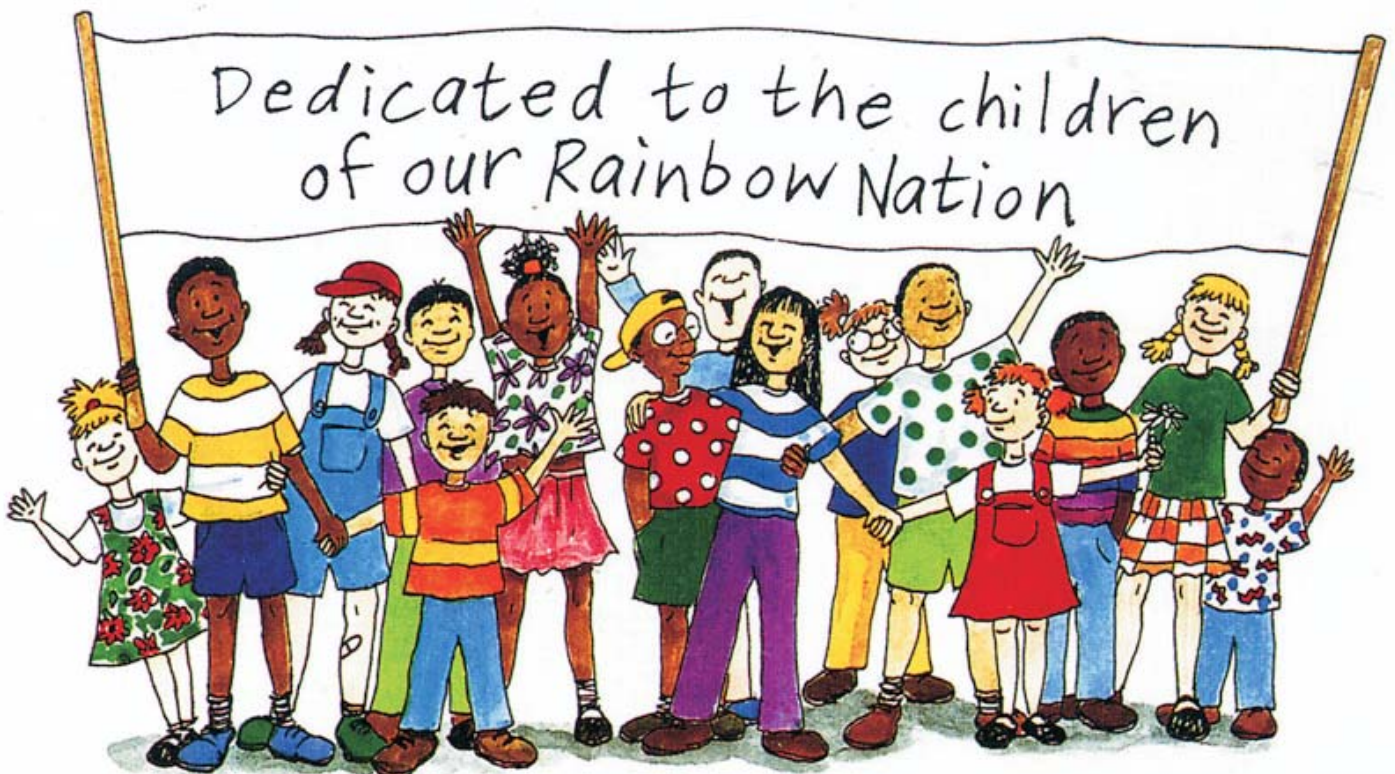




Edu-peg

# THE SACTWU EDUPEG PROJECT

## 3<sup>rd</sup> 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. Swersky - Project Manager & National Coordinator



**THE SACTWU  
EDUPEG PROJECT**

**3<sup>rd</sup> QUARTER REPORTS  
2009**

**WESTERN CAPE**



**REGION:** Western Cape - Vrygrond

**DATE:** 8-10 September 2009 **Teachers &**

Name of school	Pupil enrolment	Principal
Capricorn Primary	456	15
	<b>456</b>	<b>15</b>

Capricorn Primary School has benefitted from a new boardroom/meeting room, an extended staff room and a photocopying room. This new and attractively built school continues to be well maintained, and is a beacon of hope in the impoverished community in which it stands.

The pressure and social manifestations of poverty, are prevalent in this school, non-withstanding the architecturally sound building, and the neat and attractive outer-wear of the learners.

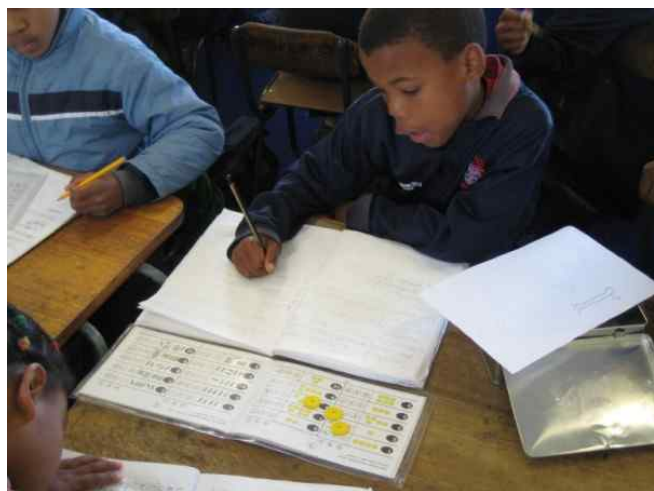
With world Foetal Alcohol Day being marked in the week that I write this report, we in South Africa are acutely aware of the hugely negative impact of alcohol abuse on the new foetus, and of the challenges that face young children, specifically in the sphere of formal learning, who are thus afflicted. (South Africa has the highest Foetal Alcohol Syndrome statistics in the world, with the Western Cape the second most impacted upon province, after the Northern Cape).

In communities such as Vrygrond, circumstances are yet further impacted upon, as tik addiction is rife, and many youngsters are born to addicts, making the children themselves, addicted. These two circumstances play a pivotal role in the restlessness, non-attention, short/limited attention spans, compromised memory skills, etc, of many of the young learners at Capricorn Primary.

Unfortunately an unavoidable alteration to our training schedule, resulted in Shirley being unavailable for the Intermediate Phase training this term, as she was in our Isandlwana cluster, but she will be with the Grade 4's in the final quarter of the year. Ingrid spent three very successful days at the school, where she patiently and professionally gave assistance and guidance, whilst demonstrating and/or explaining how to incorporate resources, including Edupeg, into meaningful lesson planning, and their lesson execution.

Many of the staff in the Foundation Phase of Capricorn Primary are quite young and quite inexperienced. These teachers appeared to really value the support, advice and input that Ingrid was able to impart, due to her vast teaching knowledge and practical experience.

