Evaluation Report[1]:
iKwezi 1 Project

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Acknowledgements

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Executive Summary

National and Provincial learner testing indicates that performance by learners in public schools on standardised Grade 3 and 6 tests is well below the expected norm, and that a high percentage of learners are failing to achieve even minimum standards of numeracy and literacy.

In 2009 the Schools Development Unit (SDU) based in the University of Cape Town's School of Education established iKwezi, a project concerned with addressing issues relating to the low performance indicated by the results of the comprehensive National and Provincial testing. The project focus is on raising the standards of Language and Mathematics in Grade R and 1, with support to the whole primary school (Grade R – 6), while integrating the feeder community Grade R teachers within a broader education network of Grade R & 1 teachers. In addition the project supports the implementation of isiXhosa mother tongue instruction and Language of Learning and Teaching (LoLT) in these schools. The project runs from 2010 to 2012 and operates in nine primary schools and their feeder community Educare sites in the Western Cape Metropole Education Districts North and East and supports the implementation of National Department of Education (DoE) and Western Cape Education Department (WCED) policies and programmes.

Two partners, the Basic Concepts Programme (BCP) and the Early Learning Resource Unit (ELRU), joined the SDU team to give effect to the training and support focus areas.

The purpose of this report is to evaluate the effectiveness and successful achievement of the original programme aims and objectives, as translated into outcomes, and to obtain evidence to support claims for sustainability and replicability.

Overall evaluation questions following from iKwezi's aims and objectives are:

- Has iKwezi succeeded in helping teachers to teach better?
- If 'yes', how and why?
- If 'no', why not?

Given that iKwezi is characterised by three distinctive features in terms of being a multi-phase, multi-focus and multi-provider intervention, a second and subordinate set of questions relates to alignment and coherence within and between iKwezi components**,**.

The chapter structure is as follows:
- Chapter One briefly describes the project.
- Chapter Two explains how the evaluation was conducted using a three-stage model, poses questions which anchor the evaluation and briefly describes the process of data collection.
- Chapter Three examines the clarificatory phase and contains within it a hypothesis about change mechanisms. These assumptions are made explicit as the programme theory.
- Chapter Four examines implementationand provides a description of each intervention.
- In Chapter Fivefindings about 'outcomes' are presented.
- In Chapter Sixoverall findings are presented, followed by a set of recommendations towards project improvement.

The evaluation finds that there is sufficient evidence to conclude that the following features of iKwezi can assist the project in bringing about its intended effects:

• iKwezi is viewed as topical and connected directly to the national and provincial context as interventions are alignment to CAPS and WCED diagnostic tests.

• Participants perceive an alignment between iKwezi interventions which, amongst others, share a common focus on conceptual understanding, even if it has not been achieved through systematic planning and design.

• Classroom support as a component of all interventions is considered to be the strongest feature of iKwezi and observation and subsequent discussion, demonstration lessons and modelling practices are highly appreciated.

• Support in isiXhosa as the language of learning and teaching in the Foundation Phase distinguishes iKwezi from other in-school interventions andinfluence participants positively to benefit from the opportunities and resources provided by iKwezi interventions.

• ACE is an invaluable learning resource as it is a university-accredited qualification and an avenue of continuing professional development and not a 'quick fix' or 'add-on model' of short courses and workshops.

Challenges that iKwezi faces, which block educational change in targetted schools, are:

• iKwezi does not have a broad enough reach to ensure sufficient momentum to effect whole-school change and this lack of sufficient coverage includes not only the number of participants, but also the extent of classroom support as well as the duration of the project.

• Schools and districts do not receive enough formal feedback to share with other organisational structures and to follow up afterwards.

• The interface between Grade R and Grade 1 is not working in relation to ECD Centres as a result of constraining contextual conditions experienced by ECD centres, although the need remains.

• Parental involvement cannot be tackled adequately by a limited intervention such as iKwezi although interventionsshould continue to address the issue in order to encourage teachers to take it seriously and support initiatives undertaken by the school.

The overall findings are that:

iKwezi has worked out a near winning recipe for a model of teacher professionalisation in a context of severe under-performance by both schools and individual teachers. What makes the model unique is its combination of ingredients. iKwezi is anchored in a longer-term university-accredited qualification, with the 'gap' between a university-based course and the reality of classroom implementation scaffolded by short-term school-based training interventions and whole-school support. Classroom support and modelling of good practice is the central cog around which the whole intervention revolves. The capacity of iKwezi to offer dialogue and guidance in isiXhosa to schools where isiXhosa is the preferred language of communication adds immeasurably to the

potential of this project to reach the staff of these schools and to make them want to change their regular patterns of classroom interaction to those advocated by the project.

Although there is adequate evidence of implementation, definite indicators of 'outcomes' in terms of teacher improvement need to be set in place. Given the pilot nature of iKwezi1, the project has also not been able to reach enough teachers to create a momentum for lasting change and improvement.

The project does not have the internal resources that are necessary to manage and co-ordinate a project of this complexity. Internal implementation monitoring needs to be improved to provide a formal and timeous management tool.

Specific recommendations are:

Recommendation 1:

In a future iteration of iKwezi there should be **specialisation** and the focus should change so that the project has a cycle of 24 months divided into **three distinct phases**running consecutively over 6 months, with a two month gap between each phase and including a preparatory phase. It should be repeated at least once. The phases are: Phase 1: A specialised focus on ECD community-based centres; Phase 2: Continued focus on the Grade R-Grade1 Language and Mathematics interface in primary schools; Phase 3: Specialised focus on the Grade 3-Grade 4 Language and Mathematics interface

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Recommendation 2:

IKwezi should **go to scale** for at least three more years in five of the present project schools in Khayelitsha which responded most favourably to the interventions and include every teacher in a grade and ensure that they all have access to the same resources.

Recommendation 3:

Selection and contracting with schools according to pre-set criteria should be done and a set of criteria for school selection as well as a Contract or Memorandum of Understanding which sets out clearly conditions of participation for the school, the principal, the HoD, individual teachers and iKwezi should be developed. A clause should also be inserted that gives iKwezi the right to withdraw from a school if participation conditions are repeatedly breached.

Recommendation 4:

An explicit **theory of alignment** of the basis for selection of components, their sequencing, pacing and anticipated outcomes should be developed to ensure reasonable success in replicability.

Recommendation 5:

iKwezi should see itself not only as a development project but also as an **educational researchproject** and be systematic in its conceptualisation, data collection and analysis in order to produce generalisable results.

Recommendation 6:

ACE should be positioned centrally in the intervention and funding should be sought to make participation in the **ACE a formal requirement for every teacher** who participates in iKwezi2 (if they have not already done so).

Recommendation 7:

There should be **central co-ordination of classroom support** given by iKwezi staff and incorporating the different intervention foci. An added bonus is that excellent or outstanding lessons observed can be shared with other staff members by being repeated and video-recorded.

Recommendation 8:

Earlier **systematic evidence** of teacher improvement of conceptual and content understanding, pedagogic expertise and proficiency in the language of learning and teaching should be available through four types of teacher testing.

Recommendation 9:

Formalisation of feedback to schools and districts is recommended for the benefit of communication and planning.

Recommendation 10:

A separate, **adequate budget** for project planning, management, co-ordination and monitoring should be allocated.

Recommendation 11:

Internal as well as external **monitoring and evaluation** should commence at the start of the project so that all three stages of a full evaluation take place at the appropriate time with formative as well as summative impact.

Recommendation 12:

Funding should be sought for **a period of critical reflection**, re-visioning and re-planning to strengthen the conceptual grasp of iKwezi staff of what they are trying to achieve in terms of Language and Mathematics and whole-school improvement in under-performing schools with significant shortcomings.

These recommendations are explained and substantiated in the concluding section of the report.

It is hoped that the evaluation will aid reflection on what has been achieved and what needs to be done to ensure the successful implementation of iKwezi 2.

Chapter One

Project Description

1.1 Problem statement[2]

The problem which informs the iKwezi Project's interventionist model and activities is stated as follows:

> National and Provincial learner testing indicates that performance by learners in public schools on standardised Grade 3 and 6 tests is well below the expected norm, and that a high percentage of learners are failing to achieve even minimum standards of numeracy and literacy.

> The figures and tables (provided by the SDU) illustrate this state of affairs.

	Grade 3 Literacy Results		
School	2008	2010	2011
A	40.4	67.7	10.3
B	33.3	33.8	26.4
C	48.5	39.9	20.4
D	0.0	49.5	12.3
E	55.2	37.9	23.5
F	0.0	22.3	7.6
G	47.7	53.0	19.6
H	33.3	68.2	NA
I	36.9	33.3	9.6

	Grade 3 Numeracy Results		
School	2008	2010	2011
A	34.2	56.8	33.8
B	13.3	34.6	48.2
C	23.8	61.5	59.2
D	0.0	9.8	26
E	12.2	26.4	45.2
F	0.0	20.2	31.1
G	4.6	35.3	46.4
H	20.8	40.9	NA
I	19.1	19.4	35.6

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[2]Information in this sub-section was extracted 'iKwezi Concept Document' (SDU, 2011)

Gr 6 Literacy Results: 2009-2011
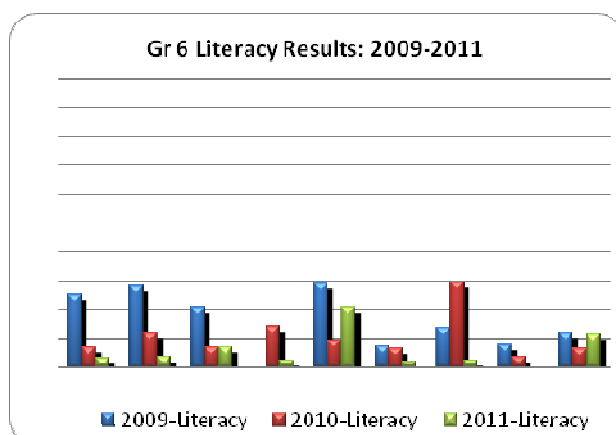
Grade 6 Literacy Results 2009-2011			
School	2009	2010	2011
A	25.0	6.7	3.1
B	27.9	11.7	3.7
C	20.7	6.8	6.9
D	0.0	13.9	2.4
E	28.9	9.4	20.5
F	7.1	6.6	1.9
G	13.3	29.5	2.3
H	7.7	3.6	0.0
I	11.9	6.3	11.3

Legend: ■ 2009-Literacy ■ 2010-Literacy ■ 2011-Literacy

Gr 6 Numeracy Results: 2009-2011
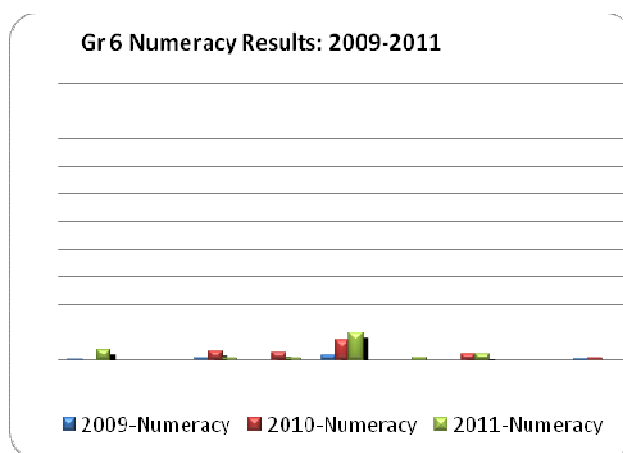
Grade 6 Numeracy Results 2009-2011			
School	2009	2010	2011
A	0.4	0.0	4
B	0.0	0.0	0
C	0.7	3.4	0.8
D	0.0	2.8	0.8
E	1.6	7.1	9.9
F	0.0	0.0	1
G	0.0	2.3	2.3
H	0.0	0.0	0
I	0.5	0.7	0

Legend: ■ 2009-Numeracy ■ 2010-Numeracy ■ 2011-Numeracy

Against this backdrop of low performance and concern about how to address this problem – and with reference to the fact that international research indicates that children who start school from a disadvantaged background have at least a 1.5 year delay at the start of schooling; and that these gaps are generally not made up; the iKwezi project identifies the very earliest entry point into the schooling system, i.e. Grade R and Grade 1 as the point at which to address the related issues. Grade R is located at the beginning of Early Childhood Development (ECD 0-9 years) continuum; between the 04-year-old pre-school period and 5-9 Foundation Phase (Grade R-3). Efforts to incorporate Grade R into the formal schooling system have not been successful. To date there is no clear requirement in terms of teacher qualifications for Grade R, and many Grade R teachers applying for posts in the Foundation Phase do not meet the minimum requirements of a Matric + three year teaching qualification (M+3).

In respect of the above problem formulation, the project's developmental interventions are aligned to addressing the following areas of need:

- The need for teachers to improve their qualifications and knowledge of how children develop language and mathematics concepts in the primary school (Grade R to 6)

- The need for teachers to plan developmentally-appropriate instructional programmes, learning activities and classroom learning environments in these grades

- The need for school preparedness – Grade R forms part of the formal Foundation Phase curriculum and thus preparation for Grade 1 is informed by development in Grade R.

- The need for the development of higher order language skills, particularly those required to facilitate school learning as it is assumed that children who start school from such disadvantaged environments do not have the requisite language skills

- The need to promote and enhance conceptual and cognitive development of children as it is contended that the development of cognitive skill underpin learning to read, write and reason mathematically, and in fact all future school learning

- The need for a structured, participative and learning appropriate model to guide teacher interactions with learners as even when teachers have the knowledge of 'what' to teach, they do not necessarily have the knowledge of how to teach in a developmentally-appropriate way, especially if learners have significant learning deficits from the start of schooling

1.2   Background and context [3]

Project origins

iKwezi(isiXhosa meaning 'Star')is an early childhood development (ECD) and primary school teacher support and professional development project that was established late in 2009 and scheduled to run from 2010 to 2012. Its institutional location is with the Schools Development Unit (SDU) based in the University of Cape Town's School of Education. The project was set up in 2010 in collaboration with the curriculum teams from the (Cape Town) Metro North and East Education District Offices (EDO) of the Western Cape Education Department (WCED) and principals and teachers from schools in the Mfuleni and Lwandle (Strand) areas. These areas are characterised by high unemployment and poverty levels – all the schools fall within the poverty quintile one – and drug and alcohol abuse and social degradation. Many learners come from homes where literacy levels are low. The initiative for this project came from several teachers who requested that the SDU assist in their efforts to improve learner performance.

The project targets Foundation and Intermediate Phase teachers and Language and Mathematics teachers at nine primary schools and six Educare centres in the Mfuleni and Lwandle (Strand) areas, which resort under the above-mentioned education districts. The project schools form a geographic cluster in an 80-kilometre radius of Cape Town. Table 1 lists the project schools and community ECD sites, the Education Districts under which they resort and geographical location.

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[3] Information in this sub-section was extracted from SDU Annual reports for 2010 and 2011 as well as other sources of project documentation

Table 1: Project schools and community ECD sites

Primary schools	Education District	Geographical area
ACJ Phakade Primary	Metropole East	Lwandle (Strand)
MfuleniPrimary	Metropole East	Mfuleni
NyamekoPrimary	Metropole East	Mfuleni
Solomon Qatyana	Metropole East	Lwandle (Strand)
Umnqophiso Primary	Metropole East	Lwandle (Strand)
BardalePrimary	Metropole North	Mfuleni
ItsitsaPrimary	Metropole North	Mfuleni
MzamomtshaPrimary	Metropole North	Mfuleni
NalikamvaPrimary	Metropole North	Mfuleni

Community ECD Sites	Government department registered with	Area
Sans Educare	WCED	Mfuleni
NokhweziEducare	WCED	Mfuleni
Umnqophiso	WCED	Lwandle (Strand)
NkcubekoEducare	Social Services	Mfuleni
IsiqaloEducare	Social Services	Mfuleni
MzamowethuEducare	Social Services	Mfuleni

Many of the children who attend schools in the iKwezi Project have not had the opportunity to attend Grade R and have not been adequately prepared for the curriculum in Grade 1. Of the nine project primary schools in 2011 there were 46 Grade 1 classes and only 14 Grade R classes. Of the nine schools, two did not have a Grade R class at all. As a result most of the Grade R learners are accommodated in community Educare or crèche centres, the feeder sites to some of the primary schools. These realities inform the project's core thrust of seeking to integrate community Grade R teachers within a broader network of Foundation Phase teachers in an attempt to encourage participation and sharing of resources and ideas at this level.

It was established that many of the teachers display significant deficits in respect of subject content, pedagogic and classroom management skills and for this reason improving teacher effectivenesswas conceived as a key focus for iKwezi's prospective interventions – to engage in teacher professional development activities which seek to build teachers' capacity to teach better so as to ensure that at all times meaningful and effective learningis the goal of all instruction. (*Please see Appendices 1-2)*

1.3   Intervention model (provided by SDU)

IKWEZI PROJECT MODEL

OBJECTIVES

Grade R & 1 community site and primary school teacher education

Continuing Professional Teacher Development(CPTD) Accredited Qualifications

Reading and writing (Language) and Mathematics site based support and classroom mentoring

Parent/school volunteer programmes

WHOLE SCHOOL STRATEGIES

TARGETGROUP
ECD, Foundation &Intermediate Phase

Curriculum management and delivery
Improved:
School management and leadership
Grade and phase planning
Classroom management and discipline
Internal and external accountability and assessment
Parent involvement

Grade R to 6 learners

SITE SUPPORT & CLASSROOM MENTORING

OUTCOMES

Improved teacher knowledge and understanding of how children learn and basic concepts

Improved content and pedagogic knowledge and mediation in Language and Mathematics

Improved curriculum planning and implementation across grades based on conceptual understanding and practice

Parents participate in school programmes and support learning at home and at school

IMPROVED LEARNER PERFORMANCE IN FP & IP LANGUAGE AND MATHEMATICS IN SELECTED SCHOOLS

Given the starting point that teachers targeted by the project are, for historical reasons, by-and-large under-qualified and therefore not in a position to fulfil the roles and responsibilities that underpin effective teaching and learning, the teacher professional development model adopted by iKwezi is one which puts a premium on linking theory with practice; that is, integrating formal and academic courses with site based tutorials, school-based curriculum planning after school in grades and/or phases and support at a classroom level.

The focus of the project is on the classroom teacher, with programmes that provide the development of core concepts in Language and Mathematics teaching, with training and support to the community Grade R feeder schools. iKwezi also encourages teachers to implement policy and to involve parents in their school programmes and at home through family literacy and numeracy activities. In an attempt to address issues related to the language of learning and teaching (LoLT), iKwezi encourages Foundation Phase (FP) teachers to implement isiXhosa instruction and curriculum content. Also addressed in this regard is the challenge posed to learners and teachers when the medium of instruction changes from mother tongue (isiXhosa) to English in Grade 4.

To give effect to its mandate and training and support focus areas so conceived, several partners-in-provision were brought together under the iKwezi umbrella. These are:

1. Schools Development Unit (SDU), as anchoring, coordinating and oversight partner and supported by staff of the Project for The Study of Alternative Education in South Africa (PRAESA) in the Language FP programme;
2. Basic Concepts Programme (BCP) of Louis Benjamin;
3. Early Learning Resource Unit (ELRU)

Project interventions and associated target populations are as follows:

- The Basic Concepts Programme (BCP) is offered to all Grade R and 1 teachers at the nine project primary schools and six community Educare centres. One Grade R and one Grade 1 teacher from each school will form the focus group of key teachers and receive classroom mentoring for the implementation of the BCP. Grade 1 learners from these classes will be tested in February of each project year as part of a longitudinal study (BCP & SDU)

- Teacher professional development accredited and non-accredited courses are offered to all FP & IP teachers. The former comprises the UCT Advanced Certificate in Education (ACE) through the SDU and the latter a skills programme presented by ELRU in basic literacy, numeracy and life skills concepts and methodology, inclusive of the planning, selecting and making of learning and teaching aids. Training and tutorials offered in clusters after school, with provision for residential or Saturday sessions. Teachers are offered bursaries to enrol for the ACE.

- Site support and classroom mentoring is provided to teachers to promote the implementation of language and mathematics content and pedagogy.

- (Parents are encouraged to volunteer to work with teachers in the classroom and in after-school and holiday programmes – but this occurs at one school only.)

[Note: The scope, focus and activities pertaining to the individual interventions are considered in detail in Chapter Four, 'Implementation Evaluation'.]

Project leadership has forged close relationships with the Metropole North and Metropole East District Offices of the Western Cape Education Department (WCED) and supports the implementation of National Department of Basic Education (DBE) and WCED policies and programmes, i.e. the National Curriculum Statement, Foundations for Learning and Inclusive Education as well as the Curriculum and Policy Statement (CAPS). In so doing the project endeavours to align all literacy and numeracy support at schools with WCED Education District curriculum initiatives that are linked to the WCED Literacy and Numeracy Strategy and trainings (including the Maths Centre and READ training programmes).

Diagram 1 illustrates the above structural and relational aspects of the iKwezi project's implementation model.

The project's three-year intervention timeline is represented in diagram 2 (provided by the SDU).

		2010	2011	2012
FOUNDATION PHASE	**GRADE R**	**ELRU**		
		Literacy focus	Numeracy focus	Life Skills focus
	GRADE 1	**Basic Concepts**		
		Training (2010) & classroom mentoring of Grades R & 1 key teachers (2010-2012)		
		Baseline testing Grade 1s	Testing Grade 1s	Testing Grade 1s
	GRADE 1-3	**Literacy/Language**		
		Home Language (isiXhosa LoLT) classroom mentoring & workshops		
				Mathematics
				Classroom mentoirng & workshops
INTERMEDIATE PHASE	**GRADE 4-6**		**UCT Accredited Qualification (ACE Programme)**	
			Foundation & Intermediate Phase Literacy/Language, Numeracy/Mathematics & Curriculum Leadership	
			Site tutorials & classroom mentoring	
				Language
				Classroom mentoring & workshops
				Mathematics
				Classroom mentoring & workshops

Diagram 2: Intervention timeline

1.4 Management, oversight and communication

Quarterly meetings constitute the central vehicle for direct engagement by project leadership and staff across programmes. These occasions provide opportunity for reporting and sharing experiences, challenges, successes and so forth as well as being informed (by the project leader) about developments on the side of the Department.

Programme staff submit formal reports, inclusive of training agendas, to the project leader on a quarterly basis. A common template was developed for this purpose. Written reports on school visits are completed on the days on which such visits occur.

Individual programme staff members also communicate directly with the project leader and fieldworker as needs dictate. Email communication appears the most-used medium in this regard.

1.5 Budgetary support

To provide an indication of budgetary support for the project overall as well as programme-specific (proportional) expenditure, the figures for the 2011 (provided by the SDU) are presented below.

Grade R & 1 training	R190 203,44	27%
Grade R training	R127 836,04	18%
FP literacy site support	R64 000,00	9%
ACE	R193 416,00	27%
Transport	R10 822,11	2%
Project expenses	R18 417,71	3%
Faculty overheads	R40 000,00	6%
Staff salaries	R70 000,00	10%
Total Expenses	**R714 695,30**	**100%**

Grade R & 1 training	27%
Grade R training	18%
FP literacy site support	9%
ACE	27%
Transport	2%
Project expenses	3%
Faculty overheads	6%
Staff salaries	10%
Donation-DG Murray	400 000
Bursaries - HCI	166 750
Total Revenue	**566 750**
Surplus	**-147 945**

Ikwezi 2011 Expenditure
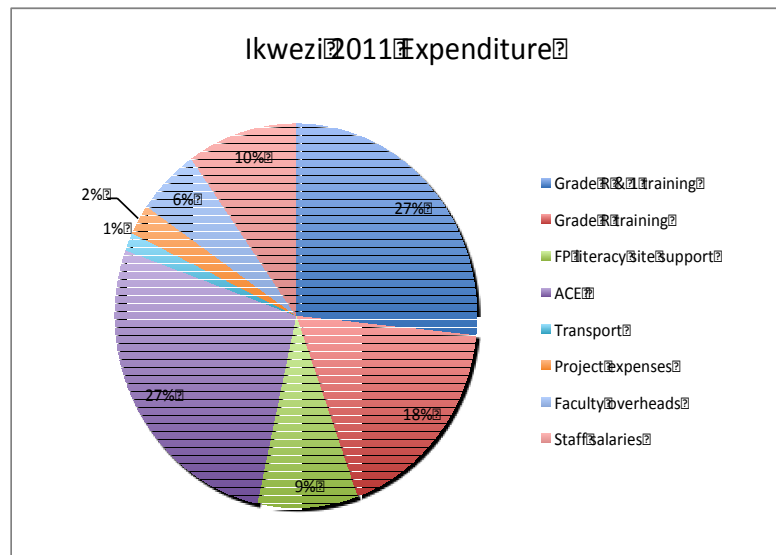
Chapter Two

Evaluation Methodology

2.1 Evaluation Brief

Under ideal circumstances project evaluation commences at the start of a project and tracks three important stages in the life of the project:

- An initial *clarificatory evaluation* helps project staff to develop an accurate description of the project and to make explicit the causal assumptions on which the project's theory of change rests. By stating these assumptions as a series of linked hypotheses, the underpinning programme logic becomes available for scrutiny. This helps a project to be very clear about what it is prescribing as an intervention model and how much of this 'treatment' it thinks will be required to bring about the intended changes. This initial work establishes the parameters of the evaluation

- A second phase of *implementation evaluation* provides a detailed and accurate description of each component of the project, conditions of implementation, coverage achieved and perceptions of success or failure as voiced by both programme staff and participants.

- A third analytic phase evaluates the *outcomes* of a project and formulates overall findings and recommendations towards project improvement.

JCM Research and Evaluation Services was initially contracted to do an evaluation of the outcomes and impact of the iKwezi project. In order to meet this objective, it became necessary to conduct a retrospective clarificatory evaluation, to make explicit hypotheses about envisaged change as they existed in the minds of project staff. As outcomes are evaluated against both project objectives and their implementation it also became necessary to conduct a retrospective implementation evaluation to establish a basis for identifying whether the project was achieving its intended effects and why or why not. These findings, in their turn became the basis for a set of recommendations towards improvement.

2.2 Evaluation Approach

Evaluation theory tells us that projects may do all the right things and receive accolades from participants and yet not bring about the change intended. This is so because a project does not 'produce' outcomes; rather, a project offers chances and opportunities which may or may not trigger a reaction in participants to *believe, think and reasondifferently and then do differently*. Such participants' reactions are called 'mechanisms of change'. Project participants are not passive beings to whom some 'form of treatment' is administered. It is the choices and decisions that participants make about how to use the intellectual and practical resources offered by a project that determine the extent and nature of change that the project or intervention can bring about.

In any project participants make choices that are far more complex than what is often called 'buy in'. They make choices about whether to participate in a programme (or not); whether they are going to co-operate closely (or not); whether they will 'stay the course' (or not); whether they want to learn

from what is offered (or not); and, ultimately, whether they are going to retain and apply what has been learned (or not).

We also need to remember that projects are always introduced into pre-existing social contexts and so we need to look at contextual conditions and the extent to which they may 'enable' or 'constrain' the triggering of mechanisms of change.

This realist approach can be stated as:

$$mechanism + context = outcome [M + C = O]$$

Using this approach, the evaluation investigated different sets of context-mechanism-outcome propositions in order to offer an explanation of whether iKwezi is succeeding in bringing about a deepening of teachers' conceptual understanding and pedagogic expertise and ultimately animprovement in learner performance in Foundation and Intermediate Phase language and mathematics in the primary schools and ECD Centres targeted by iKwezi.

2.3   Research questions

Overall questions following from iKwezi's aims and objectives are:

- *Has iKwezi succeeded in helping teachers to teach better?*
- *If 'yes' how and why?*
- *If 'no' why not?*

iKwezi is characterised by three distinctive features. It is a:

- *multi-phase*intervention directed at both the Foundation Phase and Intermediate Phaseswithin a whole-school support approach.
- *multi-focus* intervention, with training workshops and selected follow-up classroom support to key teachers in Mathematics and Language; afternoon grade /phase and cluster sessions and a formal study component through the ACE.
- *multi-provider* intervention (e.g. BCP; ELRU; SDU).

A second set of subordinate questions thus relates to *alignment and coherence within and between iKwezi components.*

In order to address these questions, each iKwezi component was evaluated separately, with regard to implementation, impact and perceived value. Thereafter an evaluation of outcomes was undertaken to provide the basis for answering the above questions.

2.4   Sample selection

Five schools, four ECD centres and 20 teachers were selected after consideration of the following criteria:
- Suggestions of which schools should be included made by the project manager and staff

- Distribution of schools between the districts of Metropole East and North

- Distribution of interviewees according toinvolvement in an intervention/s

- Distribution of interviewees according to phase and grade

- Distribution of classes in the different schools

- WCED systemic test results

- Proximity of ECD centres to primary schools

Reliability was ensured through representivity of the sample (as above). In addition, two forms of data triangulation were employed: (1) putting the same questions to different levels of respondents and comparing the answers and (2) requiring more than one evaluator to examine the same situation and then comparing the findings.

