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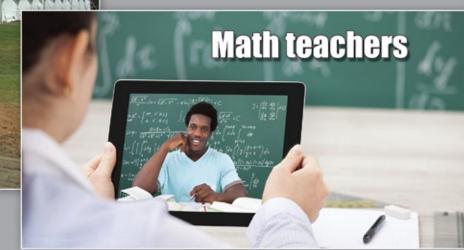
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Cignal Secure Technologies

Our front cover

Snippets of some of our exciting and informative stories for this issue.



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EDUCATION Magazine

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Editor's column

Have fees fallen? What are students saying?

It's interesting to note that CNN reports that for more than a year across South Africa, students have been marching for free higher education - many of their parents fought Apartheid and they say this is their generation's struggle.

The report, posted on CNN.com, goes on to quote: "It is something that the youth has been calling for over 20 years now. We want more black students to be able to come to university and to have a better chance of participating in the economy," said Busisiwe Seabe, a leader of the Fees Must Fall movement at the University of the Witwatersrand (Wits).

Like tens of thousands of others across the country, she is saddled with crippling student debt.

Seabe said protesters don't trust the government, or their university: "We can't trust our own management to mediate on behalf of the state, because they can't even come down and meet us in a simple general assembly. So that on its own shows that they will not be able to engage the state in good faith. And we do not trust them."

Comments from students posted on the Student Village newsletter in September reflect the following views:

- I have to pay: R22K residence, R37K tuition, R2.5K transport, R6K book and R5K meals. From a domestic worker who earns R1.5K monthly #Fees2017 #FeesMustFall2016
- Student opens textbook and studies in front of police. "I will not be treated like a criminal" #Fees2017 pic.twitter.com/uo3ZhlpMkF
- "I'll sit here and study until you shoot me for having a book in my hands." #Wits #Fees2017 pic.twitter.com/Lg7PLQShfx
- Why has the responsibility been placed on the universities? Why is no one asking about why the government hasn't been held accountable? #Fees2017
- Waking up to the sound of police sirens and protesters #FeesMustFall #Fees2017

Mpendulo Mfeka, a law student said: "Only two of us at the public school I attended were able to get to Wits. It pains me that most of my high school mates, who were as good as I am couldn't make it to Wits because of financial means. The issue of free education is not a student issue, it's a national issue. Because we are expected to get this education and help provide bread and other necessities, people need to understand that when someone gets financially excluded, it is not just the individual being excluded but it's the entire family, the black community."

Recently the Treasury has pledged R19 Billion for higher education, yet the "struggle" continues.

Yours in education

Editor

*** MIGHTY PEN EDUCATION

COMPETITION

Win a 40-Inch Flat Screen TV by Helping Schools Buy Better

School staff, have you been dreaming of a TV to hang on your living room wall but haven't had the cash to spend? Maybe you're looking to upgrade your current TV to a bigger clearer display. Well, we have some good news for you! SchoolAdvisor and generous sponsors, SEARTEC, proud distributor of SHARP, are giving away a brand new SHARP 40" High Definition television.



School Advisor



Product deets

The SHARP LED TV is 40 inches of pure Full HD. It features a unique USB Multimedia Player with movie, music & photo support. This amazing TV retails for R8, 500.

Who/What is SchoolAdvisor?

SchoolAdvisor is a website that makes finding and requesting quotes from school supplies easier and more convenient. You can rate, review, and get quotes from over 1100 companies already listed on SchoolAdvisor. What makes the site great are the 1850 (and counting) reviews which have been submitted by schools – helping you know what to expect from a prospective supplier.

Who can enter?

The competition is open to teachers, heads, school administrators, bursars, school governing body members and relevant school employees of Southern African schools.

How to enter

Simply review any company that supplies any product or service to your school or you can review any product you have used in your school. Not only will you instantly be entered into the competition to win a 40" LED TV, you will also be doing your bit to helping schools buy better. Write your first review by clicking here or visit www.schooladvisor.co.za and click on the 'write a review' button. Positive and honest reviews are

Don't know what to review?

Review your stationery supplier, textbook supplier, paper supplier, bank, school admin system, gardening service, computer software supplier, favourite EdTech product, sports equipment, or any other product or service you can think of.

encouraged, as this is appreciated by the suppliers.