Again, it should be mentioned, that it is crucial for young learners to handle and manipulate concrete equipment, particularly when learning and consolidating maths concepts, to enable the pupils to successfully internalise





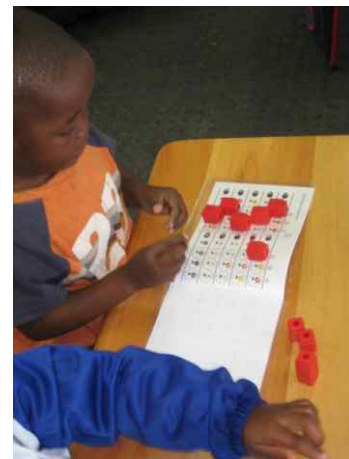
Their knowledge. The mechanical teaching of maths does not suit all learners, and is not sustainable, once children have to learn/memorise "recipes", as the volume of knowledge required, grows in quantity and complexity. One of the educators has a relative who works for a highly reputable educational supplier, and I would strongly recommend that some manipulative, concrete equipment is purchased, particularly for the Foundation Phase learners.

Ingrid was made very welcome at the school and she was utilised across all the grades in Foundation Phase. There is however much that needs to be achieved at this school, and I envision that the educators will continue to require her support.

Sincere thanks to the principal and staff of Capricorn Primary, who have made our visits so welcoming and pleasant.

Thanks too to our funders, whose generous sponsorship has allowed us to fulfil this support intervention.

Special thanks to Ingrid for her patience, perseverance and professionalism, and to our small admin team, for their valued logistical support.



**CAPRICORN PARK**  
**8-10 SEPTEMBER 2009**

**PRINCIPAL COMMENTS**

- Thank you, Ingrid, for your endless patience and perseverance! It is greatly appreciated. We look forward to your next visit.  
(Ms. S. Hassen – Capricorn Primary School)

**TEACHER COMMENTS**

- It was indeed a real pleasure hosting Ingrid at our school. We, the educators, appreciate her guidance and her helpfulness. She is amazing. Thanks for going the extra mile for us, Ingrid.  
(S. Pamplin [HOD] – Capricorn Primary School)
- As I am new to teaching Grade 2, and especially in these circumstances, I found the Edupeg demo very helpful, as I only realised that the programme should be implemented as part of your daily planning. I found the programme helpful as enrichment for the stronger learner as well as overcoming learning barriers in weaker learners.  
(Natasha Steyn – Capricorn Primary School)
- Edupeg is beneficial as it is used as an Assessment Tool. The children enjoy the bright colours and inviting pictures.  
(Ms. Celeste Smith – Capricorn Primary School)

**REGION:** Western Cape: Montagu  
**DATE:** 31 August - 3 September 2009

Name of school	Pupil enrolment	Teachers & Principal
Ashbury Primary School	888	24
Fransie du Toit Primary School	38	2
Wardia Primary School	78	3
Talana Primary School	40	2
A.F. Kriel Primary School	66	3
Rietvlei #2 Primary School	25	1
WA Rossouw Primary School	597	17
Rietvlei #1 Primary School	57	2
Baden Primary School	29	2
Pietersfontein Primary School	38	1
	<b>1856</b>	<b>57</b>

The general renovation and school improvement at virtually all of our 10 schools in this cluster, have resulted in both pride and joy. Principals and educators proudly and enthusiastically showed our trainers around their newly refurbished schools, and this physical and material support by WCED has done much to raise the spirits and enthusiasm of the educators and principals. The vastly improved storage facilities in many classrooms have enabled teachers to create far more structured and organized classrooms, which are more conducive to teaching and learning. The huge piles of books and other teaching equipment are very much less evident, and almost all classrooms are reported to be tidier, and with appropriate educational charts, posters and learners' work and projects, decorating the walls.

At all but two schools, our trainers were received with increased warmth and enthusiasm. The interactions at the eight schools were extremely positive, as attested to by the comments from principals and educators. In almost all instances, the extreme gratitude of the educators, for relevant classroom support, instruction and explanation, is very evident.

Fransie du Toit Primary denied our trainers entry, although we had posted, faxed and telephonically confirmed our visit. A vague visit by "some other visitors" was alluded to, and although both Shirley and Ingrid tried to appeal to the principal and educators to consider the educational support that could be provided for their learners, access was still denied.

With very heavy hearts, we removed the Edupeg resource from WA Rossouw Primary School. We have persevered for a number of years at this school, trying to motivate, support and encourage the principal and educators. We have made no headway, and we have given these resource to Montagu Primary who lost some of their Edupeg resources in the most recent floods. We also gave the very dedicated Mrs de Koker, the Learning Support teacher at WA Rossouw Primary, sufficient material to use with her remedial classes. This diligent and caring educator is well aware of the value of the Edupeg books, and she uses these extensively with her remedial groups.

During this visit, the question of why our trainers wish to observe lessons, was again raised by a number of schools. One principal commented that it was "vreemd"-strange for such a practice. Asking to observe lessons is never in any way a "test" or "evaluation" of the educator, but is simply responsible and good teaching practice from ourselves. Many teachers have become confused and insecure due to the numerous changes in the curriculum. For these reasons, our trainers work with great sensitivity and respect, with the principals and educators in the schools. Only when a teacher shows what he/she has understood from our training, can we see what has been absorbed, what issues need further input and support and what may have been misunderstood. We are then in a position to best assist the individual educators/phase.



I enclose here some very relevant commentary from Shirley du Plessis's conclusion of this cluster - "During this week I saw five lessons, all of them taught by men, all of them taught by probably the best teachers. They were willing to expose themselves to do observed lessons, had prepared something related to the curriculum which included both exposition and assessment, made use of pictorial resources, taught with energy and enthusiasm, and often seemed to have a good relationship with their learners which included discipline, affection and humour. This was good old-fashioned teaching, which has much to recommend it and which serves many of the learners quite well in terms of gaining knowledge. It also allows the educators to "cover" the extensive curricula because it moves at a good pace, gives the illusion of including the whole class, is easy to manage, and puts the spotlight on the educator. It is often only when the written work is seen that one realizes that the transfer of knowledge, (and certainly of skills), may not be as complete as one had thought. In the worst case scenario, one sees learners who can do little or nothing, unless expressly and individually guided by the educator, or they are able to copy from another learner.

I spent some time with some of the younger and more receptive educators, discussing how they might try a different approach, sometimes giving the learners a resource from which to draw knowledge, a task which will make them do so and enough positive encouragement to support the learners to follow their own ideas, to discuss in their groups and to produce something more worthwhile than the bare minimum. The teaching of this sort of independence, the growth of self-confidence and creativity, the encouragement of language to speak and to think with, all takes time, something which educators do not always feel they have. However it is essential for any real education, and unfortunately this is still not really understood by even some of the best educators we have." Montagu conclusion: Shirley du Plessis, September 2009.

