WHAT'S NEW ON THE BRIDGE KNOWLEDGE HUB THIS MONTH?

School Leadership

Tools and Resources

http://bit.ly/2qBzWPI

A resource that includes useful tools that school that have been produced by BRIDGE for school leaders.

ECD

Summary Document

http://bit.ly/2HiUanh

This summary of key qualifications and related issues were extracted from ECD CoP & ECD Reference Group meetings in 2016-17, the November 2016 Joint Submission to ETDP SETA on the Implementation of the Level 4 Occupational Certificate for ECD, and the August 2017 Ntataise Panel Discussion on 'The ECD qualification continuum: articulating level 3 through to level 7'.

Presentations

http://bit.ly/2FhLyRo

At the National ECD CoP meeting in March 2018, Zelda Adendorff from the Department of Higher Education and Training (DHET) presented on the Policy on Minimum Requirements Leading to Quals in ECCE (Birth to Four) for Early Childhood Educators. This Policy illustrates how the set of qualifications form a coherent qualifications pathway and how existing and historical qualifications articulate with the new qualifications.

http://bit.ly/2I9TUIR

FirstRand and Tshikululu Social Investments conducted an evaluation of the FNB Home-based Centre Intervention. An overview of the approach, key findings and recommendations was presented by Tshikululu at BRIDGE's National ECD CoP meeting on 6 March 2018.

Meeting Highlights

http://bit.ly/2I6d94T

The National ECD CoP meeting on 6 March 2018 involved sharing by the SA Montessori Association, a presentation by Tshikululu on the FNB Home Based Centre InterveA resource that includes useful tools that school that have been produced by BRIDGE for school leaders. ntion Evaluation and an update on the ECD Qualifications landscape. As part of the qualifications session, DHET presented on the MRTEQ-ECD Policy which sets out the professional and post-professional qualifications for educators working in the Birth to 4 space.

http://bit.ly/2GYTVyd

The first KZN ECD CoP meeting for 2018 took place on 27th March 2018 and involved a range of topics and discussions. Read the highlights for the details.

Teacher Development

Meeting Highlights

http://bit.ly/2urJwJB

According to research released in December 2017 by the University of Pretoria, eight out of 10 Grade 4 pupils "still cannot read at an appropriate level". Against this background, the Teacher Development Community of Practice's first session for 2018 looked at what is being done to improve the quality of reading by Class Act Educational Services, which works with thousands of schools and teachers, and by Readucate, which focuses on the individual learner, although its training component increases its reach significantly.

http://bit.ly/2GX8WUq

The first South African Extraordinary Schools Coalition Community of Practice (CoP) meeting for 2018 served to remind people of how important this collaborative space is for personal growth, for the growth of the schools we work in and the growth of South Africa, more broadly.

These highlights include Maths and Literacy presentations as well as innovative ideas that can be used to enhance the teaching and learning in our schools.

Presentations

http://bit.ly/2GMX3g0

Peter de Lisle from Inanda Seminary presents on collective teacher efficacy (CTE). When teachers believe that together, they are capable of developing learners' critical thinking skills, creativity, and mastery of complex content, it happens! CTE refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

http://bit.ly/2CqtXF7

The challenge for developing countries is to build capacity and performance through focused investments which empower and enable professionals, working with their communities to deliver meaningful education that meets local and community needs. There are many schools that do this, in mostly traditional ways. This presentation focuses on the successes and challenges of these interventions as well as possible ways to accelerate educational development in communities.

http://bit.ly/2t1dZgZ

"Instapoems" are poems that are short enough to fit into an instaphoto and simple enough for anyone to grasp the meaning. Sarah Lubala makes the case for reading and writing instapoetry.

http://bit.ly/2GWQ9oV

Penny Groome focused on Class Act's work in the Foundation Phase, in both Home Language and English First Additional Language (EFAL), and specifically on implementing better reading practices at scale in very large projects.

http://bit.ly/2J1IqY3

Edna Freinkel from Readucate shares their multi-dimensional approach to teaching reading which integrates the senses and both brain hemispheres, which caters for all learning styles and enhances the benefits for every learner.

http://bit.ly/2q81GuA

John Gilmour of LEAP Science and Maths schools shared information on digital thinking. The presentation includes key ingredients for taking schools or organisations forward as well as a typology of organisational cultures.

http://bit.ly/2HsJIKN

A set of professional teaching standards within the domains of :

a) Professional engagement

b) Professional knowledge

c) Professional practice

Learner Support

Meeting Highlights

http://bit.ly/2Gjg1uK
Meeting highlights from post-school access community of practice held in February 2018. At this meeting, Christoph Vorwerk talked about the The Demand-Driven Training Toolkit

http://bit.ly/2ICbaFQ
Highlights from the first Maths and Science meeting in 2018. Penny Foley outlined the Harambee Youth Employment Accelerator's web-based Second Chance Matric programme while Richard McAdam demonstrated the potential of cutting edge technology like virtual reality (VR) to improve education.

Presentations

http://bit.ly/2C1nqQV

A presentation on the Demand- Driven Training Toolkit given by Christoph Vorwerk

Cross- Cutting Themes

Presentations

http://bit.ly/2pfTzMX

Presentation on the South African Monitoring and Evaluation Association

Meeting Highlights

http://bit.ly/2InTf5z

Meeting highlights capturing discussions from our first collaborative monitoring and evaluation community of practice meeting in partnership with the South Africa Monitoring &Evaluation Association.