been asked to make some contribution/reach some conclusion/draw on some knowledge, within a lesson.



In both the Foundation and Intermediate Phase, we have observed whole class teaching to multi-grade groups, with no differentiation of input, tasks, expectation etc. During the primary school years children need the opportunity to learn at their developmental level and pace. Many educators also need to be encouraged to move purposefully around the classroom once a task has been set, to evaluate how the pupils are coping and to assess which children need additional support. Many teachers do not understand assessment as a benefit to the teacher so that she can present appropriate developmental and learning tasks to her pupils.



We will continue to inform Baardmansfontein and Matjiesfontein Primaries of our visits to the area, but these two schools are both functioning well with Edupeg. The remaining schools will continue to require support, and we thank our reliable donors for their generous funding which enables us to fulfil our work in this cluster.



Sincere thanks goes too, to Shirley and Ingrid, for their dedication and diligence, and to Tia, Sue and Les, for the much valued input.



PRINCIPAL COMMENTS

- Edupeg is 'n goeie hulpmiddel en word veral gebruik as deel van ons LITNUM- strategie. Baie dankie ook vir die gereelde ondersteuning en positiewe kommentaar.(A L A Mei – Steenvliet Primer)
- Baie dankie vir u besoek. Dit word deur die personeel waardeer! Alle material is tot alle opvoeders se beskikking in die media! (B P du Plessis – Touwsrivier Primer)
- Die ondersteuning en insette om die kwaliteit van ons onderwys te verbeter word opreg waardeer. Baie dankie vir die ondersteuning en leiding wat u ons verskaf.(Mnr C Pedro – Laingsberg Hoerskool)
- Meer ondersteunings material word benodig vir Grondslag en Intermediere Fase. Senior Fase ontang vak onderrig – ondersteuning word benodig. (R van der Westhuizen – Acacia Primer)
- Ons integreer nog steeds die Edupeg by ons daaglikse lesse. Ons gebruik dit ook vir Geskiedenis en Aardrykskunde nou. Dankie. (Mev W Smith – Matjiesfontein Primer)

TEACHER COMMENTS

- Ek het die idees baie interessant en leersaam gevind. Ek verstaan nou meer hoe ek Edupeg in my verskillende leerareas en in klas moet aanpak. (Mev C Pas – Steenvliet Primer)
- Baie behulpzaam met idees hoe leerders werk kan verstaan en geniet. Vriendelik.(Mev Hofmeester – Steenvliet Primer)
- Ek dink dis baie stimulerend en sal definitief dit vorentoe kan gebruik. Aanbieding was wonderlik en verstaanbaar. Dankie. (D Stannard – Touwsrivier Primer)
- Edupeg is 'n goeie bron om te gebruik. Dit stel regtig 'n uitdaging aan die leerders om te leer dink. Dankie vir die advies, dit was baie leersaam. (Mev D Thomas – Touwsrivier Primer)
- Ons vind dit baie interessant en leersaam. Dit werk baie lekker, want ons leer speel-speel. (B van Wyk – Laingsberg Hoerskool)
- Baie dankie vir dit wat u aangebied het. Dit was baie interessant en leersaam. Die kinders het dit baie geniet. (S Manuel – Laingsberg Hoerskool)
- Uiters geslaagd. Dit is veral verblydend om te sien dat veral my stadige leerders baie entoesiasies kan deelneem. Die aanbieding was prikkelend en baie geslaagd. (Mnr I J Manuel – Laingsberg Hoerskool)
- Baie dankie Juffrou dat u beveil was om verby my onkunde te kyk en my toe gelaat het om met u te verskil. God's rykste seen en sterke op u pad. (Mev Pedro – Acacia Primer)
- Die groepie leerondersteuners-leerders het so special gevoel. Baie dankie aan Mev Ingrid van der Spuy se gemoedelikheid en belangstelling in die les. Dit het die groepie baie op hul gemak laat voel. Baie dankie vir wenke. (Mev van der Westhuizen – Acacia Primer)
- Dit was 'n voorreg om u te ontvang – baie dankie. Dankie ook vir u raad en leiding. (Mev L Smith – Acacia Primer)
- Dit was baie aangenaam en opbouend om die besoek to ontvang. Dankie vir die aanmoediging wat ek van u ontvang het en u positiewe kommentaar. Voorspoed! (Mev J Botha – Acacia Primer)

04-07 May 2009
Week 1

Seven schools were visited in the initial week in this area. It is very encouraging to note the warmth of the reception of our trainers, at all of the schools visited. Lessons had been prepared at all of the schools, and almost all of the educators with whom Ingrid and Shirley worked this week, were keen, enthusiastic and eager to gain feedback which would enable them to improve their teaching skills. The learners at all of the schools are drawn from poor communities and all enjoy the support of the Western Cape School Feeding Programme.