So frequently we see educators still predominantly teaching from the front, controlling the pace, content and outcomes of the lesson. Some children can cope and keep up, but a large percentage of learners become mute "passengers" in the class, volunteering virtually nothing, and seldom being asked to. Their written work is frequently copied, with little or no understanding. These same passive children, can be coaxed and encouraged to greater participation, thorough well planned, appropriate activities. This is where Edupeg exercises excel, as they are flexible, versatile, open-ended and promote pupil involvement and the growth of independence, self-thought, confidence, self-esteem and multiple skills.

It has taken much longer than we anticipated, to have teachers embrace a different method of teaching. We have far from "won" this challenge, but on each visit, we strongly feel, that there is an increased awareness about child-centred, activity based learning.

We thank our generous donors for their reliable funding, which makes possible the work that we do. We thank our dedicated and patient trainers, and our small, yet efficient administrative team, and we thank too, the many educators and principals, who are sufficiently brave and committed, to reveal themselves and their teaching methods, so as to seek to improve their own skills and those of their frequently very vulnerable learners.



## MONTAGU

31 AUGUST – 3 SEPTEMBER 2009

### PRINCIPAL COMMENTS

- Die ondersteuning van Shirley en Ingrid aan ons opvoeders was werklik ‘n sinvolle personeel ontwikkelings sessie – aanbeveling vir meer skryfwerk en gereelde gebruik van die Edupeg boekie sal beslis deur die skool aanvaar en gebruik word. Meer boekies is egter nodig sodat leerlinge elk van die kleurryke prentjies kan sien en gebruik. Ons sien uit na die volgende besoek.  
(Mnr Philander – Ashbury PS)
- Verwag besoek van Ontwikkelingsadviseur ook vandag. Vind Edupeg leersaam. Sal u moontlik op ‘n later datum kan inpas. (Mev Deetloffs – Fransie du Toit PS)
- Ons geniet deesdae Edupeg, veral omdat dit nuwe konsepte makliker inlei. (Mnr Valentine – Wardia PS)
- Baie dankie vir u ondersteuning. Dit word baie waardeer. Dit is ‘n wonderlike hulpbron pakket. Die leerders is opgewonde en entoesiasties oor Edupeg. Baie, baie dankie. (Ms Z. King – Talana PS)
- Sal waardeer word as skool vroër in 2010 sal kan besoek word met die oog op JET toetse. Sal ‘n aanwinst wees vir die nuwe opvoeder wat verwag word. (Mev S. Soldaat – A.F. Kriel PS)
- Baie dankie vir Edupeg se ondersteuning aan ons skool. Ons waardeer opreg die bronne wat u gratis aan ons skool verskaf. Sterkte met u werk vorentoe. (Mev R Carelse – Rietvlei #2 PS)
- Volgens ons opvoeders het hulle nie tyd om die apparaat te gebruik nie.  
(Mnr Fielies – WA Roussouw PS)
- Baie dankie vir die apparaat. Deur al die bedrywigheid probeer ons dit optimal gebruik.  
(Mnr van Huysteen – Montagu PS)
- Die skool vind baat by die Edupeg fasiliteerders. Hulle is welkom om weer te kom.  
(Mnr C Swanepoel – Rietvlei #1 PS)
- Die leerstof boekies is ‘n ware hulp. Dit kan in bykans enige leerarea gebruik word. Dankie vir die ekstra boekies en julle is altyd welkom. Groete. (Mnr van Rooyen – Baden PS)

### TEACHER COMMENTS

- Baie dankie vir u leiding. Dit was aangenaam om u in my klas te hê. Ek het baie by u geleer en sal dit toepas in my klas. (Me Africa – Ashbury PS)
- Edupeg is ‘n fantastiese bron! Ek gebruik dit vir toepassing van werk wat ek wil vaslê. Voortans sal ek dit meer gebruik, veral in my beplanning. Dankie. (Me G Gabriel – Ashbury PS)
- Goeie leidster. Ken baie om ook ander te lei. Baie goeie insette sodat dit ‘n baie duidelike beeld kry.  
(Mev V Staal – Ashbury PS)
- Ek moet erken dat dit die eerste Edupeg ondersteunings besoek is wat ek ontvang en dat vrugtevolle en leersame idees tussen my en Shirley gedeel is tot voordeel van die kind en die bevordering van veral Wiskunde en Tale. Edupeg is ‘n goeie ondersteunings hulpmiddel. (Mnr W Philander – Ashbury PS)
- Aangenaam om deel te wees van die projek. Wonderlike ondersteuning. (Mnr D Booysen – Ashbury PS)
- Ek het die les geniet. Die leerders het die Edupeg taak geniet. Mev du Plessis is baie behulpsaam.  
(Mnr S Malgas – Ashbury PS)
- Die idees is fantasties leersaam vir al die kinders en vlakke kan aangepas word by elke vlak, in elke leerarea. Ek is regtig deeglik ingelig. Dankie vir al die “moeite” en kennis wat oor gedra is. Ek gaan die beslis gebruik. (Me Fouché – Rietvlei #2 NGK PS)
- Ek voel vandag weer goed na die besoek van Edupeg aan ons skool. Juf du Plessis het praktiese raad verskaf aangaande die gebruik van boekies – hoe dit in beplanning geïntegreer kan word.  
(Mev R Carelse – Rietvlei # 2 PS)
- Dit was baie leersaam. Ek is baie entoesiasties omdat te begin implementeer. Baie dankie.  
(Ms S Sauer – Rietvlei #1 PS)
- Die fasiliteerder was baie vriendelik en hulpvaardig. Het baie goeie wenke gegee.  
(Clarence Swanepoel – Rietvlei #1 PS)
- Dankie vir Edupeg. In my omstandighede het die baie basiese boekies die grootste waarde op die oomblik. (Mev Joubert – Baden PS)
- Dit was aangenaam om julle hier te hê. Shirley jou ingryping vir vernuwing was wonderlik.  
(Mnr van Rooyen – Baden PS)

**REGION:** Western Cape: George, Knysna, Plett, Franken, Herold  
**DATE:** 17-28 August 2009

Name of school	Pupil enrolment	Teachers & Principal
Chris Nissen Primary School	584	16
Formosa Primary School - G	1010	22
Fraaisig Primary School	944	28
Harkerville Primary School	132	4
Hornlee Primary School	1200	34
Kranshoek Primary School	363	7
Kretzenhoop Primary School	844	23
Phakamisani Primary School	1060	22
Sunridge Primary School	1173	28
The Craggs Primary School	407	15
Thembalitsha Primary School	1283	32
Wittedrif Primary School - G	170	7
<b>9170</b>	<b>238</b>	