How many times can you enter?

As many times as you like. The more reviews you write, the more chance you will have to win a 40" SHARP flat screen TV.

When will the winner be drawn?

Winner to be drawn on 30 November 2016. T&Cs apply, check www.schooladvisor.co.za



Click here to get cracking



Digital Education Show Africa 2016



The 2nd annual Digital Education Show Africa, the continent's largest EdTech event saw thousands of education enthusiasts converging at the Sandton Convention Centre, Johannesburg on 18 and 19 October 2016.

rom principals, teachers and education specialists to high-tech product providers and government officials, the two-day event was a hub of networking, purchasing and conferencing. The Digital Education Show Africa is the leading marketplace and ideas exchange for African schools and governments hungry for innovative solutions.

The 5 520m² venue saw over 64 companies representing 18 countries, 2 300 attendees from 42 countries, exciting new product launches, event highlights and live demonstrations.

As Ms Thembekile Ndlovu from the South African Principals Association said, "The show got me connected, it was valuable and worth every effort. Thank you."

This was echoed by Mrs Constance Sibongile Masondo from the Department of Education: "Networking with delegates and speakers was very exciting and

The event also offered a new networking platform called Jublia, ensuring that schools and suppliers were connected.

"The app worked wonderfully in setting up meetings and allowed me to plan my networking," said Petrus du Toit, Active Digital Solutions.

The event was made possible by the following sponsors

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Via Afrika

"Thanks again for a wonderful show. I think I speak for everyone at Via Afrika when I say it was a roaring success, and that we thoroughly enjoyed it," said Marius Du Plessis.

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The event was held in association with the Department of Basic Education, Read to Lead, SABC Education, South African Principals Association (SAPA), ISASA (Independent Schools Association) and FEDSAS.



As Ra'ees Khan (Coordinating Managing Director) and Educational Technology Specialist concluded, "Overall the show was good, the networking culture and ethos is really phenomenal and I see it as a competitive edge in your field and perhaps try and seek to harness that strength and culture more."

"As an academic researcher, there are not many expos for us so I look forward to the growth of this brand. It really is an initiative which is highly beneficial to our industries and there is both a great demand and need for it."

Coming up next year

EduTech 2017 - Empowering Learning through Technology. Africa's largest EdTech event for educators, educational influencers and government.



With the success of EduTECH in Australia which attracts over 8 000 attendees. Terrapinn South Africa is looking at ways in which they can change the way students learn, study, and succeed in the classroom of the future.

That is why they are bringing EduTECH to Africa. The event will take place in Johannesburg, South Africa in October 2017. With thousands of visitors in attendance at the 2015 and 2016 events, EduTECH Africa is the symbol of just how much potential Africa holds for technology, innovation and implementation in the classroom.

EduTECH Africa is where all aspects of education are brought together to deliver greater learning outcomes for learners in all environments.



EDUCATION

Exhibitors at

The Digital Education Show



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wePresent - collaboration in education

Collaborative workspaces are not a new concept in the education environment, but the introduction of a variety of PC's, smart phones, and tablets make it hard to let everybody collaborate.

wePresent has been active in the field of wireless presentation for many years. Through our experience, the wePresent range has evolved into much more than a simple presentation device. With the different models we offer, we resent now has a solution to suit any collaboration situation.

With the various devices that teachers and students carry with them, it can be hard to offer a presentation solution that works for all. wePresent is a professional simple-to-use wireless presentation system that allows up to 64 users to collaborate and give a wireless interactive presentation from their Windows or Mac computer, smartphone and/or tablet. No more searching for cables, tripping on wires or calling your IT department.

We offer three models to choose from: the WiPG-1000, the WiPG-1600, and the WiPG-2000, plus the all new SharePod for adding any HDMI content into the wePresent environment.



The WiPG-2000 is the most advanced model to date. It has all the features we Present could offer packed inside. The WiPG-2000 is part cross-platform wireless presentation system, part media streamer and USB player, but also has the option to be a dual-band wireless access point. Besides this, the wePresent flagship model has extra features like on-screen annotation and virtual whiteboard. It even has ways of sharing annotations and slides from your presentation to any WiFi devices in your audience, which they can choose to save. The diversity in features makes the WiPG-2000 one of the most versatile collaboration systems

The new WiPG-1600 was designed with the modern classroom in mind. It has almost the same range of functionalities as the WiPG-2000, but some features have been stripped to make it more affordable and highly suitable for use in education. Naturally, like the 2000, the 1600 still offers

a true cross-platform solution. By using the local IT infrastructure, the 1600 model is secure and perfect for classrooms, meeting rooms and small huddle spaces.

