

Professional Talk Newsletter



SACE PROFESSIONAL TALK NEWSLETTER YOUR CPTD MANAGEMENT SYSTEM NEWSLETTER FOR EXCELLENCE IN EDUCATION



Rivoni School for the blind,
providing light to the visually

Vol 2. NO 1. 2017

No hope is lost for the Pretoria School
for the cerebral palsied

IN THIS ISSUE:

1. FOREWORD by SACE's Acting CEO and PD & Research Head: Ms Ella Mokgalane.	3
2. No hope is lost for the cerebral palsied, the Principal of the Pretoria School for the cerebral palsied, Dr Van Vuuren reports.	4
3. Top Matric achievers from rural schools receive bursaries to further their university studies, Mr Nkanyani M.H of SACE reports.	6
4. Rivoni school for the blind, providing light to the visually impaired learners	8
5. Profile of KwaVulindlebe School for the Deaf: Ms Odette Swift (Director: Deaf Education, Deaf Federation of South Africa) reports.	9
6. Achieving greatness against all odd, Mr Tinus Du Preez, the Principal of School of Achievement reports.	11
7. A breath of fresh air for the township intellectually impaired learner: Ms Hellen Molekwa (School Principal) reports.	16
8. Picture Gallery.	17
9. Manbkweg Circuit: A circuit that prides itself in its principled leadership. Mr Magagane: Mankweng Circuit Manager Reports.	18
9. Straight from the deep rural Limpopo Province: Mr Gezani Aubrey Mabasa (EPP Mhinga Secondary School Principal) reports.	18
10. An evaluation of the effectiveness of loading of Professional Development Points to Continuing Professional Teacher Development (CPTD) Management System: Ms Mtshali Innocentia Nonhlanhla Muntuza (SACE CPTD Provincial Coordinator KZN) reports.	21
11. Ms Marion Jones: Gauteng's Professional Development Officer, reports on NAP-TOSA's CPTD Implementation roll out,	23
13. The SACE CPTD provider news: The implementation process, Mr Theo Toolo (SACE Provider and Endorsement Coordinator) reports.	25
14. Ms Ragophala, on her passion for E-Learning: Ms Phuthi Ragophala (Principal of Pulamadibogo Primary School) reports.	26

FOREWORD by SACE's Acting CEO and PD & Research Head: Ms Ella Mokgalane



In the 20 odd years of democracy, South Africa has come to realise that teaching is a very complex profession, requiring from one person, skills which include, nursing, psychiatry, doctor, mother, father, neighbour, brother and so on.

While some of these skills are acquired along the way, others are harnessed through reading, and writing and interacting with other people in workshops.

The South African Council for Educators' (SACE) Continuous Professional Teacher Development (CPTD) Management System, an assistive tool for personal growth and development is key to the teacher's learning.

Because of this tool, our teachers continue to throw themselves into the deep ends, seeking knowledge, skills and values they can apply in their day to day teaching environ-

ment.

The Continuing Professional Teacher Development (CPTD) Management System has inspired the publication of this Newsletter since its inception in 2013.

The urge to inform educators on issues of professional development and especially how SACE can assist in that regard is key to this publication.

Over and above enlightenment, this publication has also served as a handbook to knowing and understanding the CPTD Management System.

With that said, we would like to welcome 2017 as a year of good will. We hope that teachers will find this issue more informative, especially with regards to Inclusive Education related matters. Our view is that teachers who have never been exposed to topics around the different types of learners we have, will find this issue more informative

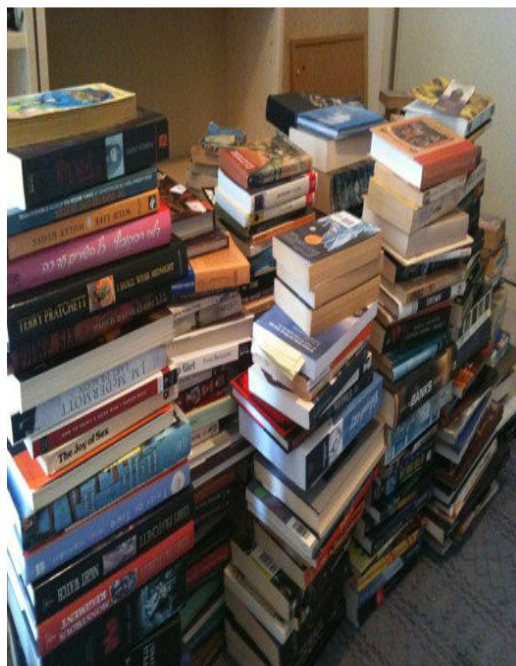
and inspiring.

SACE Management and staff would like to wish you the best of luck in your teaching careers. Please find us on social media such as Twitter and Facebook and share your thoughts on anything you may have about the profession.

Our twitter handle is @SACE9. For Facebook, please use the link below:
https://www.facebook.com/SACE-252487851451008/?hc_ref=SEARCH&fref=nf

A person by the name of C. Joybel. C once said:

The only way that we can live, is if we grow. The only way that we can grow is if we change. The only way that we can change is if we learn. The only way we can learn is if we are exposed. And the only way that we can become exposed is if we throw ourselves out into the open. Do it. Throw yourself.



No hope is lost for the cerebral palsied, the Principal of the Pretoria School for the cerebral palsied, Dr Van Vuuren reports

Just around the corner from the Steve Biko Hospital (previously known as Pretoria Academic), hidden behind tall trees, is a single storey tin-roofed building. There you will find Pretoria School for Cerebral Palsied Learners. An atmosphere of joy will greet you in the midst of physical brokenness.

This government subsidized, non-profit organization was established through the initiative of a few parents who experienced a need for their own children with cerebral palsy in 1950. Although Forest Town in Johannesburg had already been established in 1949, Pretoria School was the first school of its kind which had a school building at its disposal.

The school Principal, Dr GSP Janse Van Vuuren is supported by two Deputy Principals, namely Ms L van den Berg and Mr G Bruwer. Presently, the school accommodates 376 learners between the ages of 3 to 18 years. "We provide for the cerebral palsied and physically disabled learners (congenital or post trauma.)



"Cerebral Palsy is in short, children with various degrees of brain damage. It is the result of an injury to the immature central nervous system. Depending on the extent and the area of damage, different disabilities such as epilepsy, physical and/or learning problems, hearing, visual and speech impairment may occur", Dr Van Vuuren said.

Learners with cerebral palsy, post trauma cases and the following physical disabilities: orthopaedic handicaps (Spina Bifida, brittle bone, amputees etc), syndromes, conditions and diseases e.g. Muscular dystrophy, haemophilia and learners with multiple

Disabilities are also admitted. Admission to Pretoria School operates throughout the year and is based on several factors, including a child's ability to actively participate and benefit from both our academic and therapeutic programmes.

Pretoria School has a Multi-disciplinary team that provides therapy to the learners: This therapy consist of the following: Occupational: Speech-, Physiotherapy.

Social Services and Psychology (psychotherapy) are done individually or in groups. There is also a team of nurses on duty 24 hours.

"Because early intervention is very important to the disabled, the school is also providing a service which includes baby evalu-

therapy which takes place on a weekly basis and are done by the Multi-professional team" the school principal added.

The School has two lanes, namely the Academic lane/department consisting of the Pre-primary Grade R), Foundation Phase (Grade 1 - 3), Intermediate Phase (Grade 4 - 7) and the Senior Phase (Grade 8 - 9). The other lane is the Special Lane. This is a department which consist of the Junior Special Phase (Level 1 - 5), Inter Special Phase (Level 1 - 6) and Senior Special Phase (Level 1 - 5)

The school follows an adapted CAPS Curriculum and the Special Lane also uses MID (Moderate Intellectually Impaired) and SID (Severely Intellectually Impaired). Assistive devices, Augmentative and

Alternative Communication (AAC) and amanuensis are also used in supporting the learners to be as independent as possible in order that they may reach their full potential. The Special Lane also focuses on practical skills.

Learning activities include classroom interaction with a greater emphasis on practical computer skills, mouth and/or feet paintings, beadwork, gardening, hand-craft, singing, cooking, physical and ongoing development activities and housekeeping skills. Learners take pride in their accomplishments and many budding artists have been discovered from these empowerment activities. Teaching takes place by means of parallel medium classes.

After the completion of the pre-occupational training programme at 18 years, learners are assisted by an occupational therapist to plan their future. "Building tomorrow is a school-to-work transition support service, offered to learners who participated in the pre-vocational training programme while in school.