We have worked in this cluster for some years now, and it is interesting to note the growth and development of educators who are professional and committed and who are diligently trying to improve their teaching skills.

Many classrooms that we visited were neat, clean, bright and attractive, with attention given to storage, and with appropriate posters and pictures on the walls. WCED must be commended for the active role that they have played with regard to school refurbishment, newly established libraries, Khanya Computer Rooms etc. Many educators take great pride in these educational developments which have promoted pride in their school and have further promoted and fostered professionalism.

The Foundation Phase classrooms that were seen to be functioning well, all had teaching mats, learners seated in groups, promoted the use of concrete equipment for learning, and practiced differentiated teaching. Virtually all of the Foundation Phase educators were extremely appreciative of the support and advice that was shared and teachers were delighted to be part of the demonstration of varied concrete equipment and the relevance, pertinence and suitability of concrete resources when teaching specific concepts e.g. the use of unifix blocks when teaching "10".

It was encouraging to see children who are obviously used to differentiated teaching, who have been exposed to opportunities of working independently and who have available to them, the correct and adequate stationery, to fulfil their set tasks.

Some very pleasing lessons were also observed in the Intermediate Phase. Heidedal Primary School should probably be singled out, and the dedicated and committed educators need to be acknowledged, commended and recognized for their commitment and positivity. Under the leadership of Ms Joseph, these educators function well as a team and they appreciate and seek out support and guidance to help them to improve their teaching skills and techniques. What was very interesting at this school, is that although the verbal ability of the learners was low, it was striking how freely and enthusiastically the learners contributed to the classroom dialogue. These educators are certainly involved in looking to support and develop the

REGION: Western Cape: George, Knysna, Plett, Franken, Herold
DATE: 4-7 May 2009

Name of school	Pupil enrolment	Teachers & Principal
Waboomskraal Primary School	97	5
Blackwood Primary School	26	1
Dieprivier Primary School - G	41	2
Klipdrift Primary School - G	78	3
Hibernia Primary School	521	14
Van der Hoven Primary School - G	78	6
Heidedal Primary School	1487	37
Herold Primary	31	3
2359	71	

REGION: Western Cape: George, Wilderness, Plett
DATE: 18-22 May + 25-29 May 2009

Name of school	Pupil enrolment	Teachers & Principal
Thembaletu Primary School	1158	28
Mzoxolo Primary School	1100	26
Kretzenhoop Primary School	844	23
Sedgefield Primary School	324	10
Rondevei Primary School - G	69	3
Oakhurst Primary School - G	67	2
Redlands Primary School	96	4
Olympia Vaardigheid Primary School	356	17
Conville Primary School	1477	38
Rosemoor Primary School	1100	35
Tyholorha Primary School	1326	37
Geelhoutboom Primary School - G	125	4
Huis Outeniqua Primary School	57	4
Hoogekraal Primary School	85	4
Ruigtevlei Primary School	50	2
8234	237	



Confidence and self esteem of the children in their care. Our trainers were also obviously exposed to educators who were less motivated and dedicated. "Again we have to realize, that despite our best efforts, the educators will take as much benefit from the material as their general teaching competence, energy and understanding of how Outcomes Based Teaching works, will allow them". Shirley du Plessis May 2009.

Once again our trainers tried to discourage the use of photocopied sheets (including photocopied Edupeg exercises) and to encourage written work which:-

- promotes practice in layout
- reveals methods and calculations (of learners)
- prevents guessing and cheating
- provides opportunities for assessment
- encourages concentration
- promotes spatial development

Ingrid and Shirley were pleased to meet Mrs Wilna Francis, the Learning Support Advisor for the Oudtshoorn district. We did historically support schools in this area and it is probably time that we move our focus to support some of the schools in this region, allowing some of the George schools an opportunity to continue with the use of Edupeg independently.