2.5   Data collection

Two primary data collection methods were employed:

1) *A review of programme materials including the following:*
    - Initial funding proposal and covering letter sent to the DG Murray Trust in 2009

    - The 2010 and 2011 iKwezi Annual Reports

    - A series of bi-annualreports on the iKwezi ACE cohort

    - The SDU iKwezi Project Overview

    - The iKwezi 2011 Newsletter

2) *In- depth semi-structured interviews conducted with: (please refer to Appendices 3 – 5)*
    - The project manager of the iKwezi Project

    - Eight project staff members of the Schools Development Unit (SDU);Project for the Study of Alternative Education in South Africa (PRAESA); Basic Concept Project (BCP) andEarly Learning Resource Unit (ELRU)

    - Five officials of both the Metropole North and Metropole East Districts of the WCED

    - Twelve members of management and leadership teams (SMT) of schools and Early Childhood Development (ECD) centres which include principals and Heads of Department of the Foundation Phase (HOD: FP)

    - Twenty teachers at five primary schools and three ECD centres.

Observation of two cluster meetings at a primary school was done.

The researchers used different but complementary interview schedules in respect of the above categories of project participants. Key interviews were transcribed in full so that all evaluators had independent access to the data. The evaluators used a digital voice recorder and a transcription kit to transcribe the interviews.

2.6   Evaluation process

At the end of 2011 the SDU received some training in programme evaluation, with the focus on clarificatory evaluation or 'understanding-the-programme'. In January of this year the iKwezi staff members of the different interventions prepared information which would be included in a provisional programme logic model presented at an evaluation workshop held at the SDU premises on 13 February 2012. At this workshop the evaluators presented the provisional programme theory which they had developed after studying the project documentation and incorporating the contributions by project management and staff. A discussion followed and necessary changes were agreed.Project management and staff analysed the specific external and internal context of their interventions. They also examined the draft logic model critically and made suggestions for changes before accepting it.

The project manager was interviewed three times by two or three evaluators: in February and March 2012 before the start of the evaluation and a third time in August of the same year. Two evaluators interviewed the project staff in the SDU premises at UCT during May of 2012 while the district officials of the WCED were also interviewed during this same month by one evaluator.

During April the evaluators prepared the necessary documentation for school visits and interviews with teachers and the SDU negotiated access and made the arrangements with the schools *(please refer to Appendix 6 for documentation in this regard).* Two evaluators visited five schools and four ECD centres from 6 – 14 June. Given the fact that teachers are not allowed to be taken out of classrooms, interview schedules were designed to fit into 30 minute slots and teachers were interviewed after school or during break. SDU project staff accompanied the evaluators to the schools and introduced them to management and staff.

All interviewees were asked to sign a consent clause (as below):

CONFIDENTIALITY **(Please sign below to indicate your consent to the confidentiality agreement.)**	*I understand that this interview will be treated as confidential and that my personal name will not be used in the written evaluation report – only references to 'iKwezi participants'.*

Interviewees willingly answered the questions the researchers put to them. The interviews ranged from 30 minutes to two hours and were conducted in English.

Data was analysed per category and then studied to find common themes.

2.7   Limitations of the evaluation method

Classroom observation visits would also have yielded valuable data but given the difficulty of gaining access to schools it was not feasible to request this.

Given the scope of iKwezi it was not possible to investigate each component in as much depth as the evaluators would have liked.

Chapter Three

Clarificatory Evaluation

3.1 Programme theory

3.1.1 'Theory of change' underpinning project intervention

A realist evaluation derives its explanatory power from a logic in terms of which outcomes are considered to follow from the alignment of a specific combination of features. The findings of a realist evaluation thus always try to pinpoint the configuration of features needed to sustain a programme.

Based on documentary sources, a series of 'clarificatory' interviews with the Project Leader and subsequent discussions with project staff, the evaluation team developed a theory of change for the iKwezi Project and attendant interventions and activities in terms of the following interlinked assumptions[4]:

IF THE IKWEZI PROJECT:

Provides **classroom-focussed training** in language and mathematics concepts, content and teaching methodologies to selected Grade R – 1 teachers in identified schools and Grade R teachers at the feeder community ECD sites

    AND

provides opportunities for **continuing professional development** to selected Foundation and Intermediate Phase language and mathematics teachers through further study that leads to accredited qualifications (ACE)

    AND

Encourages **whole school development** through the presentation of language and mathematics curriculum planning and delivery workshops across both Foundation and Intermediate Phases at school and cluster level

    AND

re-enforces these three programme components by providing **classroom support** in language and mathematics teaching to identified key teachers, including a special focus on the correct use of the LoLT

    AND

involves parents in literacy and numeracy school programmes that encourage their involvement in their children's learning

    AND

aligns with WCED strategies, policies and programmes, with support by District Officials

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[4] The building of the project's programme theory involved a participatory process between the evaluation team and project management and staff; with project documentation also providing supplementary data.

THEN

iKwezi will contribute to the professional development of targeted teachers by increasing their conceptual understanding of and pedagogic expertise in Foundation and Intermediate Phase language and mathematics

AND THEN

learners will be better prepared to acquire basic concepts in Grade R and essential language and mathematics skills in Grade 1 so that teachers from Grade 2 to 6 are able to build on this foundation

THIS WILL LEAD TO (a longer-term outcome or impact):

Improvement of learner performance in Foundation and Intermediate Phase language and mathematics in targeted schools in the Western Cape

3.1.2 Logic Model

A logic modelis usually developed before the start of a projectto describe project objectives, activities, outputs, intended outcomes, indicators and their data sources, as well as specifying a chain of causal assumptions linking these components.

In iKwezi's case it would have served little purpose to develop a *post-hoc* logic model and the purpose of developing a model collaboratively with iKwezi staff members was to use it, not as a planning tool, but as a way of presenting the attributes of the iKwezi programme theory in a systematic and detailed manner. As evaluators we were aware that the indicators identified by staff were often 'efficiency' indicators of output rather than 'effectiveness' indicators of outcome. We accepted the indicators as the start of a developmental process, which will be refined in a second iteration of iKwezi. At this stage it would have served no purpose to 'invent' outcome indicators that were not in place already. [This issue is addressed in the final recommendations.]

Please see below for the finalised version of the iKwezi Logic Model.

Logic Model: iKwezi Project interventions[5]

A. STRUCTURAL REPRESENTATION OF INTERVENTIONS

GOAL: Improved instructional proficiency in Foundation and Intermediate Phase Language and Mathematics

OBJECTIVES: **To improve conceptual understanding and knowledge**   **To improve proficiency in mother tongue LoLT**   **To improve curriculum planning and implementation**   **To encourage parental involvement**   **To encourage professional engagement**

ACTIVITIES:
INPUTSBasic Concepts Programme (Gr R – 1)

ELRU (G R Educare training in Numeracy, Literacy & Life Skills)

ACE

School -Parent workshops (1 school)

Classroom support & mentoring in mother tongue instruction (FP)

Classroom support (FP & IP)
Curriculum planning (FP & IP)
Content workshops ((FP & IP)

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[5] Information/data as provided by project management and staff

B. iKWEZI LOGIC MODEL

Goal: To improve learner performance in Foundation and Intermediate Phase language and mathematics in schools in the Western Cape
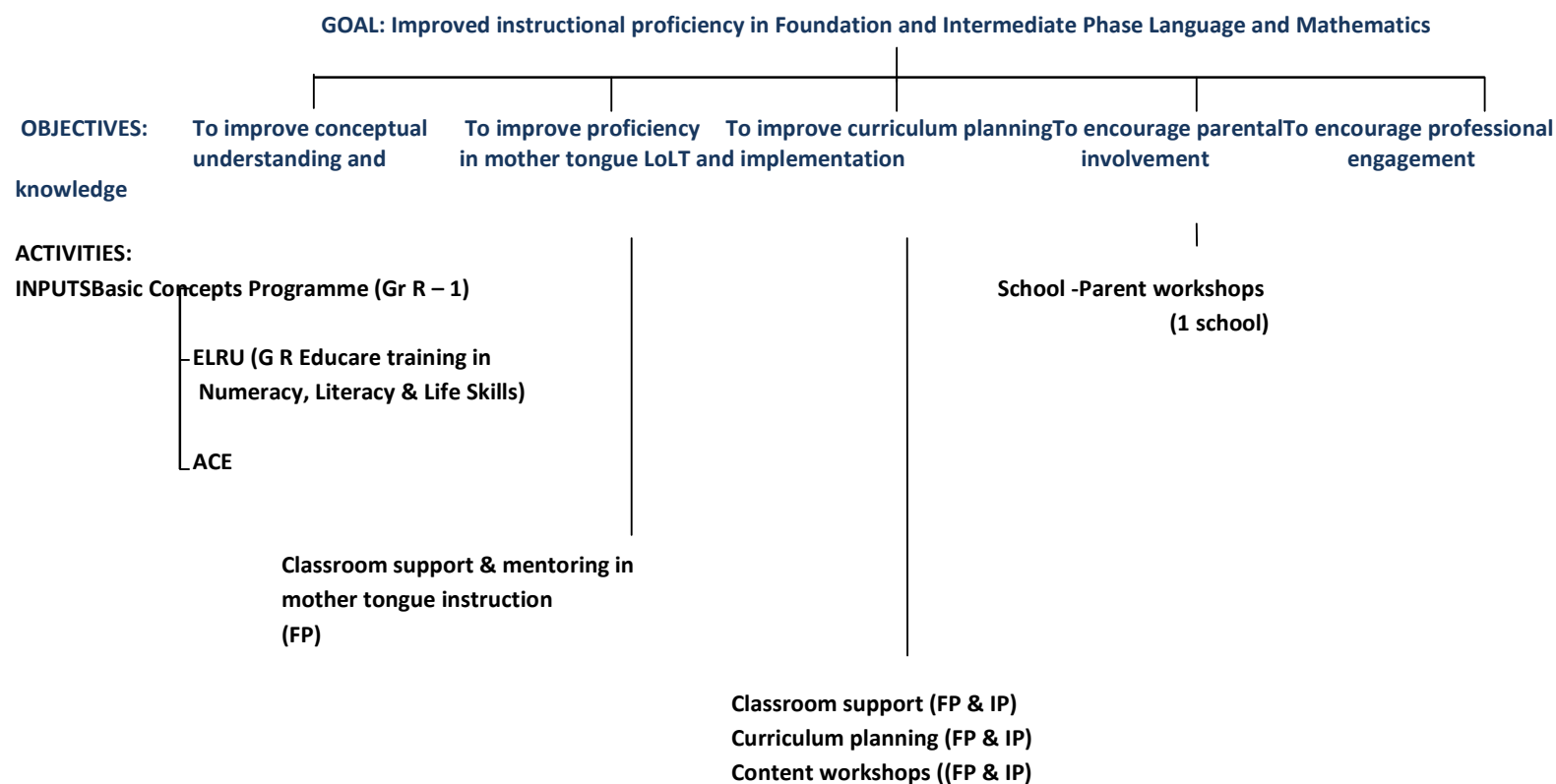
OBJECTIVE	ACTIVITY (INPUT)	OUTPUTS	OUTCOMES	INDICATORS	SOURCE OF DATA
What you hope to achieve?	What actions will you carry out? *What activities and resources are needed in order to achieve the objectives?*	What are the short-term outputs *(e.g. products and/or services)* for each activity?	What are the expected outcomes? *How has the target group changed as a result of the activities?*	Visible sign of this change. *Concrete and measurable; composite measures (indices).*	Source of evidence that this change took place. *What data will you collect for each activity?*
Objective 1	**1.1BCP (2010-2012)***Target group: Grade R & 1 teachers*				
To improve conceptual understanding, subject knowledge and pedagogy in language and mathematics – and in some instances life skills – of selected Gr R-1 teachers	***1.1.1 Training***				
	Training 23 teachers in the BCP approach during 11 Saturday training sessions: 2010: 5 x 4 hour sessions 2011: 6 x 4 hours (2 not done) 2012: 2 x 4 hours (2 not done in 2011 – 1 on 27 Jan and 1 still outstanding) 17 teachers from 9 prim schools (1 Gr. R & 1 Gr. 1) & 6 Gr R from 6 ECD sites	Training sessions	More motivated Gr. R – 1 teachers who have an improved conceptual understanding of mathematics and language	Adequate evidence in teacher planning files of BCP implementation	• Attendance registers • BCP session overview • Teacher planning files • Mentor field notes and reports
	1.1.2 Mentoring and classroom support				
	Providing feedback to teachers on BCP implementation, through mentoring and co-teaching. 2 classroom visits per quarter to: 1 Gr. R & 1 Gr. 1 teacher from 8 primary	Classroom visits as per pre-determined schedule	Gr. R - 1 teachers have improved classroom practices based on conceptual understanding of knowledge and	• Successful application of BCP approach in teacher planning and appropriate learning activities	• Classroom observation forms • Education specialist report

schools and 1 Gr. R teacher at each of the6 Educare sites		pedagogy in language and mathematics	• Successful organisation ofparticipative learning environments	
1.2ELRU (2010-2012)*Target group: Grade R teachers (ECD sites and Primary Schools)*				
1.2.1 Training				
Training 21 teachers(14 x Gr. R & 7 x 0 – 5 yrs)from 4 schools & 5ECD centres during9x 5 hr training sessions in basic mathematics, literacy & life skills concepts over 3 years Presenting 3 x 4 hr Saturday training sessions to plan, make and select learning and teaching aids 3 x 4 Saturday training sessions in the use of a variety of methods to facilitate mathematics, literacy & life skills	Training sessions in basic concepts Training sessions in learning &teaching aids Completed products Training sessions in teaching methods	Selected teachers have an improved conceptual understanding of mathematics, literacy and life skills and a positive attitude towards changing the way they teach these subjects in Gr. R and 1	Satisfactory teacher implementation plans indicating how concepts, teaching aids and teaching methods will be applied to their contexts	• Training plans and agendas • Attendance register • Mentor reports • Photographs • Photographs • Classroom observation reports • Mentor reports
1.2.2 Classroom support (with a special focus on the correct use of LoLT)				
Doing 2 visits to 2 schools during the course of each of the components (Lit/Num/LS) by ELRU staff member to gain an overview of implementation progress, to assess what areas of revision are needed, to re-enforce concepts and to know what the challenges and achievements are.	Support and implementation progress visits	Increased understanding of and confidence to apply ELRU concepts, approach and methodology.	Demonstrate understanding and confidence to successfully apply ELRU concepts, approach and methodology. Implementation of appropriate learning	• Classroom observation • Reports • Photographs

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| | | | activities |
| | | | Successful organisation oflearning environments | |

1.3Mother tongue language/ literacy(2010-2011)*Target group: FP teachers*				
1.3.1 Training to teach in mother tongue (i.e. LoLT)				
Training FP key teachers at 8 primary schools during 3 – 5 afternoon workshops per school in 2010 and 2011 in emerging literacy; comprehension; literacy half hour; writing	Training workshops as per pre-determined scheduling	FP teachers have an expanded knowledge of the elements of early literacy and a positive attitude towards changing the way they teach

Improved content delivery and engagement with learners in isiXhosa | Successful implementation of expanded knowledge concerning the different elements of literacy in appropriate learning activities | • Workshop outlines and participant evaluation forms

• Classroom observation reports |
| ***1.3.2 Mentoring and classroom support (with a special focus on the correct use of LoLTin teaching)*** | | | | |
| Observingclassroom lessons

Giving demonstration lessons (co- or peer teaching) on reading aloud, using of rhymes and songs, writing, etc.

Giving advice on time management; lesson planning; establishing school libraries

Planning the literacy half hour; a literacy programme for the school

Organising reading & writing corners | Classroom observations

Demonstration lessons

Advice sessions

Planning sessions

Classroom organisation sessions | Appreciation and improved understanding of:
• development stages in early reading and writing and associated methodology;
• the need for and how to go about enhancing the classroom environment & | As above for training | • Timetable of classroom visits
• Classroom observation reports
• Samples of learners written work from class workbooks |

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	1 school visit with a minimum of 4 classroom visits per school each term	*...as per predetermined scheduling*	conditions to stimulate teaching and learning		

Objective 2	**2.1 Advanced Certificate in Education (ACE)***Target group: FP and IP teachers*				
To provide opportunities for continuingprofessional development to FP and IP language and mathematics teachers through further accredited study	*2.1.1 Recruitment & selection*				
	SDU staffrecruiting and selecting teachers for2-year accredited ACE: **2011**: 23 teachers- 17 FP teachers from 6 schools & 6 IP teachers from 4 schools **2012**: 19 teachers – 15 FP teachers from 6& 4 IP teachers from 3 schools	Recruited and selected students for ACE accredited course	Prospective participants are informed the nature and demands of the ACE programme and enthusiastic about enrolling – and prepared to commit to staying the course.	Prospective participants (x23) complete application and registration forms and sign bursary contract	• Final ACE class list • Signed contract with SDU and funder • Application and registration forms • Proof indicating that students are registered on UCT administrative system
	2.1.2 Programme delivery				
	SDU staff delivering 14 lectures per 42 hour whole-course and 7 lectures per 21 hour half-course	Lectures presented as per predetermined dosage and scheduling	• Appropriate and meaningful engagement and application of course content • Assessment demonstrates understanding of content	• Satisfactory attendance • DP requirements met and assignments submitted according to schedule, with evidence of learning • Students pass assessment tasks	• Attendance register • Reports by mentors • Course outlines, lecture schedule • Course results, student evaluations and external examiner reports

	2.1.3 Academic support				
	Presenting site-based tutorials in support of 2 ½ courses through: • 2 x 2 hour contact session per course per whole course prior to final submission of assignment/ exam and • 1 x 2 hour contact session as above for half course	Site-based tutorials (contact sessions) as per predetermined dosage and scheduling	Improved understanding and insight and consequently in a position to engage more effectively with content and written tasks	• Good attendance of tutorials • Sufficient improvement in students' draft assessment	• Attendance registers • Draft comments and final submission
	2.1.4 Mentoring and classroom support				
	• Giving classroom support through lesson observation during 2 classroom visits per student per year • Meeting with principals to clarify purpose of visits • Meeting with students pre & post lesson observations • Encouraging students to complete lesson plan before teachinglessons • Co-teaching and assisting students during the lesson • Giving feedback to students after observation lesson	• Lesson observation at classroom visits • Principals' meetings • Students meetings • Student lesson plans • Co - teaching assistance • Student feedback sessions	• Teach according to lesson plan and incorporation of content and methodology introduces on courses • Improved focus of content objectives of the lesson	Successful application of content and principles from lectures to lesson plans	• Student lesson observation schedule • Schedule of principals' meetings • Photographs • Student lesson plans • Learner tasks • Classroom observation instrument • Field notes and comments from pre- and post discussion

Objective 3	**3.1SDU whole-school development**
	3.1.1Subject content development

	Language				
To encourage whole school development through the presentation of (language and mathematics) curriculum planning and delivery workshops across both FP and IP at school and cluster leve	Offering FP & IP teachers content and curriculum input through: Presenting 1 school-based meeting per quarter per school for FP teachers in 2010 and 2011 Presenting 1 school-based meeting with IP teachers per school per quarter in 2012 Presenting 1 cluster meeting in Strand and 1 cluster meeting in Mfuleni per quarter for IP teachers in 201	FP school based meetings IP school based meetings IP cluster meetings at 2 venues	Gr. R - 6 teachers have an improved capacity for curriculum planning and implementation across grades and phases Improved understanding and confidence about what to teach and how to teach it in respect of language	• Good attendance at workshops • Active participation in sessions • Satisfactory incorporation of print rich environment • Utilization of reading, writing and comprehension strategies in teaching	• Attendance registers • Workshop outlines and notes • Teachers' lesson plans • Classroom Photos • iKwezi cluster reports • Evaluation by teachers
	Mathematics				
	Engaging teachers with mathematics topics as identified by WCED Gr. 3 and Gr. 6 Diagnostic Tests, and Annual National Assessments (ANA) at 2 cluster meetings per school term – one in Mfuleni and one in Lwandle Presenting 2 school-based meetings per school per term	Cluster meetings at 2 venues School-based meetings	Teachers' content knowledge strengthened in relation to mathematics topics – as identified by tests	Good evidence of the incorporation of the scaffolding of content and focus on concept development in lesson plans and preparation Teachers' engagement with standardized tests is reflected in their planning and teaching	• Teachers' lesson plans • Lesson observation notes • Learners' workbooks • Activity/assessment worksheets • Cluster meeting attendance register
	3.1.2 Curriculum planning (aligned to assessment)				
	Language				
	Doing curriculum planning for teaching and learning in relation to diagnostic internal and external test results (e.g. WCED and	FP & IP school-based meetings	Improved understanding of Gr. 3 and 6 WCED test results and planning	• Successful alignment between the curriculum and what is taught in the	• Attendance registers • Teachers' planning files

ANA) at: • 1 school based meeting for FP teachersper quarter per school in 2010 and 2011 and • 1 school based meeting with IP staff per school per term in 2012		according to curriculum	classroom • Assessment for learning and teaching	• Learners' assessment tasks • Education specialist report
Mathematics				
Leading SMT, phase and grade meetings twice 2 per term at each school to: • model the use of assessment tools in the classroom and • plan lessons to scaffold content deficits as identified by standardized project test	School-based meetings	Improved lesson planning and preparation – specific to identified shortcomings and needs	Teachers plan according to content deficits as made evident by tests. Teachers use tests more formatively Planning within, and across FP and IP	• Attendance registers • Teachers' planning files with lesson plans • Test results • Test analyses • Lesson plans
3.1.3 Curriculum implementation – classroom based support (SDU)				
Language				
Co-teaching and mentoring in relation to the planning of lessons and the implementation of curriculum during: • 2 visits per school per quarter for FP teachers in 2010 • 4 FP key teachers in 2011 (to include Grade 3 teachers) • A minimum of 3 IP language teachers per school (including Grade 6 teachers)	Classroom visits	Improved teacher practices and learner performance	• Evidence of application of curriculum content in the classroom • Planning for teaching across grades	• Confirmation of classroom visits • Lesson plans • Observation forms and field notes • iKwezi school -based reports

Mathematics				
Mentoring teachers in the implementation of specific curriculum content including: lesson observations; co-teaching and reflection sessions	Mentoring sessions	Reflexive and reflective teaching practices established	• Successful teacher focus on problem areas • Correct lesson scaffolding • Successful use of reflective practice in the delivery of lessons	• Lesson observation notes • Teacher interview notes

Chapter Four

Implementation Evaluation

4.1   Introduction

This part of the report provides a description of each intervention and looks at the implementation of workshops, classroom support and the language of teaching and learning as well as the challenges encountered during the implementation process. Stakeholders report on whether intended outcomes were achieved and project staff members make suggestions for future improvement. The perceived overall impact and value for teachers and other stakeholders such as principals, HODs and district officials of the WCED are included.Overall implementation findings conclude part two.

4.2 Interventions

4.2.1 FOUNDATION PHASE LANGUAGE/LITERACY

Description[6]

Language FP involvement in iKwezi project activities occurred in the first two years (2010 and 2011)[7] of iKwezi's rollout when the focus was on *providing Grade R learners with basic concepts in preparation for Grade 1* [with reference to BCP and ELRU interventions] and *creating a print rich environment with lots of opportunities to read and write in the FP.*[8]

In more specific terms, teacher development interventions were aimed at:

- Promoting appreciation and understanding of the development stages in early reading and writing bi-literacy development specifically, and associated methodologies and approaches;

- Enhancing teaching and learning environments at classroom, school and community levels to stimulate teaching and learning and focusing on promoting a print-rich environment and the understanding and know-how of creating a comfortable atmosphere for reading and story-telling.

Within the context of these intervention focus areas, additional aspects concentrated on include:

- Teachers' relationships with learners and promoting engagement in a calm atmosphere and *not to talk down to the children or shout at them*; making teachers aware of the different reading and writing levels among learners and dealing with mixed groups in a classand grading children graded at weak, average and strong levels of literacy.

- Teachers' role as material developers in view of the fact that there may not be adequate or appropriate books to support the reading half-hour programme at schools so as to enable

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[6] Unless otherwise indicated, all full quotations and text appearing in italics are attributed to project staff (PRAESA), teachers, principals and HODs and district officials

[7] In 2012 training and mentoring of teachers in literacy and language continued under the SDU and extended into the IP

[8] SDU Annual Report, 2011

them to make their own reading books or translate books from English. The same approach was extended to making books of rhymes and songs as well as demonstrating how to use these in interactive ways.

• Promoting reading for enjoyment in a way which transcends other literacy programmes *where the focus is only on structured methods or strategies, like shared reading or reading aloud*. This involved getting teachers to do it themselves in front of the children to set an example; promoting *connecting with text* in contrast to conventional comprehension and focusing on the meaning behind words.

As regards the integration of this intervention with interventions by other providers, most notably READ and the WCED, a *complementary approach* was adopted *so as to not make teachers feel overloaded*. This entailed *making reference to strategies taught by other providers and showthe teachers how it connects with what iKwezi is teaching them*, for example, the WCED's Lit-Num strategy and the Foundations for Learning in relation to CAPS;*we add reading for enjoyment as well asunconventionalstrategies for comprehension, connecting, sequencing, and retelling.*

Finally, it was brought home to teachers that all components of reading should be taught within the three periods or 120 minutes allocated that is, as opposed to the reported pervasive practice of focusing only on one component, for example, phonics.

Implementation

Workshops and classroom support (with reference to Appendix 7)

In 2010 staff worked directly with all FP teachers in the nine[9] participating schools through four whole-day visits per school.

The first six hours of a visit were dedicated to classroom support involving classroom environment and lesson observation, demonstration-lessons and practical support to promote the implementation of the new teaching and learning approaches and methodologies as well as classroom management ideas. The approach involved working with three teachers in a grade at a time, followed by the next three depending on how many classes per grade at any one of the schools. The same approach was then repeated for each successive grade until all FP teachers were engaged with. Some schools had six to seven classes per grade. In terms of arrangement with school managements, teacher assistants were tasked with looking after the learners whilst teachers met with the staff. One of the staff members described the basic and approach followed as regards the mentoring aspect as follows:

> *"We worked with teachers from where they were... we didn't push them beyond what they could deal with... and if we realised – through observation – that teachers weren't getting a particular concept we would back-track. Though we worked according to a timetable we were careful to be flexible to ensure all participants understood everything fully... unlike some other training providers whose content coverage is very carefully – if not rigidly – planned and paced; but which results in rushing through content.".*

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[9]Involvement at ACJ Phakade was terminated by the school due to it being 'over-serviced' at the time.

In the afternoon after 14:00 all grade-level teachers in the foundation phase were workshopped on aspects demonstrated in the morning and challenges experienced in this regard whilst feedback was solicited from the teachers concerning the morning's demonstrations. Practical support was also provided about things like where teachers could request book donations for their reading corners.

The scope of demonstrations and workshops in 2010 spanned the following:

Demonstrations

- Observations of print in classrooms and demonstrations of how to create print rich environments as well as how to get children to write from the start
- Demonstrating storytelling, reading aloud, paired reading, group reading and giving opportunities for children to read.
- Demonstrating shared writing with news, writing letters and journals.
- Demonstrating teaching of comprehension strategies.

Workshops

- Emergent literacy – stages of reading and writing development and whole language approach and environments for literacy
- Reading for enjoyment: storytelling, reading aloud, paired reading, silent reading, languages games and song
- Writing: interactive writing (letter and journal writing), shared writing
- Comprehension strategies (making connections – text to self, text to text, text to world, predictions, sequencing, summaries, questioning, clarifying, retelling, inferences) and teaching phonics within a whole language approach

2011

Classroom observation & demonstrations

- Observations of teachers implementing reading strategies in their lessons
- Observation of writing strategies
- Observation and demonstration of the writing process
- Demonstration of writing of recounts, narratives, recipes and book making, using writing frames (materials development)

Workshops

- Review of work done in 2010; introduction of the programme for 2011; and monitoring of implementation of 'decisions taken in 2011'
- Feedback and discussion on writing strategies: shared writing, interactive writing, guided writing and writing frames
- Guided writing: drafting, editing, proofreading, final text (Guiding 6 traits plus 1); organisation; voice; word choice; sentence fluency; conventions and presentation
- Genre-based approaches: links across the curriculum; recounts (my family book); narratives (once upon a time); recipes; books of rhymes and songs; poetry; etc.

The quarterly whole-day school visit approach was maintained in 2011. However, in a major break with the previous year, the key teacher model was adopted based on the idea that these teachers would become mentors to their colleagues. In consultation with the teachers it was agreed that key teachers at each school would comprise *self-selection* grade heads, heads of department (FP) and ACE programme participants. At some schools this translated into two Grade 1 teachers, two Grade 2 teachers and two Grade 3 teachers being selected. The key factors informing such a change were:

- At an SDU review of 2010's work the staff were informed that teachers were not allowed to leave their classrooms as this disrupted scheduled teaching and learning,

- A sense of *compromised effectiveness* associated with trying to directly engage with all FP teachers in the course of one morning.

As in 2010, the afternoon workshops involved all FP teachers and the *odd IP teachers*. In 2011, then, each key teacher should have had four class visits and demonstrations in the morning and four afternoon workshops. All other FP teachers in *clusters of three* were also paid four classroom support visits, including demonstrations. By and large such coverage appeared to have occurred; the only instances where scheduled afternoon workshops did not occur were on a occasions of ACE phase meetings clashing with workshops or teachers asking for an afternoon workshop to be cancelled due to them having had to attend asimultaneous department of education workshop. As a remedial measure, those affected schools reportedly received additional visits.

Collaboration with other iKwezi programmes occurred in so far as Tami Mhlati, the BCP fieldworker, in the mornings would visit grade R classes and one grade one class of teachers that were also participating in the BCP programme. The nature of Tami's support on these occasions and in the afternoon workshops comprised *extra help in discussion*. Staff did not conduct or participate in area cluster workshops.