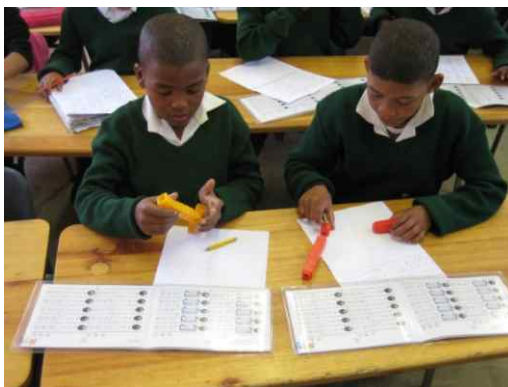
Ingrid & Shirley visited 12 schools during this two week visit. They were warmly welcomed at virtually all of the schools visited, and additional time was spent, with continuing the building of relationships at all of the schools. Ingrid and Shirley were able to spend some quality, interactive time with a number of principals. Additionally Hilary Matthews, of the Bitou 10 Foundation made herself available for a very positive interaction.

Some of the schools visited showed very positive signs of maintenance, while others could greatly benefit from some refurbishment. Sadly both Chris Nissen Primary and particularly Thembalitsha Primary, show the visible, physical signs of being located in impoverished environments. The latter school is regularly vandalised, and holes in the ceilings, where school entry was gained, gape over the over-crowded classes of often in excess of 50 learners. Paper is stuffed into the holes where window panes have been broken and at both schools, litter is a problem. Such an environment is hardly conducive to learning.

Many teachers have tried to make their classrooms more attractive, with often much success. It is pleasing to read of pupil's projects being attractively displayed, and of the establishment of reading areas, equipped with appropriate and adequate books. Where we witnessed strong and focussed leadership from the principal, this professionalism and positivity generally permeated through the schools. Conversely, where weaker leadership was observed, school routines and organisation seemed much compromised. At both big township schools in Knysna, mention was made of the complete lack of classroom routines in some instances, and the additional challenges such situations create.

Both Ingrid and Shirley demonstrated lessons at a number of schools. There continues to be little in the way of professional development in the schools that we visit, and it would appear that new incoming teachers are not appraised of resources in the school. What is also apparent, is that some educators have the perception that Edupeg is yet another resource and training intervention that is being thrust upon them. Some educators appear to be unable to cope and are much confused, as seldom do these educators realise the inter-connectedness and relationships that the support interventions have, and they are often seen as unique, independent entities, with little or no understanding of how resources can be utilised, beneficially, together.

Resistance to change, new methods of learning and growth, challenge some educators, due to the additional work that can be involved when learning and applying new teaching methods and techniques. Many educators are also loath to be exposed in any way to such developments, and to hide their vulnerability, resistance is frequently displayed.



In some instances, the low capacity of the educators presents quite a different challenge. Almost all of these educators are extremely willing to be shown new ideas and teaching methods and are deeply grateful for the support that is provided through our intervention. The educators limited skills and capacity frequently results in these teachers copying exactly, what was demonstrated, but greater transference of knowledge and skills seems to be hampered through limited common sense and minimal creativity.

Educators are delighted to be part of a teaching practice where practical lessons, using appropriate apparatus, show results. However, teachers appear to struggle to make the move to such teaching, and many educators remain rooted in the mechanics of teaching, with minimal or no learner interaction.

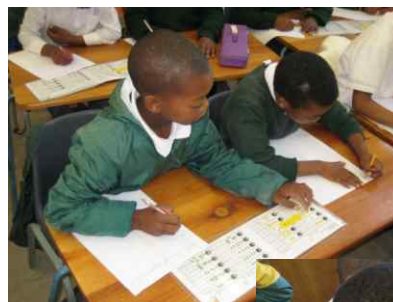
Shirley particularly mentions that a key factor in the challenges faced in the Intermediate/Senior Phase, is the style of teaching used, where lack of understanding of Outcomes Based philosophy and practice still dominates, despite all the efforts of ourselves, as well as other interventions, and the WCED.

We support and encourage learners to engage with the resources, to look at the data/information/picture presented, and to use a combination of knowledge, skill, common sense, thinking and reasoning, to solve the problem/issue, without needing to solely rely on knowledge/guesswork. Shirley notes in a number of schools, how the joy and pleasure of the learners, who sought the correct answers themselves, through consulting the resource, was particularly affecting.

When demonstrating lessons to educators, our trainers focus on:

- The possibilities of various activities and exercises
- How these exercises can be used to consolidate learning
- The integration of Maths with other Learning Areas, and the children's world
- Promoting the understanding of mathematical concepts
- Making maths enjoyable
- The value of conscious, regular, continuous assessment of the learners' work
- The use of pictures, to stimulate the learners' language, vocabulary and expression
- Making sure that basic concepts are understood
- To assist learners to realise that they can work out answers for themselves, and to not need to rely on memorization or guesswork
- Encouraging the children, even the most inert, to become actively involved in learning
- To provide a tool for continuous assessment
- To promote confidence and self esteem in both educators and learners

Our progress is slower than we would have hoped for, and we will need to continue our support of these schools. Sincere thanks and gratitude to all who contribute to each training and support intervention, from our donors, to WCED, our trainers and dependable admin staff.



**GEORGE**  
**17-27 AUGUST 2009**

**PRINCIPAL COMMENTS**

- Dit sal goed wees as elke opvoeder wat Wiskunde aanbied 'n stel Edupeg boeke kan hê. Die boeke is ideaal om differensiasie toe te pas sodat elke leerder op sy/haar vlak kan vorder. (DC Campher – Kretzenhoop PS)
- Baie insiggewende kennis om kurrikulum effektief aan te pak; kan u insette nie onderskat nie – daarom sal fasiliterings-wenke baie help. (E. Medea – Kranshoek PS)
- Dankie dat Edupeg ook nog 'n ekstra bydrae lewer om ons leerders se prestasie te verhoog. Dis 'n baie nuttige bron om in ons lesse te gebruik. (Mnr LM Koeberg – Formosa PS)
- Besoek was baie leersaam en ons het meer duidelikheid oor die werkswyse. (Deel vorm van bronne). (Mnr Louw – The Crag PS)
- As prinsipaal sal ek meer druk op die opvoeders plaas om tog Edupeg to gebruik. (Mr P Chalmers – Wittedrif PS)
- Baie dankie vir Edupeg. Dit was goed om te sien wat Edupeg bied. Ons sal dit vrugtevol aanwend. (Ms C Daries – Harkerville PS)
- Your presence in this school is very productive. I think the books you give to the school as resources, our kids will benefit from them, especially for systematic evaluations. (Mr Faku – Phakamisani PS)
- Ongelukkig kon fasiliteerders op versoek van personeel nie les observasies doen nie weens WKOD en Maths Centre intervensie. (L Solomons – Sunridge PS)
- Waardeur die aangename en positiewe houding van Me Du Plessis. Opvoeders is weer positief oor gebruik van Edupeg Speele. (PR Bredenkamp – Fraaisig PS)
- As the school, we thank you for coming. Edupeg is very useful and helpful to our learners, especially those who need help. When using Edupeg, they do very well. Hoping to see you again. (NP Bam – Chris Nissen PS)
- “Long-live Edupeg long-live”. This programme really supports us in all angles, the learners and educators are very impressed and motivated. (Mrs Maetim – Thembalitsha PS)

