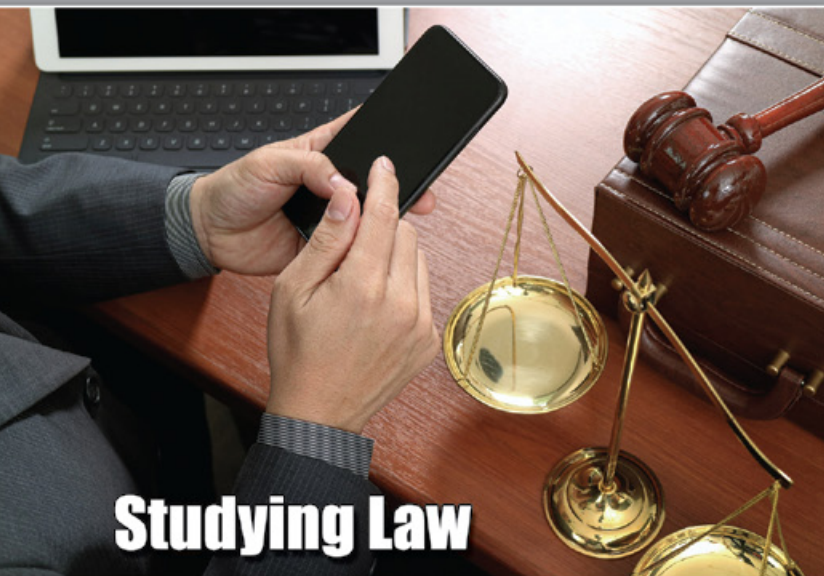




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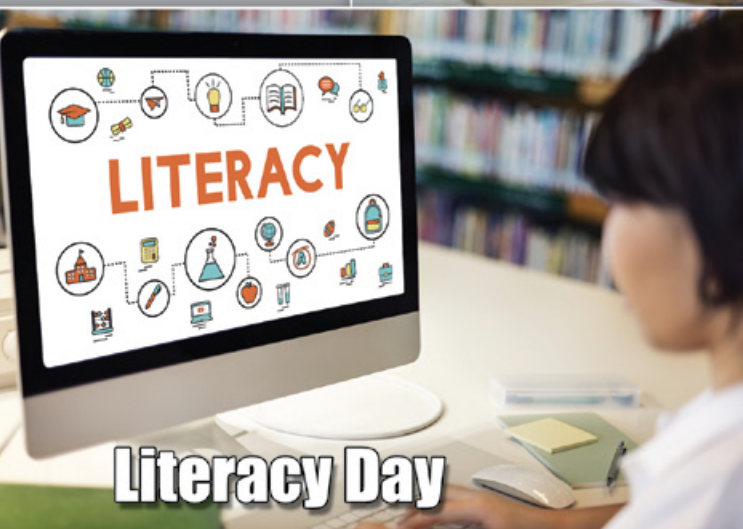
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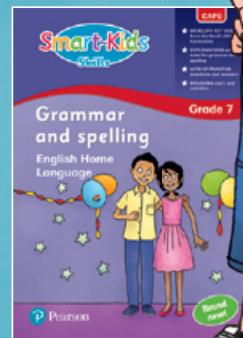
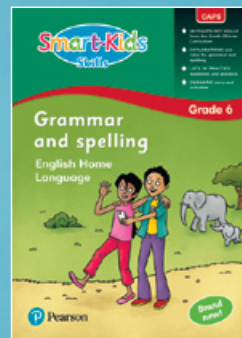
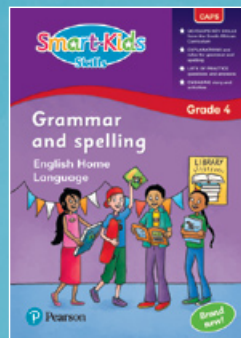
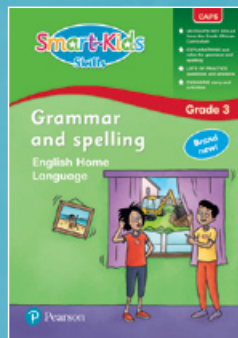
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Editor's column

EduTECH and Ed-Tech Speak – How coincidental

Following on from the August issue editor's column comments about the Neil Selwyn article: *Digital Innovation, Creativity & Knowledge in Education* conference – Qatar, January 2015, it is quite appropriate that I conclude the series in our EduTECH expo and conference issue. We are media partner exhibitors at the event on 3 & 4 October at the Sandton Convention Centre.

So what can be done in the face of the de-emphasising and depowering of critical conversations about education and technology? All told, the forms of Ed-Tech Speak that currently dominate are certainly not promoting language that offers much scope for rational thinking – let alone critical resistance – against the complexities of digital education. Instead, we find ourselves caught in a situation where the dominant discourses of education and technology work primarily to silence dissent and reduce most people to shutting-up and putting-up. In such circumstances potentially critical voices are forced to retreat into 'accommodation, quietism and passivity' and surrender to 'a culture of conformity, quiet intellectuals and a largely passive republic of consumers'.

