PREAMBLE

- **Goal 16 of Action Plan 2019 towards realization of schooling 2030**.

 Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

- **MRTEQ**-Minimum Requirements for Teacher Education qualification refers to Highly developed literacy, numeracy & IT skills.

- **ISPFTED**-Integrated Strategic Planning Framework for Teacher Education & Development.

- White Paper on E-Education

- Professional Development Framework for Digital Learning

OVERVIEW

- **ICT Skills Development**
- **ICT Dependencies**
- **ICT Utilisation**
- **ICT Vision**
- **ICT Challenges**

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1. PROFESSIONAL DEVELOPMENT FRAMEWORK FOR DIGITAL LEARNING

- National DBE framework which provinces are required to implement

- Focuses on the core competencies required by teachers to transform their pedagogy from digital *teaching* to digital *learning*

- Supports the development and utilisation of transformative pedagogies which are **complemented** by relevant digital tools and content – how the curriculum content is conveyed remains key to the teaching and learning process and is not overtaken by throwing as many digital tools into the mix as possible

- Need to keep in mind that unless a teacher can use the basic Microsoft software packages and understand the capabilities thereof, they will not be able to integrate the use thereof into the teaching and learning process – 2-phase training process will therefore be required
    - **Foundational skills = Computer literacy**
        - ✓ Laptop roll-out = district-based training course (Beginner)
        - ✓ eSkills4All = provincial training course (Entry level)
        - ✓ Microsoft projects = coding
    - **Application skills = ICT integration**
        - ✓ MacMillan project = FP pilot concluded; IP pilot in development
        - ✓ Microsoft projects = district-based training workshops

- Also need to remember that teachers will be at different levels of competence regarding computer literacy and/or ICT integration and will therefore need to cater for at least three levels in training in both areas of skill, i.e. beginner, intermediate and advanced

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A. Foundational Courses

- **Laptop roll-out**
  - ✓ Internally developed ECDOE course
  - ✓ 5-day course = introduction to computers and basics of Word, PPP and Excel along with basic integration activities
  - ✓ Activities carried out on teachers' laptops
  - ✓ No formal competence assessment on conclusion = no SACE points
  - ✓ Trainers = district-based eLearning facilitators

	PRIOR TO 2018	2018	2019
Trained	17,432	3,229 in progress	Work in progress
Laptops	FOUNDATION PHASE	24,000 INTERSEN	10,000 FET

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A. Foundational Courses (cont.)

- **eSkills4All**
  - ✓Partnership with provincial COLAB funded by DTPS = WSU responsible for project
  - ✓120-hour course = basics of Microsoft Office suite in modular format
  - ✓Digital online course (server based)
  - ✓Formal competence assessment on conclusion
  - ✓SACE accredited = 35 points
  - ✓Trainers = district-based eLearning facilitators
  - ✓eSkills offered at 4 sites = 3 PTDIs (EL, MT & PE) + 2 Vodacom Centres (Mdantsane & Uitenhage)

COURSE	2019 STATUS	NUMBER TRAINED / IN TRAINING					
		EL	MT	PE	M VC	U VC	Total
eSkills4All- Principals	Completed	58	32	41	27		158
eSkills4All- Principals + FP	Completed	55	46	40	24	25	144
eSkills4All (Excel)- Officials	Starting on 09/09	40	28	56	27	26	40
GRAND TOTAL							342

B. Application Courses

- **Microsoft project**
  - ✓Utilisation of laptop to design lesson presentations
  - ✓Utilisation of laptop to design certificates, letters and invitations
  - ✓Utilisation of laptop to create mark sheets
  - ✓Activities carried out on teachers' laptops
  - ✓No formal competence assessment on conclusion = no SACE points
  - ✓Trainers = McMillan trainers
  - ✓Follow-ups = classroom visits
  - ✓Target = FP teachers and SAs across 7 outlying districts

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B. Application Courses (cont.)

- **McMillan project**
  - ✓Utilisation of laptop to design basic teaching tools (flash cards)
  - ✓Utilisation of laptop to design basic learning and assessment tools (worksheets)
  - ✓Utilisation of laptop as a teaching tool (lesson presentations)
  - ✓Activities carried out on teachers' laptops
  - ✓No formal competence assessment on conclusion = no SACE points
  - ✓Trainers = MacMillan trainers

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Application course cont.

- Intel Digital Computer Literacy/Train the trainer for subject advisors

- Google classroom as a learning management system.(LMS) – 24 SES and PTDI staff.

- Why eLearning on line course (Via Afrika) face to face and self paced.

- Excel advanced formula (component of Eskill)

- Coding trained for all e-learning advisors, teachers & out of school youth.

- Vodacom e-school and digital classroom (SESs, teachers and learners). E-school registration for learners in the last push program in schools.

- Coordinated DBE : Moodle for life Sciences Hospitality studies SESs.

2. ICT DEPENDENCIES

- Availability of functional resources
- Availability of technical support
- Updated technology
- Reliable connectivity
- Adequate data available to users (or zero-based)
- Well-equipped training sites
- Availability of competent trainers

3. ICT UTILISATION

- Devices: Laptops, data projectors and speakers (presentation of ICT courses in PTDIs and districts)

- Digital content: Training materials (e.g. Funda Wande reading course)

- Online training: Server-based (e.g. eSkills4All)

- Reporting: DBE Moodle platform for reporting on numbers trained

- Administration: Google forms for registration process for courses

- M&E: Google forms for monitoring process (pilot)

4. ICT VISION

- Resource schools to integrate laptops in classroom teaching (IT) – data projectors, screens and speakers

- Provide differentiated training (TD) – intensify foundational and application training (intermediate + advanced levels)

- Provide access to web-based online training

- Maximise use of laptops in curriculum training courses – digital training manuals and accessing online materials

- Expand number of training sites – utilise all PTDIs and Vodacom Centres + increase number of Vodacom Centres across province

- Expand target to improve service delivery – include ECDOE HO and district-based officials + Subject Advisors

- Permanent appointment and placement of IT technical officials at PTDI – to also service and support Vodacom Centres

5. ICT CHALLENGES

- Functional resources – laptops sometimes faulty; laptops issued without projectors and speakers
- Technical support – limited availability; over-reliance on few officials from HO for 4 PTDIs and all Vodacom Centres; access to Vodacom servers to update
- Updated technology – outdated servers at Vodacom Centres and insufficient number and capacity of servers
- Connectivity – erratic at Vodacom sites; limited number out of 30 attendees can connect at a time. Intermittent WI-FI connection.
- Data availability – insufficient and runs out so trainees cannot access digital / web-based training material at Vodacom sites
- Training sites – insufficient for the size and shape of the province
- Trainers – insufficient in number for the vision to expand the nature and scope of training, follow-up support.
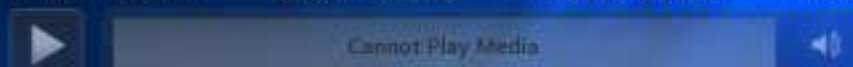- Communication

THANK YOU

Professional Development

Number of Teachers

Year	Number
2015-2016	2366
2016-2017	4322
2017-2018	10744
2018-2019 (Apr - Sep)	3229
Need: 2018	24000
FET: 2019	10000