**TEACHER COMMENTS**

- Ek het 'n kort tydjie baie by Mev v.d. Spuy geleer. Sy het my Boek Oa geleer sodat ek die aktiwiteite kan aanpas en dat dit belangrik is dat leerders die bewerkings moet skryf. (Me W Stoffels – Kretzenhoop PS)
- Dit was goed om Me v.d. Spuy hier te hê. Die ondersteuning wat ek ontvang het, was insiggewend. (Mev Lorna Carelse – Kretzenhoop PS)
- Dit was baie leersaam om weer te hoor hoe ons Edupeg kan aanpas/en verbeter op die aktiwiteite. Veral die skryf daarvan. (Me L Jacobs – Kretzenhoop PS)
- Ek het in die periode baie geleer. Ek kan sien dat die leerders ook baie geleer het. Almal was besig. Almal was aktief, al kon sommige net een of twee opdragte voltooi. Leerders was op die hulle gemak. Ek sal beslis die boekies gebruik! Dit bied baie geleenthede vir integrasie. Dankie. (Mev H du Preez – Kretzenhoop PS)
- Die kommentaar was baie insiggewend. Ek sal die opbouende kommentaar in die toekoms toepas. (Mnr L Stoffels – Kretzenhoop PS)
- Sal baie graag die Edupeg boeke vir Wiskunde in my klaskamer en vir my beplanning gebruik. (Mr C Hupke – Kretzenhoop PS)
- Baie dankie vir die hulp. Ek het nuwe idees geleer en dink dit sal die kinders se leer baie verbeter. (Me D Williams – Kranshoek PS)
- Ek het nuwe idees ontvang wat ek in my gesyferdheid-les kan toepas. Die integrerende deel was wonderlik. Baie dankie. (Me October – Kranshoek PS)
- Baie insiggewend. Dis die eerste keer dat ek met Edupeg kennis maak. Waardevol as intervensie – die stadige leerder kan beslis baat vind. Sal dit gebruik in toekoms – insluit by beplanning. Dankie. (Me R Fayed – Kranshoek PS)
- Edupeg is voorwaar 'n goeie hulpbron. Dit help werklik ons leerders om 'n beter verstaan te ontwikkel van basiese wiskundige begrippe. Baie dankie aan Me du Plessis vir haar ondersteuning en wyse waarop sy leiding bied. (Ms K Michaels – Kranshoek PS)
- Vandag het ek regtig baie baat gevind. Daar het meer lig deurgeskemer uit die verskillende aktiwiteite. Ons mentor was wonderlik en het baie idees uitgeruil. (Mej M Hoggenberg – Kranshoek PS)

- Edupeg is goed om mee to werk. Ek maak gereeld gebruik van die aktiwiteite. (Me J Jantjies – Harkerville PS)
- Sessie was baie interessant en leersaam. Inligting en idees oor die verskillende gebruike is nou meer duidelik en veral hoe om te differensieer en met leerareas to inkorporeer. Baie dankie! (Mnr D Jantjies – Harkerville PS)
- Ek het weer iets by geleer. Baie dankie vir die puik idees. Ek het dit nodig in my klas, want daar is nog leerders wat maar baie stadig is en nie op vlak van Graad 2 is nie. (Mev Koopman – The Craggs PS)
- Dit was 'n baie belowende en uitdagende les. Ek het geleer hoe om die Edupeg boeke as addisionele hulp bron by my beplanning te gebruik. (Mev SS Andrews – The Craggs PS)
- Hierdie sessies wat aangebied was is baie leersaam. Die praktiese demonstrasies was uitstekend en baie doeltreffend. Ons as span in intermediêre fase verstaan ook nou hoe om Edupeg aan te wend. (Mnr P Marais – The Craggs PS)
- Dankie, dit was baie leersaam! Ek weet nou hoe om die boekies te gebruik as die hulpbronne. (TP Magaba – The Craggs PS)
- Baie leersaam. Dankie. (I Louw – The Craggs PS)
- Weereens – Baie leersaam, leerders is deurgaans besig gehou. Hulle geniet die aktiwiteite. Ek was bly dat ek werk wat leerders reeds gedoen het kon wys. Ons Edupeg voorraad is byderhand en maklik bekombaar. Baie dankie. (MM Phigeland – The Craggs PS)
- Ek het baie ondersteuning gekry van u fasiliteerder en opbouend in my wat in die eerste keer met Edupeg kennis gemaak het. (Ms A Ryneveld – The Craggs PS)
- That all resources should be used effectively. Edupeg is not separate from the curriculum. Learners did carry on without needing to be supervised. Encouraging introduction and motivates learners. (Mrs Sebezo – Phakamisani PS)
- I thank you for the help. I think now that you have shown us how, we will be able to use the books effectively. You are welcome to do more exercises. (Mr Moses Jacobs – Phakamisani PS)
- It was worthwhile having the facilitators working and demonstrating to the educators. It seems quite clear now that we can integrate the workbooks with what we have. Learners can also work according to their pace. (Ms Daphne Mekuto – Phakamisani PS)
- The books are good for maths and other Learning Areas. They have got good looking pictures for Intermediate Phase learners. I will make use of them. (Ms L Mkathu – Phakamisani PS)
- We really appreciate your visit. It was fruitful. It creates thinking and opportunities for learners to work as a team. Challenges – we need more books if possible because of big numbers of learners. (Ms N Xayimpi & Ms NA Landu – Phakamisani PS)
- The lesson that you demonstrated was very interesting and learners benefited. The materials (i.e. the books) are good resources that the educator can use for productive learning. (Mr J Nkebe – Phakamisani PS)
- Ek is baie beindruk deur die wete dat ons kinders, (en ek), soveel kon doen nom Wiskunde lekker te maak deur Edupeg. (Me Lindoor – Hornlee PS)
- Dit was 'n plesier om u te ontvang. Baie dankie vir die waardevolle ondersteuning, hulp en wenke. Dit sal beslis toegepas word. Kom kuier gerus weer. (Mev van Eeden – Hornlee PS)
- Hierdie sessie was vir my van onskatbare waarde. Ek het so baie geleer en is gretig om my nuwe kennis en idees met my kollegas te deel. Baie dankie Ingrid. (Me SK Britz – Hornlee PS)
- Dankie dat u weer kon help het met opleiding. Dit het beslis baie gehelp. (Mnr N Weber – Hornlee PS)
- Dis pret om boeke te gebruik! Prikkelend en stimulerend! Kleurvol en leersaam! Goed om te integreer! (MN Jantjies – Fraaisig PS)
- Positiewe houding van Me du Plessis dien as inspirasie vir die gebruik van Edupeg in die toekoms. (SR Meyer – Fraaisig PS)
- Die leerders het die werk geniet. Die werk dek die ass. standaard. Boeke is baie interessant. (FG Berry – Fraaisig PS)
- Thank you for coming and for sharing some wonderful ideas with us. We had a worthwhile session. From now I feel much more confident in using Edupeg as a wonderful resource. (Ms Waxa – Chris Nissen PS)
- Thanks also to the facilitator who showed me how to use Edupeg. Also thanking you for clarity about things and ways of doing Edupeg and how I can plan a lesson using Edupeg. (Ms N Mginywa – Chris Nissen PS)
- I find it interesting and fruitful to use Edupeg. I can say that I gained much from my facilitator. She was so kind and tried by all means to help me and gave me some good points and feedback. (Ms N Mboza – Chris Nissen PS)