Fighting back against the paucity of educational technology debate and discussion is not an easy task. An obvious first step would be the sustained promotion of alternate language for educational technology – encouraging a counter-lexicon that reflects more accurately the conflicts, compromises and exclusions at play. This recoding could take a variety of forms. One possibility would be to initiate a reversion to more objective and less emotive descriptions.

To take the digital technologies that dominate schools and universities as an example, why not refer to the systems that are currently described as 'virtual learning environments' as 'teaching management systems' or 'instructional organisation systems'? Why not refer to the people using these systems as 'students' rather than 'learners'? Why not refer to internet 'work groups' rather than 'learning communities'? Why not acknowledge that online spaces designed to elicit forms of student contribution are not 'hang outs', 'cafés' or 'hubs', but places for 'required response' or 'mandatory comment'? Why not acknowledge that students are 'co-operating' rather than 'collaborating'?

Perhaps, we need a language of education and technology that unpacks more aptly the underlying functions of these technologies and exposes their political intent. For example, how might practices of monitoring, measurement, comparison, surveillance and performativity be better reflected in the language used to describe educational technologies? Could we foster talk of 'content delivery services', 'digital resource dumps' or 'teacher monitoring systems' within schools and universities? The increased use of terms and phrases such as these would certainly help to forge a common sense amongst those to whom digital technology is 'done to' within education.

Language is clearly a key element to improve the conditions of education and technology. So let us be more mindful of the words that are used, and the ways in which they are used. Above all, let us collectively 'mind our language' when it comes to talking about education and technology.

Yours in education

Janos Bozsik
Editor

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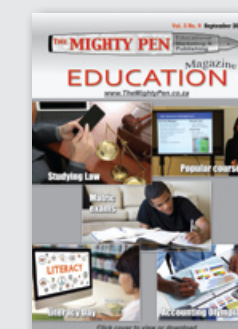
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Our front cover

Snippets of our September issue stories.



The Knowledge Network in-school Diploma Programme

Visionary education from Jil Hrdliczka

The Knowledge Network in-school Diploma Programme (KN Level 05) is the only programme of its kind in the world – and it's a South Africa first. The programme offers a solution to all skills development problems for our youth in work, studies or life. It is used in English dual medium schools and is successful in foreign language schools such as the Deutsche Schule, which uses OpenOffice with Windows.

The programme has been running in South Africa for over 20 years, helping thousands of students through school, tertiary education and workplace preparation.

The programme also solves any problems new teachers may have in integrating technology in learning. This is a critical skill identified by the Department of Education as more schools in South Africa are adopting e-learning and technology in the classroom.

Below are some testimonials highlighting the success of the programme

By Ashley Grant, educator & mentor at the School of Merit

I am a Knowledge Network Mentor. I mentor both educators and learners from pre-primary to KN Level 05 in Grade 11 and 12. The most rewarding part is the end of KN Level 05. That might sound strange, but let me explain.

The KN Level 05 year is the culmination of all the hard work by learners and mentors, a nerve-racking year for both. The wonderful part is I see them apply all they have learned and know it will stand them in good stead for years to come.

Not only does Knowledge Network teach learners to use windows-based systems, iPads, Macs, OpenOffice and Androids but also covers aspects such as e-learning to ensure learners have the coping skills to apply their knowledge. The programme includes researching, creativity, critical thinking, social media safety, layout, life, entrepreneurial skills and much more. This ensures learners achieve holistic learning.

"So much to do in so little time". This often represents the final years of school but thank goodness with Knowledge Network the learners are prepared so well throughout the years that in the final stretch it is a consolidation of all that has been learned.



One of my responsibilities this year was to get an 80% pass rate from the teachers presenting KN Level 05 to learners.

"My mentor" in this was Jil Hrdliczka, Founder of Knowledge Network. Before mentoring me she invested many hours creating a collaborative learning project. Educators, learners and mentors had an opportunity to submit their input about what learners needed to cover and in what depth in order to score 70% in a 4-hour assessment. Every year a market-related topic is selected for the assessment, the research for which helps learners at school, university and in life. The topic for 2017 is social media and translation software.

Jil's analysis of the collaborative input resulted in approximately twenty 1-hour sessions which I then

worked through with educators presenting KN Level 05 so they were equipped with the "know-how" to deliver the learning to their students.

The first results of this process were from Grey High School, Port Elizabeth. The work done by their learners is awesome, their results just as awesome.

Another positive element about the KN Level 05 results is the learners who read the paper, complete and understand the research, do the required project work and have the required "look" all score 70%. The pass mark for all Knowledge Network certificates, in-school diploma in this case, is 70%.

As the learners are about to head off to the work place or to colleges and universities, Knowledge Network revisits referencing, presentation of work and spread-sheeting. After completing a project on referencing learners told me they so appreciated these sessions as it helped with their class work. It will also be critical for the completion of assignments for their further studies. I felt proud of them as I had, of course, always known the benefits and now they were recognising it for themselves, a sign they had grown up.