18-22 May 2009

Week 2

Two of our very big township schools in George, fell into this week of training. The sensitivity, support and integrity of Shirley and Ingrid, have been pivotal in creating the warm and trusting relationship that is prevalent in these schools. Lessons had been prepared and educators have, without question, tried to utilize some of the advice and guidance shared in the past. However, what was also exposed, is that with the provision of photocopied sheets, almost all work is now in this format. Huge expense and waste of resources, (paper and ink), are evident. The "filling in" further deprives children of the opportunity to work calculations through, to find answers for themselves and to systematically solve problems. In language tasks, opportunities to engage with tasks which would promote thinking skills, creative thought and expression of individual ideas are far preferable and would enhance and promote real development.

We experienced a significant number of children in the Intermediate and Senior Phase who could not read/ were weak readers and who had poor skills with regard to calculating and finding solutions. Many learners were quite shy, lacked self confidence and were inclined to rely on copying. It is my sense that much of the above can be attributed to the method of "talk and chalk" that is adopted by many educators, and where whole class, non-differential teaching is practised. Teachers seldom, if ever, call on the weak learners to contribute an answer or opinion, but rather rely on the stronger students. Once these few children appear to understand, the teacher moves on. In all classes visited, teachers were actually aware of the significant differences in the range of ability of the learners in their classes, but in almost all classes, all children were taught the same lesson, at the same time, at the same pace, and given the same activity. Logically, all teachers could see that this was far from ideal, but practised this method anyway.



In the Foundation Phase, the absence/ lack of use of concrete equipment, and the non availability/ lack of use of a teaching carpet, significantly and negatively impact on the development of skills, particularly in Numeracy as well as in Literacy. Small individual group teaching, on a carpet using concrete equipment is essential in the formative years of education. Groups should not exceed 10 learners, and thus teachers will need to have 4/5 ability groups within their grade group. Managing all of these groups and providing appropriate and adequate learning activities takes time, preparation, practice, patience and skill but once mastered, will produce positive results.



It is our plan to spend more time in our very big schools, to give them additional support.

After a long history of resistance and non-co-operation from the educators at Sedgefield Primary School, we have decided to withdraw our resources and our training support. We have left materials for use by the Learning Support teacher and have already re-allocated the remaining materials to deserving schools who are delighted with additional resources, as they are used. The children from Sedgefield Primary are drawn from a particularly deprived environment and we are saddened that they are now also denied access to attractive, fun and educationally sound resources. The resistant and obstructive attitude of the educators left us with no option, but to withdraw, as we have worked for 5 years to encourage, demonstrate, promote, assist, support and model appropriate methods and styles of teaching to promote learning, with no effect.



Once the special curriculum for schools such as Olympia Vaardigheid is complete, we will re-engage with this school and plan personalized intervention into this institution.

Rondevlei Primary and Oakhurst Primary schools were happily "graduated", and we will remain available if they need any support.



25-29 May 2009

Week 3

Learners who are grouped together often with many pupils to the class, who are not encouraged to think for themselves, never expected to contribute any creative ideas or input, where emphasis is not placed on dialogue and development of thinking skills, where self confidence is not nurtured and where, if learners sit inert for long enough, the educator will probably supply the answer, result in circumstances where learners do lack skills and capacity. And who eventually exit our educational system, poorly equipped to enter the job market.



The week that I checked the George Week 3 reports, is the same week that President Jacob Zuma has promised 500 000 job opportunities by year end, and 4 000 000 job opportunities in five years. If our youth are not adequately educated, their only hope will be to be able to gain unskilled labour positions, which may well be temporary. Such temporary wages have little impact on the grinding poverty of the communities in which they live. It is critical that children are adequately educated to enable them to gain skills and capacity, whereby they can be meaningfully employed.



Many of the educators with whom we work, have (at last!) begun to be extremely grateful for our assistance within their schools, and see our visits as un-threatening and contributing to their professional development, to become better educators.

Conversely, some educators are quite unwilling to embrace any change and although their practical methods are proving inadequate when one looks at the systemic assessments, they are completely averse to altering their teaching methods. I quote from a report by Shirley du Plessis, on her visit to Rosemoor Primary in late May 2009 "The Grade Seven class in which I observed, displayed the most distressing lack of Maths knowledge and confidence. Learners largely did not answer any questions, worked extremely slowly and seemed extraordinarily inert, despite the educator's best effort. In the two classes where I did demonstrations, the learners were a great deal more responsive, but also seemed to have extraordinarily little knowledge". In her conclusion about this school she wrote: "I have seldom seen such weak Grade 7s. They brought me close to tears".