- I really appreciated the presence of the Edupeg team as they have stated clearly that this is for developmental purposes, not judgemental. I gained something and it's good for me and for the learners as well. Thank you. (Mr P Ngyanga – Chris Nissen PS)
- I've learned some good teaching skills, and the stories in the books are very interesting. Learners enjoy the stories and they try to talk a lot about the story. (Ms B Stevens – Chris Nissen PS)
- I have learned a lot e.g. how to answer questions in full sentences. (Ms Kwatsha – Thembalitsha PS)
- I've learned that learners should write the activities directly out of the Edupeg books into their books rather than filling in a worksheet that had been photocopied. (Ms Pitso – Thembalitsha PS)
- I am very grateful for the Edupeg resource. I learnt a lot and it is so helpful in class and the learners enjoy working with the books. (Ms Jack – Thembalitsha PS)
- I think it was a good idea to have someone from Edupeg to assist me on how I can use Edupeg in my lessons in future. (Mr V Madolo – Thembalitsha PS)
- I've gained a lot and I learned how to use the Edupeg books. It was very interesting. I learned that in one activity you can do a lot, and it can be a lesson. (Ms BM Magantolo – Thembalitsha PS)

**REGION:** Western Cape - Overberg

**DATE:** 12 August 2009

Name of school	Pupil enrolment	Teachers &
		Principal
Die Bron Primary School	611	21
	<b>611</b>	<b>21</b>

This school draws its enrolment from the local community, and the social disadvantages that are linked to poverty and often a lack of parental support, are evident in the school. However, the very strong and positive leadership of the principal, Mrs October, ensures that there is structure and organization at the school, and that the school itself is well maintained. Both trainers always remark on the attractive foyer of the school, where current work and projects are displayed. This area is obviously regularly changed, to reflect and record the activities at the school. The displays are neat and creatively positioned, and play a role in affirming the importance of meaningful learning and the value placed on this, at this school.

Ingrid and Shirley are always warmly welcomed, and well received by the staff, and lessons had been prepared. Some of the classrooms are reported to be very attractive and obviously conducive to learning, while others are reported to be a little bare and rather bleak.

Ingrid observed some very positive lessons, and it is pleasing to note that educators have obviously tried suggested teaching strategies and techniques, found that they are positively impactful on learning, and have adopted them. Ingrid also spent some time with the newly appointed Xhosa educators.

Shirley both observed and demonstrated lessons using Edupeg as a resource. Although the children were reported to be quite shy and reserved initially, they very soon became fully involved with the activities and enjoyed the practical engagement that the set tasks provided.

We frequently observe that verbal, written and numeracy skills are weak, and some of this can be attributed to the fact that learners are often not being given sufficient opportunities to engage with such activities. Teaching is still often led from the front, with the learners being expected to give combined, chanted responses. Setting out of written work is frequently observed to be weak, with children lacking the experience where a question is read, and then answered. In almost all cases where written problems are posed, the children copy the question, and very often their sense is that the task is complete. Not only is the writing out of the written question superfluous, it also negatively detracts from the time available to solve the problem set!

The weaker children at Die Bron Primary are very fortunate to have individual and small group opportunities to work with volunteers from The Shine Programme. These children enjoy literacy experiences and these have an obvious positive impact on the children and their learning.

With new teachers in all phases at Die Bron Primary, we will need to return to the school, to give these educators additional support.



**DIE BRON**  
**12 AUGUST 2009**

**PRINCIPAL COMMENTS**

- Baie dankie vir die leiding, ondersteuning en hulp. Ons, (ek, opvoeders en leerders) waardeer dit en dit is net lekker om julle by ons te ontvang.  
(Mev. S.G. October – Die Bron Primer)

**TEACHER COMMENTS**

- It was fruitful. I gained a lot. It was my first time to attend this. Thank you. Keep it up!  
(N.C. Kosi – Die Bron Primary)
- Baie dankie vir u positiewe kritiek en die bydrae tot die sukses van my les aanbieding. Ek groei geweldig baie deur Edupeg in my lesse te gebruik. Dit word baie waardeer.  
(Mev. I. Loff – Die Bron Primer)
- Edupeg lewer 'n wonderlike bydrae tot ons gesyferdheid program. Baie dankie.  
(Mev. C. Nicholson – Die Bron Primer)
- Fasiliterder baie behelpbaar. Goeie raad aan opvoeder verskaf.  
(Mnr. M.P. Hess – Die Bron Primer)
- Edupeg help my as opvoeder om meer die kind te laat praat om hul woordeskat uit te brei en ook om meer deel te neem veral die outjies wat nie wil werk nie. Edupeg help hulle om hul wereld te ken.  
(Mev. Arnoldus – Die Bron Primer)

**REGION:** Western Cape - West Coast

**DATE:** 27-29 July 2009

Name of school	Pupil enrolment	Teachers &
		Principal
Redelinghuys Primary School	165	8
Engelbrecht Primary School	102	8
Grafwater Primary School	154	8
Sandberg Primary School	37	2
Langvlei Primary School	49	2
Breevlei Primary School	99	7
	<b>606</b>	<b>35</b>

**REGION:** Western Cape - West Coast

**DATE:** 3-6 August 2009

Name of school	Pupil enrolment	Teachers &
		Principal
Paardekop Primary School	159	5
Kweekkraal Primary School	107	4
Citrusdal Primary School	1447	40
Sederberg Primary School	960	24
Noordhoek Primary School	217	5
Citrusdal High School - G	290	8
Hex Rivier Primary School - G	70	3
	<b>3250</b>	<b>89</b>

The majority of the schools with which we work in the West Coast cluster, have been in the circuit of Mr van der Vyfer. All of these schools have benefited from the structure and organization that is obvious in Mr van der Vyfer's management style. Additionally, we have worked with these schools for some years, and the working relationship that has developed is one of mutual trust and respect, in the majority of cases.