I had the opportunity to chat with past students. They have all said "thank you". What they have learned through Knowledge Network has made a world of difference.

We are honoured to be part of the Knowledge Network Team and a big *thank you* to all those learners and educators who participate in Jil's collaborative learning projects. Of course, all this success for the learners is not possible without the innovative and visionary decision-making of the principals and management teams of schools that partner with Knowledge Network, and Knowledge Network's Director of Operations, Ann Clark.

Thank you Knowledge Network: By Claire Bristow, past student of St Teresa's School

I was lucky enough to attend a school that offered the knowledge network programme. Between 2008 and 2012, I completed the knowledge network programme and reached level 5.



By completing the course, I enhanced my computer literacy courses immensely. It laid down the fundamental computer literacy skills, as well as prepared me for the computer skills I needed to pass my matric CAT exam, as well as for the computer literacy skills I needed for university and later for my work as a teacher.

By the time I got to University, my computer skills exceeded those who did not have the privilege of taking the course.

I have been able to fully utilise the computer programs that were required throughout my degree (especially in my Honours year).

I can definitely say, without the knowledge network course I would have struggled in varsity, and I would not have been able to integrate technology into my teaching nearly as much as what I currently do.

It is very easy to underestimate the value behind the programme, trust I did, but I cannot actually thank knowledge network (and my Computer teacher, Mrs Gatto) enough for teaching me such valuable and useful skills.

Kevin Stewart – father of two learners who completed the Knowledge Network Level 05 in-school Diploma Programme



Both of my children went through the Knowledge Network programme from the prep school through the college. They were enabled and equipped with core skills and knowledge including being able to format documents, write and compile reports, work with spreadsheets, analyse and express data in readable or graphic form, conduct research and undertake resource-based learning, work with databases and web design, compile and conduct presentations, create digital graphic designs and construct pictures and vector designs, to name but a few.

All of the above lessons could be applied across platforms using various devices. The students are not limited or restricted to a specific device or a particular operating system. Evaluation is continuous and on-going, with external moderation and certification that ensures exacting standards as well as the required body of knowledge and skill sets.

Upon my children's entry to university (different universities) they were required to complete an IT literacy test. I am proud to say that both achieved well above the required 70% pass and were well above the norms and standards of their fellow students. This spoke volumes for the competence and efficacy of the Knowledge Network programme.

The long term learning benefits derived there from are essential life skills and form a solid platform for any school leaver.

Kevin Stewart – Information & Communication Technology

KN Mentor for the Knowledge Network in-school Diploma Programme at St Dunstan's College, Benoni, South Africa

In 2004, I attended the ILAMM Evaluator and Facilitator Training & Mentorship Programme offered by Knowledge Network after which our Preparatory school implemented the Knowledge Network programme. I was the ICT educator tasked with the responsibility of implementing an effective and enduring skills-based ICT programme. The structure and approach of the KN programme allowed the students to learn and develop their skills across a number of applications on different platforms and on different devices.

The programme also emphasises a creative and lateral thinking approach to problem solving. Skills are taught, developed and reinforced throughout the programme over the various levels. The in-service training that I received throughout the years for the different levels taught, enabled me to advance my skills and allowed me to offer my colleagues a sustained support base.

In 2007, I was fortunate to be invited to teach this programme to the senior students in the College, thus further advancing my skills and knowledge. Here we were also introduced to databases and web

design, as well as the usual business and communicative applications.

The senior school or college programme moves the students up through levels 1 to 4 where they do an externally moderated certified examination. The programme culminates at Level 5 with an externally moderated Diploma examination. The programme keeps all learners channelled and sufficiently challenged, whilst simultaneously empowering and preparing them as they move into tertiary study or the workplace. Many students have returned over the years to express their appreciation for the computer and communicative and collaborative skills that they acquired under my guidance.

From Cole Zumpt: Grade 12 learner

Dear Jil

The journey taken to reach the final level of Knowledge Network flew by, but it was by no means a walk in the park. Each lesson proved to be stimulating, with a new piece of knowledge working itself into the class. Every year and every lesson was a step forward towards the final assessment. I feel my experience will prove to be a necessary asset in any future undertaking.