Records compiled at the request of the evaluators show that in 2010 eight of the nine participating schools received the full quota of morning class visits and demonstrations as well as afternoon visits. The reason for this having happened was that programme activities at ACJ Phakade primary school were prematurely suspended for reasons beyond the project's control. At that time teachers had already received three workshops.

In 2011 two schools missed out on one workshop each due to key teachers having had to attend an ACE workshop that occurred on the same day. 11 key teachers were affected but the overall number of FP that missed out was not provided. The attendance list will also indicate that the names for key teachers at Itsitsa and Mzamomtsha primary schools do not appear.

In all, then, it is not known what number or percentage of FP teachers targeted attended the intervention opportunities availed them.

Language of Learning and Teaching (LoLT)

Support to teachers in relation to the understanding and use of LoLT did not constitute a separate component of work *per se* – rather, it was integrated with the other activities of this literacy intervention. A staff member explains the approach adopted in this regard:

> "Teachers were constantly made conscious of the language they use when teaching, for example, teaching mathematics in isiXhosa but letting the children count in English... teachers were made aware of the need for and how to separate languages'... to avoid code-switching".

At the same time staff advocated for and advised on appropriate strategies for the early introduction of English as additional language at Grade 1 level, to off-set the *shock of changing to English as medium of instruction in Grade 4*. Early or emerging bi-literacy development, as noted, comprises the main focus of the intervention.

The value and impact of conducting FP level training and demonstrations in front of children in isiXhosa was underscored by programme staff. It was also noted that this attribute sets this programme apart from other providers of literacy development currently also working in schools.

Implementation challenges encountered

• Teachers lacking knowledge of stories, rhymes and songs

As programme staff members consider songs, rhymes and stories oral and written as constituting *the most critical vehicle for learning in foundation phase*, a pervasive lack among teachers of knowledge of these is bemoaned.

• Resource constraints

The fact that the project did not provide resources to supplement training by project staff meant that such materials had to be produced from scratch together with the teachers. But as they were only visited once a term, this resulted in the focus and momentum being taken away from purposeful and focused intervention and interaction. And only a handful of teachers,*maybe one or two of the Grade 1 teachers and the same for Grade 2 teachers,*reportedly displayed the required initiative. So, in all, the producing of materials in collaboration with teachers proved to be a matter of *taking baby steps*; also considering that *it's quite a lot to ask of them as it was all new to them.*

The limited number of relevant children's books that have to date been produced in isiXhosa is bemoaned as a serious impediment to focused intervention in support of teacher development in the use of LoLT in teaching and learning. As a compensatory measure staff collected stories from old grammar books and compiled a booklet of stories,a reading pack, for teachers to use in seven Grade 1 and six Grade 2 classes.

Frustration is expressed about not being in a position to offer the required support to thoseteachers who *know what to do and want to do it but because of a variety of factors are not doing it, for example, lack of resources at a school; even basic stationery in some instances*. Conversely, in a few cases where teaching and learning resources are available, for example, classroom readers, teachers reportedly seldom take the initiative.

• Lack of opportunity for teachers to consolidate acquired understanding and skill

Programme staff decried the reported phenomenon of teachers being moved through Grades and Phases, *one year in Grade 1, the next year in Grade 3; or from IP to FP... in the middle of the project*, as they deem it critical for Grade 1 teachers to remain at that level to ensure their expertise is consolidated and developed, for example, in the area of emerging literacy. [Note: Upon investigation by the evaluation team it was discovered evidence that this phenomenon does occur; but on such a limited basis that it is not deemed to constitute a significant factor.]

Were intended results achieved?

Programme staff highlighted the following aspects as indicative of positive results having been achieved in relation to both outputs and outcomes:

- *"Our workshops were always well-attended and high levels of engagement participation occurred".*

- *"Products or outputs of implementation of learning on the part of teachers, for example, activities of children are proudly displayed on classroom walls... these have a much more personal impact on the children compared to impersonal mass-produced items... like isiXhosa translations of English texts... properly done; without mistakes".*

- *"By Grade 3 in some schools the children are writing double A4-size pages in isiXhosa".*

- *"The response of the children to our interventions [that is, demonstrations in particular] make the teachers feel that what we're teaching them is the right thing".*

- *"Some teachers [that is, non-key teachers] asked us to stay and come to their classroom... they wanted to know more... in spite of their work pressures".*

- *"When READ started with their workshops, teachers would say 'but we've done this already with iKwezi'... and when I would visit them subsequently they would tell me: 'thank you so much... we were clever in that workshop... it was like revision to us".*

- *"When we visit teachers not previously visited, those teachers with whom on a previous occasion we've spent time in their classes will call us with great excitement to come and witness for ourselves the progress made by children with their reading!"*

- *"Sometimes IP HODs would attend the [school-based] FP workshops to come and learn and take it to the IP teachers!"*

- *"We have many photos to prove progress achieved!"*

- *"Positive changes in principals' attitudes and commitment to the programme".*

Perceived impact and evaluation for teachers

In this section the impact and value of the Language FP intervention programme as reported by six staff members who were interviewed at three iKwezi primary schools is considered. It must be noted that some interviewees, especially management staff, found it difficult to recall or only vaguely remembered this intervention programme as it was implemented during 2010-2011 and no evaluation was done at the conclusion of the programme in 2011.

The following six particularly valuable aspects were reported:

1) Participants indicated that the Language FP programme focused on an approach to literacy which moved away from teaching words in isolation to include the use of rhymes, stories and drama in teaching.

    "PRAESA and Ntombi were a real blessing – they introduced a more balanced approach to language teaching, for example, not just [focusing on] words, but also introducing the use of rhymes and stories".

    [They showed us] how to use stories in our teaching – re-telling, re-creating and acting.

2) Teachers reported that reading was very important and that they were introduced to the planning and compiling of reading files; the selection and photocopying of suitable stories and the establishment of reading groups. They learnt how to help learners to read at different levels.

> *"Focus is on planning, compiling of reading file and implementation aspects; for example, guidance about selecting and photocopying of stories. The presenters also did demonstration lessons".*

> *"Practical support was provided, for example, the establishing of reading groups".*

> *"They introduced us and learners to reading at different levels".*

3) Staff instilled an appreciation for making and using teaching aids e.g. photocopying rhymes and stories. Presenters provided teachers with age- and content-relevant books and materials using PRAESA internal resources as well as sourcing from booksellers and publishers.

> *"They provided us with wonderful and creative teaching aids!"*

4) Programme staff emphasised the use of mother tongue in literacy and helped to supply them with suitable language material.A participant said:

> *"This was very useful, the storybooks and poems could be used fruitfully and they emphasised that we should help our children to understand and enjoy their roots".*

5) The work done is aligned with the CAPS departmental policy; with iKwezi interventions like ACE as well as other literacy intervention programmes in schools like READ. Participants expressed it this way:

> *"Everything is aligned to CAPS".*

> *"Staff support what is learnt in ACE about literacy by having showed us how to engage learners in reading, writing, comprehension and stories and also how to introduce a news book".*

> *"The knowledge I gained from them helped me to better understand and appreciate what the READ intervention is about".*

6) Participants appreciated the fact that presenters kept to the original agreement which included staying with them in their classrooms all day and then having a feedback session in the afternoon where discussions took place and they were able to learn more from each other.

> *"They know their stuff and stick to the plan as originally agreed to".*

> *"They are with us all day – till 4pm! – and finish off each day with a feedback session in the staff room".*

> *"Teachers have discussions after workshops and in this way we are exposed to different ways of teaching".*

A participant expressed her appreciation of the work done by the Language FP programme in the following way: *They must keep on helping us!*

Recommendations by programme staff

- The provision of teaching and learning resources at workshops to supplement or complement training by project staff.

- *More classroom visits* to ensure optimal follow up support to teachers.

- Funds must be found to provide these schools with material support, like suitable books*... you can't just teach them how to use books but they don't have their own books in the school.*

- Not all FP teachers at a school should be in the programme at any one time as such an approach was found to dilute the effectiveness and sustainability of interventions.

- Grade 1 learners who attended Grade R must be kept together in one class so as to be able to track their progress.Heads of Departments are implored to provide the *required pushing* in this regard.

4.2.2 BASIC CONCEPTS PROGRAMME (BCP) FOR GRADE R AND GRADE 1 TEACHERS

Description

The Basic Concepts Programme (BCP), which is located theoretically within socio-cultural and cognitive development, is aimed at the development of higher order cognitive, and language functions required for school learning. Teachers are provided with a structured and systematic teaching approach that helps them to encourage learner engagement and conceptual understanding, as well as providing them with a conceptual language to reflect on their own teaching and to plan for improvement.

The content of the programme focuses on sixconceptual domains (content areas): colour, shape, size, position (not space), number and letter (usually reflected in this order). Teachers are provided with a box of materials and a programme file and they are trained to introduce the BCP model in their classrooms.

The seven stages of the model are:

- *Focussing (perception):*The learner's attention is focussed on the word/object (concept) through intentional actions of the mediator. *Trigger question:What do you see?What else can you see?*

- *Naming: (verbal labelling):* The name of the concept (if not already known) is taught during this step by the mediator. The mediational strategies to teach the names of concepts are closely associated with the meaning of the concept within the learner's milieu. *Trigger question: What is the name of this …?*

- *Identifying(analytic coding):* The salient characteristics of the concept are extensively explored during this step. The mediator is required to teach the concept and thus needs to have a thorough understanding of declarative and procedural knowledge related to the content. The mediational strategies required extend beyond directive teaching and demonstration. These

include small experiments which highlight similarities and differences, and learner exploration, aided by verbal elaboration and peer discourse. These actions are strongly guided by the educator's questioning procedures that aim to promote thinking to assist with the process of knowledge transformation. *Trigger question: How do you know it is …?*

• *Internalising(mental representation)*: The concept that has been taught in the above step is now interiorised. The learner is required to develop a permanent mental representation of the concept. The educator facilitates this process by guiding the learner away from concrete representations towards abstract conceptualisations. *Trigger statement: Close your eyes and try to imagine a …*

• *Applying(problem solving):* The concepts that have beentaught are now used to solve problems that require varioushigher order cognitive functions (e.g. categorization, classification,and seriation). The educator encourages the learnerto approach the problems in a systematic manner in order toinduce relationships and thereafter to deduce solutions. *Trigger question: Can you group/sort/order these blocks into groups according to …?*

• *Bridging (generalising):* The learner is now encouraged to make broader associations with the concepts that have been taught. The educator ensures that the generalisations are consistent, making use of rules or principles*. Trigger question: Where else have you seen a … like this before?*

• *Transferring (linking):* The learner is now actively encouraged to link his/her knowledge of concepts to other areas of associated knowledge, which requires the application of cognitive functions. *Trigger statement: I would like you to find as many … as you can at home today.*

At first teachers copy or imitate the model but as they learn to reflect critically on their practice, they themselves internalise a mediational way of teaching which ideally becomes their accustomed way of working with learners, rather than it being a model that is just associated with BCP.

IMPLEMENTATION

BCP was implemented through a series of training workshops with follow-up classroom support.

Louis Benjamin and Tami Mhlati jointly presented the training workshops and Tami was responsible for the bulk of the follow-up classroom support visits.

While the original intention was that all teachers who attended BCP training would receive follow-up classroom support, this proved not to be feasible and a 'key teacher' model was thus adopted to ensure that at least one Grade R and one Grade 1 teacher in each school and one Grade R Teacher in each ECD Centre received training, follow-up support and materials[10]. It was hoped that the intervention would have a cascading effect, in terms of teachers sharing their new learning with colleagues.

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[10]Mzamomtsha Primary is a multi-grade school and has only 6 teachers. It was thus decided to make this school a control school and not to offer BCP to this school and its associated ECD Centre.

Coverage

Workshop attendance (with reference to Appendix 8)

The content of the BCP programme was divided as follows: *Colour* (1 workshop); *Shape* (2 workshops); *Space* (1 workshop); *Size* (1 workshop); *Letter and Number* (1 workshop); Position (1 workshop). Two workshops were also presented on using BCP for *planning and assessment*. This brings the total of BCP workshops to 9.

Workshops were of four hours duration and were presented on Saturday mornings. Records compiled at the request of the evaluators show that the first workshop took place on 1 February 2010 and the final one on 12 May 2012.

- 30 teachers were identified as having attended BCP workshops but attendance figures were uneven, with no participant recorded as present in all 9 workshops[11].

- Most participants attended on average 6 or 7 workshops.

- Some workshops were attended by the whole group while other workshops were split between the Lwandle and Mfuleni areas.

- At times workshops had to be rescheduled due to lack of attendance caused by unforeseen eventualities and issues such as teacher rotation between grades and phases.

BCP staff members acknowledge that erratic attendance caused major problems in terms of continuity and flow.

> "*To get everyone together for a session at a negotiated time is a major challenge*".

> "*I found the model challenging... the whole process was disjointed and there was lack of continuity and follow-up. I did what I needed to do to follow one module with the next. Teacher attendance was never a certainty, resulting in a huge need for consolidation of what has been done – one step forward and two backward... incredibly long and drawn-out. By the time we got to the end sessions this year we were where we really should've been by the end of the first year. Normally, in most schools, the whole process takes me about 18 months to complete. But it in this case the last module was only completed well into the third year... which is a reflection of the serious co-ordination difficulties experienced* ".

Classroom support (with reference to Appendix 9)

The classroom support schedule shows that a total of 20 teachers at 8 primary schools and 5 ECD Centres received classroom support over a period of three years. A School Visit Report was completed after each round of classroom support.

- Each teacher received one visit per quarter in 2010 and 2011 respectively and two visits per quarter during the first semester of 2012, which adds up to a total of 12 class visits over the three-year period.

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[11]Some teachers reported that all Grade R and Grade 1 teachers in their school attended the BCP training workshops but we cannot verify this.

- Towards the end of 2010 there was also miscommunication at one school about whether iKwezi had permission to be in the school. This was later resolved out and class visits resumed in the second round of 2011.

Language of Learning and Teaching (LoLT)

BCP worked with teachers in both *isi*Xhosa and English. A Glossary of Key Terms was prepared in both languages to ensure that concepts were correctly named in each language. Tami's presence at the workshops enabled teachers to express themselves in *isi*Xhosa and her language mediation was a key factor in the success of this intervention in terms of teacher enthusiasm. Tami also paid particular attention to language use in classrooms and she insisted that teachers use the correct terms in whichever language they were using. In the light of the 2011 Annual National Assessment (ANA) Qualitative Analysis findings in terms of learners' demonstrated lack of vocabulary when it came to reasoning, the importance of this aspect of the BCP intervention should not be overlooked.

> *"The language issue is incredibly complex.... They have to learn a 'new' conceptual language in their mother tongue but there is always a 'switch back' – they go back to that 'other word' and often it is some kind of Anglicisation or English-isiXhosa mix... far removed from the isiXhosa word they're meant to be using. So they are not building precise and accurate conceptual frameworks in their mother tongue".*

A district official commented as follows:

> *"The teaching of the alphabet in isiXhosa is reportedly a major issue... the ability, or not, of teachers to use the correct language. It is strange how many different strands of isiXhosa there are in the schools, informal settlements and among teachers themselves. Some learners coming from the Eastern Cape sometimes do not understand the isiXhosa they are taught or that is used in the formal schooling environment".*

Implementation challenges encountered

Apart from the coverage challenges already discussed attention must also be given to how BCP staff experienced the presentation of this programme in these particular schools. Two issues are highlighted here. The first is that there was clearly a huge disparity between the learner-centred and meaning-making philosophy of BCP, with differentiation in terms of learner levels as the basis of small group work and what was encountered in most classrooms where teachers relied predominantly on whole-class teaching as way of managing the classroom.

In some schools starting conditions were described as:

> *"… absence of the most elementary understanding of what teaching is about; what organising a classroom is all about... it doesn't exist – there is no understanding of what their roles and responsibilities are. Often this is where the programme helps because, as a spin-off, it provides structure to a classroom".*

> *"There are no inherent rules and organisation in classrooms... the need therefore is not even appreciated".*

A further issue that requires mentioning refers to the envisaged integration of Grade R feeder communities into a broader education network. School teachers and teachers from ECD Centres attended workshops together and this interaction was clearly productive. An instance of joint weekly Grade R teaching between a school and an ECD Centre was also mentioned.

> *"Every Tuesday five learners from Isiqalo ECD go to Nyameko where both teachers share the class for the day. This exposes the ECD teacher and learners to a school environment. Parents of the community site have reported that the children's speech and vocabulary have developed greatly".*

However, reports by iKwezi staff and observations by evaluators during visits to ECD Centres indicate that unregistered ECD Centres tend to do little Grade R teaching. As a district official explained it:

> *"Community ECD sites... the idea is to keep and care for learners ('so they don't roam the streets'); not to teach them to be school-ready. It is so difficult to shift and change that paradigm; that they need to teach the learners. You'll find in those community sites there's no clear curriculum that is being followed... it's basically a day-care, responding to socio-economic conditions in the area. Parents have to go to work so they need care-givers. So they're really glorified day-care centres."*

In the light of these observations it is clear that the initial assumption of 'integration' between primary schools and their feeder ECD communities will need to be revisited.

Were intended outcomes achieved?

Optimally, BCP trained teachers are expected to use BCP in Grade R classrooms every day and a least twice a week in Grade 1 classrooms where the teachers work with learners who require some or a great deal of support.

Annual testing of Grade 1 learners, who received BCP instruction in their Grade R years, shows that there has been a marked improvement in the performance of these learners (as reported in the iKwezi 2011 Annual Report). Interestingly, these tests were not only useful in terms of tracking learner performance but also pointed to improved teacher performance in terms of the way in which teachers learn to use test results to group learners for more targeted intervention.

Empirical evidence was also offered to show how, as teachers' conceptual and pedagogic proficiency improved, the number of learners not requiring an intervention in Grade 1 increased every year. The example presented to the evaluators showed that, in 2010, out of a class of 40, only 6 did not need BCP intervention. By 2012, however, 20 out of 35 learners that were tested from this teacher's Grade R class did not need further BCP intervention in Grade 1.

BCP staff members readily concede that both quantitative and qualitative results have been 'uneven' but they also report on marked improvements in some classrooms, in terms of:

- Changes in teaching methodology: teaching in small groups, use of concrete materials has improved, use of the teaching model, teachers interact more with their learners

- Language usage in classrooms: full sentences and use of conceptual language

- Classroom behaviour: teachers interact without need for children to shout for attention.

At the end of 2012 the first group of learners who had the benefit of BCP will write the WCED diagnostic tests.

> "We need to look at what happens when we look at the systemic results for Grade 3 – which we'll be able to do for the first time at the end of this year".

Given that learners tend not to stay in the same group from year to year, systematic tracking of individual learners will be required in order to give effect to this measure. Perhaps the most telling evidence, at this stage, comes from a teacher who told the evaluators that in her school they fight to have what she called 'BCP learners' in their classes as they not only out-perform other learners but also have a positive influence in terms of pulling up the performance of the whole class.

Perceived impact and value for teachers

In this section the impact and value of the BCP intervention programme is considered, as reported by eight teachers who were interviewed at four iKwezi primary schools and three ECD centres.

All teachers interviewed reported that the BCP programme brought understanding, knowledge and skill in terms of mathematical concepts and the teaching of mathematics, especially to learners who struggle.

BCP reportedly helped them to move from a situation where *there were things that I didn't know or did without understanding why* to a situation where *BCP helped me to understand certain concepts better and also how to teach them.* They were *shown new methods and teaching practices which make us more open-minded about our teaching.* Through the progress of their learners, participants saw the value of their involvement in the BCP programme: *As my learners progressed, I saw what BCP was all about.* Participants also indicated that their knowledge of the national curriculum was strengthened as *BCP and the national curriculum work closely together and although I know what to do, BCP makes my knowledge stronger*

In addition to generally positive feedback, five particular valuable aspects of BCP were emphasised:

- The box with *teaching aids* that each school received was experienced as most useful.

> "I am doing things differently and a bit better. I am going deeper and helping the child to have a mind picture. The box helps a lot here. BCP is very strong in numeracy (shapes, colours, position) that is why this school does well in maths in the FP as our systemic results have proven."

- *Classroom support* by Tami Mhlati (and in some cases Louis Benjamin) was viewed as of critical importance. Teachers explained that, during these classroom visits, Tami focused on teaching practice, looked at planning and gave advice, helped with group work and activities, presented demonstration lessons, focused on concepts and skills learnt at workshops and generally gave support. Participants indicated that they felt comfortable with Tami and Louis in their classrooms and expressed the opinion that *classroom visits and guidance had the biggest impact on teaching approach and practice.* Acclaim was accorded especially to the way in which Tami worked in *isi*Xhosa with teachers and learners. A teacher expressed her enthusiasm in this way:

"She (Tami) taught me how to teach in isiXhosa!"

- It was not only the practical nature of BCP that was appreciated but also its *theoretical base*. In the words of one participant: Presenters *have a good knowledge and understanding of children and it was very interesting to learn about Piaget and Vygotsky.*

- A further positive benefit was that participants reported an improvement in their *ability to differentiate* between learners at different levels of understanding. A teacher said that BCP *helps me, especially with children at various levels and I now know how to deal with levels for language and maths.* Another said that most Grade 1 learners in the 12 Grade 1 classes did not attend pre-schools but came straight from home or attended day care centres. *BCP helps a lot with these learners who know very little.*

- BCP participation was reported as having had a positive impact on participants' ability *to involve parents* in the learning process and homework of their children.

Overall, there is a strong desire to continue involvement in the programme, expressed as follows by an enthusiastic participant:

> *I've enjoyed it very much… it cannot – must not stop now… we want more!*

It should also be noted though that, alongside this enthusiasm, concern was expressed by participants that the involvement of BCP in each school was too small and that too few teachers were reached to have an impact on overall school improvement in language, mathematics, curriculum planning and delivery. Although a number of teachers attended BCP workshops and feedback was given to the staff by those who attended the workshops, only key teachers in each school were supported by class visits and it was only these key teachers who had access to the box of teaching aids.As teachers put it:

> *Our Foundation Phase department made a decision to use iKwezi and Departmental support. All 5 Grade 1 and both Grade R teachers attend the workshops, but we have only 2 sets of material – one for each key teacher in Grade R and 1 so there is not enough material for all the staff. All the teachers attend Tami's demonstration lessons, but classroom support is only given to the 2 key teachers…*

> *I would prefer the other Grade R teacher also to be involved in BCP and also to have class visits from Tami. The present involvement by the staff is too small as only 5 of the 33 teachers are involved.*

Recommendations by programme staff

The main recommendations offered by programme staff were:

- *Selection of schools* needs more attention – schools need to be functioning reasonably well with no major internal disputes. A diagnostic intervention needs to occur before a school is selected, so that even if the school is not best functioning optimally, they know and are made aware of their problems and are willing to work towards change.

- ECD Centres who do not qualify for WCED registration do not really benefit from such an intervention as they do not engage actively in teaching and learning in their centres. Such centres should *not be included* in future.

- *Strengthened district involvement* in the project. Joint participation in on-site visits will ensure that iKwezi and WCD-initiated training are seen as part of the same capacity building project and that there is follow-up and maintenance after the end of iKwezi.

- *Fewer schools and more time* or more capacity within the project to support schools.The ideal intervention size in a next round of iKwezi was seen as 5 of the existing iKwezi schools grouped together in a cluster. An intervention period of 5 years was seen as optimum.

- BCP *needs to be implemented throughout a phase and include all teachers*. All teachers also need to receive the programme materials.

4.2.3 GRADE R TRAINING: EARLY LEARNING RESOURCE UNIT (ELRU)

Description

Initially the ELRU intervention was only meant for Grade Rs in primary schools and community ECD sites (feeder schools) and would be a NQF L5-accredited elective.After the first two orientation meetings with different groups of teachers it was decided that it would be changed to a skills programme with a focus on basic concepts, learning and teaching aids, and teaching methods. 50% of class time was spent on theory while the rest of the time was used for the making of teaching aids. This decision was taken when it became clear that there was a *vast difference between school-based Grade Rs and those at community ECD sites* and thelack of resources in classrooms was apparent. A decision was made to *alternate the programme so that everyone could be on board through differential activities.* The programme presenter said:

> "After the first meeting in 2010 with course participants we came up with the idea of changing the original programme, which was developed at NQF level 5, to a skills programme to accommodate the specific shortcomings and needs of attendees... with participants receiving a certificate of attendance at the end of each module. The certificate can be RPL'd and they can get NQF Level 1 or 4 accreditation at the college (FET)".

Workshops on Literacy were held in 2010; on Numeracy in 2011 and on Life Skills during 2012.

For the participants from the ECD sites the making of resources became the highlight of training sessions, especially as they receive no support from the WCED. The use of the teaching aids with children in classroom situation and conditions were demonstrated *so that they could go back prepared*. Reflections were done at the beginning of each Saturday training session during which implementation-related issues were discussed. Teachers were also requested to bring evidence of implementation, for example, photographs.

The numeracy module was popular with primary school-based Grade R teachers, *possibly because of the CAPS influence,* and because they are used to working with numbers and counting and *it's easier because it's more familiar and clear compared to literacy and life skills.*

A personal development aspect was incorporated into each session *to change their attitudes to teaching and for them to value what they're doing.*

IMPLEMENTATION

Training was implemented through a series of workshops on Saturdays.Blossom Ngwevela (Blom) presented the training workshops and Tami Mhlati attended so as to be familiar with the course content as well as expectations and support needs of participants.While the original intention was that all teachers who attended ELRU training would receive follow-up classroom support from Tami, this proved not to be feasible and no classroom support was given.

Coverage

Workshops (with reference to Appendix 10)

Thirteen workshops were held from September 2010 to May 2012 and took place on Saturdays from 9:00 to 14:00. In 2010 literacy workshops took place in a cluster: one in September, three in October and one in February 2011. In 2011 two numeracy workshops were held in April and three in June while in 2012 a Life Skills workshop was held in each of March, April and June.

Nineteen participants attended thirteen workshops over three years with an average rate of attendance of 8.8. One participant joined the class in 2011 and another five in 2012 while two candidates attended some sessions in 2010 and then dropped out. Of the nineteen permanent participants, four attended all the workshops and four attended less than half of the workshops. Eleven participants attended no workshops in 2012.

The changes in attendance continuity, *different faces in each module,* happened as a result of staff turnover at community sites with particular reference to volunteers; WCED compulsory teacher development workshops coinciding with training sessions and teachers becoming involved in studying, either staff from ECD sites attending ECD Level 4 at various colleges or staff from public schools attending B. Ed classes on Saturdays. The Grade R teachers from the public schools were eager to attend Literacy and Numeracy. It kept them interested because of the practical nature of the sessions and receiving more ideas on improvising and resources. The Life Skills programme seems not to be popular as Literacy and Numeracy programmes.The long break between the last training session in 2011 and first session of Life Skills in 2012 could also affect attendance.

Workshops were initially held in schools, but this proved to be unsuitable due to restricted space and unsuitable seating arrangements so classes were moved back to the ELRU facility.

Classroom support

Although the trainer reported that *classroom support is critical – you give advice and you remind them of specific things they were taught in the Saturday sessions,* and that the*original arrangement was that Tami has to sit in on my Saturday training sessions and then will do ongoing school and classroom support visits,* classroom support to ELRU participants did not become a reality.

Before Blossom started the training programme, she attended BCP and language FP workshops upon invitation to familiarise herself with the nature and scope of these programmes and found the visits

very helpful. Blossom and Tami visited two community based sites (Isiqalo and Nokwezi) and two public schools (Mfuleni and Nalikamva) together as sample visits for school observation and mentoring *as per contract with iKwezi*.

The project budget allows for 2 visits to only 2 schools per year. This limits a sense of how the whole group is progressing and what additional support is needed.

Language of Learning and Teaching (LoLT)

The trainer facilitated the training sessions in isiXhosa, which is the mother tongue of most participants, and made it easier for them to understand concepts and express themselves. It also *enhanced active participation, thought provoking questions and responses*. During a workshop with the evaluation team, ELRU staff saw the ability to do training in the mother tongue as an enabling factor when considering the context within which they worked.Not all participants had isiXhosa as their home language however, which meant that at times translations had to be done by the trainer.

> *"Language is also an issue, to accommodate speakers of different languages – isiXhosa, English and Afrikaans - I sometimes have to translate to ensure everyone understands everything at all times".*

It can be noted that during the evaluation interviews one of the teachers could not read the questions on the questionnaire in English and could not answer the questions in English, but needed her principal's support.

Implementation challenges encountered

A formal initial needs analysis re prospective participants had not been done and reported on by the iKwezi project or, *even if it was done, it was not communicated to us as trainers*. Blom conducted pre-visits or observations at some schools in order to gain insight into the circumstances and needs of the prospective trainees so as not to assume *where they were at.*What became very clear was the *vast difference between school-based Grade R teachers and those at community ECD sites* regarding qualifications, experience, state subsidies, resources and support from the WCED. The largest group of prospective participants consisted of non- or under-qualified Grade R teachers with great developmental and support needs. These teachers do not receive any training, e.g. CAPS training, nor any support from the WCED as their schools are not registered. As a result of the differences between participants a decision was made to convert the programme, which was meant to have been a NQF L5-accredited elective, to a skills programme.

Because of the difference between participants from schools and those from ECD sites, the facilitator needed to be able to demonstrate patience and sensitivity to accommodate the deficits and lack of confidence of community site staff and to sensitively assess what activities they knew about and did with children on the one hand while also having to deal with the *frustration of the CAPS teachers because of the overwhelming burden of CAPS-related administrative duties and they cannot use the play-play approach with children.*

Another challenge was the huge disparity between the ages of the learners who range from year O to Grade R and having to accommodate both the caregivers working with 0-4 year-olds in addition to

the Grade R teachers of 5-6 year-olds who are the core focus of intervention. Infrastructural constraints at most community ECD centres do not allow for physically separating 0-4 year-olds and Grade R learners (5-6 year-olds) and this hampers implementation of training, with particular reference to age-appropriate activities. Primary school-based Grade R teachers do not have to contend with this *mixed group problem*.