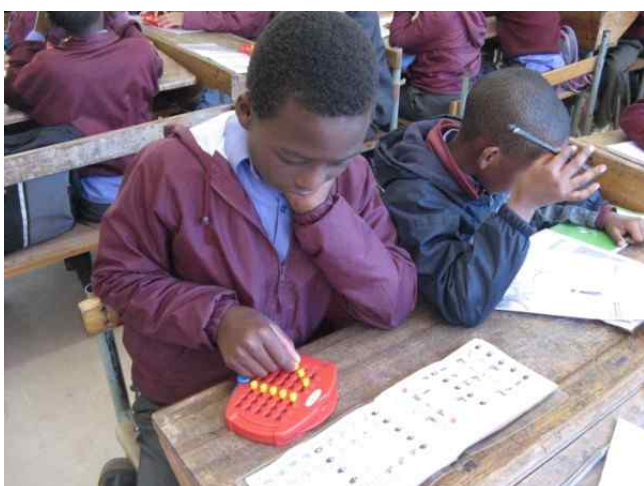
We have been able to support all of the educators and principals in the smaller, multi-grade schools, and it is here that we have probably had most impact. There are however, still staff changes, and with internal professional development not strongly established in most schools, we are regularly training new teachers. The storage of the resources, and access to these, is crucial to the effective use of the programme. In the smaller schools this is usually easier to implement and thus more frequent use ensues.

In the larger schools, one is frequently faced with internal school political issues, some of which have a detrimental impact on education in general, and on Edupeg specifically. When a group of individuals in a school decides to refuse to engage with the resources, it is often very challenging for those educators who do wish to develop both themselves and their teaching methods, for the benefit of their learners, to utilize the programme. In the larger schools, access to the resources at times seems to be an obstacle to use, as systems and structures are not always in place, or functional.

During this two week visit, the reception of our trainers was over-whelmingly positive. Both trainers commented on being greeted like "old friends", and there exists virtually no suspicion or resentment at any of these schools (except perhaps Sederberg and Citrusdal Primary Schools, and here amongst only certain of the staff).

What is very encouraging is to be exposed to the ongoing support and refurbishment of schools by the WCED, in the form of physical restoration, library book provision, computer rooms/areas, Grade R classrooms/equipment, improved classroom storage, school yard up-grading, fencing, etc, etc. Many principals and educators are thrilled with the beauty and ambience of their improved working environments and the WCED and Public Works Department need to be commended for their delivery of services. Many more educators are tackling differentiated teaching, and those that utilize Edupeg regularly are full of praise for this versatile and flexible resource.

The pupils in the schools that we visit are drawn from the working class communities, many of them farming communities, all of which are impacted upon by poverty and the resulting implications. Many children in this region also suffer from FAS (Foetal Alcohol Syndrome) and find formal schooling more challenging than most.



Many of the schools enjoy the services of The Learning Support educators. Support is usually from Grade 2 onwards, usually just literacy, usually excludes the very weak learners and usually occurs once or twice a week. The dedicated educators in some of the schools find the Edupeg activities very valuable when dealing with the huge cross-section and range of abilities that are frequently so evident in a class.

In all lessons observed, or demonstrated (by the trainers), the learners were enthusiastically engaged in the set activities. Although some learners were a little shy and inarticulate, their pleasure at being directly involved in their own learning was very evident. The importance of written work was emphasized, as was the use of pictures to explain, develop and expand the concepts. The need to give learners a resource, where through engagement and interaction, learners can find or work out answers, as opposed to simply "knowing"/"remembering" answers, was discussed. That the process would also encourage the use of language, thinking skills and expression of ideas was shared. The use of Edupeg for learners of differing skills and abilities was covered, and that Edupeg can be used to fulfil the outcomes of the curriculum and not as something extra, was explained.

Generally, this was a very positive two week interaction, as the principal and educator comments will confirm. We thank our dedicated trainers for their patience, perseverance and commitment, and our donors for their generosity and support. Sincere thanks too, to our admin team, for their planning and logistical support.



**WEST COAST**  
**27-29 JULY 2009**

**PRINCIPAL COMMENTS**

- Dit is 'n goeie bron maar die tyd aspek is 'n probleem. Leerders vorder t.o.v. getal begrip indien korrek gebruik word.  
(Mnr. Julies – Redelinghuys Primer)
- Dit is altyd 'n plesier om Edupeg opvoeders by die skool te verwelkom. Daar is so baie wat ons as skool van leer van hulle en hulle van ons.  
(Mev. Jacobs – Engelbrecht Primer)
- Dit dek baie van die uitkomstes id die verskillend leerareas. Dit kan gebruik word vir vaslegging. Boeke is kleurvol en sodoende stimuleer dieleerders se denke en refdenasie vermoë. Dit kan vir verskillende aktiwiteite en data-hanteering gebruik word. Leerders geniet dit.  
(Mnr. A Syster – Graafwater Primer)
- Baie dankie vir die baie insiggewende manier waarop Shirley en Ingrid van Edupeg wiskunde vir ons skool op 'n praktiese manier aanbied en leer om ann te bide. Julle het 'n groot bydrae gelewer in ons skool se dramatiese verbetering in die gesyferheidstoetse vir Graad 6. Sterke.  
(Mnr. Swartbooi – Sandberg Primer)
- Ek was verbaas om te ontdek hoeveel gebruike die Edupeg boekies het. Hulle is mooi kleurvol, die prente is mooi en kan nuttig gebruik word in 'n verskeidenheid leerareas.  
(Mev. A. Carstens – Landvlei Primer)
- Goeie ondersteuning van die fasiliteerders, Shirley en Ingrid, ontvang. Baie dankie vir die vriendelikheid en goeie wenke. Ons waardeet dit.  
(Mev. Smit – Deputy Principal – Breevlei Primer)

