BRIDGE

LINKING INNOVATORS IN EDUCATION

A BRIDGE
WHAT'S TRENDING
UPDATE

One of the BRIDGE Focus Areas is **Teacher Development**. This vitally important area tends to come up in in one form or another in most of our meetings, whatever the topic of the day or the specific Community of Practice focus. We thought a quick review of how this cross-cutting area has shown up in recent BRIDGE encounters would be of interest to our communities.

Teacher Development in Four Communities of Practice

Main Maths & Science Community of Practice

Professor Mary Metcalfe shares information on the PILO project.

Maths & Science: Teacher Development Focus Group

Lerato Mathenjwa from Teach SA shares information while a NAPTOSA representative listens.

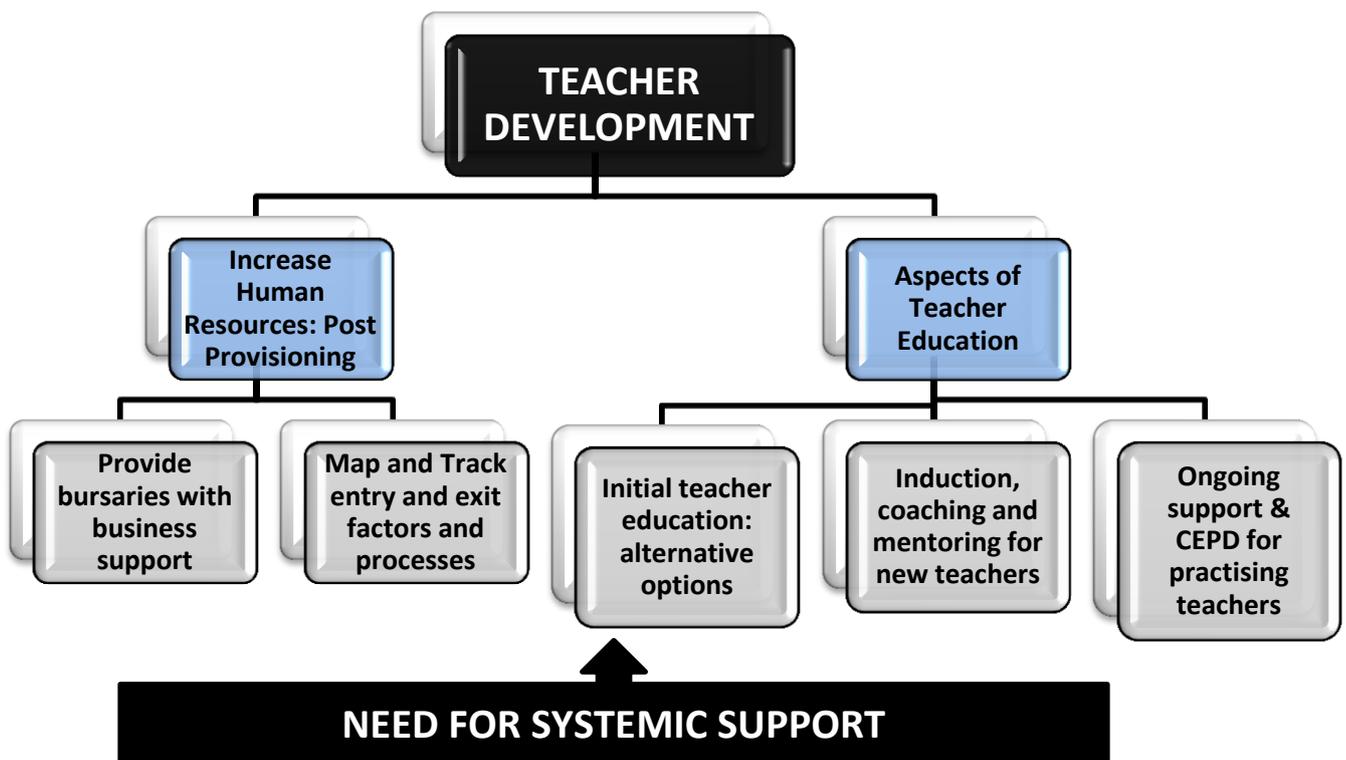**Early Childhood Development Community of Practice**

Nompumelelo Mohohlwane of DBE presenting on the Grade R Impact evaluation.