Occupational Therapists act as job coaches to assist learners in planning a transition path, and preparing them for employment through in-service training in the open labour market. The training process is highly individualized, meeting each learner on his/her level of need and area of interest as far as possible", the principal said.

"Approximately half of the school's learners are transported to and from the school by private bus contractors" the principal confirmed. "However, we do have learners who are accommodated in the school hostels. At present the hostels accommodate 68 learners in the senior hostel and 28 learners in the junior hostel".

Personnel training is of great importance and personnel attend workshops and training activities to keep track and updates on new developments in various fields. Thus, we initiated Funda, A committee responsible for arranging CPTD workshops on Monday afternoons to staff and professionals from other schools and or sectors. The motto of the School is:

"STRIVE" which implies that each person should strive towards a goal in life, and even though our learners walk the road more slowly, our staff believe that, with the necessary motivation and perseverance, this motto is achievable by every learner whose path has led to Pretoria School. It is a privilege to work with the cerebral palsied learners of Pretoria School.

The challenges Pretoria School is facing are:

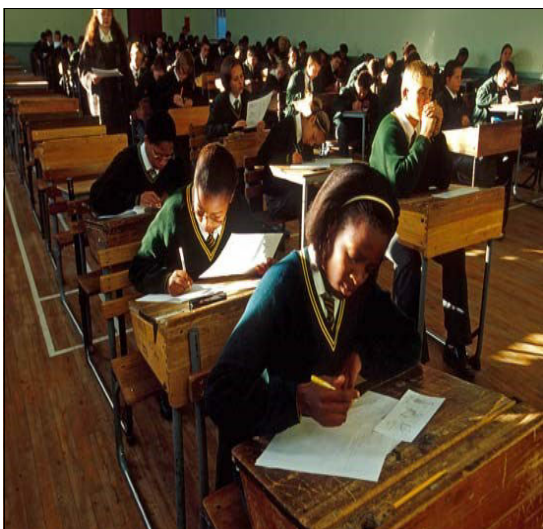
- Needs adequate assistants for: Personal hygiene (nappies), wheelchair assistance, feeding
- Transport: Traveling distances, reliability, availability.
- Backgrounds of financial and emotionally challenged families and neglect Parent involvement;

Pretoria School is also a Resource Centre that delivers its services to allocated Full-Service Schools. It is providing support on an ongoing basis, to ensure that the allocated schools have sufficient capacity to play their role as outlined in White Paper 6.



Top Matric achievers from rural schools receive bursaries to further their university studies: Mr Nkanyani M.H from SACE reports

The Department of Public Works kicked off their 2016 Bursary Awards Ceremony with a bang at the Farm Inn, a game lodge situated on top of a hill on the eastern escarpments of Pretoria. Deserving learners from the Matric class of 2015 were awarded bursaries worth R5million.



The 2016 cohort consisted of 20 females and 20 males from 7 of South Africa's nine provinces. The 40 learners were part of the Public Works' School Programme: The Programme adopts selected schools and their maths and science top achievers.

The essence of the Schools Programme is to promote built environment and property related careers and to offer bursaries to outstanding performers. Its long-term strategic goal commits to building capacity for the department and the country as a whole through technical and professional training post-graduation. Amongst the important guest speakers was,

Ms Kgakgamatso, the 2014 bursary recipient. Ms Tsagae, a student at the University of Pretoria doing Mechanical Engineering. Kgakgamatso got on stage and thanked the department for sponsoring her studies. "I am honoured to be sponsored by the Department of Public Works, especially because they are not only focused on our academic of excellence, but also make sure we are taken care of in other aspects of life". She thanked two officials in particular, Ms Nomaswazi Marambana and Ms Nancy Makhado for the roles they all played in the previous year when she was going through tough times. These two officials are part of a team that offers student support targeted at the student's emotional, social and academic life. "You are more than family to me and I am grateful for all that". To the newly crowned

recipients of the bursaries, Nomaswazi had this to say: "Ahead is a journey full of potholes, make it your responsibility to stay focused". "Do not skip class, work hard every day, never give up and when the pressure seem to get the best of you, remember, you have the two sisters to fall back onto". "There are many distractions than boys and drugs, from you tube, to social media but always remember where you come from and how you got where you are. Of importance, learn to tolerate and respect other people. Believe in yourself and let no one tell you what to do or how to live your life".

The Principal of Dendron Secondary School got on the podium and said "Public Schools are making a mark in terms of defining the Matric results and it's all thanks to the Department of Public Works". "Through their initiative, it's possible for the rural schools to make it, but most importantly, where there is will, there is a way.

He also proposed a need to force learners to take Maths and Science at school". "We need to force our learners to do maths, just as we were forced to do Afrikaans during the olden days".

He also thanked Dr. Jabu Nukeri, Managing Director of the South African Agency for the Advancement of Science and Technology (SAASTA) for having taken learners from his school to places such as Singapore, Hongkong, Lagos, Canada amongst others. Commenting

on this matter, Dr Nukeri said that in recent years, South Africa gave the world a unique legacy through its dismantling of Apartheid and it is time South Africa gave back to its own citizens, especially the youth, in the area of Maths and Science. He went on to say that it “was such a humbling experience for him to have been given the opportunity to address and give support to the learners”. By opening doors and giving the youth the opportunity to dream, you are contributing towards the development of the country.

“The battle we face in this country is more social and economic and on daily basis, we hear the issues around children who have no passion for education. We need to make a meaningful contribution towards promoting excellence by valuing education, thereby changing lives and making the world a better place”.



Prof. Tshilidzi Marwala Deputy Vice-Chancellor: Research, Post-graduate Studies, Library and Information Centre at the University of Johannesburg started by giving a round of applause to the learners and their teachers.

“A person who has an opportunity to study but does not study, is no better than a person who does not have the opportunity”. “In mathematical terms, education is positively correlated to

development, but you will also learn that education is the primary driver of development”. “If our teachers are hardworking you are going to have a hard-working workforce”.

He went on to say, “Study to become good citizens who will be able to move their country with speed and be able to make decisions that are based on evident reality”. Make sure you balance your social lives with your academic activities at all times”. Choose your friends wisely, and be open to new ideas.

The Deputy Minister at the Department of Higher Education Mr MC Manana, (a Member of Parliament), had also graced the occasion with his presence. In his opening remarks, he complemented and acknowledged the work of the Department of Public Works, especially for affording the young people of South Africa with an opportunity to learn.

He congratulated the bursary recipients for successfully completing their 12 year journey to education, thereby passing and getting admissions at a university. He further urged them to use these opportunities to drive infrastructural development upon completion. “The built environment is a priority sector for government and the Department of Higher Education”.

“As you start this journey, parents need to get more and more involved in supporting you. Commitment and dedication will help you make it and this will mean sacrificing time for your studies. Find a strategy that works for you in managing a life at the university, but you will need to be dedicated and committed.

You are there to get an education to better yourself, your family and the country and therefore, you will need good ambassadors who are disciplined and focused”.

He also spoke about up skilling, “We need to be able to bring all graduates in the built industry, especially all those who are not employed and the fact that the Department of Public Works supports learners right from grade 10 to matric, is a clear indication that they have a good pool strategy, especially because they target the rural schools.

In his view, the DPW’s recruitment plan is on the right track.

The Minister of Public Works, Mr TW Nxesi, gave some fatherly advice to the bursary recipients: “You are here today because of your own hard work and commitment. Your future as you negotiate higher education, hold many challenges”.

“Success is depended on you and so you need to avoid obvious obstacles”. There are facilities which are available for you and so when you experience problems”.

“There are people out there in those institutions who are paid to help you and so, seek help”. “You are the future leaders of this country, but also the future leaders of the built industry and never ever forget that”.



Rivoni School for the blind, providing light to the visually impaired learners, by Mrs. Mabasa, the



Located 25 kilometers to the South East of Makhado (former Louis Trichardt) at Corner Njhaka-Njhaka and Waterval in Limpopo Province, is Rivoni School for the Blind.

The establishment of Rivoni School for the blind can be traced back to a Swiss doctor by the name of Erwin Sutter, an employee in the eye department of Elim Hospital who realized an urgent need Society for the blind, a Non-Governmental Organization. Its main focus was on providing rehabilitation, mainstream education and business development services to people who are blind. blind.

In 2006, Rivoni Society for the blind established Rivoni School for the Blind and registered it with the Limpopo Department of Education.

“The school’s vision is centered on enabling persons that are visually impaired and partially sighted to achieve equality of access and opportunity to education that will ensure the development of skills required by the society.” says its school principal, Mrs Mabasa. She is the first principal of Rivoni School for the blind. She joined the school in 2008, two years after it was established and operated without a head.