We continue to seek to best support principals, educators and learners, to guide, assist, support and encourage them and we are grateful for the funding from Vukani Gaming,, which up until now, has been dependable and reliable. We hope that this support will continue, which will enable us to continue with our contribution to primary school education in this province.



GEORGE

4 – 29 MAY 2009

PRINCIPAL COMMENTS

- Baie dankie vir u ondersteuning. Ons het die ondersteuning nodig en sal net verbeter. Baie dankie en voorspoed. (Me K E Stoffels – Waboomskraal Primary)
- Baie dankie vir die geleentheid wat Edupeg ons bied, en die fasiliteerders wat altyd so behulpsaam is. Ons word nooit te oud om te leer nie. Sien uit na jul volgende besoek. (Me M E Fouche – Herold Laerskool)
- Dankie vir besoek en ondersteuning. (J October – Dieprivier Primer Skool)
- Baie dankie vir u ondersteuning Fasiliteerders was bedagsaam en vriendelik en behulpsaam. Opvoeder sal baatvind. (M Stoffels – Klipdrift Primer Skool)
- Baie dankie vir u besoek. Toekomstige besoeke word verwelkom. (Mnr W Pedro - Hibernia Primer Skool)
- Edupeg help grotendeels veral vir die beplanning van intervensies met die leerders wie leerondersteuning benodig. Dit help as hulpmiddels en vir vaslegging veral by Wiskunde. (A E Joseph – Heidedal Primer Skool)
- Edupeg dien as groot hulp veral met hoofreken en probleemoplossing. (Me C America – Hoogekraal Primer)
- We are really grateful for Edupeg. It really develops our learners' numeracy skills as we have learners who left school a long time ago. (Ms T Jele – Huis Outeniqua Primer)
- Dit werk fantasties! Dit help veral die stadige leerders veral met die basiese bewerkings, kombinasies, halwering en verdubbling. Ons gebruik dit gereeld en veral by leerders met intervensie probleme. (Mr Fortuin – Geelhoutboom Primer)
- The feedback that I get from most of the educators is that Edupeg is easily understandable and user-friendly. Learners enjoy the books. It is easy to integrate Edupeg with any lesson. (C Zimdahl – Tyholora Primary)
- Edupeg bied welkome afwisseling aan die kurrikulum. Vinnige leerders gebruik dit vir stimuleering en afwisseling. Leerders is ywerig om met Edupeg hulpmiddels (bord en boeke) te werk. Uitslae het verbeter. (N A Scholtz – Conville Primer)
- Dankie vir die besoek en ondersteuning. Gebruik Edupeg gereeld. Leerders geniet dit. (Mnr Visser – Van der Hoven Primer)
- Baie doeltreffende hulpmiddels. Volg die leerder se vordering. Baie inligting en idees hoe om die leerder doelgerig te lei. (Mev J Saayman – Rondevlei Primer)
- Verskaf 'n verskeidenheid van werk en dit bly altyd 'n uitdaging vir die leerders. Leerders leer ook om self opdragte te lees en uit te voer. (Mr S P Harker - Oakhurst Primer)
- Ek wens hiermee my diepe teleurstelling met die opskenting van 'n samewerking ooreenkoms uit te spreek. (Mnr Dogh – Sedgfield Primer)
- Edupeg is an innovative way of curriculum delivery. If it can be applied in totality in our schools, we can overcome the problem of LITNUM. (C G Eagan – Mzoxolo Primer)
- Edupeg is one of the user-friendly programmes that assist educators and learners in teaching and learning. It helps us with different levels of learners so that we can achieve our goals. Thanks to the facilitators for their visit. (N K Ndzoto – Thembaletu Primary)