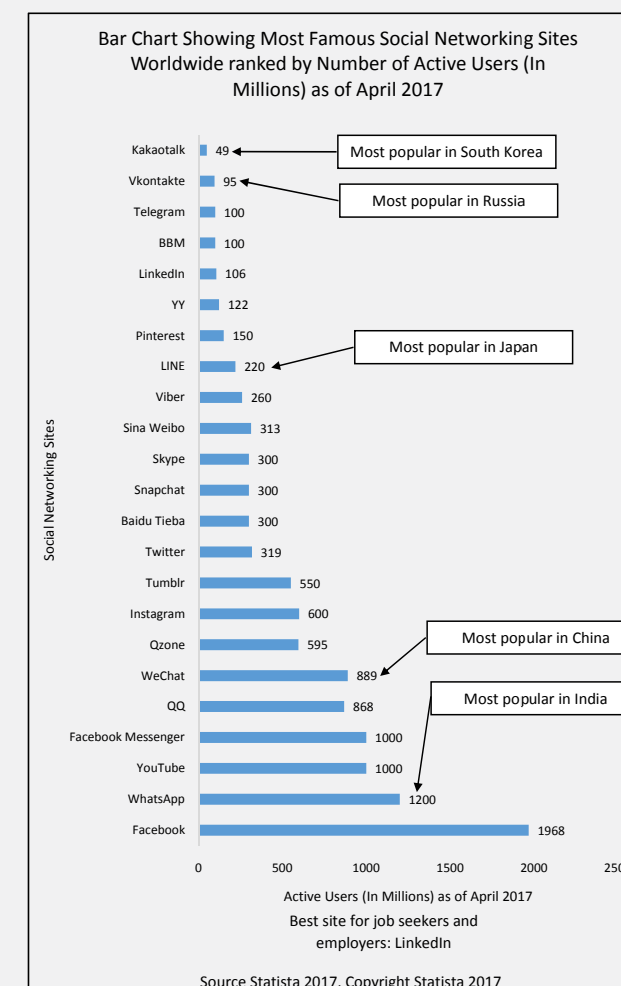
Preparing for the assessment was not so simple; it required practice to make it perfect. Two weeks prior to the paper was spent practicing every aspect that could have been asked. The four-hour assessment was very valuable as it examined various features on the computer, which we were taught throughout our time of computer lessons. Features such as referencing, something that is an invaluable tool in life. I felt the paper was

relevant in terms of our technologically-rich lifestyles, exploring the aspects of social media and translation software.

It was the perfect combination of challenging and intriguing; not too difficult and not too easy. I feel this experience will only serve to benefit me in the future with my studies and career.

P.S This was more difficult to write then the actual 4-hour assessment.

Graph completed by Cole during his assessment



Report Cover Graphic
by Cole for translation software and social media sites

For more information on the Knowledge Network in-school Diploma programme please visit:

www.knowledgenetwork.co.za or

Email: info@knowledgenetwork.co.za

Illiteracy in a digital world

By Rob Rees, Chief Operating Officer of Media Works

If you cannot read, you will struggle to learn. Literacy is the basis of all future learning; it is the cornerstone of education and, in our country, this cornerstone has been crumbling for decades.

As the world commemorated the 51st anniversary of International Literacy Day on 8 September 2017, we are forced to examine the progress made to increase global literacy rates and to acknowledge and find solutions for the challenges that still prevail.

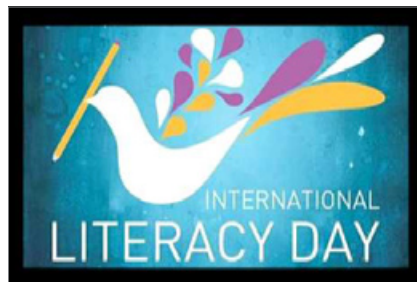
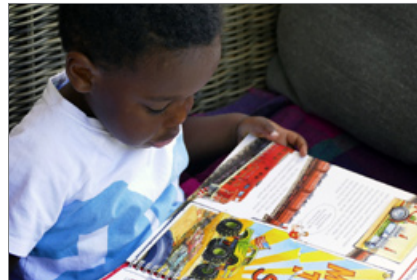
Within the South African context, this year's International Literacy Day theme, "Literacy in a digital world", has particular relevance. Looking at the past quickly brings us up against a legacy of educational failings still felt in the present, and a potential of future opportunities that need to be addressed.

When looking to answers and ways to improve literacy in our country, it's imperative that we include technology when seeking out solutions.

"The world has changed since 1966, but our determination to provide every woman and man with the skills, capacities and opportunities to become everything they wish, in dignity and respect, remains as firm as ever," says UNESCO Director-General Irina Bokova. "Literacy is a foundation to build a more sustainable future for all."

Students today find themselves in a world driven by technology. This means they have to learn basic communication and mathematical skills, as well as how to use, and deploy, ever-changing technology. In South Africa, we seem to have arrived at a point where we have two levels of illiteracy; verbal/written illiteracy, as well as computer-based illiteracy.

As an extension of this, aiming for a more literate future requires sustainable adult education and training (AET) to right past wrongs. This training needs to utilise technology effectively in order to provide scalable, quality education for more South Africans, and to allow learners the chance to get up to speed with technology.



Basic education is still failing our youth

The basic education system in South Africa is still struggling to produce functionally literate school leavers. As the leading provider of AET in South Africa for over 21 years, Media Works has witnessed this failure first-hand. While there have been changes within the education landscape since the company began, not enough has been done to ensure that matriculants are equipped with the reading, writing and mathematical literacy skills necessary to communicate and cope in the workplace and, subsequently, to lead independent and prosperous lives.