The school has a staff complement of 9 (including the principal and the HOD). It also has two senior educators who are also co-opted to serve in the School Management Team (SMT). The SGB is legally elected and functional. The school follows the NSNP program, but supplements it with own meals. Quality menu is offered at four interval, tea break, lunch and supper from Monday to Sunday.

The school consist of a hall, an office, and blocks of classes, two houses, a workshop and other facilities. From the workshop, our learners are able to work and create saleable items such as mats, candles, clothing hangers, fences of various sizes and shapes. “Our school is always busy with product development activities to find new products for manufacturing by visually impaired people and to develop existing products for better quality” said the school principal with a smile that resonates her gratitude. The school’s mission talks to an enabling environment

- where all visually impaired, partially sighted children have access to education and the means for their improvement to the point where they become self-reliant.
- where the interests of the visually impaired learners are protected and promoted.
- where active steps are taken to prevent blindness. To ensure that communities accept the visually impaired people openly and work with them productively.

“The school’s admission policy ensures that the admission of learners who are visually impaired, and or have visual acuity which can hinder them from benefit from mainstream and full service schools is guaranteed upon presentation of professional assessment papers from ophthalmologists and the school’s admission Committee. Other considerations such as the availability of resources like infrastructure, human resources, academic qualification and skills required to deal with the barrier are made,” the principal

said.

FOUNDATION PHASE GRADE R-3

Xitsonga H.L,
English FAL,
Mathematics and
Life Skills

INTERMEDIATE PHASE GRADE 4-6

Xitsonga H.L,
English FAL,
Mathematics,
Life Skills, N.S &
Tech and S.S

SENIOR PHASE GRADE 7

Xitsonga H.L,
English FAL,
Mathematics,
Life Orientation,
N.S, Tech, S.S
and Creative
Arts

GET SENIOR PHASE GRADE 7

Xitsonga H.L or
Sepedi H.L or
Tshivhenda H.L,
English FAL,
Mathematics,
Life Orientation,
N.S, Tech, S.S
and Creative
Arts

FET PHASE GRADE 10-12

Xitsonga H.L or
Sepedi H.L or
Tshivhenda H.L,
English FAL, Life
Orientation, His-
tory,

Mathematical
literacy, Life
Economics and
Business Studies

Against all odds in 2014 and

2015 respectively, they achieved a 100% Matric Pass Rates. The school also received awards for producing 3 top 3 candidates in Special School from the Limpopo Department of Education, Vhembe District and Soutpansberg East Circuit in 2014.

In 2015, 2 learners from our school got position 2 and 3 nationally and position 1 and 2 provincially. The South African National Council for the Blind, Blind S.A, SA LIBRARY FOR THE BLIND have assisted a lot in terms of providing the necessary support to the school in a form of educational materials to be used by visually impaired learners.

The learners participate in different sporting activities such as soccer, netball, music with different instruments, volleyball, blind cricket and traditional dances. Learners participate in national events where in 2014 they brought Gold, Silver and Bronze Medals.

There are presently no facilities in the school yard for all these activities, but the teachers, with the co-operation of the learners and the community of Njhaka Njhaka improvise. In 2015 we produced the best athlete in National Championships with two Gold Medals and one silver.

In the 2016 Nedbank National Championships, four learners from Rivoni School for the blind participated and brought seven Gold medals and three Silver medals.

The school has a dire need for infrastructural development. Such includes sports fields and other amenities such as a Big Braille Embosser to produce Braille material.

However, in the meantime, we make do with what we have although we believe we can do better with such.

Profile of KwaVulindlebe School for the Deaf: Ms Odette Swift (Director: Deaf Education, Deaf Federation of South Africa) re- ports.



KwaVulindlebe is a Public School for learners with Special Education Needs. It is currently located in Chatsworth, south of Durban in KZN. It caters mostly for Deaf and Hard of Hearing learners (some with additional disabilities) but currently has a class of learners with autism too. The school had very humble beginnings, having started in 1984 in the two room basement of the Catholic Church in Umlazi township.

The church had noted the need for a school for African Deaf children who were not able to access other schools for the Deaf in Durban or even in KZN.

The school started with 2 teachers, two assistant teachers, 1 cleaner and 20 learners of various ages. One of the assistants who joined the school in 1994 was Mrs Ndlovu who moved from a school for the Deaf in Zululand to be closer to her family. By 2008, the church basement was bursting at the seams and the principal, Mrs Ndlovu (who was acting principal from 1996-2000 and became principal in 2001) liaised

By 2008 the church basement was bursting at the seams and the principal, Mrs Ndlovu (who was acting principal from 1996-2000 and became principal in 2001) liaised with the Department of Education to locate an alternate site for the school. At that time there were 29 learners, a small kitchen, teachers' desks and cup-



boards all squashed into the two rooms of the basement.

In 2009 the school moved to the premises of Coedmore Primary school, a school whose facilities were noted as being underutilised.

One row of classrooms was allocated to KwaVulindlebe and the school now has 5 classrooms (including one computer room), an admin office, a principal's office /boardroom and a large kitchen / dining room in which the learners of the school are fed a hot, nutritious meal daily.

Although there are still insufficient classrooms and multi-grade teaching continues, having a little more space and a field on which to play sport and do PE is a huge improvement.

One of the assistants who joined the school in 1994 was Mrs Ndlovu who moved from a school for the Deaf in Zululand to be closer to her family.

KwaVulindlebe is a school that is built on love for the learners and enthusiasm. Mrs Ndlovu has been a National winner at the National Teaching Awards as well as first in the province a further 4 times. The school has been awarded various eco awards, culminating in 2013 by obtaining a prestigious international Eco-school award. Mrs Ndlovu leads by example for continuing professional development and continuously attends workshops, conferences and short courses related her work. Similarly, teachers and teaching assistants as well as admin and security staff are encouraged to continually develop themselves through formal studies, short courses and workshops. The 64 learners that the school currently serves are largely from severely impoverished homes and many are unable to pay the annual school fees of R100. But despite this, the school has built an extensive network of partners who help support the learners, teachers and school community in various different ways. KwaVulindlebe is an eco-school and they have a thriving permaculture

ture garden which supplements the food provided by the DBE nutrition programme. The school works alongside Food and Trees for Africa to ensure that the food garden not only provides fresh, organic vegetables to the

school kitchen but also to ensure the skill of planting and tending food gardens is transferred to the learners.

The school also has a very close relationship with the Deaf Federation of South Africa, particularly on the Sekuyasa Project. This project is a joint initiative between the school, DeafSA and the Learning Academy Worldwide (LAWW).

Through the generous donation of equipment from LAWW, the school has achieved a 100% mobile saturation rate - every learner has access to a smart phone. This has proved extremely useful with the implementation of the SASL CAPS curriculum as each learner has





access to their own device on which to film and observe their own signing.

In addition the school has partnered with Eastbury Primary School in the UK and international staff exchanges have been planned. In addition, the Head of the Additional Resource Provision for Deaf children at Eastbury primary (Ms Majella Williams) has been to Kwa-Vulindlebe and has arranged several fundraising drives for the benefit of the school. A friend of Ms Williams, Ms Diana Cardwell, who works for the UK Deafblind organisation, Sense, recently visited the school. This was to provide training to the teachers and learners about Deafblindness and the educational and other needs of deafblind children. This was specifically to assist one learner at the school who has deteriorating eyesight.

The school also has ongoing relationships with the Durban University of Technology - where SASL students who are studying translation and interpreting practice, come to the school for three months during the second semester to complete their work integrated learning. However, the school does still face many challenges. The greatest of these relates to transport. When the school relocated, the KZN DBE provided the school with a bus and a driver so that the learners could be transported from Umlazi to Chatsworth daily.

However, now that the bus is getting old, it is frequently in for services, and thus, the majority of the learners often do not come to school due to lack of transport. This is of great concern as there are times when the bus is out of circulation for 2 or 3 months at a time. While some parents are able to pay for taxi fare for the learners, others simply do not have the funds to do so. There are often more than 60% of the learners absent during these times. This has a massive negative impact on the education of affected learners.

An additional challenge is the lack of early intervention programmes for Deaf children in the Umlazi area. Thus most of the learners arrive at KwaVulindlebe for Grade R with no language. This already places the learners at a huge disadvantage and places great strain on the teachers who are attempting to ensure that the learners access the same CAPS programme as learners in mainstream schools.