TEACHER COMMENTS

- Baie dankie vir Edupeg. Ek gebruik dit gereeld, in my lesse en dit is van onskatbare waarde. Dit word ook gebruik as ondersteuning vir die stadige leerders. (Mev Stoffels – Waboonskraal Primer Skool)
- Doen Wiskunde en Afrikaans met leerders om Edupeg sinvol in klas te gebruik wat leersaam was. (Mnr J Pretorius – Waboonskraal Primer Skool)
- Ek glo dat Edupeg die ondersteuning sal bied vir leerondersteuning veral vir die stadige leerder. Dit moet net goed beplan word en deel uitmaak van die skoolprogram. (Mnr CI Titus – Waboonskraal Primer Skool)
- Ek dink dit is baie oulik. Ek sien uit daarna om met Edupeg in my klassie te werk. Ek weet my Grade R's gaan hierby baat. (Me M Stander – Herold Laerskool)
- Ek het dit baie leersaam gevind. Sal dit maklik nou kan toepas. (Mev M Piedt – Blackwood Primer Skool)
- Les/Demonstrasie gemaklik en interessant en op die leeder se vlak gewees en gedaal indien moontlik “Tips” vir opvoeder ge gee. (Mnr Heynes – Klipdrif Primer Skool)
- Ek het persoonlik baie geleer. Die manier hoe die boekies praktise by enige les ingepas kan word. Dankie vir die manier hoe u dit aan my oorgedra het.(Mev Booysen – Hibernia Primer Skool)
- Dit is wonderlik om Edupeg in die klaskamer te gebruik. Edupeg het 'n groot verskeidenheid aktiwiteite. Dankie vir die wenke, Mej van der Spuy. (Mev Harris - Hibernia Primer Skool)
- As 'n opvoeder wat 'n tyd lank uit die onderwys weg was, was dit 'n insiggewend en verrissend om vars idees te hoor. Ek sal dit beslis in my aanbieding gebruik on die Graad 1's se persepsies te onderrig en te verstewig. (Mev Potts Julies – Hibernia Primer Skool)
- 1) Advies wat gegee is, was baie goed.
2) Fasiliteerder het goeie kennis oor leeruitkomste in Wiskunde.
3) Bode baie nuttig vir stadige leerders. (Mnr S Pedro – Hibernia Primer Skool)
- Die Edupeg handleiding is 'n goeie Leersaam leermiddel (hulpbron) en spreek die kurrikulum aan. (Mnr A Jacobs – Hibernia Primer Skool)
- Dit was baie goed vir myself om dit 'n slag toe te pas. Ek sal dit definitief gebruik. Baie dankie vir al die idees en die begrip vir vandag se omstandighede. (Mev Jordaan-Ari – Heidedal Primer Skool)
- Aktiwiteite in boeke is baie leersaam. My swak leerders het my regtig verstom met 'n Grafiekles uit Edupeg. Dankie, Edupeg. (Me Lawrence – Heidedal Primer Skool)
- Die Edupeg werkboeke is fantasties om te gebruik vir klasaktiwiteite. Fantastiese prente, kleurvol wat gebruik kan word by geletterelheid. Leerders geniet dit om met dit te werk. (Me E Thyssen – Heidedal Primer Skool)
- Edupeg is baie voordelik vir ons leerders. Om die prente te kan gebruik vir opkikking van 'n les is fantasties. Die leerders geniet dit. Hulle is spontaan en neem deel aan die gesprek. Onbetrokke leerders werk ook saam. Hou aan met die goeie werk. (Mnr N Plaatjies – Heidedal Primer Skool)
- Baie dankie vir al die inligting en raad wat u aan my gegee het. (Ms L Hans – Heidedal Primer Skool)
- The Edupeg range of books is really an excellent resource. It most definitely gives the learners courage and confidence to speak in English. The colourful pictures stimulate and motivate!!(Mrs M Visagie – Heidedal Primer Skool)
- Baie dankie vir al die hulp met die gebruik van die Edupeg pakket!(Mr B D Alexander – Hoogekraal Primer)
- Leerders geniet lesse met Edupeg boeke. Hulle denke word gestimuleer!(Mnr J Grootboom – Hoogekraal Primer)
- Edupeg is regtig waardevol en kan vir 'n verskeidenheid van aktiwiteite gebruik word. Dit kan ook vir verskillende leerprogramme gebruik word and dit is kleurvol. Dit is werklik “stunning”. (Me Tarentaal – Huis Outeniqua Primer)
- When using Edupeg, I feel able to communicate with the learners and they can learn to be responsible, think and count the numbers. (N I Magqupu – Outeniqua Place of Safety)
- Edupeg is baie interessant en leersaam. Die leerders kan baie baat vind deur die gebruik van Edupeg. Dit help die leerders om op 'n eenvoudige manier wiskunde begrippe en bewerkings uit te redeneer as ook foute te kan ontdek. (J S Daries – Huis Outeniqua Skool)
- We as Grade One educators are so happy and thankful about the visits and support we get from Edupeg facilitators. They make us clear and confident on how to use these books when doing planning. Thanks. (Ms Ndizana – Tyholorha Primer)

