





**Principals in Ekurhuleni North collaborate to close the gaps in maths**

As a result of the findings of a [maths gap analysis test](#) conducted on Grade 8 learners in Ekurhuleni North district in Gauteng, BRIDGE’s Principals’ community of practice (CoP) took collective action with their teachers to remediate gaps in maths teaching and learning at their schools.

An analysis of the maths test results revealed that common challenges exist across the primary schools in the CoP. The principals within the CoP shared the results with their teachers and it was agreed that the schools would coordinate their efforts whereby each school would run a session

on how they teach a particular problem area in maths. These sessions were run twice a week for one month. This community initiative shows that principals can be central agents in ensuring collaboration and the sharing of working practice among schools and teachers in order collectively to improve maths teaching and learning.



**Mentoring and Coaching for Teachers**

In May 2014, the Teachers Upfront partners concluded the fourth series of seminars on “Working Practice in Education”. This seminar was hosted by the University of Johannesburg and focused on

*Using Mentorship and Coaching to Assist New Teachers*. Three former educators led a vibrant discussion with over 100 teachers. A summary article was published in the Mail & Guardian entitled [Wanted: Help for new teachers – 30May2014](#).

**CONFERENCES**

BRIDGE presented at the following conferences during the second quarter of 2014:

- SA Basic Education Conference
- Historic Schools Restoration Project Conference
- Trialogue's Making CSI Matter Conference
- ICTs in Education Symposium, hosted by the CoZa Cares Foundation

**The South African Extraordinary Schools Coalition**

The [South African Extraordinary Schools Coalition](#) (SAESC) is a community of practice that is run by BRIDGE and is made up of school leaders and teachers from a group of schools around South Africa that define themselves as “impact schools”.

The SAESC’s second quarter meeting took place at LEAP 2 Maths & Science School in Cape Town in April 2014. The members benefitted from the opportunity to understand the school in its context, as well as to share resources, instructional leadership practices, ideas on ICT integration and fundraising. Following the national meeting, a School Peer Review was conducted at LEAP 2.

**The SAESC in Action**



**School Improvement Plan Workshop: 14<sup>th</sup> – 16<sup>th</sup> June 2014**

The [School Peer Review](#) (SPR) process is an innovation of the SAESC and aims to improve student learning and to identify areas for growth within schools. This is done through a framework that evaluates four domains; leadership and management, teaching and learning, culture and climate and school and community.

This quarter, the SAESC held a School Improvement Planning (SIP) workshop, which was a space in which its SPR process was reviewed and refined as part of a large scale whole school improvement plan. The meeting established a strategy for the creation, implementation and evaluation of a school improvement plan following a SPR. The CoP has created a SIP tool that is aligned with the domains used in the SPR, allowing the review to inform the improvement plan. This ensures that the SPR is translated into quantifiable actions to address the areas of development identified through the review process.



Presentations and video clips from all meetings are available on the [BRIDGE Online Community](#)

**Ensuring inclusion in education**

During this quarter, BRIDGE completed work for the RMB Fund on inclusion and disabilities in education. This work was undertaken in order to support inclusion in education and the capacity of the system to provide effectively for all learners.

**Co-ordinated action comes out of the ECD Community of Practice**



BRIDGE’s National ECD Community of Practice (CoP) focuses on spreading successful practice and on ensuring and achieving greater cohesion in civil society. In order to support increased co-ordination and collaboration in the ECD sector, the ECD CoP has engaged with the process of the re-scoping of ECD vocational qualifications. The CoP has provided expertise that is engaging in the re-scoping process. Consultations will take place frequently between working group meetings to ensure feedback from the community.

In addition, the ECD CoP in collaboration with Ilifa Labantwana is doing a [mapping exercise](#) of existing provincial structures and networks that support delivery to children. This information will be shared with all stakeholders for planning and improved networking and communication purposes. Stronger networking will promote better engagement and collaboration by all stakeholders for a stronger ECD sector.



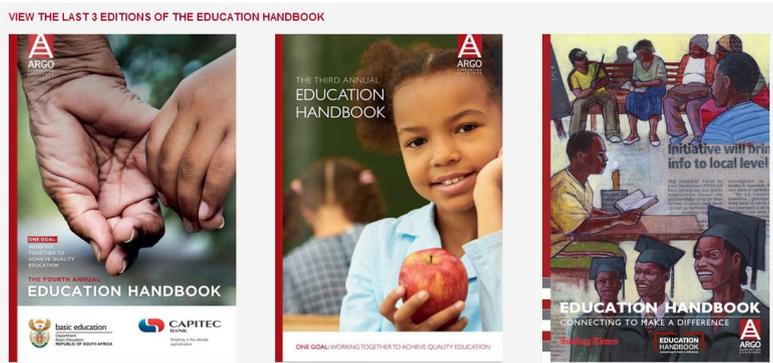
**Documenting BRIDGE’s work  
GM SA Foundation**

As a follow up to the EMASA Conference held in 2013, the GM South Africa Foundation is creating a documentary on local educational innovations. The foundation’s effective education section visited BRIDGE to take video footage of interviews with BRIDGE staff as well as with members of its various communities.

This will contribute to the ever-expanding story of BRIDGE’s contribution to collaboration and impact in education.

BRIDGE would like to thank all the community members who offered their time for these interviews.

**ARGO’s Education Handbook 2014**



Two articles about BRIDGE’s work will appear in the next edition of the ARGO Education Handbook. Be sure to get a copy of this publication when it becomes available and read about community work in support of tertiary access and school leadership development.

If you are interested in joining any of BRIDGE’s communities of practice, please email [info@bridge.org.za](mailto:info@bridge.org.za) . You can also engage with the BRIDGE community and find links to useful resources by joining the BRIDGE Online Community. Click on the adjacent image or visit [www.bridge.org.za](http://www.bridge.org.za) for a full guide.



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