**TEACHER COMMENTS**

- Baie dankie vir u insae wat u gelewer het. Ek waardeet dit! Sterkte vorentoe!  
(Mev. Grobelaar – Engelbrecht Primer)
- Die les het ontwikkel vanaf een aspek na 'n spectrum van verskillende idees wat my opgewonde gemaak het.  
(Mev. Jacobs – Engelbrecht Primer)
- Raad en kommentaar was opbouend en leersaam! Het 'n nuwe dimensie ontdek. Dnkie vir die “eye opener”.  
(Mev. Engelbrecht – Graafwater Primer)
- Baie dankie weerens vir u goeie ondersteuning. Ek het baie in hierdie kort tydjie geleer en so ook my leerders. Baie dankie. Voorspoed!  
(Mev. H. Love – Graafwater Primer)
- Ek het vandag 'n “goue” wenk ontvang inverband – getalbegrip, en getalwaarde. Baie dankie juffrou. Ek weet nou regtig hoe ek juffrou. Ek weet nou regtig hoe ek my leerders kan help.  
(S. Smith – Breevlei Primer)
- Baie dankie Edupeg. Ek gebruik gereeld my boekies. Elke keer as u ons besoek leer ek iets nuuts.  
(Mev. M.M. Witbooi – Breevlei Primer)
- Baie dankie vir u bystand en ondersteuning. Dit word waardeer en ek kon weereens iets nuuts leer. U teenwoordigheid motiveer my en die leerders elke keer. Edupeg verrig wonders in ons leerders se opvoeding. Breevlei Primer se dankie!  
(Mnr R.M. Beukes – Breevlei Primer)
- Die boekies help baie met aanvulling by 'n dag se les. Kinders geniet dit omdat hulle dit kan sien en dit kleurvol is.  
(Mev. Louw – Langvlei Primer)
- Shirley het vir my baie nuttige wenke gegee oor hoe Edupeg boekies vir verskillend Leerareas, vir binnige enstadige leerders gebruik kan word.  
(Mev. A. Carstens – Langvlei Primer)

## WEST COAST : WEEK TWO

3-6 AUGUST 2009

### PRINCIPAL COMMENTS

- Dit is altyd 'n plesier om u hier to he, veral die nuwe idees en leiding waarmee u ons kom verryk. Nogmaals baie dankie! Sterkte met u taak!  
(Mev L.S. de Villiers – Paardekop Primer)
- Ek besef nou eers die waarde wat Edupeg vir ons skool bide en hoe hierdie bron opgepas moet word. Ons is ook gewys van hoe dit med ande Las geïntegreer kan word. Baie dankie vir die wyse en u opehartigheid.  
(Mnr C. Davids – Kweekkraal Primer)
- Edupeg ondersteuning is vir my persoonlik van groot waarde. Ek is dankbaar dat die aanbieders soveel moeite aanwend om die opvoeders te assisteer.  
(Ms B.M. Witbooi – Citrusdal Primer)
- Baie dankie vir die ondersteuning tot dusver ontvang. Nog 'n opleidingsessie in hoe Edupeg in ander leerareas gebruik kan word, sal waardeer word.  
(P.J. Goedeman – Sederberg Primer)
- Addisionele hulpmiddels om aan te wend in onderrig strategie is altyd welkom. Leeders geniet dit om prakties selfwerkzaam te wees.  
(V.P. van der Westhuizen –Noordhoek Primer)
- Dankie vir die ondersteuning en om deel te maak van hierdie insiggewende en opvoedkundige projek! Ons spreek weerens ons dan en wardering uit.  
(Mnr D. van Zyl –Hexrivier Primer)
- Handleiding en hulpbronne is baie netjies en akkuraat uitewerk. Uitstekende bron vir extra oefeninge.  
(Mnr D.F. Greef – Citrusdal Hoer)

### TEACHER COMMENTS

- Die aanbeiding was vir my iets nut en verskriklik interessant. Ek, sowel as die leerlinge, kan soveel baar vind by Edupeg. (Ek in na 'n afwesigheid van 16 jaar, weer terug in die onderwys.)  
(B.O. Theys – Paardekop Primer)
- Baie, baie dankie vir 'n oulike en leerame demonstrasie. Ek sien daarna om dit in my klas te gebruik. Ook integreer met ander leerareas.  
(Mev. C. Brink – Paardekop Primer)
- Graag wile k vir u baie dankie se ir die ondersteuning wnt ek kan regtig se ons vind baat daarby veral die oulike aktiwiteite wat ons kan gebruik. Ek waardeer dit en sien uit na die volgende uitdaging.  
(Mev. P.C. Heugh – Paardekop Primer)
- Baie dankie vir die wyse en die wenke van hoe die Edupeg stel in die klas effektief gebruik kan word. Shirley het baie leemtes aan my gewys en ek kan u verseke dt Edupeg baie beter gaan word.  
(C. Davids – Kweekkraal Primer)
- Dit is baie oulike speletjies en ek sal dit definitief kan gebruik tot die kleuters se voordeel. Baie dankie.  
(Mev. R. Basson – Kweekkraal Primer)
- Goeie kommunikasie tussen my en die fasiliteerder het uitgewys waar daar nog leemtes is. Gebruikmaking van handboeke is 'n onlosmaaklike deel van les. Nogmaals baie dankie vir u insitte. Waardeer dit ten sterkte.  
(Mnr. Klein – Citrusdal Primer)
- Baie dankie Ingrid,ek het baie geleer. Baie dankie dat jy my so positief benader het, dat jy ook die mooi en goed raakgesien he wat ek doen.  
(Mev. N. Klein – Citrusdal Primer)
- Dit was 'n openbaring om Edupeg as 'n bron te gebruik! Ek het baie idees en leiding gekry oor hoe om aktiwiteite te gebruik en hoe 'n akt aan die einde daar moet uitsien. Baie dankie.  
(Me. Van Rooyen – Citrusdal Primer)
- Edupeg is 'n baie lekker program. Kan dit in **alle** leerareas gebruik. Mooi prente. Baie leersaam om met dit to werk.  
(Mej. H. Heynes – Sedeberg Primer)
- Edupeg dien as 'n wonderlike bron vir beplannings. Edupeg is 'n wonderlike hulpmiddel wat die leerders, veral geniet (en aan die “dink” sit), en die onderigtaak vergemaklik.  
(Mev. Johnson – Sederberg Primer)

- Baie dankie vir 'n “eye-opener”. Edupeg is beslis 'n goeie bron van gesyferheid – addisioneel. Dit is “Leer – speel speel”. (Werklik.)  
(Mev. M.M. Schalk – Sederberg Primer)
- Die demonstrasie van Edupeg, het ek selfs baie interessant en opvoedkundig gevind. Die leerders het spontaan gereageer en dit baie geniet. Baie dankie.  
(Mnr N. Bekeur – Noordhoek Primer)
- Baie dnkie vir Edupeg. Ek het dit wonderlik leersaam gevind. Dit het sommer nou my problem opgelos want ek het nou apparaat bronne bygekry.  
(Mev. Gronewald – Noordhoek Primer)