- Thank you very much, Edupege for the person who came to show and give me advice which will help me in future with Numeracy. It is very important to me to have people like you who like to help us. (Ms Swartbooi – Tyholorha Primer)
- I thank you very much for giving us an opportunity to use the resources and guide us with the use of Edupege. We received a lot to enrich our teaching and the activities are very interesting. (Ms Ngwabane – Tyholorha Primer)
- Edupege books are very good and they accommodate all learners, according to their level of understanding, but there is no time to use them regularly due to school commitment (curricula activities). Mrs C T Twani – Tyholorha Primer)
- The visit is very much fruitful to me and I hope that I will do more next time. (Miss Z Luguxa – Tyholorha)
- Baie dankie vir u goeie gesindheid. Dankie dat u meer lig werp het op Edupege as bron. U wenk sal onthou en toegepas word. Good luck. (Me G Cleophas – Rosemoor Primer)
- Baie dankie vir die waardevolle inligting wat u met my gedeel het, bv. hoe om die boekies te gebruik en maniere wat ek kan gebruik met die leerders wat meer hulp nodig het. Ek waardeer dit. (Me Titus – Rosemoor Primer)
- Baie dankie vir die wonderlike wenke. Die boekies is pragtig en kleurvol. Dankie vir die werk wat julle doen. Sterkte vir jul! (Me A Slater – Rosemoor Primer)
- Baie bemoedigende wenke gekry om die Edupege boekies te gebruik, veral in die leesperiode. (Mev Roelofse – Rosemoor Primer)
- Die geskrewe kommentaar word waardeer. Dit is baie opbouend. Die gesprek her in 'n goeie gees plaasgevind en die aanbevelings sal, waar moontlik, geimplimenteer word. (Mnr Mcakenzie – Rosemoor Primer)
- Lesse aangebied was baie interessant. Leerders het dit verskriklik geniet. Wiskunde begrippe word op 'n baie "fun" manier aan leerders bekend gestel – hou die vrees van die vak weg en maak leerders gemaklik met wiskunde. (Mnr Muller – Rosemoor Primer)
- Dankie dat u bereid is om na ons lesse te kom luister. Mens wil net graag hoor of ons nog op die regte pad is. Dit is ook lekker om nuwe idees by u te kry. (Ms R Nortje – Conville Primer)
- Baie insiggewend en leersaam gewees. Het nuwe idees gekry. Baie dankie. (Me P Smith – Conville Primer)
- Was onder die indruk dat Edupege slegs vir Wiskunde en Taal gebruik kan word. Ek het egter ontdek dat dit goed by ander leerareas bv LO gebruik kan word. (Mev E D Campher – Conville Primer)
- Ek verstaan Edupege veel beter. Hoe om dit aan te bied in die Wiskunde les. Idees vir Wiskunde lesse is nou duideliker. (Mej M Crowley – Conville Primer)
- To my understanding I did the lesson very well, but I will try and practice what I have been advised to do. Thank you. (Ms Maloyi – Mzoxolo Primer)
- I thank you Mam very much and I gained some knowledge how to use Edupege correctly. I wish you can come again to help me. Thank you very much. (Mrs N Hanase – Mzoxolo Primer)
- Thank you Edupege, I have learnt a lot from your books. They help me with my lessons. Ingrid gave me some advice that will help me. (Ms Mjumba – Mzoxolo Primer)
- I think Edupege is very fruitful and helpful. The Edupege facilitator helped me a lot during this day. The children are able to write and express what they see in the pictures. (Mrs J Nofemele – Mzoxolo Primer)
- I think Edupege is the best tool to use, especially in a Maths class. It gives learners an opportunity to work on their own. As a teacher, you can see where your learners lack and where you can assist. (Ms N V Khovani – Mzoxolo Primer)
- I presented my lesson to learners and I felt confident with this. I have learnt a lot from the Edupege and I think it can work and help the school with our systemic evaluations. (Mr B Lugayeni – Mzoxolo Primer)
- It's been wonderful to meet with you Miss Ingrid, you've been an inspiration to me. As I told you I am new in this Foundation Phase and I hope everything will go well through you. (N I Gila – Thembaletu Primer)
- I'm very grateful to be with you. You have taught me many things that I did not know. Thank you very much. (Ms N Belwana – Thembaletu Primer)
- The facilitator supported me. She also discussed with me different ways of using the Edupege equipment. (Ms N N Mgcweba – Thembaletu Primer)