They have also partnered with UKZN (Audiology) and Prince Mshiyeni (Nursing) to enable students to come to the school to learn about the needs of Deaf children. KwaVulindlebe also has good relationships with other special needs and ordinary schools in the area and beyond. This works well for referrals when families come to the school but their child is not eligible for

KwaVulindlebe is a school that is truly filled with love and belief in the value of each and every learner that attends there. While there are many challenges, the school is always willing to share their knowledge and experience, develop meaningful partnerships and learn from others. With such an enthusiastic principal leading the school, it is sure to grow from strength to strength.

In so far as the CPTD Management System is concerned, the school principal encourages teachers to attend workshops and short courses and improve their qualifications. However, they have not loaded and CPTD activities since implementation and would appreciate onsite support and guidance to assist with the implementation of the system.



**Achieving greatness
against all odds, by Mr T-
nus Du Preez**

The School of Achievement: Prestassieskool is situated in Elspark, Germiston and is a progressive, career-oriented school that provides specialized education of a high academic standard. Its culture is a unique blend of professionalism, warmth and dynamism. It is results driven, and

The School came into existence as a result of the shared vision and dedication of individuals and institutions who recognised that special intervention was needed to assist children with learning disabilities.

The first principal, Mr Ludie Heath, together with a team of dedicated staff and a highly committed Parent/Teachers Association, worked tirelessly to secure their own school complex.

After a trying period and much hardship, the drive, tenacity and faith of these members produced results. The new school complex was officially inaugurated in 1990. Since then the school has grown rapidly in all respects.

What is a learning impairment?

The term learning impairment generally refers to difficulty experienced by children (or adults) in one or more learning areas, which reduces the learner's ability to realise his or her potential.

It is often referred to as a "hidden handicap" and affects between 15 and 25% of children, regardless of culture, race, gender, or class. The learning impaired child generally performs poorly

at school because he or she has difficulty in acquiring, storing, retrieving or expressing information. A learning impairment most frequently manifests in the academic areas of reading, writing and mathematics as well as such functions as attention, concentration, reasoning, memory functions, oral communication and so forth. An inability to pay attention, hyperactivity, and/or impulsivity, may suggest the possible presence of a learning impairment.

Which learners does the School of Achievement accommodate?

Only learners in grade 1 to 12 experiencing a barrier to learning and development (specifically learning impaired) are accommodated - subject to the availability of places. Grade 1 learners are only accepted from the year in which they are of compulsory school going age; again subject to the availability of places.

The school offers a range of professional support services which typically include occupational, speech, and psychological support for the learning process.

OCCUPATIONAL THERAPY

The role of the Occupational Therapy Department

Occupational therapy is provided for learners who experience barriers to learning and aims to develop the necessary basic social, motor and visual perceptual skills. Therapy strives to integrate these skills so as to enable learners to achieve their maximum potential. A multi-disciplinary team discussion takes place where the necessary recommendations are

made and individual treatment programmes are established. Parents are given feedback regarding the results and the recommendations made regarding therapy

Therapy

Occupational Therapy (OT) in the Foundation Phase (Grade 1 - 3) and Intersen Phase (Gr 4& 5) focuses on eliminating gaps in sensory motor development and visual perception, in order to lay a sound foundation for schoolwork.

The OT department is well-equipped with sensory motor equipment and various resources. Learners are grouped together for therapy, so as to promote social interaction, as well as to strengthen their weaknesses. Most learners in the Foundation Phase (Gr 1 - 3) receive therapy twice weekly. Learners in the Intersen Phase (Gr 4& 5), receive therapy in larger groups once a week, where more emphasis is placed on academic related tasks.

High School learners receive occupational therapy in small groups and/ or individual sessions where needed. These groups focus on school related skills, life skills, social skills and vocational skills.

The Role of Occupational Therapist in the Classroom

In the Foundation Phase and Intersen Phase, learners are observed in the classroom to establish whether the learners can apply skills learned in therapy, to academic work. Recommendations to the teacher may be made for adaptations where necessary.

The Occupational Therapist participates in the weekly team discussions, where the learner's areas of difficulty are approached and resolved.



Parents are welcome to approach a therapist at any time to ask advice or for assistance.

Indications for Occupational Therapy Foundation Phase:

- **Motor skills :** Clumsiness, poor balance and posture, poor gross motor skills such as jumping and skipping and poor fine motor skills such as pencil control, cutting and writing.

- **Un-established dominance and midline crossing:** The learner may use both hands equally, avoid crossing his midline by rotating or moving the page or his body while working at a table.

- **Visual perceptual delays:** Reversals of letters, reversals in the order of words, difficulty copying from the blackboard, difficulty finding his/her place when reading and incorrect letter and number formation.

- **Poor concentration and/or hyperactivity**

- **Poor memory and reasoning abilities**

Sensory systems: Hyper/hypo-sensitivity to touch, sound, textures of clothing, food or movement.

InterSen Phase:

The Grade 4 learners, who still require intensive therapy, are seen in small groups once a week. Some Grade 5 learners receive occupational therapy in a small group, which focuses on study skills.

High School Phase:

High school pupils receive occupational therapy on an as-need basis, from Grade 8 - 12 which focuses on areas such as social skills, pre-vocational skills and study skills to name a few.

External Activities

Learners are encouraged to participate in external activities such as sport (e.g. athletics, swimming, gymnastics, etc.), cultural activities (e.g. drumming, choir, music, pottery, etc.) and social activities (e.g. Cubs). This gives the learners opportunity to explore and enhance new and varied skills; thus, enabling them to develop their self-image and social interaction.

COUNSELLING DEPARTMENT

This department functions as an integral part of the multi-disciplinary team; working together with parents, teachers, speech-language therapists and occupational therapists.

Functions of the Psychology Department

The main concern of the Psychology Department is to provide support to learners with a specific learning disability as these learners often display the following characteristics, which may hamper their cognitive and emotional well-being:

- Hyperactivity
 - Attention/concentration problems
 - Emotional immaturity
 - Impulsiveness
 - Poor social skills
 - Fear of foreign situations
 - Poor perseverance
 - Poor self-image and poor self-confidence
 - Planning problems
 - Problems with coordination, laterality and dominance
 - Memory dysfunction
- Anxiety.

The Counselling Department is equipped to provide support to address emotional problems and to

implement crisis intervention strategies where necessary.

Therapy is short-solution focused and external referrals may be made if necessary.

Emotional and intellectual assessments are performed as required. Vocational assessment and career guidance are also provided when requested by the parents.

THE SPEECH, LANGUAGE AND HEARING DEPARTMENT

Speech therapists provide group therapy for children in the Junior School intensively working on areas of speech, auditory perception, receptive and expressive language, discourse and pragmatic skills.

Assessments are completed to determine the current level of functioning. These results are used in the formulation of treatment plans. Weaknesses are then targeted within a small peer group.

Therapy usually occurs twice weekly in Grades 1 - 4. Class discussions are held weekly to ensure the holistic carry-over of knowledge and skills.

Furthermore audiology screenings occur annually to ensure the stability of the auditory pathways.

Speech-Language Assessment

Learners are assessed by the speech-language therapists at the end of their Grade 1 and Grade 3 years. The results are used to establish the learner's current level

language as well as speech production. Furthermore assessment assists in group structuring and devising therapy aims and goals.

The following areas may be assessed:

Auditory Perceptual Abilities/Phonemic Awareness

- Auditory Discrimination
- Auditory Sequential Memory
- Auditory Story Memory
- Sound Blending
- Auditory Closure
- Auditory Analysis
- Auditory Synthesis
- Listening to Paragraphs

Receptive Language Abilities.

- Receptive Vocabulary
- Grammatical Understanding
- Sentence Structure
- Concepts and Directions
- Word Classes
- Auditory Reception

Expressive Language Abilities.

- Word finding Vocabulary
- Oral Vocabulary
- Grammatical Closure
- Grammatical Completion
- Sentence Imitation
- Auditory Association
- Word Structure
- Formulated Sentences
- Sentence Assembly /
- Word Ordering
- Sentence Combining

**Hearing screening
Speech Production and
Articulation Fluency.**

The aim of speech-language therapy is to develop individual speech, language and communication skills. Therapy involves a series of speech, listening and language activities to meet specific communication goals. The period of therapy is determined by the nature and degree of the speech-language disorder. The rate and pattern of improvement is different for each learner. The above has a direct influence on the frequency and length of therapy.

Speech-language therapy proceeds in small steps. Therapy is based on a carefully designed sequence of practice. The therapist selects key communication skills that are taught in several ways - through drill practice, play interactions, or conversation. The difficulty of the response required is gradually increased over time through reinforcement and feedback. Often the therapist integrates into the class activities to assist with the transfer of skills taught on an individual level.