Our WiPG-1000 is our entry-level model which is more affordable and packed-full with features.

wePresent connects to any display by HDMI or VGA and creates a wireless projection in full 1080p HD resolution, works with ANY device (PC, Mac, iOS, Android), conference control gives lecturers/presenters full control, adheres to strict security standards, doubles as a wireless access point, integrates with SMARTboards and touchscreens; and eliminates the need for additional equipment.

When connected to a local area network, we Present allows presentations from network computers and supports a pass-through internet connection. With an abundance of IT network settings, we Present easily adapts to a school's rigorous security environment. There's a built-in wireless access point that can be enabled, as well as additional security features such as a 4-digit randomly-generated access code, enterprise-level encryption and an onboard gatekeeper option. Because wePresent can also be used without software installation, it offers any one-time guest presenter an easy way to provide an interactive wireless presentation.



wePresent allows students to give interactive presentations, collaborate, annotate onscreen, or participate in classroom discussions from their own

computer, tablet and/or mobile device - this includes iOS (AirPlay) and even Google Chromebook! The perfect solution for your Smart Classroom and allows classrooms to move beyond slideshows and lectures to become real active learning environments.

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Written by an experienced team of educators, each product is scaffolded to ensure content mastery and is designed to foster analytical and critical thinking.



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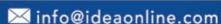


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exams

Kwa-Zulu Natal Matriculants

receive educational boost ahead of final exams

More than 400 of the Kwa-Zulu Natal's Grade 12 learners received an educational injection ahead of the final exams, which kicked-off during the final quarter of this year. The Department of Education in the province, together with the ATKV Drakensville Resort, joined forces to assist these students with their final preparation for the remainder of their last school year.

or a period of three weeks, from 1 to 21 October, the learners took part in the Excellence Project, which saw them being accommodated at the ATKV Drakensville Resort where they attended extra tuition classes in preparation for the matric exams. Not only did they receive the extra teaching but they also engaged other schools in the area where they assisted fellow matriculants with their preparations.

In 2015, Kwa-Zulu Natal was the second worst performing province, recording a pass rate of 60.7%, down a whopping 9% from the previous year. This was the second consecutive year that the province's results dipped. In 2014 the pass rate dropped by 7.7% compared to 2013.

Kwa-Zulu Natal accounts for the highest number of matriculants writing exams and it is suggested that challenges around the new curriculum could have contributed to past results.

Speaking during the opening ceremony of the Excellence Project, the MEC of Education in KZN, Mthandeni Khethomthandayo Dlungwana, said that the initiative would go a long way to improve the province's Grade 12 pass rate. He has encouraged students to work hard and to put in the effort needed to ensure satisfactory results.

"As a department we have every single learner's future at heart and this is exactly why we have implemented the Excellence Project. The motto of the project is 'Bounce Back' and we believe that as a province we can do just that." he said.

Learners expressed their appreciation and full commitment to this project as they realise that this is an opportunity afforded to only a few.



Frames of one of the structures



One of the tents used as a class room



The land where the learners would be staying

Behind the scenes this project is the first of its kind and unique in the sense that the infrastructure to support this project had to be installed from scratch on the Resort. All class rooms, bathrooms, electricity and warm water were all installed in less than 10 days.

The ATKV Drakensville Resort's restaurant served 1 200 meals per day and 25 200 meals by the end of the 21-day period. Non-indigenous trees on the property were used to burn wood in order to heat up the water and the water used during showers was then utilised as part of the irrigation for the Resort.

Meanwhile, both the Department of Education and the ATKV have expressed the hope that the efforts made will go a long way towards improving this year's Grade 12 results, which is expected in early 2017.