A further challenge is the difficulty teachers have to translate concepts into practice and to reflect on and discourse about subjects. The trainer reported the following:

> *"When we conducted the baseline we asked what they know about science they couldn't come up with anything; when we asked about Mathematics they could only talk about counting of numbers. They have no experience of thinking and talking about concepts, for example, they only know the most basic shapes. So if they don't know the basic concepts how can they convey the concepts from the CAPS documents to the children?"*

The number of training sessions per topic was found to be inadequate to effect meaningful change Andtraining provided on a Saturday and during school holiday periods affected ELRU as the trainer took off one week day in lieu of Saturday work.

A further issue that needs attention is the fact that the focus should not just be on teachers in the classroom but also on principals and the support received or not received from them. Some principals have NQF-levels 4 or 5, but are not part of implementation as *they'll give a Grade R class to an untrained teacher with no qualifications. This happens particularly at community sites. That's why I feel strongly that quarterly meetings or trainings must happen so that we can engage with such principals and change their mindsets - they're just interested getting qualifications for themselves so that they can meet requirements of the DSD for social grants for the 0-4 year-olds.*

Were intended outcomes achieved?

The trainer reported uneven success as she had to cope with distinctly different groups in her class and was unsure as to how successful the training had been. As there had been no classroom support and she had little opportunity to speak to Tami, she had no feedback about what was happening in the classrooms. She said:

> *"My groups are quite diverse as regards participants' levels of prior training and experience, like having groups within the group; all with different challenges. As far as implementation is concerned, I have to rely on Tami to give me feedback at sessions BUT we only have limited time to talk about things... because of her involvement in the other programmes. I really hear about her findings from classroom visits at the quarterly meetings".*

She was especially worried about the implementation of activities by the caregivers working with the 0 – 4 year-olds and the challenges that staff at ECD sites face:

> *"My concern is the ones who are working with the 0-4 year-olds – I'm not sure about implementation... we have to adapt or adjust the activities for the younger ones... but it's not easy working with them. Also infra constraints which force ECD centres' staff to having to work with mixed groups in a family group approach".*

The facilitator expressed satisfaction with the CAPS related support given to primary school staff. She reported that:

> *"The primary school teachers, when they did CAPS, our programme provided them with an approach to the CAPS documents - how to translate the CAPS documents into practice - for example, weekly planning for activities. They don't get the practical support from WCED and as a group approached us for help".*

WCED officials indicated their appreciation of iKwezi's targeting of Grade R teachers generally but also specifically those at community ECD centres which they called *glorified day-care centres* by virtue of staff not being appropriately qualified *where the teachers are not teachers but (mere) practitioners.* They valuediKwezi's building of teachers' capacity and confidence to teach in the language of the learners, isiXhosa, as well asequipping teachers to plan effectively.

Perceived impact and value for teachers

In this section the impact and value of the ELRU intervention programme as reported by five staff members who were interviewed at one iKwezi primary school and two ECD centres is considered.

Teachers reported growth in the understanding, knowledge and skills required to work in the early childhood development sector. A teacher expressed it this way; I *was blank, just knew the way of home and did not have the necessary skills* while another indicated that presently *I am doing things better than before.*

In addition to generally positive feedback, three particular valuable aspects of ELRU were emphasised:

1) Teachers experienced a greater understanding of what numeracy and literacy entails. A teacher reported that she had no knowledge of numeracy and literacy when she started the ELRU programme, but this situation changed positively for her and her learners. She said:

   > *"Because when I did do this training I didn't know about numeracy and literacy so now I know what is it and how to reach the children with these".*

2) Teachers indicated that they experienced growth or desired to learn more about developing and handling children. Two teachers expressed it this way:

   > *"Because this training give me experience of working with children and also helps me to know how to develop children and how to handle their needs".*

   > *"I want to gain a lot and I want to implement with the children".*

3) Another positive change that participants experienced include feelings of achievement, of desiring to learn more as well as an understanding of the value of the programme and the ability to share what has been learnt with other staff members. Teachers said:

   > *"I am doing better than before".*

   > *"ELRU must take me higher, I want to learn more".*

   > *"ELRU is very useful to me and the school. I have made the changes that ELRU suggested".*

   > *"I could share with the other staff".*

A teacher expressed her gratitude for attending the ELRU programme in this way:

"I want to say to ELRU and Mrs Blom I thank them for giving us this opportunity".

Teachers indicated that they experienced the need for more training, not only for themselves, but also for all the members of staff at the schools where they are currently employed. They said:

"I need more sessions - the number of sessions should be twice a month".

"At least half the staff must be trained; we have many classes in our school so at least half the staff must be trained".

"All of us are supposed to go" (at present 4 of 16 teachers attend training).

The facilitator indicated that not enough time had passed for her to give an opinion about iKwezi's impact and she wasn't able to see the participants working in their classes regularly to venture an opinion, but she could see progress in a variety of ways. She said:

"I cannot speculate on iKwezi's overall impact... it's too early. Also, I only see them at training; not in their classrooms on a regular basis. There really should be a follow-up study after iKwezi has ended to see how things change over time. BUT, what I can comment on is their excitement when they come for training... especially about making teaching and learning materials and wanting to improve the learning environment in their classrooms... and their planning of daily activities. I definitely see progress about these things".

Recommendations by programme staff

- Suitable venues are needed with regard to both space for making resources, materials and activities and equipment like overhead projectors.

- A personal development component should be incorporated into all iKwezi programmes with the overall aim of motivating teachers, given the social challenges that affect them.It will empower them to be critical, confident and agree or disagree - and also to think out of the box, to be creative in implementation and management in their classrooms. Just like it is a challenge trying to teach children who are hungry, so it is with some teachers who are affected by social and personal issues which bother them.

- Programmes for community-based ECD centre staff could have an adult literacy component as some teachers have low levels of education and *they are afraid even to write – some not even in isiXhosa*. It could work well in Mfuleni where all the community sites are close to each other.

- Clustering of community sites with primary schools into which they feed; for example, *once a week take children from community sites to a primary school Grade R class for a morning session*. It is suggested that space restrictions can be overcome by taking groups of 10 children at a time, rotated every week. The ECD centre teacher is then also guided and mentored by a primary school colleague. *As is being piloted at Nyameko PS with Isiqalo ECD centre as feeder as a result of the relevant parties networking during lunchtime at the Saturday sessions.* However, in the case of most primary schools and potential feeder ECD centres *there is no communication*

to this effect. Most primary school principals and HoDs: FP are very welcoming and I am positive that such clustering can be formalised.

• A recruitment strategy and contracting principals into accountability: *They filled in application forms – ELRU forms used – and signed a contract committing them to the full three-year duration, but the latter did not happen as planned. That's why it is critical to get the principals involved, for them to also sign a contract so as to hold them responsible.*

4.2.4 WHOLE SCHOOL INTERVENTION IN LANGUAGE AND MATHEMATICS

Description

In 2010 - 2011 iKwezi focussed primarily on the Grade R – Grade 1 interface, within a more general focus on Foundation Phase Language and Mathematics (FP) (Grade 1 – Grade 3). In 2012 this focus was extended to the Intermediate Phase (IP) (Grade 4 – Grade 6) to become a whole school intervention. This intervention is still in progress.

The interventions consist of three distinct yet inter-related components:

• *Classroom suppo*rt in Language and Mathematics to Intermediate Phase teachers.

• *Intermediate Grade/Phase meetings* based on what was observed in classrooms in the school as well as analysis of the school's diagnostic test results.

• *Cluster meetings* for all iKwezi schools, dealing with the above topics in a more general manner.

The first two activities occur on the same day: classroom visits in the morning and grade/phase meetings in the afternoon. All interventions are based on voluntary participation by teachers.

Given that the staff members working on this intervention also teach on the ACE, the school-based meetings provide opportunities to share aspects of the ACE curriculum with a broader staff group.

Whole-school intervention in Language (IP)

The Intermediate Phase Language Support Programme seeks to improve curriculum planning, implementation, teaching and learning in Language teaching. The programme is tailored to provide support in creating classroom environment & reading and writing strategies.

The schedule below provides an indication of the topics planned for the first three terms of 2012.

TERM 1	TERM 2	TERM 3
Classroom visit 1:Support for print environments **Classroom visit 2**: Observation & Support	**Classroom visit 1**: Observing & co - teaching **Classroom visit 2**: Observation & Support	**Classroom visit 1**: Observing & co-teaching **Classroom visit 2**: Observation & Support

Phase meeting at school:
* Reflection and discussion of
  how to reach our goals
* Lesson planning
	Phase meeting at school:
	* Reflection and progress
	 * Analysis of school Grade 3 & 6
	   Language results
		Phase meeting at school:
		* Reflection and progress
		* Reading and Writing to
		  Learn

Cluster 1: Creating a Print rich classroom environment to enhance Language	**Cluster 2:** *Gaps in our Language teaching – Analysis of grade 3 & 6 results	**Cluster 3:** Interactive writing and comprehension strategies

teaching and learning	*Use of various Language questions and Instructions – Understanding and interpretation of instructions	

Whole-school intervention in Mathematics (IP)

The IP Mathematics Support Programme places particular emphasis on formative assessment and how to plan and teach for assessment. The diagram below illustrates the cycle of events planned.
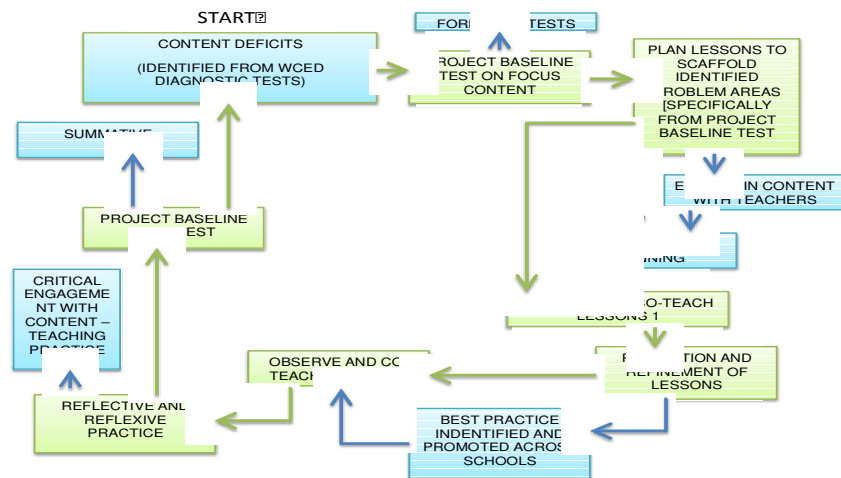
More detailed planning is reflected in the table below.

Visit 1: Run tests and ask them to plan a lesson according to content area of concern.
Visit 2: Present stats to teachers. Teachers present their lesson plan according to challenge area. Observe lesson that teachers planned
Cluster 2: Review, collectively, the lessons as planned and delivered. Engage with the content – problems area
Visit 3: Observe improved lessons as planned. Now we'll get a picture of how the topic is taught across the grades/phases. Meet with maths teachers afterwards and discuss scaffolding of content – look at gaps and duplication. Reference CAPS as well in relation to this.
Visit 4: Lesson observation and delivery – lesson plan and delivery should now be a refined approach to teaching the next level of identified content. Meeting after school: Discussion on what worked well in the classroom.
Cluster 3: Discussion on best practice. Discussion of the best lesson plan. Set up Professional Learning Communities (PLCs) LCs for sharing best practice. A project lesson template now exists. Also engage with any identified content area challenges [within identified topics].
Visit 5:   Observe and Co-teach – the teachers now conclude teaching the identified content area using the project lesson plan template. This will be a more refined level. Teachers now design an assessment to see if learners have acquired the content.
Visit 6:   Reflection and reflexion. Discussion of a video lesson of project teacher's lessons. Analysis and critique of assessment pieces as developed by teachers. Did tests address the issues as identified? Where the teachers assessing what they taught?
Visit 7:   Summative tests run at schools

Cluster 4: Results of project tests, and analysis of results, alignment with lesson plans.

IMPLEMENTATION

Before commencing with the discussion on implementation of the whole-school based intervention in Language and Mathematics it is instructive to remind ourselves of the extremely low performance of these schools in the WCED diagnostic tests. (The figures shown below were obtained from the SDU). Against this background, one would expect the up-take of both the Language and Mathematics interventions to be strong.

Gr 6 Literacy Results: 2009-2011

Gr 6 Numeracy Results: 2009-2011
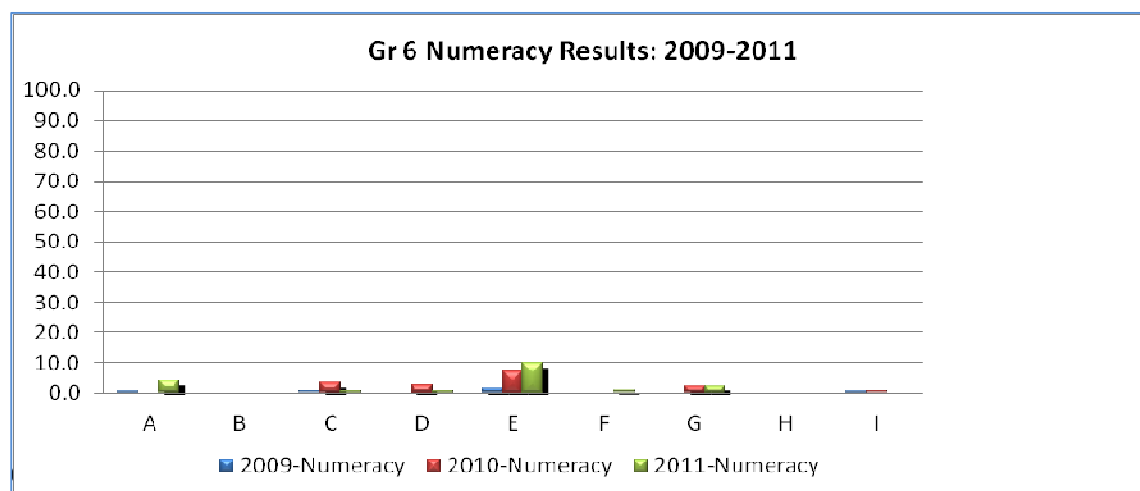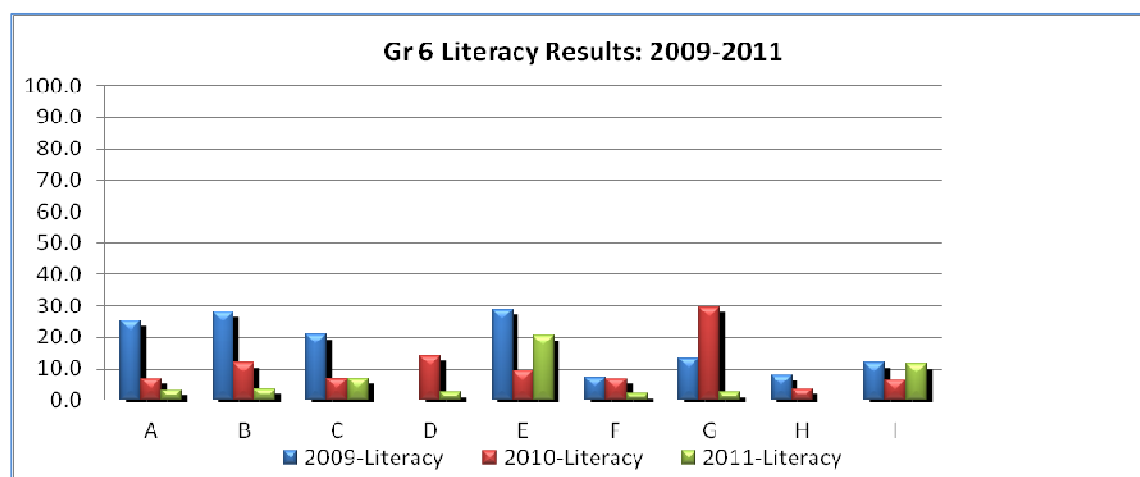
Four cycles of school visits were completed in the first semester of 2012 (two per quarter). These visits are brought to staff's attention through a quarterly schedule which is displayed in school staff rooms and which outlines all iKwezi activities for that quarter.

The statistics, on which we report below, were obtained from each iKwezi staff member involved in the interventions. Although we cannot verify the accuracy of these figures, they serve to provide an approximate indication of the overall coverage achieved by this intervention in the first semester.

Classroom Support

During each school visit there are four morning slots available for classroom support. Appendices 11-13 show an uneven pattern of up-take of the invitation to receive classroom support and mentoring. The three schools in the Mfuleni/Strand area are markedly more receptive in relation to both Language and Mathematics than the six schools in the Mfuleni area where the iKwezi staff member often has to report 'no teachers observed' on a particular day.

Up-take of Classroom Support

	LANGUAGE (all 9 schools)	MATHS (Lwandle: 3 schools)	MATHS (Mfuleni: 6 schools)	TOTAL Up-take per cycle
First Cycle	14	10	6	30
Second Cycle	14	No visits: Testing	No visits: Testing	14
Third Cycle	16	7	6	29
Fourth Cycle	15	8	7	30
	59	25	19	**103**

In the first semester of 2012 the Language and Mathematics-based interventions were able to support and mentor in 103 instances. The total number of teachers is actually less, as some teachers invited iKwezi staff in to their classroom more than once. Appendices 11-13 also show that in a number of instances, iKwezi staff members were invited into Foundation Phase classrooms although this is intended as an Intermediate Phase intervention.

Grade/Phase and Meetings (45 minutes)

Up-take of Grade/Phase Meetings

	LANGUAGE (all 9 schools)	MATHS (Lwandle: 3 schools)	MATHS (Mfuleni: 6 schools)	TOTAL Up-take per cycle
First Cycle	53	23	14	90
Second Cycle	81	25	45	151
Third Cycle	44	29	20	93
Fourth Cycle	57	25	24	106
TOTAL	235	102	103	**440**

Attendance is too uneven to detect trends from these figures, other than that the iKwezi staff member for Mathematics in the Mfuleni area often has to report 'no staff meeting on the day'. The total refers to the total number of attendees and not to individual teachers.

Cluster Meetings (2.5. hours)

The frequency of cluster meetings is once per quarter.

Up-take of Cluster Meetings

	LANGUAGELwandle (3)	LANGUAGEMfuleni (6)	MATHSLwandle (3)	MATHSMfuleni (6)	TOTALUp-take per cycle
First Meeting (combined L + M in each area)			49	75	124
Second Meeting	26	19	43	8	96
Third Meeting	26	30	24	23	103
TOTAL					323

Again, the total figure of 323 attendees does not equate to individual teachers.

Language of Learning and Teaching (LoLT)

English is the language of learning and teaching in the Intermediate Phase and the intervention, which is still in progress, is being offered in English. iKwezi staff report, however, that the fact that they cannot speak isiXhosa makes it more difficult for them to build trust than was the case for FP iKwezi staff (who, except for one person, were all mother-tongue isiXhosa speakers).

Implementation challenges encountered

While each school is reported to have an iKwezi co-ordinator who is supposed to co-ordinate school visits and while participation was discussed in meetings with the School management Team (SMT), possibly the biggest challenge being encountered in this intervention is the voluntary nature of participation, described by an iKwezi staff member in the Mathematics intervention as *chaotic in some schools.* What another staff member describes as *at best haphazard attendance* means that the planned links between classroom observation and mentoring and whole-school discussions of what was observed in classrooms, often does not materialise.

Secondly, when an intervention is premised on preparation that teachers need to do in terms of lesson planning and teachers do not do so, the entire strategy falls flat. Given the low levels of content knowledge found in both subject areas and the fact that teachers seldom ask any type of higher-order questions to challenge learners, this has been extremely disappointing to iKwezi staff members who put a lot of effort into their own planning and preparation.

The iKwezi staff member in Language describes the uneven experience of this intervention:

• *With School 1 we have not moved an inch and after several meetings the team decided to inform the school that we could not waste time on school visits and they would still be welcome to attend cluster meetings. The district has since intervened and we are having a meeting with them about this school on 3 September.*

• *School 2 is affected by strong unionized influence and they have stalled classroom visits. We are awaiting directive from the SMT.*

• *With Schools 3, 4 5 and 6 we are definitely progressing very well.*

• *In School 7 we were able to visit and support teachers in quite a few classrooms. A tragedy which struck the school in the 2nd term influenced educators heavily and the team had to take this into account after being informed by the principal.*

- *I strongly believe we can still move forward with School 8 where we have made progress and also School 9 where we can also assist further.*

Despite these challenges, iKwezi staff members all emphasise the importance of opening up classroom through demonstration and modelling. All iKwezi staff members also report that the success of this intervention is ultimately premised on building trust relationship with teachers but even so, *relationships remain fragile as teachers always suspect that iKwezi is giving feedback on them.* A positive factor is the relationship which some of the teachers have with the ACE and the fact that iKwezi staff all teach on the ACE. Credibility is often achieved by word of mouth, as ACE students talk to others and encourage them to invite iKwezi into their classrooms. What needs to be counteracted though is a perception amongst some teachers that these interventions are simply an extension of the ACE and only intended for ACE teachers.

Were intended outcomes achieved?

Both interventions report that analysis of Grade 3 and Grade 6 diagnostic test results and in-depth discussion of areas of concern linked to strategies that can be incorporated into the teaching of these areas, have been well received and *make them sit up*. Both interventions also report positively on the connection between the ACE and these interventions, as well as links with the interventions for literacy/language and basic concepts offered to Foundation Phase teachers.

iKwezi staff for both interventions explained that the effect of these interventions will only become clear at the end of the year when impact will be assessed and the Mathematics pre-test - post-test results will become available. In the interim the Language intervention reports particularly on the effect that iKwezi has had on encouraging schools to create a print-rich environment in classrooms, as can be seen for the photographs below (for one school).

Perceived impact and value for teachers

At the time of school visits we did not yet have the names of individual teachers who could be questioned about these interventions. Comments about the whole-school interventions therefore come from school management. School managers were unanimous in their appreciation of this intervention.

- *iKwezi has assisted our school a lot through the diagnostic tests results analysis of the previous year.*
- *The IP involvement is a good thing. iKwezi staff members are hands-on and involved in the classes of the teachers. They do not judge and our teachers feel comfortable with them.*
- *iKwezi gives us more support than the District Office and phase meetings and the workshops done with clusters and all the staff are excellent.*
- *Just like in the Foundation Phase, the involvement of teachers from our school in iKwezi interventions in Intermediate Phase Language and Mathematics increases their conceptual understanding and pedagogic expertise.*
- *We are really happy with the help we have been getting, especially in mathematics where our Grade 6 results are so poor.*

Concerns expressed by schools related mainly to two issues:

- *Numeracy and literacy cluster meetings should be presented on different days as teachers would like to attend both.*
- *IP involvement by iKwezi started during the first term of this year and a number of schools expressed the view that this is not enough if iKwezi should end its involvement at the end of this year*

Recommendations by programme staff

The main recommendations offered by programme staff were:

- The *timing* of the whole-school intervention should be changed so that the intervention starts earlier, has more time and runs alongside the Foundation Phase interventions. In this way there will be a greater *multiplier effect* associated with iKwezi.
- *Links between the ACE and the whole-school interventions* in Language and Mathematics are essential as proper content scaffolding for teachers can only occur through a longer-term intervention.
- *Bridging between Foundation Phase and Intermediate Phase* should be an explicit focus in this intervention.
- *The level of functionality of schools* needs to be taken into account, as it has a determining effect on what an intervention can achieve.

4.2.5   ADVANCED CERTIFICATE IN EDUCATION (ACE)

Description

ACE qualifications offer opportunities for in-service primary and secondary school teachers to upgrade their subject knowledge and improve their professional competence as teachers. Teachers may also use ACE study as a retraining opportunity. Entrance requirements are that teachers must already be qualified at REQV level 13 through holding an M+3 qualification.

Two ACE qualifications are being offered to iKwezi schools:

1. ACE Literacy Numeracy and Curriculum Leadership in the Foundation Phase (Gr R – Gr 3)
2. ACE Language Mathematics and Curriculum Leadership in the Intermediate Phase (Gr 4 – Gr 6)

Learning outcomes for both courses state that qualifying candidates will be able to:

- master and use relevant content and pedagogic knowledge in their professional work;
- pace and sequence teaching and learning appropriately, based on a broad understanding of the conceptual development of numeracy and literacy;
- plan for progression through the Foundation Phase and into the Intermediate Phase within the NCS framework;
- research their own practice and exercise a leadership role their school.

The two ACE programmes consist of 5 courses each. Although the two qualifications are separate, the course content is the same and Foundation and Intermediate Phase lectures are combined. This allows for progression in subject content and conceptual development across primary school grades.All courses are compulsory and students are required to complete two and a half courses per year.

Course 1	Foundation/Intermediate Phase Literacy/Language
Course 2	Foundation/Intermediate Phase Numeracy/Mathematics
Course 3	Learning in the Foundation/Intermediate Phase
Course 4	Teaching in the Foundation/Intermediate Phase
Course 5	Foundation/Intermediate Phase Curriculum Leadership A (focus on Language) Foundation/Intermediate Phase Curriculum Leadership B (focus on Mathematics)

Duly Performed (DP) requirements: 80% attendance over duration of the course, plus submission of all assessment requirements.

Assessment: Examination - 50%; Tasks and assignments - 50%.

ACE programmes have the following general characteristics:

- National Department of Education approval of the qualification for the purposes of teacher continued professional development
- A qualification at REQV (Relative Education Qualification Value) level 14 (equivalent Matric + 4 years study) that allows teachers to become fully qualified
- All courses in the programmes are quality assured by UCT's School of Education in terms of design, convening, lecturing, external examining and academic results
- All courses are convened by full-time staff from the SDU. Lectures and assessment are offered by full-time SDU and specialist contract staff

IMPLEMENTATION

The ACE programmes are delivered part-time over two years, in a mixed mode of delivery:

- Weekly two or three-hour lectures during school terms, which take place after school between 16.00 and 19.00.
- Whole-day sessions or 2 – 3 hour sessions on Saturdays and/or during holidays
- School-based classroom support (2 visits per year) and site tutorials are offered to assist students in preparation for assignments, exams and implementation of course content.

Time allocated to the different components of the programmes, is divided as follows:

Description	Time
Delivery/contact time: whole course 'W'	Min 42 hours
Delivery/contact time: whole course 'H'	Min 21 hours
Examinations	2 hours
Assignments	75 hours
Individual reading time and studying	120 hours

Total time	240 hours

Coverage

A total number of 41 students registered for the two 2011 - 2012 ACE programmes. The first year cohort consisted of students from Mfuleni, Lwandle and Khayelitsha primary schools, with 18 students from 7 Khayelitsha primary schools and 24 students from 6 iKwezi Project schools. The iKwezi students receive bursaries from the HCI Foundation while the Khayelitsha students receive bursaries from the ETDP SETA and. In 2012, 19 iKwezi students registered for the second year, with 5 students withdrawing from the course.

Average class attendance for 2011 was recorded as 73%. Attendance at tutorials and revision sessions was lower, with attendance rates of between 30 and 40% recorded at some support sessions. In the first quarter of 2012 average class attendance increased to 90%..

The 2011 Annual ACE Report lists the success rate for 2011 as follows:

Course	Total	Absent	Passed	Failed
EDN4172H FP Curriculum Leadership A	18	4	6	8
EDN4178H IP Curriculum Leadership A	6	2	1	3
EDN4177W FP Literacy	18	4	13	1
EDN4183W IP Language	6	2	3	1
EDN4176W FP Numeracy	18	4	11	3
EDN4182W IP Mathematics	6	2	3	1

Language of Learning and Teaching (LoLT)

ACE programmes are offered in English. As all the students in this group are *isi*Xhosa speakers it is perhaps not surprising that lecturers state that they have to adapt their teaching styles fot his group as most of the students find it difficult to read academic texts. The 2011 Report for the iKwezi cohort states the following:

> *Although the group has participated well in general discussions, most found it difficult to engage with the theoretical content covered in the courses. Although students generally endorsed the value of the academic reading and writing they are required to do in the course, it is clear that they need ongoing support to master the level of reading that is required. For this reasons the lecturers allocated time to mediate each new reading and give students opportunities to practise techniques like, scanning and extracting key words from texts.*

It is not only the students who are challenged by language issues, though.Staff also report that they are continually challenged to prove themselves if they do not speak *isi*Xhosa but that this has a positive rather than a negative effect on their teaching.

Implementation challenges encountered

The academic challenges faced by ACE students are daunting and it takes a long time for students to settle down and adopt a disciplined approach to their studies.

It was reported that many students find it difficult to engage with the deeper issues of Literacy and Language learning and teaching.Students also do not have a common understanding of the 'outcomes' in the Language Curriculum for both the Foundation and Intermediate Phases.

Students also possess a very low level of knowledge of Mathematics. Although there are some students in the class who matriculated with Mathematics, many last studied Mathematics at primary school as learners themselves. When a Mathematics pre-test was given to this cohort, the results reflected a huge deficit in teachers' content knowledge. The mean score for the group of 39 tested was just over 20%, with only one of the candidates attaining 50% or more. This test will be run again at the end of the course, and it is anticipated that results will improve dramatically.