Learners in South Africa continue to leave school functionally illiterate, without the skills necessary to pursue either tertiary education or an artisan career, let alone a professional one. The majority of those who have completed Grade 12 still require AET at levels that are below Grade 9.

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This systemic failure has led to a rise in the group known as NEETS, those “not in education, employment or training”. These individuals comprise a highly dissatisfied and volatile collective, mostly between the ages of 18 and 24, who pose a serious threat to social stability. In South Africa, particularly in the Eastern Cape and the North West province, NEETS make up a significant portion of the adult population.

Not only are our students battling to keep up with the demands of increased workloads and homework at school, our teachers are also having a hard time adjusting to the use and sporadic deployment of technology learning solutions in the classroom.

We need to be restructuring and transforming the conventional classroom to accommodate new technological advancements. Teacher training must include the use of computers and mobile devices, as this will make them more effective, and provide a method of learning that the youth of today will identify with, and that will challenge them in different ways – being able to learn more efficiently and effectively in a world of technology.

“Technology will never replace great teachers. But, technology in the hands of great teachers is transformational,” said Canadian educator and innovator, George Couros, author of *The Innovator’s Mindset*.

Sustainable, quality adult education bridges the gap

AET is the only way to bridge the gap between what should have been achieved at school and what needs to be learned to function and thrive as an employee. In order for the individual to gain independence and to contribute to the South African economy, this additional support is essential.

Over the years, Media Works has seen an increase in the number of learners who, after completing its introductory communications programmes, continue to enrol in its more advanced communications programmes. This process is not a quick-fix solution, but rather a long-term approach that guides learners through education levels in ways that are accessible and achievable. When properly performed, AET offers an effective way to teach adults, allowing them to progress through literacy levels successfully.



Between 2013 and 2017, Media Works recorded an average communications pass rate among its learners of 78% across all levels.

Businesses are leading the way

In South Africa, the business sector has taken on this responsibility, upskilling and educating its workforces using the Media Works AET, FLC (Foundational Learning Competence) and ASC (Amended Senior Certificate / Adult Matric) computer assisted and online training programmes

Rather than engaging learners in short-term programmes that don’t adequately teach and assess them, businesses have been investing in a culture of long-term / lifelong training that allows learners to progress through learning levels over a number of years. This is a far more sustainable approach, and indicates a move away from once-off 12-month programmes that continue to leave learners poorly equipped for the working world.

A literate, educated, tech-savvy workforce is a motivated, competent workforce, which results in higher productivity and leads, in turn, to increased profitability. This is reason enough for employers to enrol staff in AET and career-development training, but the benefits to society go far deeper.

It is through effective, sustainable adult education that our country will see the social transformation and decrease in poverty and unemployment that is so desperately needed. Literacy empowers individuals and strengthens communities; so empowered, they are indeed capable of writing the future. ▲



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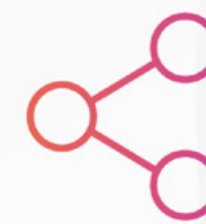
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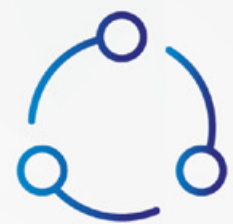
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ISPA names 2017 SuperTeacher winners

The ISPA SuperTeacher of the Year Awards Gala Dinner on Monday night, 4 September 2017 saw the announcement of the category winners. The awards were part of the annual iWeek conference and exhibition hosted by South Africa's Internet Service Provider's Association (ISPA). The country's premier ICT in education awards are a much-anticipated fixture of iWeek, which was held in Durban for the first time this year.

The winners (from left in photo below)

- Marina Myburgh as ISPA TechTeacher of the Year
- Amandla Vinjwa as ISPA SuperTeacher of the Year
- Mokhudu Machaba as ISPA MobileTech Teacher of the Year



On being named ISPA SuperTeacher of the Year, Mr Vinjwa had the following to say, "The ISPA SuperTeacher of the Year competition is said to be a life-changing experience. I really believe that and I am going to continue to work hard this year to ensure that the competition not only changes my life for the better, but also the lives of my learners in particular."

ISPA SuperTeacher of the Year category winners best demonstrated to the competition's judges how they used their new-found knowledge after participating in ICT training sponsored by South Africa's Internet Service Providers' Association (ISPA) and its members, and managed by the Digital Education Institute (DEI). This was the first year that the competition featured the 'MobileTech' category.

According to Sharon Ries of DEI, "The ISPA SuperTeacher of the Year Awards are well respected in education circles, both for their longevity and for the huge

role the Awards have played in terms of encouraging teachers to pioneer ICT in their classrooms.

"We fully expect the ISPA SuperTeacher of the Year, ISPA TechTeacher of the Year and ISPA MobileTech Teacher of the Year to proudly follow the excellent example of their peers who went before them and proved to be such outstanding ambassadors for ICT in education."