THE FOUNDATION PHASE

The Foundation Phase is where fundamentals, basic skills, healthy attitudes and social skills are first developed in the formal atmosphere of school. It is the place where children learn to build trust with people other than their families. The staff is dedicated to creating a safe, friendly, caring environment dedicated to students' learning and their growth. Foundation Phase aim to educate, identify needs, build strengths, remediate problems and provide opportunities for the learner to set goals, develop skills, knowledge values and

attitudes needed for adult life.

THE INTERSEN PHASE

The Intersen Phase comprises of learners from Grades 4 to 7. Grades 5 to 7 classes have specific teachers within the grade to receive instruction in specific learning areas.

Teachers teaching Grades 4 to 7 form part of "clusters" that ensure that the curriculum is implemented, renewed and refined on a continual basis. It is our aim to send the learners into the world holistically well-adapted and motivated with firm foundations.

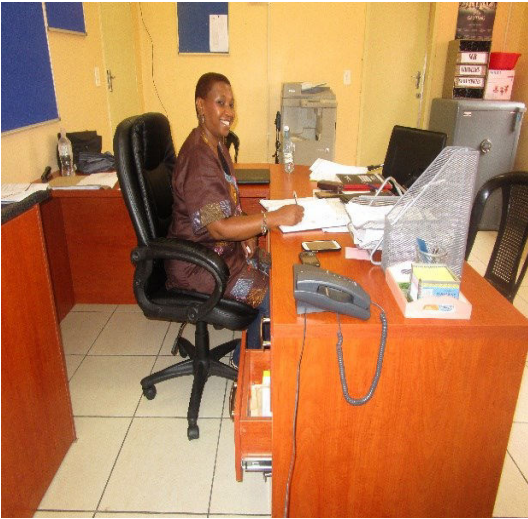
In the Intersen Phase, the focus is also on corrective behaviour so that our learners are shown what socially acceptable behaviour is.

HIGH SCHOOL

Our High School follows the Hospitality Course to equip learners to function in the Hospitality/Tourism sector of the job market. We have a fully equipped and functional Hotel Kitchen, Bar and Banquet hall, used for weddings, restaurant evenings and conferences.



A BREATH OF FRESH AIR FOR THE TOWNSHIP INTELLECTUALLY IM-PAIRED LEARNERS: *Ms Hellen Molekwa (School Principal) reports*



Situated at the corner of Maunde and Khoza Streets in Saulsville, is Zodwa Special School, a public government funded school for the Severely Intellectually Impaired learners.

“The school caters for the intellectually impaired who cannot cope within the mainstream schooling system,” says it’s newly appointed principal, Ms Molekwa Hellen, who has been at the helm of the school since July 2015.

The school’s history dates back to 1993 on the 10th of June when it was opened. Upon meeting her and her entourage, I could sense their determination to put everything they have in making this a model school for Severely Intellectually Disabled (SID) learners within Pretoria and the surrounding areas.

“Zodwa Special School continues to thrive because of the support of its 15 hardworking educators (including the SMT) and 13 Public Service Staff (PS)”.

“These posts are allocated according to the weighting of the learners and our weighting is 3 SID”, she added.

The school’s learner enrolment currently (2016) stands at 103 learners. “Learners with autism weigh 6 and they have one teacher and an assistant and the autism class we have is serving as a pilot project. They were identified and clustered in order that they could get the necessary support”.

Whilst we do our best to enrol learners in according to policy pre-prescripts, we also have a few learners who come from the community and were enrolled because they could not be catered by any other schools in the province.

Under normal circumstances however, a parent who brings their child to be admitted need to bring along the following documentations:

- (a). Medical report to confirm the diagnosis,
- (b). A District Report from Institution Support Service (ISS), a body that has Therapists and Psychologists who over and above conducting medical check-ups on the learners.

They also allocate an LSEN number and facilitates the placement of learners according to their individual needs and support needed. Admission is from age 3upwards and the exit age is 21 years of age.

Like all other schools within its ranks, Zodwa Special School doesn’t use the grade system, instead

“we use the Groups system and an adapted curriculum for the foundation phase” says the school principal.

The classes are as follows: ECD Group, Junior Group, Middle Group, Senior Group and Pre-Vocation Group. The learner teacher ratio for SID learners is 12 is to 1 to enhance effective teaching and learning.

The school uses an adapted CAPS curriculum which only covers the foundation phase. “We operate at the foundation phase and we use the adapted curriculum from grade 1 - 3, the principal said. We also have the ECD section which caters for learners from 3 to 6 years”, said Ms Molekwa.

The following are the schools learning areas: Functional Mathematic, Language, and Functional Life Skills. The Pre-Vocational class prepares the learners for the world work.

The school liaises with SETAs, to secure employment in areas such as wood work, maintenance, cleaning, painting and Hospitality Studies which includes Home Economics and Tourism.

“The school is used by the cleaning seta as a centre where learners from other schools within and outside the province are brought for training and in turn, the learners receive a stipend. The cleaning SETA runs a

PICTURE GALLERY



1



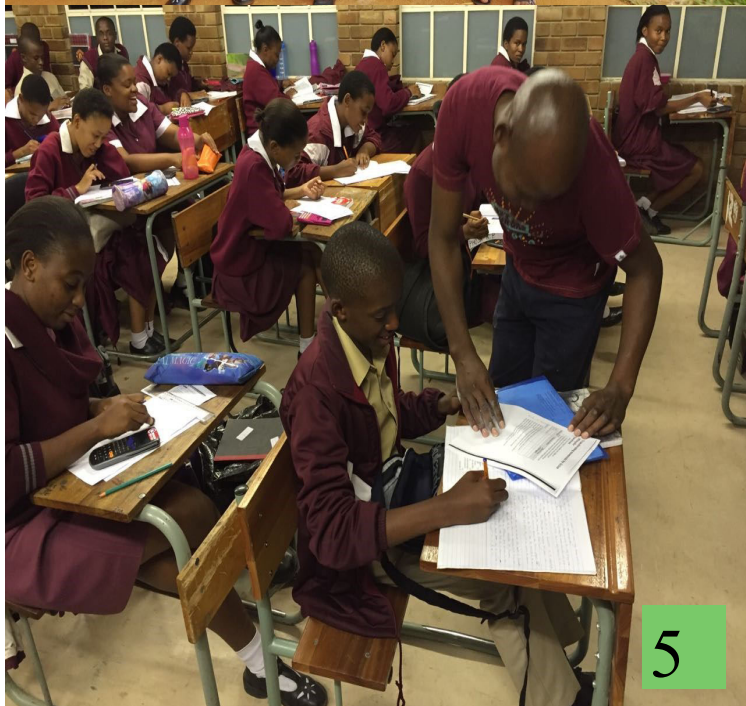
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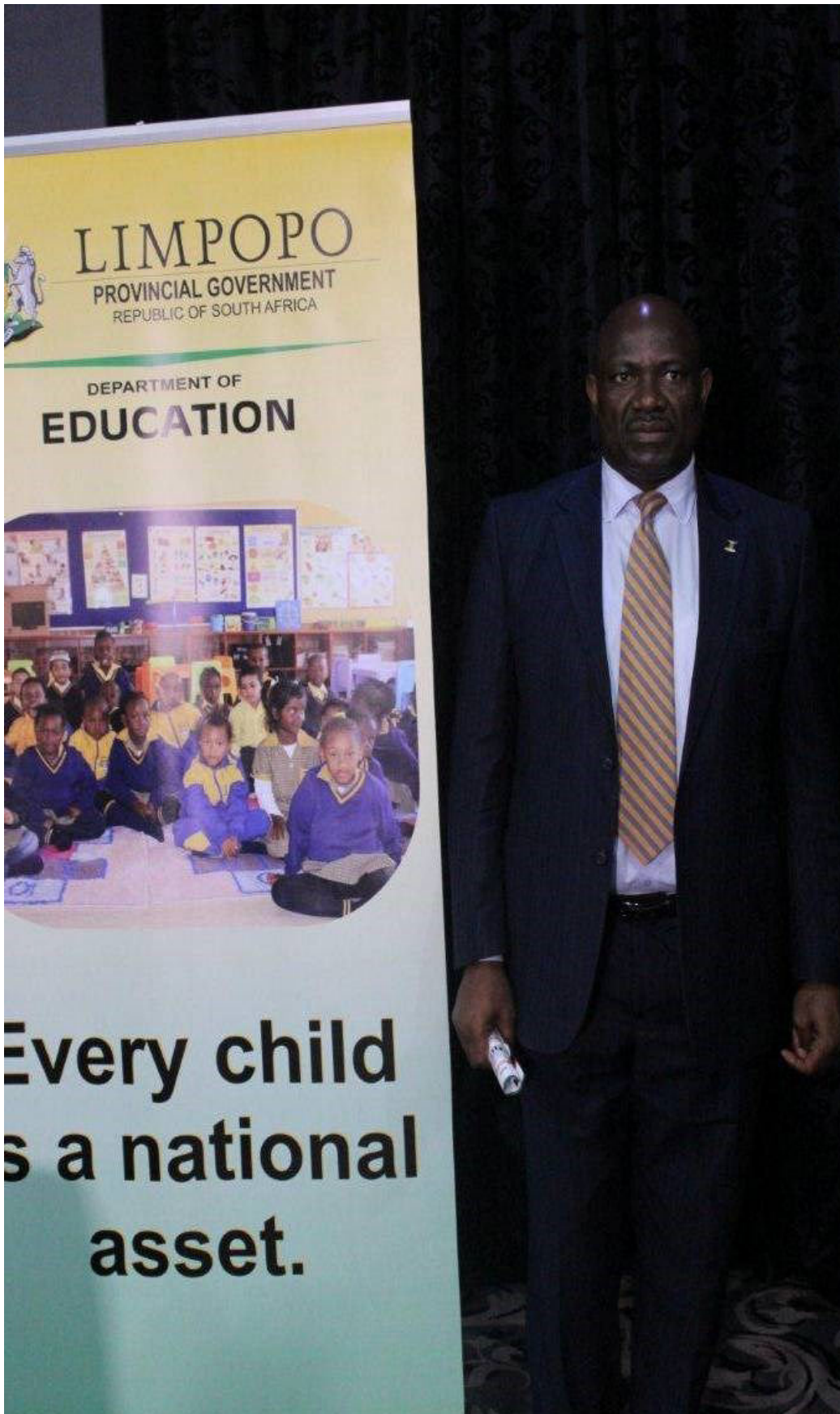
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Picture 1, 2, 3 & 6 of learners from Rivoni School for the Blind in Elim Limpopo. Picture 4 of learners from Pretoria School for the Cerebral Palsied. Picture 5 for the learners at .