- It was a great opportunity for me to have you in my lesson. I really appreciate and thank you for encouraging and empowering me. I hope to use your advice and input positively, for effective teaching and learning. (Mrs K Mbanda – Themba lethu Primer)
- It is a good resource and relevant to teaching. Would you please visit more because we gain much through your visits to our school. Keep it up. (Mr D Gxalaba – Themba lethu Primer)
- It is good to use Edupeg. It is so practical. It helps learners to see things for themselves. I am willing to use the advice I get. (Mrs Linda – Themba lethu Primer)

DISTRIKSPERSONEEL EVELUERING

- Die skole wie dit wel gebruik behaal sukses. Ek moedig graag die leerondersteuning opvoeders aan. Het vandag meer inligting gekry en is opgewonde. (Wilna Francis)

REGION: Western Cape - Wynberg
DATE: 02 Jun 2009

Name of school	Pupil enrolment	Teachers &
		Principal
Zamkukhanyo Pre-School	111	4
Thandabantu Pre-School	76	3
	187	7

We had three pre-schools in this cluster, but I think it will now be sensible to include Vrygrond Grade R, with Capricorn Primary, as these schools are now both situated at the primary school.

It is so very encouraging to work with an outreach project like Yabonga, who work sensitively with the pre-schools in disadvantaged communities. The educators in these schools are supported and helped to develop their skills and capacity, and the schools themselves are resourced with equipment and materials to help the young learners to grow and develop.

All classrooms visited were bright and attractive, with colourful posters, friezes and children's artwork on the walls. Puzzles, games and reading books are all evident, and all are kept neatly and stored on clean shelves. Mat areas are provided, where the young children can sit to make puzzles/ read books/ play with construction games etc and Zamukhanyo Educare also has a "dress-up" corner, where children can engage in role-play.

The children themselves are clean, neat and tidy and obviously come from caring homes. They receive two meals per day at school, and are thus well nourished, happy, energetic and enjoy the activities of their pre-school day.

The educators with whom we work are keen to learn, receptive to new ideas and are willing to try to implement that which they have been shown. They have grasped the concept of group teaching and it is pleasing to see how proficient these women have become, when managing multiple groups in their classes. The children are obviously given adequate opportunities to engage with the Edupeg resources and they work competently with increased skill and concentration. The resources are neatly and securely stored in both term time and the school holidays.

Good lessons were observed at both schools, and the educators themselves have grown in confidence and self esteem. They are very grateful for our support and appreciate our visits, and the information and assistance given to them by Ingrid. Both schools would benefit from some additional resources, and I will attend to this before the end of the term.

Sincere thanks to all who are involved in this community outreach, including our donors, our Foundation Phase trainer Ingrid, and our small administrative team who ensure that the training runs smoothly.



YABONGA
2 JUNE 2009

PRINCIPAL COMMENTS

- Thank you Edupeg for sending us a lady by the name of Ingrid who is very good in what she does in helping us teachers on how to do Edupeg activities with the children. Our work is very easy because of her.
(Ms E Mbilana – Thandabantu)
- Thank you so much for always coming to help us, because every year we have new students so we really thank you for assisting us.
(Sindiswe – Zamukhanyo Educare)

TEACHER COMMENTS

- I thank you Edupeg. You are doing such good for us. We are learning how to develop concentration, number, colours, shapes etc.
(Thomeka Ntotnjene – Thandabantu)
- I just want to thank Edupeg for their support. It really helps our children and we as educators know it is easy to teach our learners Edupeg.
(Sindiswe and Nloluvo – Zamukhanyo Educare)

This new and modern school is set against the squatter shacks and accompanying abject poverty of the community in Vrygrond. Extensions to the initial school have taken place, and the school now has two grade 4 classes. Further extensions are underway with the accompanying challenges of building and construction. It appears that the school continues to have multiple interventions. The remedial assistance programme is still in place, as is the perceptual development programme. This latter has apparently been minimized, but continues as a regular support programme.