The teacher project has equipped over 5 000 teachers with ICT skills thanks to continued support from ISPA's members who pledged their further support at the Monday evening dinner. In the last three years alone, some 350 educators and district officials have been trained in different ICT courses.

DEI Project Manager, Milford Malunga, said: "The required projects submitted by the ten ISPA SuperTeacher of the Year finalists reflected the growing influence and importance of the wider, all-encompassing digital environment, and especially the mobile environment.

"This is the first year that a mobile technology category was introduced in the competition and, as far as we know, it is the first time that a category like this has been used. To our surprise, it was the most popular category."



The 2017 competition judges included

- Dorcas Tabane (ISPA)
- Dr Hintsu Mhlane (KZN Education Department)
- Megan Rademeyer (SchoolNet)
- Jenny King (Consultant)

The finalists who were in the running for the three awards were as follows

- Anel Flack (Hoerskool Standerton)
- Peter Lekolwane (Diopong Primary School)
- Mokhudu Machaba (Ngwanamago Primary)
- Matema Jacobeth Malatji (Diopong Primary School)
- Marina Myburgh (Crawford College Sandton)
- Dimakatso Sefora (Saron)
- Mokgethoa Ingrid Sethemane (Mashile Primary)
- Amandla Vinjwa (Sivile Primary School)
- Mmatjie Olivia Rasehlo (Toronto Primary)
- Flora Lepota Mokaba (Badimong Primary)

The eventual three competition winners received several prizes from generous sponsors.

Hearshaw and Kinnes Analytic Laboratories sponsored wireless two terabyte hard-drives for the winners and Edit Microsystems contributed big Shox wireless speakers.

In addition, the Mighty Pen Education magazine (www.themightypen.co.za) offered the winners a free lifetime subscription to the digital magazine, while the principals of the winning schools will also receive the digital magazine and may freely distribute it to their staff. The magazine will also offer the winning schools a free double page spread feature to be used as a school profile highlighting the history and achievements of the school.

Meanwhile, WASPA sponsored Samsung tablets and a voucher for one year's airtime for each of the three winners – as well as accommodation and a one

day workshop on "Creating an effective and safe digital persona" for all the finalists in the 2017 SuperTeachers Competition.

The iWeek event was held this year from 4 to 7 September 2017 at the Southern Sun Elangeni and Maharani, a spectacular landmark on Durban's Golden Mile. The ZA Domain Name Authority (ZADNA) was the Monday evening Gala Dinner sponsor.

More information about the winners and finalists is available at www.ispasuperteachers.co.za ▲



Digital Education Institute
www.dei.org.za

Matrics:

turn prelim panic into finals advantage

By Dr Gillian Mooney, Dean of Academic Development and Support at IIE

Writing Matric prelim exams and receiving your results can be a distressing eye-opener, but learners who perform worse than they would have hoped still have time to use the experience to their advantage before the final exams, an education expert says.

“Time is fast running out, and some learners may feel things went so badly with their prelims that they might as well throw in the study towel. However prelims are there for a reason – to serve as a test run for the finals, and to guide learners in their last week of studies. If that is kept in mind, and learners actively take control over their preparation in coming weeks, dire prelims don’t have to be the forerunner to disastrous final marks,” says Dr Gillian Mooney, Dean: Academic Development and Support at The Independent Institute of Education, SA’s largest private higher education provider.

Mooney says learners should also keep in mind that prelims are often pitched at a slightly more difficult level on purpose, to serve as a wakeup call, and that the most important steps to take right now are firstly to avoid panic, and secondly to take back power by putting in place a winning strategy for the weeks to come.

She says the following steps can turn a poor performance into a good one, and a mediocre one into a great one:

Review your finals study roster

Your prelims will have given you a good indication of how much time you require to master your various subjects, which in turn will help you with drawing up an accurate and effective study roster.

See where you can save or create time, and where you can put in an extra hour or two every day. Every little bit helps, and the time you took to do a mock paper could mean the difference between being accepted into your course or institution of choice next year or not.



Very importantly, stick to your roster and don’t fall victim to procrastination and constant re-arranging of said roster. Right now, you DO still have enough time to get through and master all your work. At the end of the month, that picture would have changed quite substantially.

Find alternative study methods and get excited about your subject

If you’ve left room for a movie on a Friday night, why not make that movie one which covers your setwork? You’ll be approaching the subject from a different angle (and use even your downtime efficiently), which deepens your understanding of it.

For other subjects, you can find TED talks about topics you find particularly challenging, for instance. These will not only help you to better understand something, but are quite likely to also increase your enthusiasm and inject some much-needed inspiration into the study process.

Get a tutor

It is not too late to get someone to help you master your most frustrating subjects. There might be a retired teacher or recent graduate in your community who can help, or you can enquire at your school whether such assistance is available. Getting the insight and assistance of someone who is not your regular subject teacher can provide fresh perspective and approaches you may not have been aware of before.