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"Its about making technology come alive in the classroom!" michael berger

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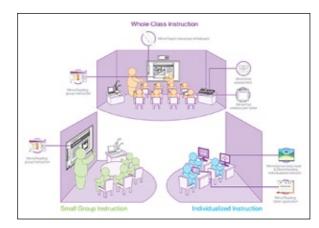


THE NEW 21st CENTURY CLASSROOM LOOK AND FEEL

In today's time, the look and feel of the classroom is changing to accommodate a new generation of learners. Traditional classroom designs have been very effective for many generations and may no longer be the key to effective learning.

Technological advancements have led to an employer demand for entry level employees to possess good technology skills.

As a leading eLearning distributor of educational products, Bhelela Communications (Pty) Ltd have over the years accumulated technical expertise and an understanding of the eLearning market. We bring that experience to our clients by distributing customised computer technology in the classroom, using computer hardware that is proven to enhance knowledge retention and learner interaction.



In educational entities, like schools, colleges, universities and the private corporate world, learners should learn to live productively in an increasingly digital world.

- Students should demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- Students should use digital media to communicate and work collaboratively
- Students should apply digital tools to gather, evaluate and use information

For the above points to happen, schools need to

- Transforms their classrooms into learner-centered environments that are authentic and relevant to their students.
- Prepare all students to become creative thinkers, collaborators, problem solvers and life-long learners for the global workplace and evolving society of the 21st Century.
- Improve student achievement through the use of research based technology solutions and technology rich classrooms tied to a curriculum that is rigorous and relevant and supports 21st Century Learning.



To accomplish these goals teachers should be provided in their classrooms with the following equipment:

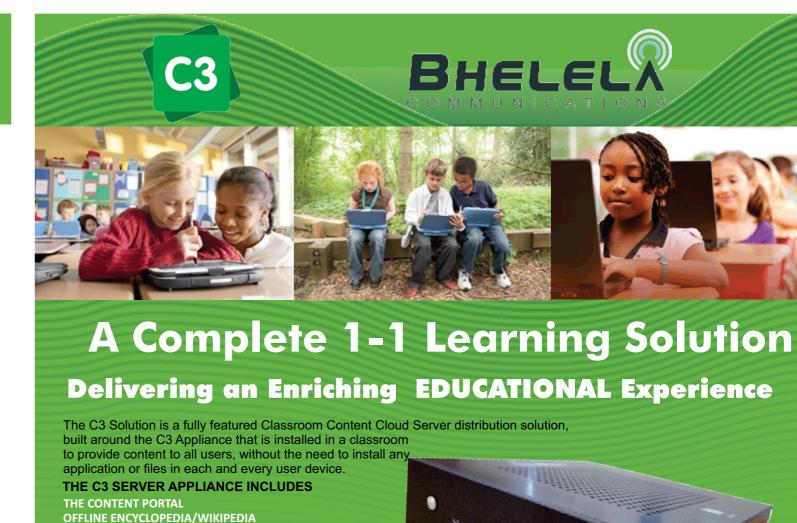
- A teacher laptop.
- A Classroom Content Cloud Server example (like the C3 Server) with its built in WiFi Access Point.
- One laptop cart to accommodate up to 25, 36 or 48 student tablets/laptops.
- Student laptops. (See notes below).
- · Wireless access points.
- One printer and a scanner.
- One electronic whiteboard like the Mimio Teach.
- One projector.
- · Productivity software.

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NOTES

- 1. Bhelela Communications (Pty) Ltd has found that within a Primary School, it is better that two learner's share a tablet or laptop. This allows them to interact and share knowledge in the infancy of their initial primary school education experience.
- 2. In High School there should be a tablet or laptop per student within a classroom.

Educators should take the time to learn more about the latest technology that will enhance their classroom learning.











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Changing recycling behaviour

among our future generation

As South Africa starts to discover the potential of our local recycling industry, stakeholders and key contributors are exploring how best to unlock the full value chain. With many elements of the recycling lifecycle still not formalised or regulated, private and public sector players are looking for ways to enable this, especially when it comes to sourcing recyclable materials directly from communities. Gaopaleloe Mothoagae, Sustainability and Transformation Manager at Coca-Cola Beverages South Africa (CCBSA), maintains that creating ad hoc initiatives is, however, not enough if we want to influence current behaviour and ensure that recycling becomes common practice among future generations. This has been the key motivating factor for the Schools Recycling Programme.

s a company that relies on used bottles making their way back into the recycling chain in order to minimise our carbon footprint and environmental impact, it was imperative for CCBSA to find a sustainable way to recover post-consumer waste. It was also important that the recovery process was supported by education to ensure long-term environmental awareness and protection, especially for future generations. And so, the Schools Recycling Programme (SRP) was started.