Our trainers, Shirley and Ingrid, were warmly welcomed at the school. We were able to work with educators in their classes, and in the Foundation Phase, it was found to be most productive to work with educators in their grade groups.

It would appear that not all educators had fully grasped what was shared during the previous inter-active visit/ some educators selected not to engage or view their opinions. What does seem to be apparent, is that along with the many curriculum changes and departmental requirements, there are educators who are finding difficulty in embracing the multiple educational demands created through NCS and support initiatives. Some of the educators are fairly new to teaching and still lack experience e.g. in Grade 1, one teacher is in her 2nd year of teaching, 2 are first year teachers, one is still studying and the HOD is well experienced. Apparently the many interventions, sport programmes etc have eroded the afternoon phase and grade planning sessions which are crucial for the development of the young and less experienced educators.

What we also experienced during this visit, is the devastating impact that tik addiction has on our school going youth. Much of our work is in the more rural areas, where we are exposed to the impact on learning on those children with FAS (Foetal Alcohol Syndrome). The children with related tik addiction issues are very much more restless, who also have limited attention spans. It is very demanding for educators to motivate, teach, control and competently assess learners when so many children have developmental lags and/or tik withdrawal symptoms. The educators are fortunate in that they usually have the support of a teacher assistant, but absenteeism during winter, due to ill health, often leaves the teachers to cope alone, with rather large, restless and unruly learners.

Much of what was dealt with in our initial session, was revised. Storage and access to materials was also dealt with. The general use of resources was also covered and the necessity for Foundation Phase children particularly, to be able to handle and manipulate concrete equipment, to better understand and internalize concepts.

The response from the Grade 4 learners was very positive, with the children enjoying the activities and the interactive learning opportunities that were evident from the activities set. The feedback from the educators was also positive, and Mrs Hassan is very grateful for the support and guidance available to herself and her staff.

REGION:	Western Cape - Capricorn Park	
DATE:	3 + 4 June 2009	
Name of school	Pupil enrolment	Teachers & Principal
Capricorn Primary	456	15
	456	15



Due to the number of interventions and the demands on the educators, it was decided that we will limit our support to one visit a term, and this will be based on building the skills and capacity of the teachers through the input of our trainers, rather than on any expectation (i.e. lessons delivered) by the educators.

We are grateful for the funding that has been made available for us to support this school and thank our trainers for their dedication, commitment and sensitivity. We thank the school and staff for making us so very welcome.

This was a very positive school visit, and we look forward to working with this enthusiastic and pro-active staff. Those educators who were absent could potentially be supported after Ingrid's visit to the Grade R classes in early June.



VRYGROND

3 June 2009

PRINCIPAL COMMENTS:

- Thank you so much for your positive comments. We shall surely act on your recommendations. Please visit once a term to monitor progress.
(Mrs Hassen – Capricorn Primary)

TEACHER COMMENTS:

- Thank you for the support and motivation. We needed your expertise and ideas to implement the Edupeg Programme. We will definitely make it part of our Weekly Planner. (S Pamplin (HOD) – Capricorn Primary)
- The facilitator was very helpful and willing to assist in areas that needed attention. She explained very well and is very supportive! Thank you very much. (Ms T Bester – Capricorn Primary)
- Very valuable and extremely informative. Thanks for your inspiration and your kind words.
(Kathryn, Taytum, Sally-Ray, Tracy and Shauna – Capricorn Primary)
- Now that we were shown how to use Edupeg we will be using it as part of our daily teaching and intervention.
(Mrs Sylvester and Mrs Mair – Capricorn Primary)
- The Edupeg programme will work well in class. It is very interesting for the children and they enjoyed themselves.
(Sharonese Samuels – Capricorn Primary)
- Edupeg is colourful and fun for the learners. The learners responded spontaneously. Ingrid presented the Edupeg programme very well. Thanks.
(Celeste Smith – Capricorn Primary)
- It was very informative and learners really enjoyed the session. We will be able to use it in class regularly. Thank you Ingrid!
(Melanie Daniels – Capricorn Primary)
- I need time to make up my mind about this course but on the other hand I think it is good that our learners are given time to explore other things.
(Nokugouda Manathe – Capricorn Primary)