

Ekurhuleni North Principals' Community taking Action



In this quarter, BRIDGE's Ekurhuleni North Principals' community of practice took collective action regarding the ongoing mathematics problem in their schools. With BRIDGE's support, the principals administered a maths test to Grade 8 learners in the secondary schools of Ekurhuleni North to identify the maths challenges that are carried forward from primary to secondary school.

BRIDGE is currently conducting an item analysis on the tests to identify the gaps in maths understanding within each of the primary schools in the community of practice and to describe the general trends, which will be reported back to the secondary schools and the district. The results of the analysis will guide the principals' collective work in remediating the gaps in maths teaching and learning. This community initiative shows that, by working together, principals can be powerful agents in improving not only teaching, learning and the school as a whole but also a community's educational situation.

National Maths and Science Learner Support Community of Practice



Neissan Besharati at the main community meeting

BRIDGE'S national Maths and Science Learner Support community hosted four meetings in the first quarter of 2014. The Monitoring and Evaluation colloquium focused on the work of the Tiger Brands Foundation and its school Breakfast feeding programme, where cell phones are used for tracking, monitoring and evaluation. The new Teacher Development focus group learned from the work of the Royal Bafokeng Institute and Lebone II College. In the tertiary access focus group, evaluator Paul Hobden and the Zenex Foundation shared learnings from an evaluation of the Zenex Foundation's learner programme. The main meeting focused on research produced by Wits P&DM. Researcher Neissan Besharati described research findings about the impact of Anglo American's maths and science support programmes in the North West and Limpopo provinces on learner results. All the presentations shared are available on the [BRIDGE online community](#) portal for review and download

Conferences

BRIDGE presented at and attended the following conferences:

- The South African Basic Education Conference in March-April, where BRIDGE presented papers on Stakeholder Collaboration, Principals' Communities of Practice and the SAESC.
- The National Science and Technology Forum in April, where BRIDGE presented on "Communities of practice for impact and sustainability".
- Donor Forum on ECD

BRIDGE also attended the following conferences:

- EdTech summit in Cape Town.
- CSI Conference hosted by Tshikululu at GIBS.



Gr4 Ntsikana learners explain to delegates at the SABEC conference how to use iPads in their classrooms

Research and Knowledge Management

- BRIDGE completed a research project on Disabilities and Inclusion in education on behalf of the RMB Fund.
- BRIDGE drew up a Grade R manual for HoDs for Matthew Goniwe School of Governance & Leadership.
- BRIDGE co-authored a chapter on Adult Education for GDE's 20-year retrospective publication.

Teachers Upfront: Preparing for the ANAs and Ensuring Inclusive Education

Two Teachers Upfront seminars in the series on “Working Practice in Education” have taken place in the past quarter. The first focused on how the ANAs should be treated as a developmental opportunity for teachers while the second focused on the role of teachers in ensuring inclusivity. BRIDGE’s summaries of these seminars were published in the Mail & Guardian: [Don’t be afraid of assessments -14Mar2014](#); [Teaching that embraces difference – 4Apr2014](#).



Members of ECD community

National Early Childhood Development (ECD) Community

Because there is currently such competition and contestation in the ECD sector, the primary purpose of BRIDGE’s national ECD Community of Practice is to achieve greater cohesion in civil society in [support of the goals of the NDP](#), which entails building trusting relationships and real sharing so that there can be the spreading of successful practice for scale, a strengthening of the sector and thus a positive impact on the system. This means sharing instances of working practice, considering the common denominators and ensuring that the learnings from a range of models are taken account of in the sector.

In the first quarter of 2014, two working teams formed in the community of practice, one focused on researching, mapping and connecting with provincial networks and identifying the tipping points of influence in provincial ECD provision. Running in parallel with this exercise, a training working team has been mandated by the CoP to engage in the QCTO scoping process and the process of designing and developing the fundamentals (with Saide). The community of practice is also formulating a position on the draft National ECD Programme and Policy documents that were circulated for comment in February 2014.

South African Extraordinary Schools Coalition (SAESC)

The South African Extraordinary Schools Coalition national first quarter meeting took place at Masibambane College in Orange Farm in February 2014, and coalition members benefitted from the opportunity to understand the school in its context, as well as to share instructional leadership practices, fundraising ideas and resources. The most recent [School Peer Review](#) was conducted this quarter at the Cape Academy Maths, Science and Technology.



The matric results were evidence of the extraordinary performance of Coalition schools. The Coalition achieved an average matric rate of 97 %, thus outperforming the national average by a significant margin, proving that high quality education is possible for all learners in South Africa. In addition, 71% of learners achieved a bachelor’s pass rate. Remarkably, 80% of coalition learners took maths as a subject, and 94% of them passed, while only 20% of the students wrote maths literacy.

Testament to the high levels of performance of Coalition learners, Moshal has awarded a total of 19 scholarships to Coalition learners.

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