Five years later, we have a number of important 'learnings' we're able to share. The first is that schools and recycling make for an exceptionally good fit. By gearing your initiative to provide a learning experience for everyone involved, you can entrench the basic principles of recycling, as well as a commitment to sustainability, resource conservation and environmental stewardship. This needs to be done by encouraging positive action that is rewarded.

In our case, participating schools have the opportunity to raise funds for important school projects through the initiative. Each has to commit to collecting a minimum of 1 000kg of PET (plastic waste) per month, with schools that collect two tons or more standing in line to win prizes in our annual competition. All schools earn continuously as they collect though - creating a direct revenue stream from selling the waste.

The schools' earning ability ensures that learners and teachers take the initiative "home" - looking for additional sources of waste they can contribute. That being said, it can be difficult to maintain excitement and momentum year after year. This is why CCBSA subsequently added another layer to its SRP - through its



FF Ribeiro Primary School in Mamelodi



Mpact's PET Recycling Plant

Recycling Representatives. These young members of local communities are employed on a full time basis and assigned to a number of local schools in their area. Through school visits and engagements, they encourage the ongoing performance of the learners and teachers; keeping them motivated to collect and recycle as they get closer to the annual competition. They're paid for their efforts and learn valuable business skills in the process through a formal training process.

With about 492 695 learners already involved in the programme, the programme collected 645 tonnes in 2015. We do however realise that we still have a long way to go in terms of ultimately creating a closed loop system for all of our bottles. As such, we will continue setting ourselves new goals and milestones in partnership with local communities so that the SRP grows from strength to strength. We are confident that this approach will create positive recycling habits among current and future generations of South Africans - and, in so doing, ensure a greener future for all of us.



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FREE-TO-ATTEND

Why is maths teaching - and learning - so often a problem?

Educationalists in South Africa have long held that shortcomings in the performance of our pupils in the field of mathematics or numeracy can be ascribed to a lack of relevant subject knowledge on the part of teachers.

It has long been a perception in South African educational circles that one actually learns to teach 'on-the-job' rather than during one's training and that university education departments are not very good at teaching people to teach. Teachers tend to teach more like the way they were taught at school than the way they were taught to teach while studying to become teachers.

The following section is based on the inputs of a group of "excellent teachers" reflecting a number of personal preferences and beliefs based on many years' experience of effective teaching and learning in the South African context.

Some structural and philosophical approaches

If you are looking at anything beyond band-aid stuff, start at the lowest level of maths teaching in your school (e.g. Grade 8) and put your best teachers there. (In South Africa, we tend to put our best teachers at the highest level, of course).

If you are in a high school, and you are hoping to improve maths specifically (as distinct from numeracy or maths literacy), concentrate in Grades 8 and 9 on those sections of the work which are going to be needed later - i.e. in grades 10, 11 and 12 - namely the algebraic and geometric concepts, and less on the other stuff.

Create an ethos of enjoyment and an understanding that doing maths and enjoying maths is "an aspired-to thing". Such enjoyment must include enjoyment of maths outside of the classroom, a motivation to do extra work, and a culture which says that it is "okay to do and enjoy maths".

One is also going to need a basic core of work to draw from, work which is sufficiently difficult to challenge, but not discouragingly difficult. Many of our textbooks are aimed at the middle to lower echelons of learners in our classes, so it becomes essential to supplement your textbooks with other work.





Teacher development

- · By all means, teach your staff content - or check on their knowledge (one of our member schools has built in a "subject content test" as an integral part of their interview process when appointing staff); but remember at the same time that there is now a heap of research showing that the knowledge of the teacher does not simply transfer into marks for the pupils. Drills are important!
- · Teach how to teach: both as an introductory course for new staff, and as refresher courses for experienced ones:
- · You could look to "team teaching" or large-group teaching when new and especially difficult sections are to be taught;
- Evaluate pupils' work regularly (possibly with the assistance of teacher aides, especially if the largegroup option is utilised).