South African Extraordinary Schools Coalition

A School Peer Review team hard at work.

The graphic below sums up some recurring themes in Teacher Development.

TEACHER DEVELOPMENT

- **Increase Human Resources: Post Provisioning**
  - Provide bursaries with business support
  - Map and Track entry and exit factors and processes
- **Aspects of Teacher Education**
  - Initial teacher education: alternative options
  - Induction, coaching and mentoring for new teachers
  - Ongoing support & CEPD for practising teachers

NEED FOR SYSTEMIC SUPPORT

Here's how some of these elements have played out in different Communities of Practice.

| The PILO Project | Maths & Science Main Community Meeting [05-08-2014] |

The Programme to Improve Learning Outcomes (PILO) takes a multi-faceted approach and addresses the interconnections between different players and levels within the school and across the system. It uses curriculum coverage as an organising principle, and emphasises the idea of **defined and practical** support for teachers (and learners).

Key Elements for Teacher Development in the PILO Model	
Understanding the support teachers want	PILO has worked to incorporate the following characteristics of teacher support as defined by teachers themselves: demand driven; at the right time and place; safe spaces for openness; interactive; substantial and respectful; user-friendly; union involvement.
Providing the right tools	The Teacher Toolkit developed by PILO is not a burdensome reporting tool but a Curriculum Coverage Tracker which helps teachers plan, track, share and remediate coverage.
Giving access to referenced Open Education Resources	PILO is engaging with various ICT models and portals and making sure that these are accessible to teachers in a non-online format.
Making sure teachers get the support they need from other levels in the system	The model gives support to HODs so that they can guide and help teachers in curriculum planning and tracking; it gives support and information to districts so that they can be proactively helpful to schools and teachers.
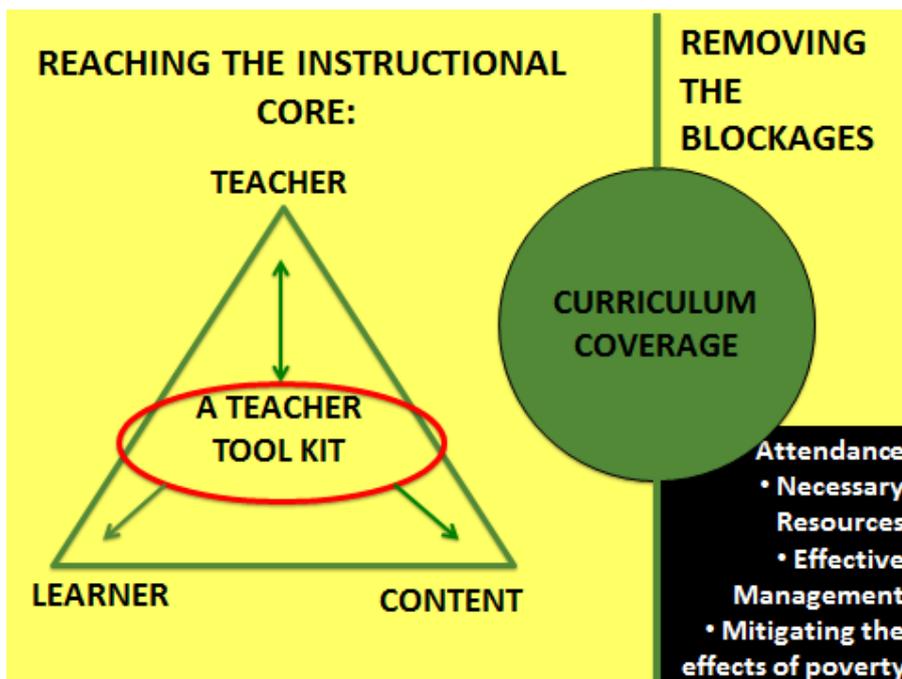
One of the slides from the presentation on PILO given by Mary Metcalfe at the COP meeting

Click here to access the presentation

ECD Qualification & Grade R Impact Evaluation	National ECD Community Meeting [14-08-2014]