Attendance and punctuality were ongoing issues in 2011 but both have improved this year.

Were intended outcomes achieved?

Given that the ACE programmes for the iKwezi cohort run until the end of 2012, it is too early to discuss achievement of outcomes. What became clear though in all interviews conducted with iKwezi staff is that the ACE is considered a vital anchor for all iKwezi interventions. Despite the challenges experienced by both ACE staff and students, the longer-term trajectory of the ACE and the opportunity for retraining that it offers is deemed indispensable in a context of severe teacher under-preparedness. This possibly explains the high regard in which the ACE is held by both staff and iKwezi participants. It is also what distinguishes iKwezi from many other interventions.

Perceived impact and value for teachers

In this section the impact and value of the ACE intervention programme as reported by 11 staff members who were interviewed at eight iKwezi primary schools is considered.

ACE students reported on a wide range of issues where they felt that they had experienced change in their understanding and classroom practices as a result of their involvement in the ACE:

- The importance of the use of language across the curriculum and the connection between the teaching of language and the teaching of mathematics.

  Very relevant information about how to do language through mathematics and how to do language across all language areas.

  I gained a lot. For example, though I can't teach language, I take great interest in it because learners must understand the language and concepts behind numbers

- A new understanding of teaching practice, including the importance of asking questions and how this practice developed the critical thinking abilities of their learners

  In the end it all depends on planning and preparation.

- A fresh insight into the differences between learners

  I have more understanding of how children learn and know how to approach and support learners with learning problems.

> *I look differently at learners, especially the slow ones, to see what the problem is.*

- Preparation for CAPS

    > *The methods and strategies learnt during the course made us ready for CAPS*

    > A*t workshops and meetings, ACE teachers give solutions and suggestions and share ideas about how to do things.*

- A better understanding of how to involve parents in the learning processes of their children, nor only in their tasks, but also by having a conversation with their children about concrete things observed at home.

    > *You have to inform parents of everything that you do and communicate with them. Parents now understand about the levels their children are on and also if their children have to be retained.*

Constraints and challenges identified included a view that not enough teachers are involved in the ACE programme to have a strong enough impact in each of the iKwezi schools.

> *To have such an impact, at least 50 percent of teachers should be exposed to the intervention – in contrast to only two teachers who are currently doing the ACE.*

Concern was expressed that the initial iKwezi presentation at schools only involved SMT members. It was recommended that in future all teachers should be included at this point as the lack of information and clarity experienced by staff members resulted in initial suspicion and resistance and the length of time taken for buy-in and momentum to develop.

Recommendations by programme staff

Even though the WCED no longer makes bursaries available for these ACE programme, iKwezi staff felt strongly about the inclusion of the ACE in iKwezi and also its continuation. They all speak of the noticeable difference in schools where there are ACE students and schools where there is no participation in the ACE. Like the schools themselves, they are keen to see more teachers registering for the ACE, especially teachers who have been trained differently.

4.3   Overall perceptions of impact and value: Beneficiaries and Stakeholders

4.3.1   Teachers

Reponses of teachers integrated across all four quality-related categories

	Programme/ intervention							
Quality-related dimensions	ACE (n: 11)		BCP (n: 9)		ELRU (n: 5)		PRAESA (n: 6)	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Programme <u>content</u> experienced as relevant to participants' needs	11	0	9	0	5	0	6	0
<u>Number</u> of sessions and their	11	0	8	1*	4	1**	6	0

spacing worked well							
Presenters were well prepared and managed time well	11	0	9	0	5	0	6	0
Presenters' knowledge and understanding of language and maths teaching were good	11	0	9	0	5	0	6	0

Note: Though 'affirmative' statements were originally disaggregated in terms of 'strongly agree' or 'agree', the responses in this table were integrated under 'agree' category by virtue of actual respondent statements not reflecting clear differentiation between the two categories.

(* "I would like to have more sessions – the spacing was fine."/ ** "I need more sessions - the number of sessions should be twice a month.")

The table indicates that teachers unanimously expressed their satisfaction with the quality of the four interventions that they were involved in.The reasons given by the two respondents, who indicated their disagreement with statements regarding the number of sessions and their spacing, indicate that they disagree with the number of sessions because they want to have more sessions.

4.3.2   School management

In this section the impact and value of the iKwezi intervention programmes as well as issues raised by principals of five primary schools, principals/managers of three ECD centres and the HOD: FP staff members of four primary schools are considered.

Interviewees reported that they needed iKwezi interventions in their schools to support good teaching and to improve systemic evaluation results. They said:

"iKwezi is of critical importance to schools as the majority of teachers don't know how to teach".

"I would like iKwezi to help us improve our school's systemic evaluation results".

iKwezi participants brought value to the staff of schools by taking leadership positions and sharing new knowledge with the rest of the staff. Interviewees said:

"We are utilising these teachers as grade heads".

"iKwezi gives feedback to the whole staff, not only iKwezi teachers".

"These teachers bring ideas to grade and phase meetings in the FP which can be used by

all".

The assessment of learners done by iKwezi interventions during 2012 received praise:

"There are things that iKwezi has brought to our attention – they did an assessment of our learners during this term and then lifted out areas where improvement must come. They are also prepared to help with our lesson plans".

An ECD centre principal with one teacher involved in an iKwezi programme expressed her opinion that even if the contribution made by iKwezi is small, it is still worthwhile. She said:

"Even a drop in the bucket of water makes a difference! Help is always needed".

Two issues of concern that were raised by the majority of the management staff interviewed were that more teachers should be included in iKwezi intervention programmesandformal communication between school management and iKwezi staff should improve. On the first issue they expressed themselves in this way:

"More staff members should be involved in these interventions as it is important for teachers to continue learning and not be resistant to change".

"Not only three teachers should be involved, more teachers would like to be involved and acquire more skills, it could make a big difference in the school".

"At least 50% of staff should be trained for iKwezi to be really effective".

"Grade R should be especially involved and literacy should be strongly supported".

More classroom support, not only for all the staff involved in the BCP programme, but for all staff involved in iKwezi intervention programmes is needed. Management staff said:

"Classroom visits by Tami needed to more classes and teachers!"

"Assistance in class is absolutely vital".

"I would like all the staff to be involved in classroom support, especially at the beginning of the year".

The second issue regarding the need for formal communication between schools and iKwezi staff included requests for regular structured meetings and formal, written reports in stead of verbal report back. This could help schools with their planning as well as indicating in which areas staff members could improve. Staff members said:

"Formal communication must be improved as meetings occur only when and as needs dictate".

"I would like to receive written reports and not verbal feedback. This would assist with school planning".

"I would like a written report to know where staff can improve".

Other issues that were raised included requests for an increase in isiXhosa speaking staff members and more effective planning and co-ordination as well as continued support by iKwezi interventions. A management staff member expressed herself in the following way to indicate a need for more iKwezi staff members who are isiXhosa speaking:

"We would like more isiXhosa speaking iKwezistaff e.g. to be able to do demonstrations for FP staff".

Respondents indicated the need for better co-ordination between different interventions to streamline approaches and avoid confusion amongst staff members as well as within interventions to avoid clashes in attendance of different workshops:

"Different projects at schools should plan together (Maths Centre, READ, iKwezi) as their different approaches and opinions could be confusing".

"Numeracy and literacy cluster meetings should be presented on different days as teachers would like to attend both".

Management staff reported concern about the possible termination of iKwezi intervention programmes in schools, in both Foundation and Intermediate Phases. They said:

> "I am concerned because IP involvement by iKwezi was only started during the 2nd term of this year and that is certainly not enough if iKwezi should end its involvement at the end of this year".

> "We are worried that iKwezi support for FP will end".

2.3.3   Districts

"There is a trend in many of our schools... repetition, 'getting the answer', getting through the curriculum, meeting due dates … at the cost of learners getting to understand the basic concepts behind it all."

The main thrust of perceptions on the part of the Western Cape Education Department (WCED) – that is, officials of North and East Metropole education districts who have direct or indirect knowledge of iKwezi's 'workings' and value-adding in the area of capacity development of language and mathematics teachers with the focus on foundation phase teachers is of tangible *improvement in teachers' conceptual understanding, subject content knowledge, and pedagogic processes.*

> "The interventions done to capacitate teachers were very good in terms of building their conceptual knowledge and methodology of teaching … [all of] which teachers value highly as it increases their ability and confidence to engage differently in classroom practices – develop their own materials, far more interactivewith learners and so forth".

> "Because of iKwezi, 'pedagogically' teachers are supported to improve their qualifications and expertise... they areexposed to courses that will improve their own knowledge and understanding of concepts and language to become experts in mathematics and languages".

Of particular mention and appreciation in these regards is iKwezi's targeting of Grade R teachers generally but also specifically those at community ECD centres, which departmental officials accord the status of *glorified day-care centres* by virtue of staff not being appropriately qualified, *where the teachers are not teachers but (mere) practitioners*. Consequently, *no clear curriculum is being followed* and learners at these sites *are simply graduated when they turn five without actually having received any teaching and learning … without any real school-readiness training having taken place*. Acknowledging that for the department *it really is a battle to shift and change that paradigm... to get teachers to understand about preparing learners for Grade 1 and how to do this*.

iKwezi's emphasis on building teachers' capacity and confidence to teach in the language of the learners, isiXhosa, by and large,is similarly valued and supported; in the view that *it is only when the children understand their own language well, will they be able to effectively acquire and understand other languages at InterSen-level* and *falling short in getting learners to acquire isiXhosa as a base you cause an imbalance in that child's life.*

iKwezi is lauded for really being geared towardsequipping teachers to plan effectively and appropriately,*to make them understand that a plan is a working document outlining the steps you have to follow to achieve specific outcomesand to ensure that they translate that into classroom practice*. The value of this contribution is specifically highlighted in reference to the reported wide-spread malaise of teachers *just planning activities for the sake of planning... to please thecurriculumadvisors... but which means nothing as they don't understand what they're planning; with the end result of them just reinforcing mindless rote learning*.

In the overall context of the project, district officials claim to have received positive feedback from the teachers concerning all iKwezi interventions but *classroom support* emerges as the *overwhelming-favourite*. Significantly, the core attribute of this measure credited by the respondents for being the active agent in effecting transformative change or impact is the *capacity of iKwezi staff to successfully establish relationships of trust, guidance and support with teachers*.[12] This feat stands in contrast to the attitudes and behaviour displayed by *some* curriculum and subject advisors who, by acknowledgement of a district official, *have to get their relationships right,* with reference to a propensity for judging and intimidating teachers, and indeed *exposing their shortcomings* in the course of conducting classroom visits.

Attendance of cluster meetings is judged to have been *excellent* and, by extension, deemed indicative the *eagerness generated among teachers to want to learn and improve*, with *even Grade 7 teachers attending language workshops.* The sustained attendance rate of Saturday workshops presented at Bardale primary school is reportedly exemplary in this regard.

A finally qualitative assessment statement concerning benefits derived from iKwezi contributions:

> *"You know, what I really like... what pleases me so much at this point is to witness the growth in teachers' understanding how the system works and what their (professional) responsibilities are. And so much more reason why the Department and iKwezi must continue to walk hand-in-hand!"*

As regards the quantification of iKwezi's overall impact, with particular reference to *improvement in learner performance or results-as-indicator*, respondents are united in the view that *empirical evidence about the exact impact is not attainable at this time*. Reasons offered include the following:

- *Learners would have had to be tracked after their exposure to the interventions, baseline assessment, control groups, and so forth.* But it is also agreed that even if such measures were in place it would still be nigh impossible to establish any single intervention's impact on teacher development and associated improved learner performance in language and mathematics *as the same groups are exposed to iKwezi programs, CAPS training as well as interventions by READ and the Maths Centre... they're all an integrated whole; a complete intervention in all.*
- It is by and large felt that it is only in this year at the project's third year of running that it has really reached its *optimal momentum with everyone on board* and, consequently, it is *only now that real impact will become visible... the benefits*. Such a *slow start* is deemed inevitable considering the *context in which it had to be implemented* and for this reason *a project like this should really be allowed to] run for a minimum of five years.*

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[12]In realist evaluation parlance, the forging of such 'positive relations' by programme staff and reciprocal response on part of participants constitute an example of a 'change mechanism' in action.

In spite of a conclusive verdict not deemed attainable, respondents nevertheless feel adamant that some sort of empirical claims can be made, albeit only in anecdotal fashion based on a professionally-honed 'sense' of long-serving officials. The following statements have reference:

> *"If you look at the results at the end of last term [1ˢᵗ term, 2012]... they weren't like 'wow'. BUT, I do feel that the iKwezi interventions – in certain areas and at certain levels – have prevented results from being a lot lower or worse".*

> *"Look at the results at Bardale, Itsitsa, Mzamomtsha and Nalikamva... the number that failed the systematic assessment is not so huge – compared to schools in the areas not covered by iKwezi, for example, Belhar."* [With reference to the previous statement] *"Yes, yes... it would have been much worse... even though we don't have the comparative data we know it!".*

Respondents made the following two recommendations:

1. A bridging course for prospective participants

   For teachers to effectively engage with teacher development programmes and initiatives such as the *SDU programmes and courses* so as to ensure that such interventions realise their intended transformative and sustainable impact, WCED officials feel strongly that, as a bottom line, teachers first have to be *capacitated* by virtue of the fact that many teachers:

   - have not undertaken any studies subsequent to completing their initial teaching diplomas and therefore *feel intimidated and have a fear of the classroom in spite of being very keen*;
   - lack the language skills with regard to English-as-second language in particular *to come by the standard that is set at UCT*

   It is therefore suggested that the SDU introduces a bridging course *focused on addressing these obstacles to full participation and which in some instances result in participants withdrawing.*

2. The duration of the project to be extended to five years to ensure optimal impact

   "A project like this should really run for five years minimum because it is only this year that it has really reached its optimal momentum... with everyone on board... a slow start is inevitable. It is also only at this stage that real impact will become visible... the benefits".

   "The bottom line really is that we are very happy with the project; with the way it has developed in the last three years and we would really like to see the project continuing for at least another couple of years".

4.4   Overall implementation findings

Implementation findings indicate:

- A *uniformly positive reception of iKwezi* by all sample respondents, which include teachers, school management and district officials.

- There is, however, a d*iscrepancy* between the enthusiastic reception by respondents of the quality and impact of iKwezi and the limited coverage achieved by the five interventions in terms of attendance and continuity (as indicated in the Appendices).

- It appears that many respondents are enthusiastic about the *idea of iKwezi* and what it can offer to them personally as well as to learners and schools, rather than about the impact of the project as a whole. They identify with the specific programmes in which they are involved and with their presenters rather than with the iKwezi project.

- The *common focus* shared by all five iKwezi interventions came through repeatedly in the way in which iKwezi staff recognised and discussed inter-linkages. As only a small sample of iKwezi participants has been involved in more than one intervention, the implementation findings cannot offer conclusive indications of how the inter-relation between interventions actually benefitted teachers.

Chapter Five uses the implementation findings as the basis for an 'outcomes analysis' aimed at offering an explanation of whether iKwezi is succeeding in bringing about a deepening of teachers' conceptual understanding and pedagogic expertise and ultimately animprovement in learner performance in Foundation and Intermediate Phase language and mathematics in the nine primary schools and 6 ECD Centres targeted.

Chapter Five

Evaluation of Outcomes

5.1   Introduction

What accounts for the enthusiastic reception of iKwezi, despite the fact that the overall iKwezi project is not clear in all participants' minds and that many identify only with the component or components in which they are or were involved? A second question is: how do we know that any change or improvement observed can be attributed directly to iKwezi?

In this third stage of the evaluation we take a series of investigative steps to help us enquire whether iKwezi is succeeding in bringing aboutits intended effects of deepening teachers' conceptual understanding and pedagogic expertise and ultimatelyimproving learner performance in Foundation and Intermediate Phase Language and Mathematics in the nine primary schools and 6 ECD Centres targetted by iKwezi:

- Firstly, we identify the external *contexts* that have the potential to impact on iKwezi's success or failure.

- Then we identify some of the *mechanisms* that, if triggered, will work towards bringing about the intended effects and, by doing so, establish a causal link between project actions and outcomes.

- Thereafter, we return to the implementation evaluation and look at all the observations offered by project staff and different groups of stakeholders to *identify iKwezi features or actions that worked or did not work in those particular contexts.*

Together these three layers of investigation yield the overall findings of the evaluation and become the basis of the recommendations that conclude the report.

5.2   External contexts impacting on iKwezi's success or failure

We start by considering six different contexts whichprovide potential enabling or constraining conditions under which iKwezi was implemented. Contextual conditions are stated in point form and are by no means exhaustive. They are drawn from an initial workshop with iKwezi staff, frominterviews with stakeholders at district, school management and teacher level, as well as from our own observations and reading. The contexts are:

- National/provincial context
- ECD context
- School context
- Classroom context
- Community context
- Internal iKwezi context

National/provincial context

- National concern to improve results in Literacy or Language and Numeracy or Mathematics in under-performing schools

- WCED diagnostic tests and ANA (to a lesser extent) provide a key impetus for school improvement.

- Introduction of CAPS for Foundation Phase in 2012, including new Language requirements. From 2012, one official language at First Additional Language level is to be offered in the Foundation Phase, alongside an official language at Home Language level

- Historical resistance by schools/unions to support offered by WCED.

- Emphasis on the continuing professional development of teachers and school leaders.

Early Childhood Development (ECD) context

- Huge differentials exist between school-based Grade R teachers and teachers at community-based ECD Centres in terms of qualifications, experience, state subsidies, resources etc.

- Unregistered ECD Centres get no WCED resources and support; they are not bound by CAPS requirements for Grade R. Teachers are not included in any CAPS training.

- In many ECD Centres there is no separation between 0-4 year olds and Grade R learners. In these mixed groups, age-appropriate activities cannot be implemented easily and little or no preparation for school-readiness takes place.

- ECD teachers are often severely under-qualified and untrained and formal qualification pathways are not easily accessible to many of them.

School context

- School Management Teams (SMTs) are in place in all schools, with regular grade and phase curriculum planning sessions.

- There is an uneven ratio between Grade R and Grade 1 classes and many Grade 1 learners start school without any preparation.

- School size (average of about 1 000 learners per school) leads to high teacher-learner ratios in classrooms.

- There are limited enrichment resources available (beyond work books).

- A culture of attendance and punctuality is not always present.

- Doing homework is not yet an accepted norm.

Classroom context

- There are major gaps between CAPS training and what teachers understand that they must do in the classroom.

- Demonstrated limitations are evident in teachers' content knowledge, conceptual understanding, pedagogic expertise and ability to manage classrooms as teaching-learning environments.

- Limited planning and adequate lesson preparation often result in didactic whole-class teaching remaining the dominant mode with little variation or stimulation.

- Differentiation between learners in terms of levels of preparedness is not a standard practice.

- Not sufficient evidence of positive teacher-learner relationships in terms of individual attention, encouragement, and praise.

- Language of learning and teaching (LoLT): Teachers and learners do not have adequate conceptual vocabulary to express and explain concepts in their mother tongue and at the same time they struggle with English.

Community context

- Low literacy levels and economic disadvantage in parent communities work against creating supportive learning environments at home.

- Many teenage parents not involved with their children's school lives.

- Limited understanding of what homework means and how to support children in doing their homework.

- Homes mostly do not offer print-rich environments that stimulate reading.

- In some communities drug abuse and alcohol abuse among parents result in parental neglect and violence towards children.

Internal iKwezi context

- iKwezi is a university-based project and can draw on a range of intellectual resources.

- iKwezi's location in the Schools Development Unit (SDU) means that, with permission from the WCED, it has access to the results of the WCED diagnostic tests, which are marked by SDU.

- The SDU offers a range of Advanced Certificates in Education (ACE) as university-accredited qualifications. The ACE offered to iKwezi teachers is part of this range and the SDU staff members working on iKwezi all teach on this ACE.

- SDU staff members working on iKwezi have worked together on many different projects. They have familiar working relationships which facilitate intra- and inter-

> intervention communication.
>
> • The iKwezi budget does not make formal provision for the project manager to spend time on stakeholder liaison, management, co-ordination and monitoring. These activities are done as part of overall SDU duties.
>
> • iKwezi does not have a dedicated project administrator.

Even a cursory glance at this list reveals that there are far more constraining contextual conditions than enabling conditions. It is the national and provincial contexts that provide the most persuasive enabling conditions for change. iKwezi schools know that they are close to the bottom of school rankings in terms of learner performance measured by the diagnostic tests. Many of them reported that they are 'desperate' to improve, so the desire is there.

It is evident that the ECD context isan extremely complex and under-resourced area in which to attempt an interventionthat will bring about a lasting effect.

The fact that all schools have management structures in place is an enabling condition in terms of planning and communication flow at whole-school level, but the other conditions pose severe constraints on what iKwezi may be able to achieve.

It is the classroom context that is most daunting as it is here that iKwezi must bring about marked and consistent improvement.

The community context is bleak in terms of capacity to offer the parental support that is vital if young learners are to do supervised homework tasks that help to reinforce what they have learned the classroom.

The iKwezi context offers numerous enabling conditions that make iKwezi, as an SDU initiative, unique in what it is able to offer as a consolidated 'package'. Constraining conditions relate to organisational capacity.

5.3   Change mechanisms that iKwezi must trigger to achieve success

Against this background we set out three key mechanisms that iKwezi must trigger if it is to succeed in bringing about its intended effects.

- • Participants must **believe** that iKwezi can help them to improve their diagnostic test results and to implement CAPS effectively.

- • Participants must **decide** to participate regularly, learn actively, reflect on their learning and use what they have learned so that they benefit from the opportunities and resources provided by iKwezito improve their teaching in terms of transmission of concepts and content, learner differentiation, creating active and stimulating learning environment etc.

- • iKwezi **must reach enough teachers** in and across grades/phases in a school to bring about the necessary momentum for lasting change and improvement.

5.4 iKwezi features that promote the triggering of change mechanisms in teachers

We now come to the main findings of the evaluation, which were reached after extensive triangulation of all data sources.

5.4.1 Alignment to CAPS and WCED diagnostic tests

It is generally acknowledged that the project manager worked extremely hard to ensure that iKwezi is CAPS-aligned. District officials also admit that the impact of CAPSis being seriously diluted by the fact that the majority of teachers are at a much lower level than the level at which CAPS is pitched. This makes the iKwezi intervention all the more valuable.

Linked to this is the way in which the diagnostic tests results for each schoolhave been used this year (2012), by both the language and mathematics whole-school interventions, as the basis of this intervention. Both these strategies ensure that iKwezi is viewed as topical and connected directly to national and provincial priorities.

5.4.2 Alignment between iKwezi interventions

From the outset it was realised that the question of alignment between iKwezi interventions would be a crucial area of investigation and it was marked as such in the evaluation framework. What emerges from the findingsisa perception by participants of a symbiotic relationship between interventions, even though iKwezi programme staff members do not view this as having been achieved through systematic planning. Whether by design or through a process of osmosis, all iKwezi interventions share a common focus on:

- Planning and preparing by teachers, not for compliance purposes but as a 'working tool' in aid of focused and purposeful teaching and learning activities.

- Engaging with learners to involve and stimulate them, i.e. through asking questions and knowing one is asking the questions (based on own subject knowledge and conceptual understanding of the subject).

- Reflecting and making meaning of what has gone on in the classroom and what to do next.

- Creating a classroom environment that supports learning: i.e. print-rich, stimulating.

- Finding or creating teaching materials that are 'fit for purpose' and meet CAPS requirements.

This emphasis on practical pedagogy relates strongly to teachers' need to translate CAPS prescriptions into classroom practice. While only 17 teachers had the opportunity to participate in more than one intervention (See Appendix 2) and experience the full benefit of iKwezi, all iKwezi participants were exposed to this 'common core' at different levels.

Added to this was the perception that iKwezi staff members are non-judgemental and unconditionally supportive.This information was offered to indicate the contrast experienced between iKwezi staffas 'people who help us in ways that are different to the district' and WCED curriculum advisors who are still perceived as judgemental and as 'coming to check up and expose

teachers' ignorance and incompetence'. This may well not be the case but the perception is nevertheless still almost uniformly present and district officials acknowledge that it is a perception that they are trying to change.

5.4.3   Classroom support as a component of all iKwezi interventions

The fact that every intervention offers classroom support is considered, by the majority of interviewees, as the most significant feature of iKwezi. Lesson observation and subsequent discussion are viewed as assisting teachers to become more reflective and insightful but also more questioning about their own pedagogic practices.

Uniform appreciation for demonstration lessons and modelling practices offered by iKwezi reveal the hunger that exists to see what a 'good' class looks like. Teachers and district offices confirmed that teachers are exposed to many different types of workshop training but none of the teacher interviewees rated workshop training as highly as seeing a lesson or part of a lesson being taught well in their own classrooms and being able to discuss features of the lesson afterwards.

At district level a lovely compliment was paid to iKwezi as follows: 'The thing about iKwezi that I really love is the classroom support provided.'

5.4.4   Support in *isi*Xhosa as the language of learning and teaching in the Foundation Phase

This is one of the features of iKwezi that distinguishes it markedly from other in-school interventions and it is also the feature which, perhaps more than any other feature, has the potential to trigger mechanisms of change in teachers. As one *isi*Xhosa-speaking teacher exclaimed: *Tami taught me toteach in isiXhosa!* which is perhaps indicative of how important the language issue is in Foundation Phase.

5.4.5   A common focus on conceptual understanding

Uniform appreciation was expressed for the way in which all iKwezi interventions focus on developing an understanding of the 'concepts behind the content' above. In certain instances iKwezi's link with the University of Cape Town was invoked as a reason why iKwezi is viewed as *strong on concepts'*. However, many teachers simply reported that when they understand the concept it makes them feel more confident about their teaching, even though they may not yet be able to convey the concept to learners.

5.4.6   ACE as a university-accredited qualification and as an avenue of continuing professional development

The value of including an ACE qualification in iKwezi was underscored from a range of perspectives. All iKwezi staff members have worked in a range of schools anda number of them expressed themselves to be strongly against what they called an 'add-on model' of short courses and workshops. Forthem the ACE offers the opportunity to address formidable deficits in teachers' content and pedagogic knowledge and expertise over a longer period of time, rather than in 'quick fix' mode.

While only a limited number of iKwezi participants registered for the ACE, the comments received from them were uniformly positive in that they regard the ACE as an invaluable learning resource, one even going so far as declaring that, since participating in the ACE, she now has *a completely different approach to teaching* (see also Chapter 4, Section 4.2.5).

School leaders and district officials similarly commented positively on the value of the ACE in general as an opportunity for teacher upgrading and retraining in the Foundation and Intermediate Phases.

5.5 Features of iKwezi as an educational model that block the triggering of change mechanisms in teachers

The discussion so far has focused on the positive features of iKwezi in terms of triggering the decisions that every participant in a progamme makes, implicitly or explicitly, to believe in the programme, to learn from it, to retain this learning and to implement it in their classrooms so that a causal relation can be traced between iKwezi interventions and educational change in the targetted schools. We now come to some of the challenges that iKwezi faces.

5.5.1 Not enough coverage

The discussion in the previous section makes it clear that iKwezi has every chance of triggering mechanisms of change in individual teachers. However, the third mechanism of *a broad enough reach to ensure that there is sufficient momentum to effect whole-school change*, has little chance of being triggered.

Even though we cannot verify the accuracy of information about participation obtained from the different interventions, Appendix 2 shows that four interventions in combination (ACE, PRAESA, BCP, ELRU) reached just under 70 iKwezi participants, with only 17 teachers participating in more than one intervention. Figures for the whole-school interventions show significantly higher numbers in terms of participation in grade/phase and cluster meetings but these figures represent attendees of these events, rather than individual teachers. In our interviewing sample of 5 schools we ascertained the total number of teachers for each of those schools and then calculated that *iKwezi reaches just 14% of the total teacher population of those five schools*, in terms of the four interventions that offer direct training. This is not necessarily a representative finding but it gives some indication of the very limited coverage achieved by iKwezi.

It is only when one looks at aggregate figures that one understands why a number of interviewees referred to the 'iKwezi idea' rather than to the iKwezi project. It was especially noticeable in interviews with school leaders that many of them were not really acquainted with iKwezi. They were all anxious about the continuation of iKwezi in their schools but they often did not really know much about it.

Similarly, figures for classroom support show that, for instance in BCP, only one key teacher from grade R and one key teacher from Grade 1 in each school received follow-up classroom support and also received the tool kit. Key teachers and non-key teachers alike lamented the fact that coverage in terms of all facets of the training, as well as the accompanying resources, could not be offered to all teachers in a grade. The same lament was echoed by iKwezi staff.

The third complaint about insufficient coverage extended to the duration of the project. All interventions experienced problems with inconsistent attendance and having to postpone workshops for different reasons, which resulted in aseries of what was supposed to be consecutive workshops and follow-up classroom support being stretched out over such a long period of time that cumulative learning gains were in jeopardy.It is, however not only for this reason that an extension in time has been recommended by all levels of stakeholders who were interviewed. The most frequently cited reason was that it takes time to build relationships of trust and only then can effective learning start. And it takes longer still for the effects of the assembly of iKwezi interventions to start coming through consistently and to become embedded in classroom culture. Only then could iKwezi be confident that it has indeed reached its goals.

5.5.2   Not enough formal feedback to schools and districts

While stakeholders at all levels commented positively on iKwezi's efforts to open up and maintain consistent communication lines, the one request that has come through from every school leader and management team interviewed is that they would like to receive regular written reports about the iKwezi interventions in their schools.