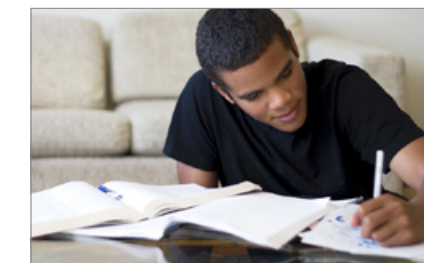


Rope in resources from your future higher education institution

Whether you are going to study at a public university or a private higher education institution, any good institution will be able to provide guidance and resources to their future students. Student counsellors will be able to provide insights into how current performance matches future options, and what is required in terms of intervention to ensure you can access your choice of qualification. Additionally, good institutions will be able to provide you with practical resources, such as papers from previous years.

“The importance of prelims should not be underestimated, because they may very well influence your options down the line. For instance, a higher education institution may decide to withdraw a conditional offer if you did not perform well,” says Mooney.

“However, using the learning from your prelims if things didn’t go to plan is one of the major reasons these exams exist in the first place. So if you resolve right now to take stock and take action, and throw yourself into preparing for your finals, there is a very good chance that you can turn things around and put in a final performance that will render unfortunate prelim results almost inconsequential.” ▲



What can educators do?

One of the most useful lifetime skills that you can share with your learners is to promote good study habits. Many teachers have found that teaching one study skill each day (as part of the opening moments of class, as a transition activity, or as part of the close of class) is effective and not too time-consuming.

In fact, you will save time if you teach your students how to study because you will not have to re-teach material throughout the term.

Teaching study skills to your matrics is a great way to show them how they can take more ownership of their learning. It doesn’t have to take much time, as you can integrate it into the normal flow of your class.

Many learners will sit down with their book when it is time to study, read it through and call it good. If you give them a unit study guide, they do the same. Unfortunately, as you well know, this does not mean the information has been absorbed. Instead, carve out a little time to teach your class how to make a study guide on their own.

This begins with teaching them how to pick out important information from the text or your classroom lecture. Once they can pick out these tidbits, teach them how to write questions that can be used to study. With these tools, your students can quiz themselves, and thus be well prepared for their tests.

By teaching your students to make study guides for themselves, rather than providing worksheets for them to fill in, you prepare them for what they will need to do in college and university.

Numbers in SAIPA's Accounting Olympiad are on the rise

There has been a marked increase in the number of schools and learners participating in this year's National Accounting Olympiad due to a growing interest in the Accountancy Profession as well as massive awareness drive initiated by the South African Institute of Professional Accountants (SAIPA), says Zobuzwe Ngobese, Marketing and Business Development Executive at SAIPA.

"The increase from 310 to 390 schools and 3 510 to 7 069 learners is quite encouraging and is also due to the fact that in 2017 we introduced the Olympiad to grade 11 for the first time. Next year we want to reach even more schools to make the subject of accounting popular again because our economy needs more accountants in order to grow," he says.

The top four Grade 12 learners nationally, in no specific order, are Adam Melnick from Yeshiva College in Gauteng, Juanè Cronjè from Die Hoërskool DF Malan in the Western Cape, Philip Visagè from Hugenote High School also in the Western Cape and Sara Saleh of Lenasia Muslim School in Gauteng.

Gauteng had the most schools participating in the Olympiad, accounting for 145 of the 390 schools that took part.

SAIPA has this year opened the competition to Grade 11 pupils for the first time since the inception of the competition in 2002, with the top five national candidates in this division, in no specific order, being Alet Muller from Hoër Meisieskool Bloemhof in the Western Cape, Deandre De Meyer of Stellenberg High School located in the Western Cape, Felicia Makondo of EPP Mhinga Secondary School in Limpopo, Nabeel Fazluddin from King Edward VII School in Gauteng and Sean Scorer from Amanzimtoti High School in KwaZulu-Natal.

On October 10th, SAIPA will be announcing the Grade 11 and Grade 12 winners at a Gala Awards evening in Johannesburg.

Broadening the scope

In addition to including Grade 11 pupils in the competition, SAIPA has also partnered with Gauteng with Future Forward, which specialises in developing youth orientated intervention programs. The institute's regional administrators have this year purposefully targeted additional schools in their areas.



The aim with the Olympiad, which is open to pupils studying Accountancy or Mathematics in private and public schools, is to make Accounting a subject of choice for learners and to expose them as early as possible to the Accountancy profession, says Ngobese.