Key Elements for Teacher Development noted in the ECD Community	
Developing the ECD Practitioner Qualification	A good qualification captures relevant learning outcomes and can help shape good training programmes to support teachers. The process of developing the ECD Practitioner qualification is well underway; a report on progress and key concepts was presented by a member of the qualification working group. Click here for the presentation. In addition, BRIDGE and Ilifa are hosting a chat platform on the qualification so that the sector can give input to the qualification process. Click on the following link to access the ECD Qualification Chat: http://i7305.wix.com/ecdqualificationchat
Learning from the Grade R Impact Evaluation	The research on Grade R outcomes conducted by Department of Basic Education analysed a number of factors. The quality of Grade R was highlighted as a major issue; in relation to quality, various recommendations were made around teacher development: • Improving pre-service training by reviewing current standards and learning programmes, placing more emphasis on understanding how children learn, and how to facilitate practical learning activities. • Improving in-service training focusing on practical strategies and opportunities to see and share best practice. • Giving teachers assessment and tracking tools, and relevant curriculum support materials. • Improving the support Grade R teachers receive from their schools and from the department. • Providing '… encouragement of both a pecuniary and non-pecuniary nature, to attract and retain good Grade R teachers.' Click here to watch a short clip of the DBE representative describing the evaluation recommendations Click here to find the Grade R Report Recommendations Face Sheet

TEACH South Africa identifies, trains and supports top university graduates to teach Mathematics, Science, English or Technology for a minimum of two years in some of South Africa's most under-resourced schools. These graduates become TEACH Ambassadors and are placed in schools as beginner teachers.

Key Elements for Teacher Development in Teach SA	
Providing an alternative route into the teaching profession	Graduates undertake the Teach SA training, which includes generic sessions on topics such as classroom management and assessment, and content and pedagogy sessions in their chosen subject area. They are also enrolled for the Post Graduate Certificate of Education (PGCE), which provides professional registration with SACE.
Providing ongoing support to Teach SA teachers in the classroom	The Teach SA teachers are part of a community of ambassadors with whom they can communicate and share concerns. Support from Teach SA takes the form of: • On site classroom visits and provincial visits • Workshops • Contact through e-mails, phones and WhatsApp groups • Pastoral care.
Aiding retention of experience in the teaching profession	The model and the ongoing support are aimed at retaining new teachers who have had experience as ambassadors in the teaching profession. In 2010, for example, 51% of the alumni remained in classroom teaching.

One of the slides from the presentation on Teach SA given by Lerato Mathenjwa at the COP meeting
Click here to access the presentation

The Peer Review process is an educator-led initiative, with the aim of bringing about continuous improvement in the quality of teaching and learning in SAESC member schools. A peer review is not a punitive assessment, but focuses on self-reflection and development in the context of a safe environment. It is used to improve student learning by:

- Collaborating and supporting participating schools
- Sharing and developing best practices in all areas of the school
- Identifying areas for growth and improvement
- Providing a framework to support the school's internal development and growth.

This is achieved through a systematic review of schools across four domains:

Leadership and Management	Teaching and Learning	Culture and Climate	School and Community

While the domain of Teaching and Learning has the most direct impact on teacher development, all the domains interconnect and feed into the learnings achieved by the peer review.

Key Elements for Teacher Development in the SAESC Peer Review system	
Getting teachers to focus on key elements of their practice	The review is linked to various 'good practice' criteria in relation to teaching practices, interaction with learners, lesson plans, and assessment practices. Preparing for the review encourages teachers to think honestly about their performances, while review results help teachers identify their strengths and weaknesses.
Building up professional capacity in review skills	Members of peer review teams build partnerships with other colleagues and schools, develop the skills needed in evaluation processes, and sharpen their focus on their own practice against the criteria. In addition, review team members gain a deeper understanding of all the elements that make up the school experience.
Building collegial support	Teachers involved have noted that debating the peer review reports leads to sharing of practice, exploring ways to change, and mutual support.

View a video clip in which a teacher discusses the impact of being on a Peer Review team.	http://youtu.be/TxAefPAlafA
View a video clip in which a teacher talks about the impact of internal peer review in her school.	http://youtu.be/vAVjwNcVYF8
Link to the SAESC website to find out more.	http://i7305.wix.com/saescoalition
To link to the SAESC's Social Media click on the relevant icons:	