The reason given is that they need something more than a discussion with the SMT to be able to take issues forward to other school structures and to follow up afterwards.

District offices are similarly appreciative of iKwezi's communication with them but they too request regular written reports which will enable them to learn about iKwezi's progress and, in turn, disseminate this through WCED structures.

5.5.3   Interface between Grade R and Grade 1 not working in relation to ECD Centres

While the interventions that focus on the Grade R - Grade 1 interface in primary schools are clearly beneficial to both grades, it is with regret that we have to report that the contextual conditions of ECD (as outlined earlier) have proved too constraining for iKwezi to meet its stated goal of also strengthening the interface between Grade R and Grade 1 significantly in terms of integrating feeder community Grade R teachers into a broader education network of Grade R and Grade 1 teachers. Even though there is evidence of innovation in terms of one school and its feeder ECD Centre doing joint planning and teaching once a week, with 5 learners getting the chance to attend the Grade R class in the primary school, this has not extended beyond the particular school and it would be misleading to cite one example as an indication of success.

Given the intention of the National Development Plan released by Minister Trevor Manuel recently and reported widely in the press (for instance in the Cape Times, 4 September 2012) that by 2030 the Government plans to have reached universal access to Grade 1, with each child attending two years of quality pre-school before Grade 1, it was far-sighted of iKwezi to identify this need early and to attempt to work towards a stronger interface. The need remains and it is acknowledged by all levels of stakeholders to be of crucial importance but iKwezi will have to 'go back to the drawing board' and rethink its strategy.

5.5.4 Parental involvement cannot be tackled adequately by a limited intervention such as iKwezi

iKwezi was perhaps over-ambitious to include parental involvement in its scope of work, albeit as a secondary aim. What it can do and has done in each intervention was to promote the importance of parental involvement and to prepare teachers to require learners to involve their parents in their homework tasks. Some work has also been doneto promote the establishment of school-home partnerships. However, the general view emerging from interviews is that school-home partnerships are a whole-school issue and it should be tackled at this level. At the same time it is recommended that iKwezi should continue to address parental involvement in its interventions, as it has done, in order to encourage teachers to work on this actively and support initiatives undertaken by the school.

5.6 Features of iKwezi as an organisational model that hamper efficiency and effectiveness

5.6.1 Perceptions of insider-outsider staff relations

An internal challenge that lies ahead for iKwezi is to tackle the concerns about a communication gap between what was called the 'primary' iKwezi team in SDU and the 'secondary' team of external service providers. Although quarterly project meetings commenced in 2012 when the iKwezi team grew considerably through the introduction of the whole-school intervention, external service providers sense that there is far more regular conversation between the 'old hands' than just the quarterly meetings. Even though it is clear that the project leader has put a great deal of effort into internal and external communication, perceptions of internal communication hierarchies require attention.

5.6.2 Not enough internal management and co-ordination resources

A number of staff members also reported that they experience the project as 'bitty' and lacking in internal coherence. They ascribe this to a lack of the internal resources that are necessary to manage and co-ordinate a project of this complexity. As evaluators, we saw evidence of this in the sense that, in most cases, we had to make a considerable effort to obtain *consolidated* information about coverage when such information should have been available as a matter of course. Even though taking into account that iKwezi was not set up with an external monitoring and evaluation component in place from the start, it is nonetheless evident that *internal* implementation monitoring requires improvement to become a formal and timeous management tool that identifies areas where implementation is not proceeding according to plan. Cumulative statistics provide a useful and necessary basis for systematic project management and steering. iKwezi should have access to this resource.

5.7 Conclusion

In this chapter we presented our evaluation findings on project outcomes. Based on the logic that a project does not 'produce' outcomes but offers chances and opportunities which may or may not be triggered into action to achieve the intended outcomes, we positioned teachers, as main project beneficiaries, at the centre of the outcomes evaluation. It is their belief in iKwezi and their decisions about their own responses that provide the mechanisms for positive causal links between the actions taken by iKwezi and the outcomes achieved. Although we have advised iKwezi that outcome indicators need to be set in place that call for the provision of evidence of what teachers can do better after being exposed to iKwezi, we can conclude with confidence thatiKwezi has sufficient features that promote the triggering of change mechanisms in teachers, to make this a strong and viable intervention.

In the final chapter we summarise the findings presented in this chapter to set up a basis for the recommendations that conclude the report.

Chapter Six

Overall Findings and Recommendations

6.1   Introduction

One of the purposes of this evaluation is that it should provide a basis for consideration of a possible iKwezi2. The final chapter provides an overview of the findings about 'outcomes' to set the basis for reflection and further planning. iKwezi will continue to build on its considerable strengths and so we conclude the report with a series of recommendations aimed at enhancing this process. Some of these recommendations are ones suggested by iKwezi staff, district officials, school management and teachers, while others flow directly from the findings.

6.2   Overview of findings

Having examined the iKwezi project in considerable detail, our overall finding is undoubtedly positive. We conclude that iKwezi has worked out a near winning recipe for a model of teacher professionalisation in a context of severe under-performance by both schools and individual teachers.iKwezi is not an add-on model. What makes the model unique is its combination of ingredients:

iKwezi is anchored in a longer-term university-accredited qualification, with the 'gap' between a university-based course and the reality of classroom implementation scaffolded by short-term school-based training interventions and whole-school support. Classroom support and modelling of good practice is the central cog around which the whole intervention revolves. The capacity of iKwezi to offer dialogue and guidance in isiXhosa to schools where isiXhosa is the preferred language of communication adds immeasurably to the potential of this project to reach the staff of these schools and to make them want to change their regular patterns of classroom interaction to those advocated by the project.

Referring back to the three mechanisms of change identified earlier, as being those likely to ensure that iKwezi takes hold and actively brings about its intended effects, the teacher and school management interviews tell us that *teachers want to learn*. They see iKwezi as offering as a way of coming to grips with CAPS because iKwezi not only trains, it *shows* how and why.Teachers in poorly performing and dysfunctional schools often do not have many opportunities to see how a well-run school works, how a classroom is set up to make it conducive to learning and teaching, how to explain concepts and engage with learners in ways that make them inquisitive to know more. One of the reasons why iKwezi is acceptable to them is because it draws its intellectual authority from 'the university' (a factor that should not be under-estimated); it invites them to open up their classrooms to scrutiny and guidance in ways which district officials, associated with 'inspection' and 'assessment' are not yet able to accomplish; and, for all the reasons already mentioned, it makes them *believe* that they can improve their diagnostic test results and implement theCAPS effectively.

However, despite the extremely positive feedback received about iKwezi, we have little empirical evidence of the activation of the second causal mechanism, namely that teachers have *decided* to learn, retain and implement what they have learned in their classroom, thereby creating new patterns of regularity. In one sense this is not surprising as it takes time for new ways of doing to become embedded in the culture and organisation of an institution and only when this happens can an intervention ultimately claim a successful outcome. In another sense though, it is necessary for iKwezi to be able to offer interim evidence of teacher improvement that is reliable and provides a basis for mid-project re-envisioning and re-organisation, should that prove necessary. While we could gather evidence of implementation, we have no consistent and objective basis from which to judge iKwezi's performance in terms of achieving its stated aims and objectives. Anecdotal evidence is not sufficient and neither can improvements in learner performance, as ascertained by supervised tests, necessarily be attributed directly to iKwezi.

Similarly, iKwezi also cannot make any claim to having *reached enough teachers* to create a momentum for lasting change and improvement. This could not realistically be expected of a pilot project on a limited budget, but the issue needs to be considered carefully as it may well have a determining influence on the continued viability of the project.

In order to address areas of possible improvement, we offer a set of recommendations, aimed at improving iKwezi as an educational model as well as organisationally.

6.3 Recommendations for iKwezi as an educational model

Recommendation 1:   Focus and specialisation

We listened carefully to the reasons given for why iKwezi attempted to work in ECD community sites and primary schools, focussing on the Grade R and Grade 1 interface, whilst simultaneously attempting to work with the whole of the Foundation Phase and also the Intermediate Phase. There were also strong views that iKwezi's phased approach was not appropriate and that greater whole-school improvement would have occurred if interventions had targetted both phases from the start.

We remain unconvinced that this is the best way forward and we suggest that a future iteration of iKwezi should be divided into three distinct phases.

Phase 1:A specialised focus on ECD community-based centres

Two important issues determine our view on ECD community-based centres. The first is that these centres are simply too different from the Grade R context in primary schools to fall into the same category. The second is that, despite views that most of these Centres are no more than unregistered day-care facilities for the children of working parents, they are the only avenue most of these children have towards any form of school-readiness.

It also has to be borne in mind that iKwezi initially intended to provide an NQF Level 5 ECD qualification through ELRU untilit was realised that most of the teachers did not have the necessary prior qualifications to study at an NQF level 5. This did not mean, however, that the teachers did not benefit immensely from exposure to BCP and the workshops which ELRU adapted to meet their needs.

Given the priority accorded to the ECD sector by Government it would be crucial for iKwezi to put their whole team into the sites attached to the schools they retain in iKwezi2 and that they conduct a full needs diagnosis from an FP/IP Language and Mathematics perspective. This should be done in close liaison with district officials. Even though unregistered ECD Centres do not fall under any District, Districts need ways of reaching an understanding of how to prepare these Centres to play the role envisaged for them by the National Planning Commission. Compliance with bureaucratic registration procedures on its own will not turn *de facto* Day Care Centres into sites for school preparedness.

Phase 2: Continued focus on the Grade R-Grade 1 Language and Mathematics interface in primary schools

iKwezi's foresight in identifying this as an area requiring specialist intervention is underscored by this recommendation. Again, a full team should go in to do a general needs diagnosis first, from the perspective of later requirements in Foundation Phase and Intermediate Phase. *All Grade R teachers and all Grade 1 teachers* in the schools selected for iKwezi2 should be included in the intervention and all should have access to the same resources, with regular grade meetings that are attended by the full SMT as a requirement.

As in iKwezi1, the special focus on *isi*Xhosa as language of learning and teaching (LoLT) in Foundation Phase should be retained and extended.

Phase 3: Specialised focus on the Grade 3-Grade 4 Language and Mathematics interface

Given the Language requirements of the CAPS, with more learning areas added in Grade 4 and the LoLT shifting from mother tongue to English, it is absolutely crucial to focus on this interface to work out what this shift means in curriculum terms, especially for reading and writing and for conceptual explanation in Mathematics.

More theoretical backing should be put behind the multi-language investigation. At present the lines are drawn between the 'mother tongue first' and the 'English only' camps. iKwezi should not take sides but should adopt a research stance that are able to inform these debates on the basis of empirical findings obtained.

Timing

It is recommended that these three phases should run consecutively over 6 months, with a two month gap between each phase to give iKwezi staff the opportunity to process the experience and outcomes of the previous phase and to plan the next stage in an informed manner. If a preparatory phase is included, this will mean that one cycle will stretch over 24 months. The cycle should be repeated at least once with time and resources allocated for post-cycle reflection and the writing up of what had been learned.

Recommendation 2: 'Going to scale'

Replicating a project with a larger target population is often a recommendation when a project is solid and especially when it offers a model that shows evidence of 'working' in schools with almost innumerable challenges.

We also make a recommendation of 'going to scale' but the recommendation refers to *going to scale in every school* in the project, in order to create the conditions for triggering the third mechanism of change in terms of reaching enough teachers. It was stated repeatedly by many interviewees that, unless iKwezi *includes every teachers in a grade and ensure that they all have access to the same resources,* a multiplier effect will not take root. While the 'key teacher' approach is clearly an attempt to reach more teachers with limited resources, there is little indication that key teachers have shared or have wanted to share what they have learned with all the other grade teachers. If this did occur at a school it was not on a formally organised basis that was reported to us.

We also concur with the suggestion that iKwezi2 should *reduce its scope to five schools.* This means that the four schools who have responded least favourably to iKwezi should not continue to be supported in a second iteration of iKwezi. By implication this recommendation also means that we recommend that iKwezi *should continue with the Khayelitsha schools for at least three more years*, if not longer. It would be much easier for iKwezi to work in schools which are more functional and have a better chance of improvement. However, if iKwezi withdraws from these Khayelitsha schools they have little if any chance of getting the assistance they so badly need. One of the iKwezi staff members said the following an interview: "*Sometimes I think: what isthepoint? But then I think of the children in these schools and I know that if we do not continue our work, they stand no chance at all of getting something that remotely prepares them to continue in school and experience success.*"

We thus recommend that, despite the challenges and lack of impact in some of these schools, *iKwezi2 should be conceptualised with these same schools in mind*.

Recommendation 3:   Selection and contracting with schools according to pre-set criteria

No intervention stands a chance of having lasting purchase unless a commitment is made by school management, Heads of Departments and teachers. Voluntary participation may facilitate the gradual building of relations of mutual trust and co-operation but they are also time-consuming and unpredictable in terms of results. While seven of the schools in iKwezi1 were self-selected and two additional schools were included at the request of the district, iKwezi 2 should start on a different footing.

We recommend that iKwezi2 draws up a *set of criteria* for school selection and discusses these with district officials and school principals first to test their feasibility. Such criteria should be *accompanied by a Contract or Memorandum of Understanding* which sets out clearly what he conditions of participation are for the school, the principal, the Head of Department, individual teachers, as well as for iKwezi. A clause should also be inserted that gives iKwezi the right to withdraw from a school if participation conditions are repeatedly breached. The principal, the Head of Department for the Grade or Phase in which work will be done and every individual teacher who will participate in iKwezi in terms of direct training and classroom support should be required to *sign* this document.

While this may sound 'legalistic', we were struck by the extent to which iKwezi staff reported that they have to be grateful for teacher participation and have to accept every excuse for absenteeism, lessons not prepared or assignments not submitted. Interventions also lose their momentum if

workshops regularly have to be re-scheduled because the school suddenly has other activities on that day.

Given that most schools reported that they are 'desperate' for iKwezi to continue, the conditions should be right to formalise iKwezi-school relations in order to maximise the returns on this professional development investment.

Recommendation 4:   An educational theory of alignment

The evaluation has made it clear that alignment between iKwezi components has been more fortuitous than planned. It would be crucial to develop *an explicit theory* of the basis for selection of components, their sequencing, pacing and anticipated outcomes. Only then could replicability be recommended, with a reasonable chance of obtaining successful results.

Recommendation 5:   iKwezi as an educational research project

Linked to the previous recommendation is a recommendation that iKwezi should see itself not only as a development project but also as an *educational research project*. In South Africa we need educational models that really help the poorest performing schools and, given its university base, iKwezi is well-positioned to address this need.

A consistent research focus means that the project will have to be systematic in its conceptualisation, data collection and analysis in order to produce generalisable results.

Recommendation 6:   ACE as a formal requirement for all teachers participating in iKwezi

Not functioning as an add-on model is vital in circumstances of severe under-performance at both school and teacher level. In this respect the ACE is the crucial ingredient which gives iKwezi thecapacity for longer-term implementation period which is missing in many other interventions. If at all feasible, *participation in the ACE should be a formal requirement for every teacher who participates in iKwezi2* (if they have not already done so). Funding should be sought specifically for this iKwezi component and in future planning the ACE should be positioned centrally in the intervention, alongside classroom support. All SDU iKwezi staff members already teach on the ACE so it would not be difficult to strengthen and formalise the connection between the ACE and other iKwezi components.

Recommendation 7:   Central co-ordination of classroom support

While some form of classroom support was a component of each iKwezi intervention, it was not easy for the evaluators to work out who was getting what support, when and by whom.In line with aprevious recommendation about the development of an educational theory of alignment between interventions, we recommend that consideration be given to working out a classroom support schedule for each school that should go up in the staffroom alongside the iKwezi quarterly schedule of activities. This would compel iKwezi, the school and individual teachers to keep to a systematic plan. iKwezi staff are all experienced and skilled enough to provide classroom support in a holistic manner that incorporates the different intervention foci.

A further recommendation here is that iKwezi staff could report on excellent or outstanding lessons observed and arrange for such lessons to be repeated and *video-recorded*. Recordings could be used in grade and phase workshops and left with the school for further use by HoDs. It would make those teachers proud of what they have achieved and serve as inspiration for other teachers in the same grade toattain a similar standard.

Recommendation 8:   Earlier systematic evidence of uptake by teachers

While improvements in learner tests provide the ultimate evidence that something is happening in the classroom, it would be difficult to ascribe improvements only to iKwezi. Given that iKwezi wants to improve conceptual and content understanding, pedagogic expertise and teacher proficiency in the language of learning and teaching, it is recommended that four types of testing be introduced:

- Apre- and post-test of teacher content knowledge and conceptual understanding
- A LoLT proficiency test for teachers in both *isi*Xhosa and English
- Pre- and post- formalclassroom observation of teaching practice (as done in the ACE)
- A periodic scrutiny of a sample of learner work books to ascertain the extent of curriculum coverage and identify increases in levels and types of writing and problem solving.

Teacher testing is a contentious subject as many teachers resent this kind of surveillance and its possible repercussions. However, iKwezi2 interventions occurring at six-monthly intervals create the conditions for regular and systematic pre-and post-testing or observation, without which no intervention that advocates change can be evaluated adequately. It would be quite possible to position the above forms of testing as requirements of the ACE, or alternatively as requirements of the external evaluation of the project. In this way testing need not be associated with iKwezi staff as this may change their role from being viewed as 'non-judgemental and unconditionally supportive' to that of 'assessor' and 'inspector'. It also makes it possible to require non-disclosure of test results to the school as an ACE or evaluation requirement, while still making the results available to the relevant iKwezi staff members who would set and mark the tests and would have access to this information as a basis for planning and adapting their approaches.

Cyclical testing practices will inevitably formalise iKwezi, but that is not necessarily a negative feature of an intervention Formal feedback should also be given to teachers after pre- and post-classroom observation, not as a check list of 'ticks' but in the form of a short written and personal evaluation to each teacher who is observed. Such an evaluation should state the good points of the lesson, draw attention to what needs improvement and offer suggestions of what could be done to improve the lesson. If teachers build up their own record of written feedback received, this will stay with them long after iKwezi has finished.

Recommendation 9:   Formalisation of feedback to schools and districts

The basis for this recommendation was identified in earlier sections of the report so it is not repeated here.

6.4   Recommendations for iKwezi as an organisational model

Recommendation 10:   Allocation of an appropriate budget for project planning, management, co-ordination and monitoring

It would be important for future iterations of iKwezi to include a separate budget item forproject planning, management, co-ordination and monitoring. Different sections of the report emphasised the importance of this work and the extent to which the project manager spent time on internal and external communication and co-ordination. Such a vital project component needs to be funded adequately, with formal internal and external accountability included in the portfolio description.

Recommendation 11:   M&E from the start

Internal as well as external monitoring and evaluation should commence at the start of the project so that all three stages of a full evaluation take place at the appropriate time with formative as well as summative impact. This will ensure that evaluation dimensions are properly negotiated, requirements for cumulative monitoring are set in place and evidence indicators for both implementation and outcomes are built in at the clarificatory stages of the evaluation.

Recommendation 12:   A period of reflection and reformulation before the start of iKwezi 2

The repetitive rounds of school visits, Grade/Phase workshops and cluster meetings, especially in 2012, have been relentless in terms of the energy and enthusiasm required of iKwezi staff members. Their commitment has been truly remarkable. What iKwezi will need at the end of the pilot project is time for critical reflection, re-visioning and re-planning. We recommend that funding be sought for this to be done formally so that specialists in various fields can be requested to join iKwezi in these activities. This will strengthen iKwezi's conceptual grasp of what itis trying to achieve in terms of Language, Mathematics and whole-school improvement in under-performing schools.

iKwezi staff members should also be encouraged to write and publish on the basis of systematic research findings and their own critical reflection. The model deserves to become more widely known, in terms of both its strengths and limitations.

6.5   Conclusion

Many of the above recommendations are typical of those made at the end of a pilot project, in that they make suggestions for greater formalisation of partnerships and relationships, more systematic monitoring and reporting and more time for reflection on both process and outcomes. Such recommendations are intended to strengthen a project that is already on a sound footing. This can certainly be said of iKwezi. The innovative nature of its combination of ingredients, whether serendipitous or by design is undoubtedly its strongest feature in terms of making schools and teachers *believe* that iKwezi can help them to improve and making them *decide to learn, implement and improve* so that new patterns of school and classroom practice come about.

We learned a great deal from observing iKwezi at work and we hope that the evaluation will also help iKwezi to reflect and learn about what they have achieved and what needs to be considered in a second round of iKwezi.

APPENDICES

> *Note: The actual interview questionnaires used in respect of the different interviewee categories are not included here for the sake of space. However, copies were forwarded to the D.G. Murray Trust (Mr Philip Methula) at the time of their development.*

PARTICIPANTS PER SCHOOL

1. iKWEZI: DISTRIBUTION OF PARTICIPANTS BY DISTRICT AND SCHOOL							
Metropole East							
1.ACJ Phakade Primary Schools							
Nr	**Teacher**		**Gr.**	**ACE**	**BCP**	**ELRU**	**PRAESA**
1.	Ms N Gqeba	ACJ Phakade Prim	1	√	√		√
2.	Ms U Ncukana	ACJ Phakade Prim	2	√			√
3.	Ms K Sam	ACJ Phakade Prim	FP	√			√
4.	Ms P Ngukana	ACJ Phakade Prim	3	√			√
5.	Ms OlgoWoko	ACJ Phakade Prim	FP	√			√
6.	Ms Mshiya	ACJ Phakade Prim	R		√		
7.	MsT Tulwana	ACJ Phakade Prim	FP	√			
2.Mfuleni Primary							
8.	Ms N Diniso	Mfuleni Prim	R		√	√	
9.	Ms T Banjwa	Mfuleni Prim	1		√		
10.	Ms L Ntilashe	Mfuleni Prim	1	√			
11.	Ms C Sambu	Mfuleni Prim	2	√			
12.	M Gando	Mfuleni Prim	7	√			
13.	Ms F Qunta	Mfuleni Prim					√
14.	MsV Vumundaba	Mfuleni Prim					√
15.	MsT Msila	Mfuleni Prim	1				√
16.	Ms Nompendulo	Mfuleni Prim	3				√
17.	Ms N Ntshokoma	Mfuleni Prim	3				√
18.	Ms C Nondumiso	Mfuleni Prim	3				√
3.Nyameko Primary							
19.	Ms N Phalla	Nyameko Prim	1		√		
20.	Ms N Mzola	Nyameko Prim	6	√			
21.	N Mvakela	Nyameko Prim	6	√			
22.	Ms.Basela	Nyameko Prim	R		√		
23.	Ms N Mkokeli	Nyameko Prim	2	√			
24.	Ms N Gimbi	Nyameko Prim	3				√
25.	Ms N Manca	Nyameko Prim					√
26.	Ms N Nginda	Nyameko Prim					√
4. Solomon Qatyana Primary							

No.	Name	School	Grade				
27.	Ms T Ngwenya	Solomon Qatyana Prim	1	√			√
28.	Ms Tafeni	Solomon Qatyana Prim	R		√		
29.	Ms E Mpushe	Solomon Qatyana Prim	3	√			
30.	Mr G Mphunga	Solomon Qatyana Prim	7	√			
31.	Ms WinnieSibaya	Solomon Qatyana Prim	1		√		√
32.	Ms Buyeye	Solomon Qatyana Prim					√
5.Umnqophiso Primary							
33.	Ms Ntamo	Umnqophiso Prim	1	√			√
34.	Ms L Singape	Umnqophiso Prim		√			√
35.	Ms M Yamiso	Umnqophiso Prim	1	√	√		√

Metropole North							
1.Bardale PrimarySchools							
36.	Ms Volo	Bardale Prim	R		√		
37.	Ms Williams	Bardale Prim	1		√		
38.	Ms N Mkefe	Bardale Prim					√
39.	Ms N Sagela	Bardale Prim	2				√
40.	Ms N Thandiswa	Bardale Prim	2				√
41.	Ms NSiko	Bardale Prim	2				√
42.	Ms B Mazamisa B	Bardale Prim	3				√
2.Itsitsa Primary							
43.	Ms N Nkoma	Itsitsa Prim	R		√	√	
44.	Ms Z Mdodo	Itsitsa Prim	R			√	
45.	Ms C Cekiso	Itsitsa Prim	1		√		
3.Mazamomthsa Primary							
46.	Ms. N Cele	Mazamomthsa Prim	R		√	√	
47.	Ms Z Nongogo	Mazamomthsa Prim	1		√		
48.	Ms Z Bangani	Mazamomthsa Prim	1	√			
4.Nalikamva Primary							
49.	Ms N Boesman	Nalikamva Prim	R		√	√	
50.	Ms N Qaweshe	Nalikamva Prim	R			√	
51.	Ms A Thethe	Nalikamva Prim	R			√	
52.	Ms NVayisi	Nalikamva Prim	R			√	
53.	Ms Z Mbarana	Nalikamva Prim	1		√		
54.	Ms T Ngcwayi	Nalikamva Prim	1				√
55.	Ms NNomangesi	Nalikamva Prim	2				√

56.	Ms Noluzulo	Nalikamva Prim					√

1.Isiqalo ECDECD Centres

57.	*Ms T Mpomotseng*	*Isiqalo ECD*	R		√	√	
58.	*Ms N Nomgcobo*	*Isiqalo ECD*	R			√	

2.Nokhwezi ECD

59.	*Ms N Kili*	*Nokhwezi ECD*	R		√		
60.	*Ms H Nothembile*	*Nokhwezi ECD*	Pre			√	

3.Umnqophiso ECD

61.	Ms P Ralaral	Umnqophiso ECD	R		√		

4.Nkcubeko ECDECD Centres

62.	*Ms N Mpithimpithi (left Nkcubeko, at a non-iKwezi school)*	*Nkcubeko ECD*	R		√	√	
63.	*Ms D Rinnie*	*Nkcubeko ECD*	Pre			√	
64.	*Ms M Cici*	*Nkcubeko ECD*				√	
65.	*Ms Z Sweli*	*Nkcubeko ECD*	Pre			√	
66.	*V Matholengwe*	*Nkcubeko ECD*				√	
67.	*Ms X Hashibi*	*Nkcubeko ECD*	Pre			√	
68.	*Ms N Khaba*	*Nkcubeko ECD*	R			√	

5.Sans ECD

69.	*Ms V James (left the school at the end of 2011- not available)*	*Sans ECD*	*R*		√	√	

6.Mazamomthsa ECD

	TOTAL PARTICIPANTS: 69	**TOTAL PARTICIPATION PER INTERVENTION:**		19	22	19	28

PARTICIPANTS PER INTERVENTION

Nr	Teacher	School	Gr.	ACE	BCP	ELRU	PRAESA
1.	Ms N Gqeba	ACJ Phakade Prim	1	√	√		√
2.	Ms M Yamiso	Umnqophiso Prim	1	√	√		√
3.	Ms U Ncukana	ACJ Phakade Prim	2	√			√
4.	Ms K Sam	ACJ Phakade Prim	FP	√			√
5.	Ms P Ngukana	ACJ Phakade Prim	3	√			√
6.	Ms OlgoWoko	ACJ Phakade Prim	FP	√			√
7.	Ms Ntamo	Umnqophiso Prim	1	√			√
8.	Ms L Singape	Umnqophiso Prim	1	√			√
9.	Ms T Ngwenya	Solomon Qatyana Prim	FP	√			√
10.	Ms W Sibaya	Solomon Qatyana Prim	1		√		√
11.	Ms T Mpomotseng	Isiqalo ECD	R		√	√	
12.	Ms N Nkoma	Itsitsa Prim	R		√	√	
13.	Ms V James	Sans ECD	R		√	√	
14.	Ms N Mpithimpithi	Nkcubeko ECD	R		√	√	
15.	Ms. N Cele	Mazamomthsa Prim	R		√	√	
16.	Ms N Boesman	Nalikamva Prim	R		√	√	
17.	Ms N Diniso	Mfuleni Prim	R		√	√	
18.	Ms Z Mdodo	Itsitsa Prim	R			√	
19.	Ms D Rinnie	Nkcubeko ECD	Pre			√	
20.	M Cici	Nkcubeko ECD	Pre			√	
21.	Ms Z Sweli	Nkcubeko ECD	Pre			√	
22	Ms V Matholengwe	Nkcubeko ECD				√	
23.	Ms N Qaweshe	Nalikamva Prim	R			√	
24.	Ms A Thethe	Nalikamva Prim	R			√	
25.	Ms N Vayisi	Nalikamva Prim	R			√	
26.	Ms H Nothembile	Nokhwezi ECD	Pre			√	
27.	Ms N Nomgcobo	Isiqalo ECD	R			√	
28.	Ms X Hashibi	Nkcubeko ECD	Pre			√	
29.	Ms N Khaba	Nkcubeko ECD	R			√	
30.	Ms P Ralaral	Umnqophiso ECD	R		√		
31.	Ms Tafeni	Solomon Qatyana Prim	R		√		
32.	Ms N Phalla	Nyameko Prim	1		√		
33.	Ms Volo	Bardale Prim	R		√		
34.	Ms Williams	Bardale Prim	1		√		
35.	Ms Z Nongogo	Mazamomthsa Prim	1		√		
36.	Ms Z Mbarana	Nalikamva Prim	1		√		
37.	Ms C Cekiso	Itsitsa Prim	1		√		
38.	Ms Mshiya	ACJ Phakade Prim	R		√		
39.	Ms T Banjwa	Mfuleni Prim	1		√		
40.	Ms N Kili	Nokhwezi ECD	R		√		
41.	Ms.Basela	Nyameko Prim	R		√		
42.	Ms N Mzola	Nyameko Prim	6	√			