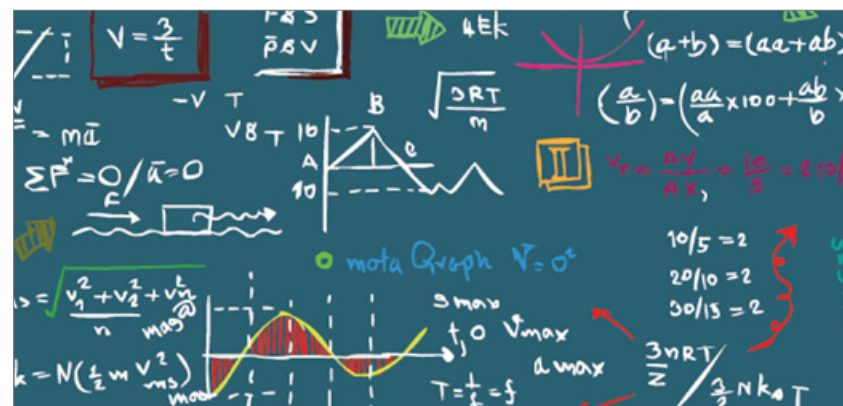
Performance indicators

The competition is divided into two rounds and Grade 11 pupils had to achieve a score of 60% or more to advance to the second round and Grade 12 pupils had to score 65% or more to qualify for writing the second paper.

Out of the 1 750 learners in Grade 11, 255 progressed to the second round and 1 095 out of 5 319 in Grade 12 went on to write the second paper. The overall result for the 5 319 learners in Grade 12 shows that the majority – 2 495 learners – scored 40% or more.

In the case of Grade 11 pupils, only 14.5% of the 1 750 pupils scored 60% or more in the final round. The majority – 955 pupils – scored 40% or more.

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SPHS E-learning project nominated for the African Association for Public Administration and Management Awards (AAPAM)

>> from page 16

The top performers will receive a bursary, valued between R10 000 and R25 000, which is paid to the tertiary institution of their choice.

"This year the bursary is subject to the recipients pursuing studies in the Accountancy profession. The main aim with the competition is to grow the numbers in the profession," remarks Ngobese.

Maintaining high standards

Ngobese says both papers in the competition have been moderated. "They are challenging, but doable," he says, adding that the results of the Grade 11 pupils are a reflection of the fact that this is the first time they have been exposed to the competition.

"We are confident that the results will improve. The Grade 12 pupils have had access to a study guide, compiled by SAIPA, with past examination papers. The Grade 11 pupils will have access to that in the Olympiads going forward."

Ngobese notes that part of SAIPA's future strategy is to open the Olympiad to pupils from Grade 10 to Grade 12. He says in many instances pupils have already made their career decisions when they reach their final school year.



"If we can expose pupils as early as possible to Accountancy as a profession the more likely it is that they will choose it as their career path."

Accounting is a critical skill and with the threat of Mathematics no longer being compulsory at high school, the numbers may start dwindling, says Ngobese. ▲



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Top tertiary courses for 2018

Registration figures show that Management and Business-related qualifications are rapidly growing in popularity among Matrics entering higher education next year.

“With higher education registrations coming in thick and fast, clear trends are starting to emerge on which fields are finding favour with the Class of 2017, and how these future students intend to empower themselves to face the challenges of the South African economy,” says Peter Kriel, General Manager at The Independent Institute of Education, SA’s largest private higher education provider.

“There are also interesting comparisons to be made when looking at which qualifications have significantly increased in popularity from the year before,” he says.

Kriel says the most notable trend was the almost doubling in registrations for Higher Certificates in Business Management.

“A first Business Management qualification provides a good grounding for students, enabling them to enter many fields, whether in the corporate world or entrepreneurial ventures,” he says.

“Aspiring entrepreneurs are increasingly recognising the need for understanding broad business principles, realising that great ideas need to be backed by strategy, planning and execution that take into account the realities of the business and regulatory environment.”

Additionally, with the backing of a Business qualification, entrepreneurs gain added credibility, which is important when approaching potential partners and investors, he says.

Initial Business qualifications are also valuable to those school leavers who know they want to go into business, but who are unsure about exactly which discipline or area of specialisation they want to pursue.

Another qualification showing exponential growth is the BCom Law & Business Administration degree, says Kriel.

He says the BBA is a qualification which allows students to enter the complex world where business administration meets corporate governance, and that qualified professionals in this field are in high demand.

“With this qualification combo, there is a focus specifically on administration and management of an organisation which prepare students to become managers at the various levels of organisations. It teaches students to apply their creative problem solving skills and showcase their leadership and management capabilities within the business environment.

“These students are the future leaders of SA business,” he says.

Perhaps unsurprisingly, the Bachelor of Public Administration degree is also showing unprecedented growth.



“Students studying towards a Bachelor of Public Administration are the ones who go on to fill key roles in the public sector, where there will always be a demand for ethical and competent leadership,” says Kriel.

Meanwhile, many current students are also opting to further their studies beyond their initial business or management qualifications, notes Kriel.

“There has been a sharp rise in applications for the BCom Honours in Management,” he says.

“Given the day and age that we are living in, people find it more and more valuable to extend their studies into the post-graduate environment. Studying into the post-graduate space allows you not only to become more specialised within your field of study, but also affords you the opportunity to add to your specific skills set and make you more employable.” ▲



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