Skills development and consolidation for pupils

The truth of the matter is that however well teachers teach, they can only go so far for the pupils: they cannot learn for them. In the end, after the teaching is done, the pupils need to consolidate concepts by means of practice, practice



and more practice, much of which will have to be done alone and at home, and there is simply no substitute for this. If only pupils would practise half as hard in maths as they do for rugby, swimming, tennis or soccer.

This means that there will have to be easy access to both the repetitive and the interesting things they need to practice.

Consider electronic aids – but only if you

- Are absolutely clear on what you want to achieve that cannot be achieved by traditional, tried and tested methods;
- · Have designed a technology-effective teaching model;
- Have trained staff intensively on teaching methods for electronic
- Know how to use electronics as teaching tools, not as storage sites.

And then more broadly

In the end there is simply too little time and too few hands and minds in a single school to effect all of the above. Perhaps, then, you should be looking to some form of inter-school course design and training collaboration so as to keep workloads within manageable bounds.

You also need to inform your big schooling "sectors" (staff, parents, pupils and perhaps even your District) of what you intend to do, why you want to do it, and how you intend going about doing it, thus ensuring that you have their buy-in and support.

Budget not only for the acquisition of any new "tools" (including electronic, human or any other type) which you may need to buy now, but also for their sustainable usage into the future; and use your subject heads as staff development agents, not simply as administrators.

If there is any truth in these mantras, then it becomes an imperative that schools have effective staff development initiatives in place. These should not simply be one or two day orientation courses for new intakes, but an ongoing developmental programme which includes a healthy dollop of teaching new entrants how to teach. And, equally, it seems, there needs to be a programme for experienced staff which looks at refreshing and renewing the teaching skills of the older guard.

When it comes to technology, it needs to be borne in mind that decades of research on the benefits of educational technologies has consistently thrown up one particular truth: that when teachers have access to new technologies,

their instinct is to use such new technologies to extend existing practices rather than develop new approaches: i.e. their inclination is to use technology as a sustaining aid rather than an innovative one.

And please don't think that personal use of electronic media by teachers transmutes automatically into knowing how to pass on the skills to pupils. It doesn't. It takes intensive teacher training to ensure that there really is a proper understanding of what the selected device really is (or isn't), and using it appropriately.

What is actually needed now is a new design for a different model of teaching which ensures that the electronic devices are used optimally as teaching tools, not storage or recording tools and probably piloting or testing it on a relatively small group; designing a teaching model in which the electronic devices can be used optimally; and passing on this skill to others. \checkmark

Extracts from the Undercurrents Newsletter Vol 6 No 28: 14 October 2016 published by the Governing Body Foundation (GBF)









Don't bully the bully

HEARTLINES
The Centre for Values Promotion

Bullying is not new, however in recent years the rise of social media bullying has been meteoric. The most recent case to hit the media has been that of a 16-year-old who threatens a 14-year-old girl from the same high school in a vicious video rant. True to form, as is the nature of social media, it spread like wildfire.

his is not where the story ends though. Attracting widespread criticism and a number of malicious memes on social media, the 16-year-old has come under fire on social media and in turn has become the victim herself.

"Whether it is low self-esteem, cultural, social or family related issues, insecurities, such as bullying, racism and hatred towards otherness, it manifests in a number of ways. We live in a world of stereotypes and until we get to know each other's stories, we will treat each other according to the opinions and assumptions that we make," says Brian Helsby, Head of Youth mobilisation at social change NGO, Heartlines.

Behaviour change is not an overnight thing. Our approach to addressing behaviour change is taken from a values perspective. Whereas other initiatives tend to tackle behaviour change from a health, legal and human rights perspective, Heartlines challenges people irrespective of race, gender, age or religion to live out positive values in a way that will build people, families, communities and the nation.

The majority of South Africans already aspire to a set of good values which, if lived, would transform our country. Heartlines acknowledges God as the authority of all good values. These values form the basis of much of the teaching of our major faiths, to which over 80% of our population claims to belong. Unfortunately there is a big values-action gap. We aim to narrow this gap through facilitating a mass movement of 'lived' values to achieve a tipping point, and so transform our country.

Exploring issues around racism, tolerance and empathy, Heartlines, the Centre for Values Promotion, recently launched a national initiative called What's Your Story. The initiative aims to address the underlying issues that lead to negative behaviour such as racism and bullying through personal storytelling.