43.	N Mvakela	Nyameko Prim		√			
44.	Ms Z Bangani	Mazamomthsa Prim	1	√			
45.	MsT Tulwana	ACJ Phakade Prim	FP	√			
46.	Ms L Ntilashe	Mfuleni Prim	1	√			
47.	Ms C Sambu	Mfuleni Prim	2	√			
48.	M Gando	Mfuleni Prim	7	√			
49.	Ms E Mpushe	Solomon Qatyana Prim	3	√			
50.	Ms G Mphunga	Solomon Qatyana Prim	7	√			
51.	Ms N Mkokeli	Nyameko Prim	2	√			
52.	Ms N Mkefe	Bardale Prim					√
53.	Ms N Sagela	Bardale Prim	2				√
54.	Ms N Thandiswa	Bardale Prim	2				√
55.	Ms N Siko	Bardale Prim	2				√
56.	Ms B Mazamisa B	Bardale Prim	3				√
57.	Ms T Ngcwayi	Nalikamva Prim	1				√
58.	Ms NNomangesi	Nalikamva Prim	2				√
59.	Ms Noluzulo	Nalikamva Prim					√
60.	Ms F Qunta	Mfuleni Prim					√
61.	MsV Vumundaba	Mfuleni Prim					√
62.	MsT Msila	Mfuleni Prim	1				√
63.	Ms Nompendulo	Mfuleni Prim	3				√
64.	Ms N Ntshokoma	Mfuleni Prim	3				√
65.	Ms C Nondumiso	Mfuleni Prim	3				√
66.	Ms Buyeye	Solomon Qatyana Prim					√
67.	Ms N Gimbi	Nyameko Prim	3				√
68.	Ms N Manca	Nyameko Prim					√
69.	Ms N Nginda	Nyameko Prim					√
	Total participants: 69	**Total participants per invention:**		19	22	19	28

iKWEZI: ATTENDANCE AT WHOLE SCHOOL INTERVENTIONS				
		Language intervention	Mathematics Intervention	Total
1.	**Classroom support**	59	44	103
2.	**Grade/Phase Meetings**	235	205	440
3.	**Cluster meetings**	163	160	323

INTERVIEWEES

SDU Staff			
Nr	Name	Intervention	Date
1.	Ms C Kuhne	Project Manager/ACE	27/02/12; 14/03/12; 13/08/12
2.	Dr L Benjamin	BCP/ACE	23/05/12
3.	Ms T Mhlati	BCP/ACE	25/05/12
4.	Ms X Guzula	PRAESA	24/05/12
5.	Ms N Mahobe	PRAESA	24/05/12
6.	Ms B Ngwevela	ELRU	29/05/12
7.	Ms D Hendricks	ACE/Language intervention	21/05/12
8.	Mr G Powell	ACE/Mathematics intervention	21/05/12
9.	Mr K Hassan	ACE/Mathematics intervention	21/05/12

WCED District Officials			
10.	Ms U Esau	Metro East (MNED)	30/05/12
11.	Mr B Schereka	Metro East (MNED)	30/05/12
12.	Mr C Spencer	Metro North (MNED)	31/05/12
13.	Ms D Davis	Metro North (MNED)	31/05/12
14.	Ms X Sibayi	Metro North (MNED)	31/05/12

Principals of Primary Schools			
	Name	School	Date
15.	Mr S Ulana	Itsitsa Primary	06/06/12
16.	Ms N Mniki	Solomon Qatyana Primary	08/06/12
17.	Ms P Momba	Umnqophiso Primary	11/06/12
18.	Mr V Cenga	ACJ Phakade Primary	12/06/12
19.	Mr M Matrose	Nyameko Primary	14/06/12

Principals/Managers of ECD Centres			
20.	Ms P Gedesi	NkcubekoEducare	06/06/12
21.	Ms S Lucas	Mfuleni/ Sans Edu Centre	06/06/12
22.	Ms NMangqwengqwe	Umnqophiso ECD	11/06/12
HOD: FP			
23.	Ms T Mqikela	Solomon Qatyana Primary	08/06/12
24.	Ms N Ntamo	Umnqophiso Primary	11/06/12
25.	MsN Gqeba	ACJ Phakade Primary	12/06/12
26.	Ms N Phalla	Nyameko Primary	14/06/12

Teachers at Primary Schools							
METROPOLE EAST							
Solomon Qatyana Primary							
	Name	**School**	**Date**	**ACE**	**BCP**	**ELRU**	**PRAESA**
27.	Ms T Ngwenya	Solomon Qatyana Prim	08/06/12	√			√
28.	Ms T Tafeni	Solomon Qatyana Prim	08/06/12		√		
29.	Mr G Mphunga	Solomon Qatyana Prim	08/06/12	√			
Umnqophiso Primary							
30.	Ms N Ntamo	Umnqophiso Prim	11/06/12	√			√
31.	Ms L Singape	Umnqophiso Prim	11/06/12	√			√
32.	Ms M Yamiso	Umnqophiso Prim	11/06/12	√	√		√
ACJ Phakade Primary							
33.	Ms N Gqeba	ACJ Phakade Primary	12/06/12	√	√		
34.	Ms U Ncukana	ACJ Phakade Primary	12/06/12	√			√
35.	Ms K Sam	ACJ Phakade Primary	12/06/12	√			
36.	Ms P Ngukana	ACJ Phakade Primary	12/06/12	√			√
37.	Ms O Woko	ACJ Phakade Primary	12/06/12	√			
Nyameko Primary							
38.	Ms N Phalla	Nyameko Primary	14/06/12		√		
39.	Ms N Mzola	Nyameko Primary	14/06/12	√			
Metropole North							
Itsitsa Primary							
40.	Ms N Nkomo	Itsitsa Primary	06/06/12		√	√	
41.	Ms C Cekiso	Itsitsa Primary	06/06/12		√		
Teachers at ECD Centres							
Nkcubeko ECD							
41.	Ms N Mpithimithi	Presently at a non-iKwezi school	06/06/12		√	√	
42.	V Matholengwe	Nkcubeko ECD	06/06/12			√	
43	Ms X Hashibi	Nkcubeko ECD	06/06/12			√	
Umnqophiso ECD							
44.	Ms P Ralaral	Umnqophiso ECD	11/06/12		√		
Isiqalo ECD							
45.	Ms T Mphumutseng	Isiqalo ECD	14/06/12		√	√	

PROFILES OF PRINCIPALS AND HODS INTERVIEWED

No	Name of School	Date of interviews	Learners (+ Gd R)	Staff (+ Gd R)	Interviewees * ["1" = Principal; "2" = HOD]	Years teaching	Present teaching subjects	Highest Academic Qualification
A	Itsitsa Primary	06/06/12	1382	35	1. Mr Simphiwe ULANA	06 yrs	"Reading support" in class	B Tech EduManag (Cape Tech); HRD (UWC); ACE (CPUT)
					2. --	--	--	
B	Solomon Qatyana Primary	08/06/12	1132	33	1. Ms Nokwazi MNIKI	23 yrs	EMS (Gd 4) & Math over weekends	B Ed Honours (SUN)
					2. Ms Thobeka MQIKELA	10 yrs	(HOD: FP) Gd 2	B Ed Hons: Educ (CPUT)
C	Umnqophiso Primary	11/06/12	1295	36	1. Ms Pumla MOMBA	22 yrs	Life orientation (LO)	B Tech Diploma (Good Hope)
					2. Ms Ntombokugala NTAMO	15 yrs	(HOD: FP) Gd 1	HDE (College of CT)
D	ACJ Phakade Primary	12/06/12	2200	54	1. Mr Vuyisele CENGA	21 yrs	LO	JPTD(Good Hope)
					2. MsNikelma GQEBA	18 yrs	(HOD: FP) Gd 1	JPTD(Dr WB Rubushana)
E	Nyameko Primary	14/06/12	1224	33	1. Mr Mxolisi MATROSE	26 yrs	LO	B Tech Leadership (Cape Tech)
					2. Ms Nomsa PHALLA	20 yrs	(HOD: FP) Gd 1	B Ed Honours (SUN)
F	NkcubekoEducare	06/06/12	220	16	1. Ms Phuliswa GEDESI	09 yrs	N/A ("Manager")	Level 5 (N/A)
					2. N/A			
G	Mfuleni/ Sans Edu Centre	06/06/12	200	12	1. Ms Sandra LUCAS	13 yrs	N/A ("Manager")	Gr. 12 (N/A)
					2. N/A			
H	Umnqophiso ECD	11/06/12	180	11	1. Ms Nomaweza MANGQWENGQWE	17 yrs	N/A ("Manager")	B Ed ECD (UNISA)
					2. N/A			

PROFILES OF TEACHERS INTERVIEWED

No	Name of School	Date of interviews	Interviewees	Years teaching	Grade	Highest Academic Qualification	Involvement in interventions			
							ACE	BCP	ELRU	PRAESA
1.	ACJ Phakade Primary	12/06/2012	Ms Nikelma GQEBA	18 yrs	HOD: FP Gr.1 & Gr. 1 class	Junior Prim Teachers' Dip Dr W Rubushana	√	√		√
2.	ACJ Phakade Primary	12/06/2012	Ms Unathi NCUKANA	4 yrs	Gr. 2 (LitNum and Life Skills)	Junior Prim Teachers' Dip Butterworth College	√			√
3.	ACJ Phakade Primary	12/06/2012	Ms Princess NGCUKANA	14 yrs	HOD: FP Gr.3 & Gr 3 class	STD/FDE Universities of Transkei & Pretoria	√			√
4.	Solomon Qatyana Prim	08/06/2012	Ms Thudezwa NGWNEYA	6.5 yrs	Gr. 1 (LitNum and Life Skills)	JPTD RAU	√			√
5.	Solomon Qatyana Prim	08/06/2012	MrGasela MPHUNGA	3 yrs	Gr. 7 – Mathematics & Natural Science	JPTD Walter Sisulu	√			
6.	Umnqophiso Primary	11/06/2012	Ms M Mandisa YAMISO	15 yrs	Gr. 1 FP subjects	JPTD & FDE (ACE) MasisbuleleCoE; UCT	√			
7.	ACJ Phakade Primary	12/06/2012	Ms Kholeka Gloria SAM	11 yrs (all at ACJ)	Gr.1 (LitNum and Life Skills)	JPTD III Sivuyile College	√			
8.	ACJ Phakade Primary	12/06/2012	Ms Olgo WOKO	16 yrs (14 yrs at ACJ)	Gr. 4 Life Orientation (previously taught Gr 1s)	FDE Good Hope College & UWC	√			
9.	Umnqophiso Primary	11/06/2012	Ms Ntombukugala NTAMO	15 yrs	HOD:FP & Gr. 1 class	Higher Dip in Education Cape Town College	√			
10.	Umnqophiso Primary	11/06/2012	Ms Liziwe SINGAPI	8 yrs	Gr. 1 FP subjects	JPTD Cape College of Education	√			
11.	Nyameko Primary	14/06/2012	Ms Nomsa MZOLA	18 yrs	Gr. 6 – Maths, Natural Science and isiXhosa	STD, FDE, B.Ed, ACE (librarianship) Algoa College of Ed, UWC, University of Pretoria	√			

#	School	Date	Teacher	Experience	Grade	Qualification				
12.	Umnqophiso Primary	11/06/2012	Ms Patrolia RALARALA	12 yrs	Gr. R	Matric + level 5 Boland College		√		
13.	Solomon Qatyana Prim	08/06/2012	MsThembisa TAFENI	3 yrs	Gr. R	NQF Level 5 Cape Town College		√		
14.	Nyameko Primary	14/06/12	Ms Nomsa PHALLA	20 yrs	HOD: FP& Gr. 1 class	B Ed Honours Stellenbosch University		√		
15.	Itsitsa Primary	06/06/12	Ms Cebisa CEKISO	10 yrs	Gr. 1	ACE presently completing HDE at North West University		√		
16.	Isiqalo ECD Centre	14/06/2012	Ms Teis MPHUMUTSENG	5.5 yrs	Gr. R	Gr. 9 Hlanganise		√	√	
17.	Itsitsa Primary	06/06/2012	Ms Nanthandazo NKOMO	6.5 yrs	Gr R	Gr 11 & ECD Level 4 (currently doing L5) Northlink College		√	√	
18.	NkcubekoEducare	06/06/12	Ms Nolizwe MPITHIMITHI	7 yrs	Gr R – Lit, Num and Life Skills	ECD Level 4 (currently doing L5) College of Cape Town		√	√	
19.	NkcubekoEducare	06/06/12	Ms Xoliswa HASHIBI	5 yrs	4 – 5 yrs group	Gr. 10			√	
20	NkcubekoEducare	06/06/12	Ms Veliswa MATHOLENGWE	1 year	3 months –3 yrs group	Gr. 9			√	
	5 schools: 15 teachers ACJ: 5 Itsitsa: 2 Nyameko: 2 Solomon Q: 3 Umnqophiso: 3 **3 ECDs 5 teachers** Isiqalo: 1 Nkcubeko: 3 Umnqophiso: 1		**20 teachers:** Females: 19 Male: 1	**Teaching experience:** 1 – 20 years	**Distribution per grade:** ECD: 2 **ECD:2** Gr R: 5 Gr 1: 8 Go 2: 1 **FP:15** Gr 3: 1 Gr 4: 1 Gr 5: 0 Gr 6: 1 **IP:3** Gr 7: 1	**Total interviews:** **Total possible interviews:**	11 19	8 22	5 19	4 28

SCHOOL VISIT DOCUMENTATION

Schools Development Unit

University of Cape Town, Private Bag, Rondebosch, 7701

Level 5, Hoerikwaggo Building, North Lane, Rondebosch

Tel: +27 (0) 21 650 3368 Fax: +27 (0) 21 650 5330

Schools Development Unit
School of Education

The Principal

ACJ Phakade Primary School

Metropole East

Dear Sir/Madam

Evaluation of iKwezi Project

The DG Murray Trust, sponsors of the **iKwezi Project**, has asked for an evaluation of the work done by the staff of this project in schools and ECD centres, to ensure effective future planning.This project has been involved with certain teachers on your staff since 2010 and the Trust has appointed *JCM Evaluation and Research Services* to do the evaluation during the first two weeks of June 2012.

To guarantee the success of this evaluation, your support and the co-operation of certain staff members will be greatly appreciated.Requirements as well as a timetable for the visit are attached.

An iKwezi staff member will discuss the visit with you and will communicate with me about any challenges that might arise. Your support in this matter is deeply appreciated. Should you need to contact me, my email address is Cally.Kuhne@uct.ac.za and telephone (021-650 3368).

Yours faithfully

Ms CallyKuhne

Project leader: iKwezi

<u>Requirements for the visit to your school by the JCM evaluation team</u>

1. On **Tuesday 12 June and Wednesday 13 June 2012** two evaluators, Mr Carel Garisch (0827779902) and Ms Marianne Spies (0844792166) need to visit your school.

2. Each of them would like to interview different staff members about the effect of their involvement in ELRU, ACE, BCP and PRAESA on their classroom practice as well as attendance of cluster or phase workshops presented by the iKwezi staff on curriculum planning and execution.

3. These interviews will last from 30 to 45 minutes and in order to cause no disruption to your school, we ask permission to do the shorter interviews during break and the longer ones directly after school on the days indicated above in 1.

4. An interview schedule is included, indicating which teachers need to be interviewed, what the focus of the interview will be and how long each interview will last.

5. An interview with you as principal (and with the HOD: FP) will be greatly appreciated to understand your opinion about the involvement of the iKwezi project in your school.

We would like to ask your help in the following ways:
- The use of two venues by the evaluators for interviews on the date specified above

- The availability of staff members for interviews according to the interview schedule
- If possible, the availability of you as principal and the HOD:FP for a short interview

Interview schedule: ACJ Phakade Primary

12 & 13 June 2012

- It is important to interview **Ms NikelmaGqebaon12 or 13 June after school**as she is involved in multiple interventions
- **Any 3** of the other 4 teacherscan be interviewed – 1 on the afternoon with Ms Gqeba and 2 on the other afternoon
- It would be greatly appreciated if the **Principal and HOD: FP** could be available during break or at any other time that is suitable to them.

ACJ Phakade Primary		Evaluator 1		Evaluator 2
	45 min **12/13 June After school**	**Ms NikelmaGqeba** Grade 1 ACE/BCP/PRAESA/cluster & grade meetings	60 min **12/13 June After school**	**Ms UnathiNcukana** Grade2 ACE/PRAESA/cluster & grade meetings
	40 min **12/13 June After school**	**Ms Kholeka Gloria Sam**FP Grade? ACE/PRAESA/cluster & grade meetings	40 min **12/13 June After school**	**Ms Princess Ngcukana**Grade 3 ACE/PRAESA/cluster & grade meetings
	40 min **12/13 June After school**	**Ms Olga Woko**FP Grade? ACE/PRAESA/cluster & grade meetings		
	30 min **12/13 June Break**	**HOD: Foundation Phase**	30 min **12/13 June Break**	**Principal**

ATTENDANCE BY FP KEY TEACHERS OF LANGUAGE/ LITERACY DEMONSTRATIONS & WORKSHOPS IN 2010 AND 2011

Notes:

1. Training and support to schools were rendered on a 'whole-school' basis in that a school visit comprised class visits and demonstrations in the mornings () followed by a workshop in the afternoon; which all FP teachers were implored to attend. In 2010 all FP teachers were targeted in respect of both classroom support (demonstrations) and workshops. In 2011 only key teachers received class visits and demonstrations whilst all FP teachers were implored to attend the afternoon workshops.

2. Only the names of key teachers were provided in relation to demonstration/workshop attendance (in the case of seven of the nine participating schools. Part reason given for this being the case is to show continuity in exposure. Another reason appears to be that names of all the teachers – or at least total number – that actually participated in the programme's activities could not be readily supplied at the time of them.

EAST METROPOLE										
1.ACJ Phakade Primary			**2010**				**2011**			
Nr	Teacher	Gr.	1	2	3	4*	1	2	3**	4
1.	Ms N Gqeba	1	13/04	18/04	02/08	--	08/03	12/04	(19/07)	20/09
2.	Ms U Ncukana	2	13/04	18/04	02/08	--	08/03	12/04	(19/07)	20/09
3.	Ms P Ngukana	3.	13/04	18/04	02/08	--	08/03	12/04	(19/07)	20/09
4.	Ms K Sam	FP	13/04	18/04	02/08	--	08/03	12/04	(19/07)	20/09
5.	Ms O Woko	FP	13/04	18/04	02/08	--	08/03	12/04	(19/07)	20/09

*School visits suspended by school due to 'over-servicing'
**Morning class visits and demonstrations occurred but <u>no afternoon workshop</u> due to ACE workshop scheduled for same time

2.Mfuleni Primary										
Nr	Teacher	Gr.	1	2	3	4	1	2	3	4*
6.	MsT Msila	1	14/05	20/06	17/08	14/09	29/03	24/05	16/08	(19/10)
7.	Ms Nompendulo	3	14/05	20/06	17/08	14/09	29/03	24/05	16/08	(19/10)
8.	Ms C Nondumiso	3	14/05	20/06	17/08	14/09	29/03	24/05	16/08	(19/10)
9.	Ms N Ntshokoma	3	14/05	20/06	17/08	14/09	29/03	24/05	16/08	(19/10)
10.	Ms F Qunta		14/05	20/06	17/08	14/09	29/03	24/05	16/08	(19/10)
11.	MsV Vumundaba		14/05	20/06	17/08	14/09	29/03	24/05	16/08	(19/10)

*Morning class visits and demonstrations occurred but <u>no afternoon workshop</u> due to ACE workshop scheduled for same time

	3.Nyameko Primary									
Nr	Teacher	Gr.	1	2	3	4	1	2	3	4
12.	Ms N Gimbi	3	03/05	19/06	16/08	13/09	30/03	25/05	17/08	26/10
13.	Ms N Manca		03/05	19/06	16/08	13/09	30/03	25/05	17/08	26/10
14.	Ms N Nginda		03/05	19/06	16/08	13/09	30/03	25/05	17/08	26/10
	4. Solomon Qatyana Primary									
Nr	Teacher	Gr.	1	2	3	4	1	2	3	4
15.	Ms Buyeye		13/04	18/05	30/08	08/09	19/04	26/07	06/09	27/09
16.	Ms T Ngwenya	FP	13/04	18/05	30/08	08/09	19/04	26/07	06/09	27/09
17.	Ms Winnie		13/04	18/05	30/08	08/09	19/04	26/07	06/09	27/09
	5.Umnqophiso Primary									
Nr	**Teacher**	**Gr.**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
18.	Ms Ntamo	1	12/04	17/05	30/08	22/09	09/03	13/04	20/07	14/09
19.	Ms L Singape	1	12/04	17/05	30/08	22/09	09/03	13/04	20/07	14/09
20.	Ms M Yamiso	1	12/04	17/05	30/08	22/09	09/03	13/04	20/07	14/09

NORTH METROPLE

	6.Bardale Primary									
Nr	**Teacher**	**Gr.**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
21.	Ms B Mazamisa	3	20/04	25/05	10/08	07/09	22/03	03/05	02/08	28/09
22.	Ms N Mkefe		20/04	25/05	10/08	07/09	22/03	03/05	02/08	28/09
23.	Ms N Sagela	2	20/04	25/05	10/08	07/09	22/03	03/05	02/08	28/09
24.	Ms N Siko	2	20/04	25/05	10/08	07/09	22/03	03/05	02/08	28/09
25.	Ms N Thandiswa	2	20/04	25/05	10/08	07/09	22/03	03/05	02/08	28/09
	7.Itsitsa Primary									
Nr	**Teacher***	**Gr.**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
			19/04	24/05	10/08	06/09	23/03	04/05	03/08	18/10

*Names not supplied but demonstrations/workshops were conducted

	8.Mazamomthsa Primary		

100

Nr	Teacher *	Gr.	1	2	3	4	1	2	3	4
			01/05	26/07	23/08	20/09	20/04	27/07	07/09	21/09

*Names not supplied but demonstrations/workshops were conducted

9.Nalikamva Primary										
Nr	Teacher	Gr.	1	2	3	4	1	2	3	4
26.	Ms T Ngcwayi	1	11/05	27/07	24/08	21/09	11/04	14/06	13/09	25/10
27.	Ms NNomangesi	2	11/05	27/07	24/08	21/09	11/04	14/06	13/09	25/10
28.	Ms Noluzulo	2	11/05	27/07	24/08	21/09	11/04	14/06	13/09	25/10

ATTENDANCE BY KEY TEACHERS OF iKWEZI BASIC CONCEPTS PROGRAMME (BCP) WORKSHOPS 2010 - 2012

	KEY TEACHERS: IKWEZI BCP Workshops 2010						KEY TEACHERS: IKWEZI BCP Workshops 2011								2012	
	1/02	27/02	6/03	15/04	16/04	27/09	13/4	14/4	21/6	23/6	10/8	11/8	29/8	10/9	21/01	12/5
Metropole East																
ACJ Phakade Primary																
1. Ms Mshiya	P	p	p	n/a	n/a	a	a	n/a	n/a	a	a	n/a	n/a		n/a	a
2. Mrs Dubase	P	p	a	n/a	n/a	a	-	-	-	-	-	-	-	-		
3. Ms Gqeba							p	n/a	n/a	p	p	n/a	n/a		n/a	p
Mfuleni Primary																
4. Ms Diniso	p	p	p	n/a	n/a	p	n/a	a	p	n/a	n/a	a	a		p	n/a
5. Ms Banjwa	p	a	p	n/a	n/a	a	n/a	a	a	n/a	n/a	a	a		a	n/a
Nyameko Primary																
6. Mrs.Basela	p	a	p	n/a	n/a	p	n/a	a	p	n/a	n/a	a	a		p	n/a
7. Ms Palla	p	p	p	n/a	n/a	p	n/a	a	p	n/a	n/a	p	p	p	p	n/a
Solomon Qatyana Primary (Silukhanyo in 2010)																
8. Ms Tafeni	p	p	p	n/a	n/a	a	a	n/a	n/a	p	p	n/a	n/a		n/a	p
9. Ms Sibiya	p	p	p	n/a	n/a	p	a	n/a	n/a	p	P				n/a	p
Umnqophiso Primary (No Grade R)																
10. Ms Yamiso	p	p	p	n/a	n/a	p	p	n/a	n/a	p	p	n/a	n/a		n/a	p
Isiqalo ECD																
11. N. Nofemele	p	p	p	n/a	n/a	p	n/a	a	p	n/a	n/a	a	p	a	A	n/a
12. X. Hashibi	p	a	a	n/a	n/a	a	-	-	-	-	-	-	-	-	-	-
13. M Theis	-	-	-	-	-	-	n/a	p	a	n/a	n/a	p	a	a	p	n/a
Nokhwezi ECD																
14. Mrs Tyhilani	a	a	a	n/a	n/a	a	n/a	a	a	n/a	n/a	a	a	a	a	n/a
15.Ms N Kili	p	p	p	n/a	n/a	p	n/a	p	p	n/a	n/a	a	a	a	p	n/a
Umnqophiso ECD																

16. T Sishuba	Had not started project			n/a	n/a	a	a	n/a	n/a	a	a	n/a	n/a	a	n/a	
17. P. Ralarala	yet			n/a	n/a	p	p	n/a	n/a	p	p	p	p	p	n/a	p

METROPOLE NORTH

Bardale Primary																
18. Ms Volo	p	a	a	p	p	a	n/a	p	a	n/a	n/a	a	p		p	n/a
19. Ms Williams	p	a	a	p	p	a	n/a	a	a	n/a	n/a	a	p		p	n/a
Itsitsa Primary																
20. Ms. Nkomo	a	p	p	n/a	n/a	p	n/a	p	a	n/a	n/a	a	a		a	n/a
21. Mrs.Gcuku	a	p	p	n/a	n/a	p	n/a	p	a	n/a	n/a	a	p			n/a
22. Mrs.Cekiso	a	p	p	n/a	n/a	p	n/a	p	p	n/a	n/a	p	p	p	p	n/a
Nalikamva Primary																
23 Ms Boesman	p	p			p	p	n/a	a	p	n/a	n/a	p	p		a	n/a
24.Mrs Mtshakazi	a	a	a		p	a	n/a	a	a	n/a	n/a	a	p		a	n/a
25.Mrs.Mbarana	p	p	a		p	leave	n/a	a	leave	n/a	n/a	p	p		a	n/a
Nkcubeko ECD																
26. P. Gedesi	p	p	p	n/a	n/a	p	n/a	a	p	n/a	n/a	p	p	a	a	n/a
27. N. Mpithimpithi	p	a	a	n/a	n/a	p	n/a	p	a	n/a	n/a	p	p	a	P	n/a
MzamowethuECD																
28. V. Qhetso	p	p	p	n/a	n/a	a	n/a	a	p	n/a	n/a	a	a	a	a	n/a
M Teis (25 above)	p	a	a	n/a	n/a	a	-	-	-	-	-	-	-	-	a	n/a
Sans/Mfuleni ECD																
29. S.Lucas	p	p	p	n/a	n/a	a	n/a	a	a	n/a	n/a	a	a		a	n/a
30. V. James	p	p		n/a	n/a	p	n/a	p	p	n/a	n/a	p	p	p	a	n/a

NOTES:

- Ms T Mpomotseng moved from Mzamowethu ECD to Isiqalo ECD Centre, so her attendance record is reflected in two places but should be read as one record.
- 2010: Only Bardale and Nalikamva had to attend the sessions on 15 and 16 April, for catching up as they could not attend the 6th March session
- 2011: Only Lwandle schools had to attend on 13/04l, 23/06 & 10/08.Only Mfuleni schools had to attend on 14/04, 21/06, 11/08 & 29/08 (1 workshop in two parts)

BCP CLASSROOM VISITS BY DISTRICT AND SCHOOL

Nr	Teacher	Gr.	2010					2011			2012			
METROPOLE EAST														
ACJ Phakade Primary														
1.	Ms Mshiya	R	13/04	18/05	03/08			12/04	19/07	20/09	28/02	14/3	16/04	22/5
2.	Ms N Gqeba	1	13/04	18/05	03/08			12/04	19/07	20/09	28/02	14/3	16/04	22/5
Mfuleni Primary														
3.	Ms N Diniso	R	04/05	20/06	17/08	14/08	29/03	24/05	16/08	19/10	27/02	05/3	23/04	29/5
4.	Ms T Banjwa	1	04/05	20/06	17/08	14/08	29/03	24/05	16/08	19/10	27/02	05/3	n/a	n/a
Nyameko Primary														
5.	Ms.Basela	R	03/05	19/07	16/08	13/09	30/03	25/05	17/08	26/10	01/02	01/3	24/04	30/5
6.	Ms N Phalla	1	03/05	19/07	16/08	13/09	30/03	25/05	17/08	26/10	01/02	01/3	24/04	30/5
Solomon Qatyana Primary (Silukhanyo in 2010)														
7.	Ms Tafeni	R	13/04	18/05	03/08	08/09	19/04	26/07	06/09	27/09	28/02	14/3	17/04	23/5
8.	Ms Sibaya	1	13/04	18/05	03/08	08/09	19/04	26/07	06/09	27/09	28/02	14/3	17/04	23/5
Umnqophiso Primary (No Grade R)														
9.	Ms M Yamiso	1	12/04	17/05	02/08	30/08	09/03	13/04	20/07	14/09	29/02	19/3	18/04	24/5
Isiqalo ECD														
10.	Ms T Mpomotseng	R	20/04	20/06	28/07	27/09	04/04	08/06	06/07	05/10	01/02	01/3	24/04	30/5
Nokhwezi ECD														
11.	Ms N Kili	R	n/a	26/07	28/07	27/09	06/04	07/06	05/07	04/10	27/02	05/3	23/04	29/5
Umnqophiso ECD														
12.	Ms P Ralarala	R	25/04	17/08	29/07	29/09	07/04	09/06	07/07	06/10	29/02	19/3	18/04	24/5