MANKWENG CIRCUIT: A CIRCUIT THAT PRIDES ITSELF IN ITS PRINCIPLED SCHOOL LEADERSHIP by Mr Magagane:
Mankweng Circuit Manager



(Continued from p15)

The school has a Multi-Disciplinary Team consisting of educators, therapists, psychologists and school nurse, all of whom form the School Based Support Team. These individuals assist with providing a holistic approach in supporting the learner and especially with referrals.

The Circuit Manager of Mankweng Circuit, Mr Magagane has and continues to foster good working relations with the principals within his circuit and this, he does through a Circuit Management Team.

“Managing a circuit as big as the Mankweng Circuit is no mean feat, it requires a hands-on approach coupled with leadership and management styles that are consistent in nature” so said Mr Magagane, the Circuit Manager of Mankweng Circuit.

The Mankweng Circuit oversees all high schools and primary school within the circuit.

It comprises of principals affiliated to different Teacher Unions, one Curriculum Advisor from the Curriculum unit, one SAPA member and one representative of the governance section of the circuit. “Their main function is to co-ordinate activities within the circuit and they fully understand that even in my absence, meetings and other planned activities should still take place.” “The key thing about this team is that they all understand the importance of working as a team, the Circuit Manager said, braggingly.

The Circuit Manager’s passion for Information Communication and Technology (ICT) has fuelled an unstoppable hunger for the implementation of ICT in the circuit. “I have informed all principals that no teaching and learning should take place without the infusion of Information Communication and Technology (ICT).”

“I have also emphasised and conscientised the Team Members to the fact that for the ICT intention to become a reality, it should start with them as school managers and the team has now developed a clear understanding on issues around the

PAPERLESS CLASSROOMS.

According to him, “no teacher will be evaluated in the Integrated Quality Management Systems (IQMS) without having proven to have incorporated Information and Communication Technology (ICT) in their teaching”. Of importance, all School Performance Reviews are always presented on power point. “In our School Management Team meetings, where SMT’s



schools meet at to present their Annual Performance Improvement Plans (APIP). No one is never allowed to make a presentation without technological means and this has installed some confidence in them.” He said. “Additionally, we have established a Technological Team, which is led by Ms Mabore Lekalakala (NTA National Champ) to assist everyone in this project and as a circuit, we are blessed to have principals like Ms P Ragophala, who is also a guru on ICT.

“She always advise and guide the principals on how to upload their CPTD Points”, Mr Magagane stated. To encourage his principals to perform better, Mr Magagane, always allow them to share good practices and also give everyone an opportunity to share their best practices so that others can learn. “I believe that there is no small mind, as a result I allow self-expression, I have consciously decided to be approachable in order that my team can be free around me.

In as far as the Continuous Professional Teacher Development Management System is concerned, over and above having the likes of Mrs Magagane, the Circuit Manager is currently establishing a team of experts on CPTD and its aim is to assist educators in uploading points. He concluded by saying that “a lady by the name of Reggie has been tasked to assist in the establishment of the Team due to her understanding of the CPTD Management System and has been very useful in that regard”.

Straight from the deep rural Limpopo: Mr Gezani Aubrey Mabasa (EPP Mhinga Secondary School

EPP Mhinga Secondary School was established in 1989 at the outskirts of Malamulele Township’s section C. Adjacent the offices of the Department of

MR MABASA: EPP MHINGO HIGH SCHOOL PRINCIPAL



high school which starts from Grade 8 to 12. Like a few other rural schools in Limpopo, EPP Mhingo High School is an epitome of schools with a soul and teaching and learning still takes centre stage.

The school principal, Mr Gezani Aubrey Mabasa, his two most trusted deputy principals and a staff complement of 51 continue to prove to all and sundry that rural schools can make it against all odds. Since their adoption into the Department of Public Works' School Programme in 2014, the school has turned its

matric results around and the 2015 academic year results prove it. When he talks about his workforce, the school principal glows with excitement.

"Teachers in this school are committed to their work and its all thanks to the rigorous teacher recruitment drive of the school which seeks teachers with a good subject knowledge".

Curriculum coverage is of utmost importance in this school and thus,

extra lessons are provided to create opportunities for revision. Advice and support by the curriculum advisers is heeded and implemented.

"The Department of Public Works' School programme has been very helpful in a sense that it has and continues to support learners from grade 8 to 12 in Maths and Science subjects" Mr Mabasa said.

EPP Mhinga's adoption to the Public Works' School programme can be traced back to 2014 when this school and many high other schools within the country were identified as having the potential to bring about the best results in Maths and Science.

It all started as mere process which involved a simple letter of recommendation from the District Office the school is attached to, and eventually culminating into the school being adopted into the Public Works School Programme.

"However", said the Principal "there were intensive and rigorous learner screening processes which focused on performance in the Maths and Science streams.

"Learners are selected on the basis of academic performance and career choices rather than family background" said Mr Mabasa.

Learners who qualified would then, receive bursaries to the tune of R130 000 each annually.



“This is exciting news to parents who cannot afford to take their children to universities. Our school is in a very rural community where most of the parents / guardians are pensioners and so, we feel blessed to be part of this programme as it brings relieve to parents and encouragement to the learners” Ms Mabasa said.

EPP Mhinga High School learners also participate in different co-curricular activities organised by institutions such as the South African Agency for Science and Technology Advancement (SAASTA), the Department of Water and Forestry and Amesa (The Association for Mathematics Education of South Africa).

At these levels, the learners get the opportunity to compete with learners from all the nine provinces of the country and in turn, they build their confidence and reposition their world outlook.

Annual visits to different universities and institutions of learning are conducted and have proven to be very useful and relevant because our learners get to meet University students, lecturers and or professors who also make time to mingle and share best practices which motivate them.

In terms of the SACE CPTD Management System, the principals and HODs have been orientated and signed, but up-take is a bit slow. We hope to do something about this in the near future, with the help of the District Office’s Teacher Development Unit of course.



An evaluation of the effectiveness of loading of Professional Development Points to Continuing Professional Teacher Development (CPTD) Management System of Educators in South Africa, by Ms Mtshali Innocentia Nonhlanhla Muntuza (SACE CPTD Provincial Coordinator KZN) reports on the effectiveness of loading Professional Development Points in the CPTD MS.