"Storytelling is interwoven into our society making it the perfect platform for generating tolerance, empathy and understanding of other people. A simple way to begin addressing bullying and peer intolerance at school or in youth groups is

through getting to know one another's stories," says Helsby.

Exploring the concept of storytelling to create social change and cohesion, What's Your Story has rolled out a number of resources to faith youth groups, high schools and businesses. The initiative aims to reach more than 10-million people across the country through the stories that are shared.

The resource aimed at high schools is a DVD that comprises

- A 4-lesson Life Orientation guide to promote understanding, trust and reconciliation in the classroom
- How to take personal storytelling beyond the classroom
- Discussions on diversity and cultural awareness based on the Heartlines film. The Miners
- A real-life story of two high school friends who step into each other's worlds to promote understanding.

Visit <u>www.whatsyourstory.online</u> to watch, read or listen to what has been shared already or to make your own contribution to the conversation.

To find out more about resources for youth groups contact

Brian@heartlines.org.za ▲







SA-ITHUTE BACK TO SCHOOL SOCIAL TECHNO CAMPAIGN

"Touching lives, Educating the 21st Century Nation"





EVENT DETAILS

NAME: SA-ITHUTE BACK TO SCHOOL SOCIAL TECHNO CAMPAIGN

VENUE: CLUB RENDEZVOUS C/O EMILY

HOBHOUSE & BRITS STREET, PRETORIA NORTH

DATE: 02 DECEMBER 2016 TIME: 09H00 TILL 16H00





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IGNITING THE PASSION OF DIGITAL





Employee education in SA

needs to be tackled one bite at a time

By Dennis Lamberti, Development Director of Media Works

Single-concept, or bite-sized, learning is taking the global online education industry by storm. A natural response to the prevalence of mobile learning and an antidote to lack of time and resources in the workplace, bite-sized learning is ideal for employee education in South Africa.



n our fast-paced, technology driven lives, we are inundated with information and communication. We are busy, we are distracted and our attention spans are compromised. At the same time, we are expected to know more than ever before in order to keep up with changes within the world of work.

It is therefore not surprising that many people find traditional corporate training overwhelming and ineffective. Reams of information and many hours out of the working day do not make good business sense.

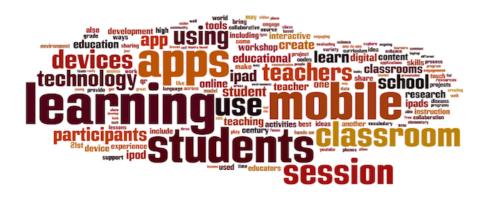
Employees are not going to effectively engage with, and retain, the information when it is presented in a long-winded manner, and through this old-fashioned approach, businesses lose precious working hours in the process.

The single-concept learning solution

Unlike the traditional approach, bite-sized learning is tailored to meet the needs of the modern learner. It enables people to engage with 'snackable' nuggets of information on a PC, mobile phone or tablet, anytime, anywhere. This information can be consumed on the go, during a coffee break or on a taxi.

The learning objects are focused on one concept, allowing people to savour, digest and retain the information. The content is designed to fit into their schedules, and to meet their most urgent knowledge needs, rather than disrupting agendas with lengthy lectures and irrelevant information.

These single-concept learning bubbles are chained together or 'chunked' to achieve the required outcome of the programme and are scheduled at regular intervals. These intervals provide the necessary space for learners to absorb the information, and allow the brain to be open to be ready for the next information instalment when it comes.



Bite-sized learning burgeons to meet modern needs

The factors that have contributed to the rise, and popularity, of bite-sized learning are varied and intertwined. The key contributors have been the demand for mobile learning, the increase of Millennials in the workforce and the constant pressure faced by companies to develop courses quickly and at a

According to global researcher Ambient Insight, the mobile learning market is predicted to reach \$12.2 billion (R164.45 billion) by 2017, which is a staggering annual growth rate of 18.2% for the period 2012 to 2017.

With this prevalence of mobile, many companies have started to implement device-based learning, following the lead from their employees who want to be able to access information on their phones, on the go.