METROPOLE NORTH

Bardale Primary															
13.	Ms Volo	R	20/04	25/05	10/08	07/09	22/03	03/05	02/08	28/09	06/02	08/3	12/04	09/5
14.	Ms Williams	1	20/04	25/05	10/08	07/09	22/03	03/05	02/08	28/09	06/02	08/3	12/04	09/5
Itsitsa Primary															
15.	Ms N Nkomo	R	19/04	24/05	11/08	06/09	23/03	04/05	03/08	18/10	23/02	13/3	26/04	08/5
16.	Ms C Cekiso	1	19/04	24/05	11/08	06/09	23/03	04/05	03/08	18/10	23/02	13/3	26/04	08/5
Nalikamva Primary															
17.	Ms N Boesman	R	11/05	27/07	04/09	21/09	11/04	14/06	13/09	25/10	20/02	06/3	25/04	31/5
18.	Ms Z Mbarana	1	11/05	27/07	04/09	21/09	11/04	14/06	13/09	25/10	20/02	06/3	25/04	31/5
Nkcubeko ECD															
19.	Ms N Mpithimpithi (no longer at this school)	R	19/04	19/07	28/07	28/09	04/04	08/06	06/07	05/10	20/02	n/a	n/a	n/a
Sans ECD															
20.	Ms V James (no longer at this school - resignedDec 2011)	R	11/04	10/08	29/07	29/09	05/04	09/06	07/07	06/10	23/02	13/3	n/a	n/a

ELRU WORKSHOP ATTENDANCE (GRADE-R TEACHERS) BY DISTRICT AND SCHOOL

			LITERACY WORKSKOPS 2010					NUMERACY WORKSHOPS 2011					LIFE SKILLS WORKSHOPS 2012				
Metropole East																	
Dates of Workshops			18/09 (21)	02/10 (17)	09/10 (17)	23/10 (15)	12/02/**11** (12)	02/04 (12)	09/04 (21)	04/06 (15)	18/06 (17)	25/06 (19)	10/03 (10)	14/04 (10)	12/05 (8)	To be confirmed	To be confirmed
Mfuleni Primary																	
1.	*N Diniso*	R	√	√	√	√	√	√	√	√	√	√	√	√			12/13
Isiqalo ECD																	
2	*T Mpomotseng*	R	√	√	√	√	√	√	√	√	√	√	√	√	√		13
3	*N Nomgcobo*	R	√	√	√	√											4
Nokhwezi ECD																	
4	*H Nothembile*	R	√	√	√	√	√	√	√	√	√	√	√	√	√		13
Metropole North																	
Itsitsa Primary																	
5	*Z Mdoda*	R	√		√		√		√		√						5
6	*N Nkomo*	R	√	√	√	√	√	√	√		√	√	√	√			11
Mazamomthsa Primary																	
7	*N Cele*	R	√		√		√		√	√	√	√					7
Nalikamva Primary																	
8	*N Boesman*	R	√				√		√	√		√					5
9	*N Qaweshe*	R	√	√	√	√	√	√	√	√	√	√	√				11
10	*A Thethe*	R	√		√		√	√	√	√	√	√					8
11	*N Vayisi*	R	√	√	√	√	√		√	√	√	√					9
	PumzaGqwesa JOINED 2012	R												√	√		

Nkcubeko ECD																	
12	N Mpithimpithi(no longer at this school)	R	√	√	√	√			√			√					6
	NodliwaNoma-Efesejoined 2012	Pre											√	√			
	NoziphoNdarala Joined 2012	Pre											√	√			
13	N Khaba	R	√	√	√	√		√	√	√	√	√					9
14	M Cici	Pre-	√	√	√	√			√	√	√	√					8
15	X Hashibi	Pre-	√	√	√	√	√	√	√	√	√	√	√	√	√		13
16	V Matholengwe	Pre-	√	√	√	√		√	√	√	√	√					9
17	D Rinnie	Pre-	√	√	√	√	√	√	√	√	√	√	√	√	√		13
18	Z Sweli	Pre-	√	√	√	√			√	√	√	√					8
Sans ECD																		
19	Ms V James (no longer at this school - resignedDec 2011)	R	√	√					√								3/10
	Ms. Elizabeth	R	√	√													
	Ms. Sandra principal	Pre	√	√		√											
	ThobekaTokani Joined 2012	R													√		
	SinahSkafu Joined 2012	Pre													√		
Bardale Primary																		
	NombekoMooi Joined 2011	R							√			√	√	√	√		

iKWEZIWHOLE-SCHOOL INTERVENTIONS 2012 – LANGUAGE (9 SCHOOLS)

Language whole-school interventions commenced in 2012 and comprise two school visits per quarter. School visits are divided into **classroom support** in the morning and a **grade/phase meeting** in the afternoon (45 min). Classroom support is given on a voluntary basis.

In addition one **cluster** meeting (1½ hrs) is held every quarter.

CLUSTER MEETINGS							
First Cluster Meeting:Combined meeting for Language and Mathematics General project orientation							**TOTAL ATTENDEES:124**
Lwandle (3 schools)	DATE: 16 January	NUMBER OF ATTENDEES	**49**	**Mfuleni(6 schools)**	DATE:17 January	NUMBER OF ATTENDEES	**75**

LANGUAGE

Second Cluster meeting:Topic – Print rich environments							**TOTAL ATTENDEES:45**
Lwandle (3 schools)	DATE: 31January	NUMBER OF ATTENDEES	**26**	**Mfuleni(6 schools)**	DATE:2 February	NUMBER OF ATTENDEES	**19**

Third Cluster meeting:Topic –Language diagnostic test results (DTR) general , in respect of schools, district, circuit and province							**TOTAL ATTENDEES:56**
Lwandle (3 schools)	DATE: 2 May	NUMBER OF ATTENDEES	**26**	**Mfuleni(6 schools)**	DATE:10 May	NUMBER OF ATTENDEES	**30**

CLASSROOM SUPPORT: FIRST cycleof school visits:LANGUAGETotal of teachers visited = 14;Gr/Phase Meeting = 53

METROPOLE EAST

	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	7 February	**Cwayita Mcquba**	6	No									
Grade/Phase meeting: LANGUAGE		**Topic: Problem identification**							NUMBER OF ATTENDEES			**10**	

	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
2. Solomon Qatyana	9 February	**Zoleka Tokwe**	7	No	**Primrose Kolwena**	5	No	**Mlandeli Sangqu**	5	No	**Nomfundo Leholo**	4	No
Grade/Phase meeting: LANGUAGE		**I was not able to meet with Lang educators as they were scheduled to meet withREAD**							NUMBER OF ATTENDEES				

3. Umnqophiso	8 February	**T Majeke**	6	No	**Z Nadara**	5	No	**F Mila**	5	No			
Grade/Phase meeting: LANGUAGE		**Topic: Problem identification**								**NUMBER OF ATTENDEES**		**11**	

4. Mfuleni	14 Feb	**Nombulelo**	5	No	**S Mbasa**	6	No	**Ayanda**	6	No			
Grade/Phase meeting: LANGUAGE		**Topic: Problem identification** (Unfortunately I did not have the teachers sign the register in the phase meeting and only realized my mistake afterwards.)								**NUMBER OF ATTENDEES**		**9**	

5.Nyameko	15 Feb	**(No classroom visits materialised on the day)**											
Grade/Phase meeting: LANGUAGE		**Topic: Problem identification**								**NUMBER OF ATTENDEES**		**7**	

METROPOLE NORTH

6. Bardale	22 Feb	**V Sondani**	5	No	**Miss Kibito**	4	No	**Ms Tose**	4	No			
Grade/Phase meeting: LANGUAGE		(No Phase meeting due to other strategic planning meeting) Instead we had a combined Maths & Language meeting with the whole staff during interval											

7. Mzamomtsha	23 Feb	**(No classroom visits materialised on the day)**											
Grade/Phase meeting: LANGUAGE		**Topic: Problem identification** We had a combined meeting of Maths & Language with the whole staff								**NUMBER OF ATTENDEES**		**5**	

8. Nalikamva	16 Feb	**(No classroom visits materialised on the day)**											
Grade/Phase meeting: LANGUAGE		**Topic: Problem identification**								**NUMBER OF ATTENDEES**		**11**	

9.Itsitsa	21 Feb	I managed to visit two teachers' classrooms and no observation or support materialized. It was merely a visit with me answering questions about the project.
Grade/Phase meeting: LANGUAGE		**Topic: Problem identification** (We did not have a phase meeting because all the teachers had other commitments and meetings to attend)

NOTE: During the first visits I opted to visit mostly no ACE teachers because of the perception that existed amongst teachers that the iKwezi project was only for ACE teachers and at 3 of the Mfuleni schools there are no ACE teachers.

SECOND cycle of school visits: <u>LANGUAGE</u>   Total of teachers visited= 14; Grade/Phase Meeting Participation=81

METROPOLE EAST

	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	28 Feb	**N Xentsa**	5	No	**M Halana**	6		**T Stofile**	7				
Grade/Phase meeting: LANGUAGE		Topic:Print-rich environments (showed examples)							**NUMBER OF ATTENDEES**			**12**	

2. Solomon Qatyana	1 March	**N Guseno**		No	**Khanyisele**	8	No						
Grade/Phase meeting: LANGUAGE		Topic: Print-rich environments (showed examples)							**NUMBER OF ATTENDEES**			**6**	

3. Umnqophiso	29 Feb	**MS Majeke**	8	No	**Z T Nadara**	5	No						
Grade/Phase meeting: LANGUAGE		Topic: Print-rich environments (showed examples)							**NUMBER OF ATTENDEES**			**8**	

4. Mfuleni	6 March	**L Jacobs**	4	No	**B Mhlambiso**	6	No						
Grade/Phase meeting: LANGUAGE		Topic: Print-rich environments (showed examples)							**NUMBER OF ATTENDEES**			**17**	

5.Nyameko	12 April	**XoliswaQualazive**	5	No	**Tembesa**	5	No						
Grade/Phase meeting: LANGUAGE		Topic: Print-rich environments (showed examples)							**NUMBER OF ATTENDEES**			**8**	

METROPOLE NORTH

6. Bardale	14 March	**Vuyiswa**	4										
Grade/Phase meeting: LANGUAGE		Topic: Print-rich environments (showed examples)							**NUMBER OF ATTENDEES**			**16**	

7. Mzamomtsha	15 March	**(No classroom visits materialised on the day)**											
Grade/Phase meeting: LANGUAGE		Topic: Print-rich environments (showed examples)We met with the whole staff again							**NUMBER OF ATTENDEES**			**5**	

8. Nalikamva	8 March	**(No classroom visits materialised on the day)**											

| Grade/Phase meeting: LANGUAGE | Topic: Print-rich environments (showed examples) | | | | | | | NUMBER OF ATTENDEES | | | | 6 | |

9.Itsitsa	13 March	D Gobeni	5		A Qambela	4							
Grade/Phase meeting: LANGUAGE	Topic: Print-rich environments (showed examples)							NUMBER OF ATTENDEES				3	

THIRD cycle of school visits: <u>LANGUAGE</u>   Total of teachers visited= 16; Grade/Phase Meeting Participation=44

METROPOLE EAST

	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	16 April	Me Xhenta	5	No									
Grade/Phase meeting: LANGUAGE	Topic:Analysis of individual school Diagnostic Test Results (DTR) in Language							NUMBER OF ATTENDEES			Met with 10 teachers but no presentation was given to them		

2. Solomon Qatyana	17 April	M Mkohonto	4	No	Z Tokwe	7		K Ngandana	6	No			
Grade/Phase meeting: LANGUAGE	Topic: Analysis of individual school Diagnostic Test Results (DTR) in Language)							NUMBER OF ATTENDEES				11	

3. Umnqophiso	18 April	N Pitso	4	No	T Kobo	4	No						
Grade/Phase meeting: LANGUAGE	Topic: Analysis of individual school Diagnostic Test Results (DTR) in Language							NUMBER OF ATTENDEES				10	

4. Mfuleni	23 April	S Marawu	4	No	M Gando	7	Yes	B Booi	5	No			
Grade/Phase meeting: LANGUAGE	Topic: Analysis of individual school Diagnostic Test Results (DTR) in Language							NUMBER OF ATTENDEES				7	

5.Nyameko	No classroom visits were done on the day due to internal issues and union influence amongst staff members												
Grade/Phase meeting: LANGUAGE	Topic: Analysis of individual school Diagnostic Test Results (DTR) in Language							NUMBER OF ATTENDEES			Also no Phase meeting		

6. Bardale	9 May	V Kibito	4	No	V Zondani	5	No						
Grade/Phase meeting: LANGUAGE	Topic: Analysis of individual school Diagnostic Test Results (DTR) in Language							NUMBER OF ATTENDEES				16	

7. Mzamomtsha		NO VISITS		
Grade/Phase meeting: LANGUAGE		Topic: Analysis of individual school Diagnostic Test Results (DTR) in Language (School were preparing for parent meeting in afternoon)	NUMBER OF ATTENDEES	No Phase meeting

METROPOLE NORTH

8. Nalikamva	25 April	N Gubeni	4										
Grade/Phase meeting: LANGUAGE		Topic: Analysis of individual school Diagnostic Test ResultsDTR) in Language								NUMBER OF ATTENDEES		No phase meeting	

CLASSROOM SUPPORT I	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
9.Itsitsa	8 May	D Nyamande	4		F Sigamla	6		A Qambela	6		T Mqikela	7	
Grade/Phase meeting: LANGUAGE		Topic: Analysis of individual school Diagnostic Test Results (DTR) in Language								NUMBER OF ATTENDEES		No phase meetingdue to funeral of Sadtu comrade	

FOURTH cycle of school visits: LANGUAGE   Total of teachers visited= 15;Grade/Phase Meeting Participation=57

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	22 May	Primrose Tembika	3	No	Kholeka Sam	1	Yes	J Mbilini	5	N0	N Mashikolo	6	No
Grade/Phase meeting: LANGUAGE		Topic: Analysis of individual school Diagnostic test results (DTR) in Language & pick up on 'List of Types of Instruction'								NUMBER OF ATTENDEES		19	

2. Solomon Qatyana	23 May	L Mpushe	3	Yes	Khanyisa	6	No						
Grade/Phase meeting: LANGUAGE		Topic: Pick up on 'List of Types of Instruction' (Meeting held with Foundation Phase only)								NUMBER OF ATTENDEES		4	

3. Umnqophiso	24 May	H Singapi	2	Yes	M Lehole (teacher was teaching maths)	6							
Grade/Phase meeting: LANGUAGE		Topic: Pick up on 'List of Types of Instruction'								NUMBER OF ATTENDEES		11	

4. Mfuleni	29 May	Morris Gando	7	Yes									

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Grade/Phase meeting: LANGUAGE	Topic: Pick up on 'List of Types of Instruction' (I will extend my phase meeting next term as I had to rush to hospital where my brother was admitted for serious emergency operation)									NUMBER OF ATTENDEES	No phase meeting

5.Nyameko	30 May										
Grade/Phase meeting: LANGUAGE	Topic: Pick up on 'List of Types of Instruction'No Phase meeting									NUMBER OF ATTENDEES	School visit cancelled due to Whole School Evaluation

6. Bardale	7 June	N Zenzina	7	No	Lizeka Dyani	4	No	Shirley Bawana	6	No		
Grade/Phase meeting: LANGUAGE	Topic: Pick up on 'List of Types of Instruction'									NUMBER OF ATTENDEES	No phase meeting	

7. Mzamomtsha		NO CLASS VISITS									
Grade/Phase meeting: LANGUAGE	Topic: Pick up on 'List of Types of Instruction'									NUMBER OF ATTENDEES	No Meeting

8. Nalikamva	31 May	Z G Goodma	6	No							
Grade/Phase meeting: LANGUAGE	Topic: Analysis of individual school Diagnostic test results& List of Types of Instruction'									NUMBER OF ATTENDEES	7

9.Itsitsa	6 June	D Nyamande	6	No	D Qobeni	5	No				
Grade/Phase meeting: LANGUAGE	Topic: Pick up on 'List of Types of Instruction'									NUMBER OF ATTENDEES	16

iKWEZI MATHEMATICS WHOLE-SCHOOL INTERVENTIONS 2012 –LWANDLE(3 SCHOOLS)

Whole-school interventions commenced in 2012 and comprise two school visits and one cluster meeting (1½ hrs) per quarter for Language and two school visits and one cluster meeting per term for Mathematics. School visits are divided into classroom support in the morning and a grade/phase meeting in the afternoon (45 min).

CLUSTER MEETINGS

First Cluster Meeting: Combined meeting for Language and Mathematics General project orientation TOTAL ATTENDEES: 124

Lwandle (3 schools)	DATE: 16 January	NUMBER OF ATTENDEES	49	Mfuleni(6 schools)	DATE:17 January	NUMBER OF ATTENDEES	75

MATHEMATICS

Second Cluster meeting:: Topic -Outlined test strategy and guided them in the interpetation of test resultsTOTAL ATTENDEES:51

Lwandle (3 schools)	DATE: 2 February	NUMBER OF ATTENDEES	43	Mfuleni(6 schools)	DATE:2 February	NUMBER OF ATTENDEES	8

Third Cluster meeting: Topic - Presented test results;project averages only and discussed thedifferent test items and appropriate teaching strategiesthat could be followed.TOTAL ATTENDEES:47

Lwandle (3 schools)	DATE: 2 May	NUMBER OF ATTENDEES	24	Mfuleni(6 schools)	DATE:2 February	NUMBER OF ATTENDEES	23

CLASSROOM SUPPORT: First cycleof school visits:MATHEMATICSTotal of teachers visited =10 ;Gr/Phase Meeting = 23

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	7 Feb	Ms Tulwana	1	Y	Ms K Sam	1	Y	Ms Ncukana	2	Y	Ms Same	6	N
Grade/Phase meeting: MATHS(1)		Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)							NUMBER OF ATTENDEES			11	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
2. Solomon Qatyana	9 Feb	Mr Mphunga	7	Y	Ms Bokwana	5	N	Mr Gqangeni	6	N	Ms Ndinisa	4	N
Grade/Phase meeting: MATHS(1)		**Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)**							**NUMBER OF ATTENDEES**			**4**	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
3. Umnqophiso	8 Feb	Ms Singapi	1	Y	Ms Ntamo	1	Y	Mr Ntikelo	7	N			
Grade/Phase meeting: MATHS (1)		**Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)**							**NUMBER OF ATTENDEES**			**8**	

Second cycleof school visits:MATHEMATICS Total of teachers visited =-;Gr/Phase Meeting = 25

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	28 Feb	TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting: MATHS (2)		**Topic:Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussedtest items.**							**NUMBER OF ATTENDEES**			**13**	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
2. Solomon Qatyana	1 Mar	TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting MATHS (2)		**Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussed test items.**							**NUMBER OF ATTENDEES**			**District maths workshop**	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
3. Umnqophiso	29 Feb	TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		

Grade/Phase meeting: MATHS (2)	Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussedtest items.	NUMBER OF ATTENDEES	12

Third cycleof school visits: MATHEMATICS Total of teachers visited =7 ;Gr/Phase Meeting = 29

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	16 Apr	Met with SMT. Nobody knew we were coming and nobody was prepared to have iKwezi in their classes.											
Grade/Phase meeting: MATHS (3)		Topic:Presented test results to school in graph form							NUMBER OF ATTENDEES			6	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
2. Solomon Qatyana	17 Apr	Mr Mphunga	7	Y	Ms Bokwana	5	N	Mr Gqangeni	6	N	Ms Ndinisa	4	N
Grade/Phase meeting: MATHS (3)		Topic: Presented test results to school in graph form							NUMBER OF ATTENDEES			12	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
3. Umnqophiso	18 Apr	Mr Ndabula	6	N	Ms Mandisa…	6	N	Mr Ntikelo	7	N			
Grade/Phase meeting: MATHS (3)		Topic: Presented test results to school in graph form							NUMBER OF ATTENDEES			11	

Fourth cycleof school visits:MATHEMATICSTotal of teachers visited =8 ;Gr/Phase Meeting = 25

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
1. ACJ Phakade	22 May	Ms Ngcukana	3	Y	Ms Same	6	N	Ms Fani	6	N			
Grade/Phase meeting: MATHS (4)		Topic:Discuss lesson plans on 'number concepts in general', obtained during class visits that morning							NUMBER OF ATTENDEES			14	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
2. Solomon Qatyana	23 May	Mr Mphunga	7	Y	Mr Gqangeni	6	N	•Ms Ngqulana	3	N			
Grade/Phase meeting MATHS (4)	**Topic: Discuss lesson plans on 'number concepts in general', obtained during class visits that morning**								**NUMBER OF ATTENDEES**			**6**	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
3. Umnqophiso	24 May	Ms Kentani	1	N	Ms Ntamo	2	Y						
Grade/Phase meeting: MATHS (4)	**Topic: Discuss lesson plans on 'number concepts in general', obtained during class visits that morning**								**NUMBER OF ATTENDEES**			**5**	

- 'Brilliant lesson'

iKWEZIMATHEMATICS WHOLE-SCHOOL INTERVENTIONS 2012 – MFULENI (6 SCHOOLS)

Whole-school interventions commenced in 2012 and comprise two school visits and one cluster meeting (1½ hrs) per quarter for Language and two school visits and one cluster meeting per term for Mathematics. School visits are divided into classroom support in the morning and a grade/phase meeting in the afternoon (45 min).

CLUSTER MEETINGS

First Cluster Meeting:Combined meeting for Language and Mathematics General project orientation						**TOTAL ATTENDEES: 124**	
Lwandle (3 schools)	DATE: 16 January	NUMBER OF ATTENDEES	49	Mfuleni (6 schools)	DATE: 17 January	NUMBER OF ATTENDEES	75

MATHEMATICS

Second Cluster meeting:Topic -Outlined test strategy and guided them in the interpretation of test results						**TOTAL ATTENDEES: 51**	
Lwandle (3 schools)	DATE: 2 February	NUMBER OF ATTENDEES	43	Mfuleni (6 schools)	DATE: 31 January	NUMBER OF ATTENDEES	8

Third Cluster meeting: Topic - Presented test results, in terms of project averages only and discussed the test items and appropriate teaching and learning strategies that could be followed. TOTAL ATTENDEES:47							
Lwandle (3 schools)	DATE: 31 January	NUMBER OF ATTENDEES	24	Mfuleni (6 schools)	DATE: 10 May	NUMBER OF ATTENDEES	23

CLASSROOM SUPPORT: First cycle of school visits: MATHEMATICS Total of teachers visited =6 ; Gr/Phase Meeting = 14

MFULENI	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
4. Mfuleni	14/02/12	Mrs Mbasa	6	No	Mr Bobotyana	4	No						
Grade/Phase meeting: MATHS (1)		Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)								NUMBER OF ATTENDEES		??	

MFULENI	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
5.Nyameko	15/02/12	**Mrs Sopangisa**	7	No	??			??					
Grade/Phase meeting: MATHS (1)		**Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)**									**NUMBER OF ATTENDEES**		**5**

MFULENI	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
6. Bardale	22/02/12	**Mr Mangali**	5	No	**Mrs Dyani**	4	No	**Ms Gcingca**	6	No			
Grade/Phase meeting: MATHS (1)		**Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)**									**No register for this meeting**		

MFULENI	DATE	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
7. Mzamomtsha	23/02/12	**No teachers observed**											
Grade/Phase meeting: MATHS (1)		**Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)**									**NUMBER OF ATTENDEES**		**5**

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
8. Nalikamva	16/02/12	**No teachers observed**											
Grade/Phase meeting: MATHS (1)		**Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)**									**NUMBER OF ATTENDEES**		**4**

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
9. Itsitsa	21/02/12	**No teachers observed**											
Grade/Phase meeting: MATHS (1)		**Topic: What observed in classes and schools diagnostic test Results (DTR). Outlined micro-strategy (testing)**									**NUMBER OF ATTENDEES**		??

Second cycle of school visits: MATHEMATICS											Total of teachers visited = - ; Gr/Phase Meeting = 45		
CLASSROOM SUPPORT	**DATE**	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
4. Mfuleni	06/03/12	**No teachers observed**			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting: MATHS (2)		**Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussed test items.**									**NUMBER OF ATTENDEES**		**7**

CLASSROOM SUPPORT	**DATE**	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
5.Nyameko	19/03/12	**No teachers observed**			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting: MATHS (2)		**Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussed test items.**									**NUMBER OF ATTENDEES**		**6**

CLASSROOM SUPPORT	**DATE**	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
6. Bardale	14/03/12	**No teachers observed**			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting: MATHS (2)		**Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussed test items.**									**NUMBER OF ATTENDEES**		**7**

MFULENI	**DATE**	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
7. Mzamomtsha	15/03/12	**No teachers observed**			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting: MATHS (2)		**Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussed test items.**									**NUMBER OF ATTENDEES**		**4**

CLASSROOM SUPPORT	**DATE**	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
8. Nalikamva	08/03/12	**No teachers observed**			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting: MATHS (2)		**Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussed test items.**									**NUMBER OF ATTENDEES**		**5**

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
9. Itsitsa	13/03/12	**No teachers observed**			TESTING GR 1 - 6			TESTING GR 1 - 6			TESTING GR 1 - 6		
Grade/Phase meeting: MATHS (2)		**Topic: Tests run in school that morning (I class per grade from Gr 1 – 6. Explained test and discussed test items.**									**NUMBER OF ATTENDEES**		**16**

Third cycle of school visits: MATHEMATICS									Total of teachers visited = 6 ; Gr/Phase Meeting = 20				
CLASSROOM SUPPORT	**DATE**	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
4. Mfuleni	23/04/12	**Mr Sangovana**	6	No	**Mr Lobi**	7	No						
Grade/Phase meeting: MATHS (3)		**Topic: Presented test results to school in graph form**									**NUMBER OF ATTENDEES**		**8**

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
5.Nyameko	24/04/12	**No teachers observed**											
Grade/Phase meeting: MATHS (3)		**No meeting on the day**									**NUMBER OF ATTENDEES**	**No meeting on the day**	

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
6. Bardale	09/05/12	**Ms Gcingca**	6	No	**Ms Mkefe**	2	No						
Grade/Phase meeting: MATHS (3)		**Topic: Presented test results to school in graph form**									**NUMBER OF ATTENDEES**		**12**

MFULENI	DATE	Name of Teacher (1)	Gr	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
7. Mzamomtsha	07/05/12	**No teachers observed**											

Grade/Phase meeting: MATHS (3)	**No meeting on the day**	**NUMBER OF ATTENDEES**	**No meeting on the day**

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
8. Nalikamva	25/04/12	**Mrs Zingisile**	4	No									
Grade/Phase meeting: MATHS (3)		**No meeting on the day**						**NUMBER OF ATTENDEES**			**No meeting on the day**		

CLASSROOM SUPPORT I	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
9.Itsitsa	08/05/12	**Mr Fani**	6	No									
Grade/Phase meeting: MATHS (3)		**Topic: Presented test results to school in graph form**						**NUMBER OF ATTENDEES**			**No meeting with all staff**		

Fourth cycle of school visits: MATHEMATICS **Total of teachers visited = 7   Gr/Phase Meeting = 24**

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
4. Mfuleni	29/05/12	**Mr Sangovana**	6	No	**Mrs Ntshanga**	2	Yes						
Grade/Phase meeting: MATHS (4)		**Topic: Discuss lesson plans on 'number concepts in general', obtained during class visits that morning**									**NUMBER OF ATTENDEES**		8

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
5.Nyameko	No visit	**No teachers observed**											
Grade/Phase meeting: MATHS (4)		**No meeting on the day**						**NUMBER OF ATTENDEES**			**No meeting with staff**		

CLASSROOM SUPPORT	DATE	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE

| 6. Bardale | 07/06/12 | **Ms Ncuthe** | 2 | No | | | | | | | | | | |

| Grade/Phase meeting: MATHS (4) | | Topic: Discuss lesson plans on 'number concepts in general', obtained during class visits that morning | | | | | | | | NUMBER OF ATTENDEES | | | ?? | |

MFULENI	**DATE**	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
7. Mzamomtsha	05/06/12	**No teachers observed**											

| Grade/Phase meeting: MATHS (4) | **No meeting on the day** | | NUMBER OF ATTENDEES | | No meeting with staff |

CLASSROOM SUPPORT	**DATE**	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
8. Nalikamva	31/05/12	**Mr Malabola**	6	No	**Ms Xbmbekeni**	6	No						

| Grade/Phase meeting: MATHS (4) | | Topic: Presented test results to school in graph form | | | | NUMBER OF ATTENDEES | | | | | | | 8 |

CLASSROOM SUPPORT I	**DATE**	Name of Teacher (1)	Grade	ACE	Name of Teacher (2)	Grade	ACE	Name of Teacher (3)	Grade	ACE	Name of Teacher (4)	Grade	ACE
9.Itsitsa	06/06/12	**Mrs Nomangola**	4	No	**Mr Mnqaba**	5	No						

| Grade/Phase meeting: MATHS (4) | | Topic: Discuss lesson plans on 'number concepts in general', obtained during class visits that morning | | | | | | | | NUMBER OF ATTENDEES | | | 8 |