As a teacher with eighteen years of teaching experience, I have come to appreciate the fact that, teachers are the agents of change, no matter what position one holds. By virtue of being a teacher, one is automatically a manager in many spheres such as Curriculum Management, Classroom Manager, Phases manager and most importantly, manager of the learners.

Teachers participate in different learning and teaching activities on daily basis. Most of these activities are developmental in their nature, unfortunately, because of the amount of work they have to deal with on daily basis, they often forget to keep records or evidence as proof of their participation in those developmental programmes / activities. This is process of keeping records is essential since it is the only way with which a teacher can prove to SACE that they are doing something to develop their knowledge and skills.

Keeping records is supposed to be a routine for teachers considering the amount of paper work they deal with daily, however, some teachers are caught napping when it comes to paper handling and especially filing. Professional Teacher Development is a prerequisite in a teacher's learning, which is why SACE is there to



offered that opportunity to develop themselves. NO matter how old you are, experienced or not experienced, “teachers must continuously update their knowledge, skills and must be involved in lifelong learning” (Van Eekelar et al. 200.408).

On the part of SACE, SACE, a Certificates of Achievement will be issued in accordance to the number of points that a teacher would have accumulated in their three year cycle. I am extremely grateful to the South African Council for Educators for phasing in the implementation of CPTD Management System with the support of relevant stakeholders and so should you.

SACE has conducted orientation workshops on the CPTD-MS. This is a system which recognises all useful teacher developmental activities from 2014. It is ongoing through collaboration with stakeholders and through advocacy and communication. By now most of the school based teachers are aware of the fact that they are expected to sign up for CPTD -MS, participate in the three year CPTD MS cycles, and earn points in the three types of Professional Development Activities.

How to load points in the CPTD-MS

SACE Research Unit sends statistics of teachers who have successfully reported their PD points, but to answer the question about effectiveness and efficiency of PD points loading, recording/reporting is a mammoth task. Some educators report and claim points as they wish without checking the PD points schedule. Secondly the number of teachers who are reporting is very minimal yet it is mandatory for all educators in learning institutions especially 1st and 2nd cohorts who were orientated in 2013.

In different schools educators are implementing IQMS and they know that IQMS performance number five requires all of them to participate in Professional Development. This IQMS performance standard implies that teachers need to reflect on their teaching practice, identify their needs and access activities which will respond to those needs.

As they access activities to address their identified needs teachers will be participating in the three types of professional development which are: Type 1 Teacher initiated/self-chosen, Type 2 School initiated activities or led by the school and Type 3 externally initiated/ employer and service providers led activities.

There are SACE guidelines and criteria for these three types of activities and Type 1 and 2 have Pre-determined PD points. For educators to be able to understand this they can refer to SACE PD Points schedule. The PD Points schedule provides typical PD examples. Additionally, the SACE PD Point schedule and the Educator's Guide

on how to participate in my three year cycle also tackles issues such as how to upload, record and report points correctly. Note however, that for type 3 teachers can download the Service Provider's Catalogue on the SACE website which is www.sace.org.za. This Catalogue has the names of Providers whose activities have been endorsed by SACE.

When uploading/recording and reporting point's teachers need to have their PDP to be able to check, reflect and identify their areas of need. Reporting on one's participation in Professional Development must be done twice a year between May to June and October to November.

Educators are expected to report Type 1 or Teacher initiated activities only. Type 2 will be reported by their schools and Type 3 by Employer/Provider's.

It must also be noted that all schools need to be signed up to the CPTD MS and have the school user name and password to be able to perform this task. Furthermore, it is the responsibility of each and every educator to ensure that his or her points for Type 2 and 3 are reported on time by login into the CPTD Management System and verify this aspect.

Challenges faced by educators in some schools in KwaZulu Natal.

1. The educators have raised some serious intellectually concerns about CPTD MS implementation and loading of their PD Points are The CPTD -IS is not up and running.
2. Lack of time management and motivation.

3. No internet connectivity and challenges when comes to computer skills.

4. Lack of support from their immediate supervisors. SACE support material which was not received in time. Unavailability of CPTD MS plan.

5. No understanding Resolution 8 of 1998 which speak to their duties and responsibilities as teachers.

Although this is feedback from KwaZulu Natal, I am certain it applies to a few other provinces.

More challenges.

1. No competence in the development of their PDPs.
2. Lack of understanding section 7 of SACE Code of Professional Ethics for educators.
3. Different educators' roles and initiatives from other Departments directorates.
4. Changes in schools due to promotions, resignations deaths etc.
5. Knowledge and skills required to do what is expected of them when comes to CPTD MS or implementation.
6. Back log when comes to reporting points since they were of the idea that CPTD MS will not materialised.
7. The list is exhaustive I will not be able to state all their concerns in this short article.

My Recommendations for the effectiveness of PD points loading.

All relevant stakeholders to manage CPTD implementation especially during school functionality sessions. CPTD MS refresher workshops must be conducted to assist educators to be able to identify their shortcomings.

Educators to be encouraged to create email address for smoother communication purposes.

Link between all education directorates especially those which deal directly with educators like Teacher

Development Units, Curriculum Units, EMIS etc.

South Africa need educators who are well developed to face challenges in learning and teaching sphere. Such will be teachers who will view the CPTD-MS as a tool for personal development, thereby see a clear link between the IQMS and CPTD Management System.

However, It is refreshing to see that when doing school support visits educators are more welcoming, cooperative and insist on having more CPTD MS information sharing sessions.

And to all of them, I say “the sky is the limit”. Keep making an impact to your colleagues, communities and in the entire education spectrum.

I salute you.



Ms Marion Jones: Gauteng's Professional Development Officer, reports on NAPTOSA's CPTD Implementation roll out,

NAPTOSA Gauteng has, over the years, included the SACE CPTD Management System in their annual professional development programmes. Both Mr Theo Toolo and Ms Ella Mokgalane have done presentations at afternoon workshops presented at the Wits Education campus in Parktown.

Ms Mokgalane has done presentations at conferences too. She spoke at the School Leaders conference held at the Kopanong Conference Center and she spoke at the Secondary school conference which was also held at the Wits

Education campus. Schools in Gauteng also receive regular ‘Newsflashes which provide updates on information relating to the CPTD system.

During the school union representative training done during the first term of 2016, the SACE CPTD system was a specific item on the training programme and school reps were able to raise questions about the system. Teachers who attend our term programme courses are informed when courses are endorsed for CPTD points. An article on the SACE CPTD system is also featured on the NAPTOSA Gauteng website.

On a national level, the NAPTOSA diary includes a brief summary of the SACE CPTD system as a quick and ready reference for teachers. In 2015, the NAPTOSA Insight magazine also included an article on the SACE CPTD system, a magazine which members throughout the country can access.

These efforts have only been partially effective. Many teachers do not read the regular written communications sent out from the NAPTOSA Gauteng office. Perhaps the most effect methods have been when they have attended workshops or conferences and heard the information personally, and then, hopefully, they have passed this on to their colleagues.

The SACE CPTD provider news: The implementation process: Mr Theo Toolo (SACE Provider and Endorsement Coordinator) reports



The first cycle of implementation for the first cohort has come and gone. We are now in their first year of their second three-year cycle. We encourage the second cohort (HODs) in their last year of their three-year cycle to get involved. There is hesitation and uncertainty in terms of who is supposed to fund the activities/courses or programmes that these educators are participating in during their three-year cycle.

The Government's National Development Plan indicates that: teachers must take initiative to identify their professional development needs and if those needs are in line with their job requirements, government must subsidise teachers to access these programmes/courses and activities.

These activities must have been endorsed by SACE and must enable teachers to earn professional development points." The third cohort has finally joined as they embark on their journey of their three year cycle.

Reporting on educator's participation

There are two mandatory reporting periods for educators; which are in May/June and October/November period. From the analysis that SACE has done on those that have reported it seems as if educators are not reporting on the SACE endorsed activities or providers are not reporting on their participation in their workshops or training.

The teacher unions on the other hand seem to be moving very fast and we are encouraged by the likes of SAOU, NAPTOSA and SADTU who are taking professional development initiatives to their members. We would like to congratulate and thank those providers who have been consistent in reporting on their training and in the breath encourage those that are still lacking behind with their reporting.

In an effort to facilitate this process SACE has developed a simple template whilst working on the electronic uploading of educators' PD points by SACE approved providers.

This copy can be downloaded on the SACE website at www.sace.org.za. Or requested by emailing provider@sace.org.za. The uploading by all SACE approved providers is an expectation that the Council has on the providers. This is made obligatory through the Code of Good Practice which providers sign on applying for approval.