Millennials, the drivers of the mobile learning market, are expected to constitute half of the global workforce by 2020, according to a PriceWaterhouse Cooper report published in 2012. This generation are our technology natives, comfortable with any device, application or digital innovation and completely immersed in the world of social media and instant messaging.

With this easy access to information comes a shortened attention span and the need for content to be exciting, dynamic and hyper-relevant. Bite-sized learning is therefore perfectly suited to



young working adults, and the ideal way to communicate, and educate, staff members effectively.

'Snackable' skills to upskill South African adults

The unemployment problem in South Africa can be attributed to a lack of skills, not a lack of jobs. There is a huge skills shortage in our country, and unfortunately there aren't the resources necessary to tackle the problem head on.

Training is necessity, but company pressure means that we cannot afford to take time out of the busy work day to focus on training, and often don't have the budgets to develop text-heavy, printed content that was used in workforce education previously.

In South Africa, more young adults will have access to a mobile device than they do to a desktop or laptop computer. Therefore single-concept learning is a way to engage with South African adults wherever they are, in a way that is convenient, comfortable affordable and accessible.

With data costs still high, and Wi-Fi not readily accessible everywhere, the beauty of single-concept learning is that learners can download the information when they are at the office, to be consumed later, when they are travelling, or when they are at home.

The big benefits of going bite-sized

The biggest advantage to using single-concept learning is the improved learner engagement. Studies have shown that learners often find it hard to focus on course material for longer than 20-minutes at one time. This issue can be overcome by dispatching nuggets of useful information to the learner.

Another benefit is that once consumed, this information will be digested and retained more effectively. Humans, especially in our technology-centred lives, have limited capacity to process information. As such, bite-sized courses are perfectly suited to how our brains are wired, allowing us to comprehend and be able to recall these morsels of information more successfully.

Just-in-time support is a very important element of workplace learning. Rather than learning something just in case you might use it in the future, short learning modules can be engaged with in the moment they are needed. By providing realtime, relevant information, this enhances employee efficiency, and as such improves company productivity.

Single-concept learning is becoming prevalent across the globe and businesses in South Africa have the opportunity to ride the wave of this new learning methodology to empower their employees and improve productivity.



Editor's note

The idea is to break learning up into narrowly defined topics - we call them "thin slices" - and have managers use short, online videos to teach people one concept, designed to drive one behaviour change and achieve one desired result. On a continuum, this is as far from multi-concept "fire-hose training" as you can get.

In the corporate training field today there's tremendous buzz about how "bite-size learning" is ideal for short-attention-span workforce. Books like Nicholas Carr's "The Shallows: What the Internet is Doing to Our Brains," have convinced many learning professionals that today's learners want content in short, disjointed bursts that can be accessed online 24/7.

The Khan Academy is a great example. Salman Khan got started teaching math into two to four minute chunks. Then he expanded the idea into other fields of learning. Even when teaching non-linear topics such as art history, he invites you on a five-minute learning journey about a single concept, such as "making Greek vases" or "the art of gem carving." To modern learners watching a video on a computer, tablet or Smartphone, this approach is an irresistible alternative to the linear, logical, complete learning model we all grew up with. In his book, "The One World Schoolhouse: Education Reimagined," Khan lays out a convincing argument for his revolutionary learning model.





South Africa needs both Public and private universities



Interview article with Roy Douglas, CEO of ADvTECH Ltd

There has been a growing narrative of misinformation related to "private universities" within the context of the crisis in the public higher education sector, says Roy Douglas, CEO of ADvTECH Ltd.

ouglas says that although there is much talk about how "private universities" will mushroom and grow because of the crisis in the public sector, the country needs strong institutions in both the public and private sector.

It was also necessary to address the continued use of the term "private universities", he says.

"The criteria have not been defined and the Higher Education Minister, Dr Blade Nzimande, was also recently quoted as saying Government remains opposed to the wholesale development of private universities, because they pose a threat to the public education sector."

Douglas points out that many well established private higher education institutions have offered degrees to tens of thousands of students for more than a decade. "Public and private degrees are accredited and registered in

exactly the same way against the same criteria by the same regulatory authorities," he says.

People make decisions about where to study after school for many reasons and some are cautious about moving away from the big names within the public higher education space.

"But growth in the private higher education sector has nothing to do with exploiting the anxiety and tensions related to the crisis in the public sector," concludes Douglas.



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