It is on the basis of this that all providers are expected to report on teachers that have attended their training courses, programmes and activities.

What should be reported?

It is expected that providers would report and upload teachers PD points of the activities that are SACE endorsed. These are the points that would have been allocated to activities that would have been sent to SACE for evaluation and have been endorsed by Council with a specific amount of PD points determined through the processes of endorsement.

The trends.

It has been our observation that there is limited reporting that takes place or alternatively few teachers are accessing and participating in externally initiated activities delivered by SACE approved providers. When looking at the educators reporting one gets a sense that very few report on the type 3 activities. Most reporting is around type 1 and 2 activities. We urge providers to use the simplified attendance register template to report on educator's participation in their activities.

PD points allocation

It's becoming alarming as one reflects on the number of queries that the office processes regarding the allocation of PD points to some endorsed activities. SACE has made strides in the implementation of the CPTD System. The question of the allocation of PD points to all SACE endorsed activities is governed and informed by the evaluation criteria and processes that the Endorsement and the Professional Development Committees engage in.

In most cases the providers do not declare all that they do during the delivery of the activity. This means that the time planning is not specific enough to enable us to quantify the duration of the activity (how long it will take the provider to deliver and complete the delivery of his/her activity.) The duration should include all the aspects undertaken, onsite and offsite tasks, Portfolio of Evidence if required, follow up visits or onsite support.

Target Audience

It is once more critical that we should keep focus on who are the beneficiaries of the implementation of the CPTD Management System. As indicated in the National Policy Framework for Teacher Education and Development 2007(NPFTED) the SACE must manage, implement and administer the implementation of the system for all SACE registered school based educators. This means therefore that the primary target audience are the teachers. Although SACE mandate extends to other categories of teacher the policy is unequivocally specifying on who must participate. We are not dealing with the youth and parents as these are indirect beneficiaries to our processes.

Some providers are misinterpreting what SACE does. We are not an alternative Quality Assurance or accrediting body.

Our mandate with regard to the CPTD System is clear. We have the responsibility to protect teachers against fraudulent providers and as such grant those that meet the SACE requirement for approval the SACE approval status which is valid for three years.

On the other hand, we have to ensure that we have quality professional development activities, programmes and courses that can contribute to improvement of classroom practice and influence learner attainment.

Below is an attendance register for uploading/reporting PD Points. It's important that you use it:

ATTENDANCE REGISTER: FOR UPLOADING/REPORTING OF EDUCATORS PD POINTS

Name of Provider:

SACE Provider number:

.....

Contact person & contact numbers:

.....

Email address:

.....

Name of activity and PD points allocated:

.....

Participant Name (s) & Surname	Identity Number	SACE Registration Number	Contact number

Provider's Signature:

.....

Date submitted to SACE:

.....

MS RAGOPHALA, ON HER PASSION FOR E-LEARNING, *Ms Phuthi Ragophala (Principal of Pulamadibogo Primary School in the Mankweng Circuit in Polokwane) reports*

Being a principal is the best thing ever for me because I believe in grooming people and now as a principal, I don't only groom the young children, but I also have an opportunity to groom the educators I lead," said Mrs Phuthi Ragophala, the principal of Pulamadibogo Primary School, a school in Limpopo under the Mankweng Circuit.

I believe that as an educator, I have a role to expose and expand the minds of the learners beyond the four walls of a classroom.

I have always said that a teacher is not the only source of information to the learners and that I have instilled that mentality in my teachers in the school."

It is important for them to always look beyond their classrooms and their country. I encourage them to interact globally to produce global leaders as a school."

"Currently, my passion is on E-Learning, which is a burning issue within the education circles, even though there is no support from the department".

I have been to Barcelona and Dubai for conferences and seminars on e-Learning, which would explain my need to groom since I was also groomed", she said emphatically. If as a teacher you are not empathetic, then you will not be able to continue with cycle of grooming young minds.

Another reading project that we have is called the TECHNO Reading, which we do with Julie Hembree from Belle Elementary School in Washington D.C in the United States.

"The project also started Skype where we do co-teaching on SKYPE with another educator from a school called Private Middle



"The project was also started through Skype where we do co-teaching with another educator from a school called Private Middle Zwetl, a middle school in Austria through Skype".

The learners do reading lessons with her, and it is an experience that proves to her that learners who can read and write can make it under any type of an environment because they could they could confidently ask questions and also respond to questions.

"Through this project, our learners are exposed a lot of interesting things that are educative in countries outside South Africa and one can pick this up through the types of questions they ask about other country's education systems, their flags and what each colour or symbol in the flag represents.

"We were really impressed to see our learners communicating without fear and their exuberance in reading and pronunciation of what would be considered difficult words was commendable.

"I always encourage the educators to exchange lessons with schools outside our circuit, province and country, whichever is possible for them and for everything that I try to encourage them to do, I also get involved and play my part".

"I have several schools which I am assisting with Economic Management Sciences (EMS) and I will be teaching them on the role of money and careers"

There are a lot of projects I am involved in at the moment and one of those is called the SWAY. Through SWAY, we do power point presentations, school projects, newsletters and own teachers and learners profiles. I have an opportunity of presenting at national conferences on the use of Skype and SWAY, and I have also done talks at Provincial level on the same.

Another project is WEBINA (School-Net SA) where I do seminars on air for them on ICT incorporation in the classroom. I am an ambassador for Microsoft and Cozacares.

These organisations provide enormous support to us in providing support and assistance in improving our technological skills.

Other engagements include being a member of the Rotary Club, where she intends to pursue a Wheel-chair project.

“My main aim is to get wheelchairs for the disabled parents of the learners in poor communities. 2. Dictionaries distribution: Learners should never be denied an opportunity to learn, so dictionaries for them are a learning tool. 3. The solar system is effective, particularly for deep rural schools.”

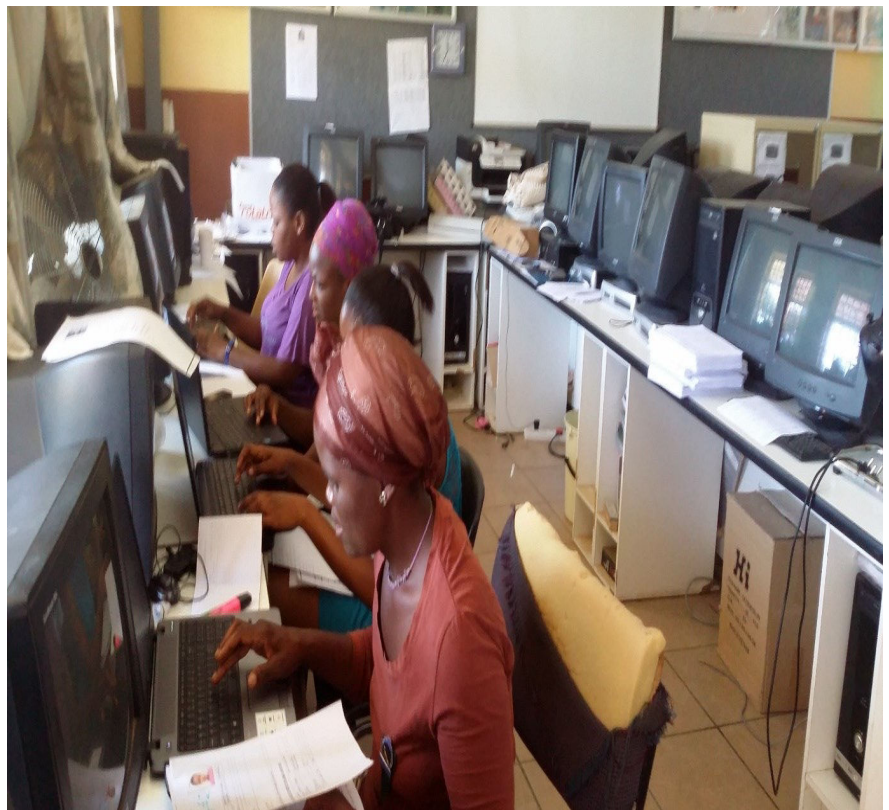
This will enable our learners to study just like those in advantaged areas and also to access other resources that they could not access before.

On a very personal level, she intends to start a Shoe Project. “I wish to distribute shoes to the needy, especially primary school learners. I wish to plough back to the community that work with us as educators now”.

SCHOOL TROPHIES



TEACHERS AT THE COMPUTER LAB



ACKNOWLEDGEMENTS

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