



Western Cape
Government



Game Changer Roadmap 2017
eLearning
Dated April 2017



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Section 1



Background: The Game Changers



It has become increasingly evident that we need a new way of delivery, one that is uncompromisingly results-focused and performance-driven.



Premier Zille, November 2014

On starting its second term of office in 2014, the Western Cape Cabinet reaffirmed its commitment to achieving its vision of creating a highly skilled, innovation driven, resource efficient, high opportunity society for all.

While we have made progress in realising this vision since first coming into government in 2009, we recognise that there is still a lot to be done.

There are still many people living in poverty in the province and we face a number of challenges that serve as a hindrance to economic growth and job creation.

With this in mind, we focused on identifying top priorities over the five year term, which could serve as catalysts for major improvements in people's lives, in particular, the lives of our young people.

As a result, we have committed to seven priority interventions, which we have called Game Changers.

Our Game Changers are bold interventions that focus on either leveraging the best opportunities or tackling some of our greatest challenges in the province.

We have set ambitious targets under each Game Changer, which if achieved, will contribute towards accelerating economic growth, job creation and social inclusion. Our seven Game Changers are:

- Expanding Apprenticeships;
- Achieving Energy Security;
- Delivering High Speed Broadband;
- Implementing quality e-Learning at schools;
- Expanding quality After School activities;
- Pioneering a major Better Living Model; a development that integrates communities; and
- Reducing Alcohol Related Harms

We have also recognised that, for these Game Changers to make a discernible difference in our province, we need a new method of delivery – one that is innovative, uncompromisingly solutions-orientated, results-focused and performance-driven.

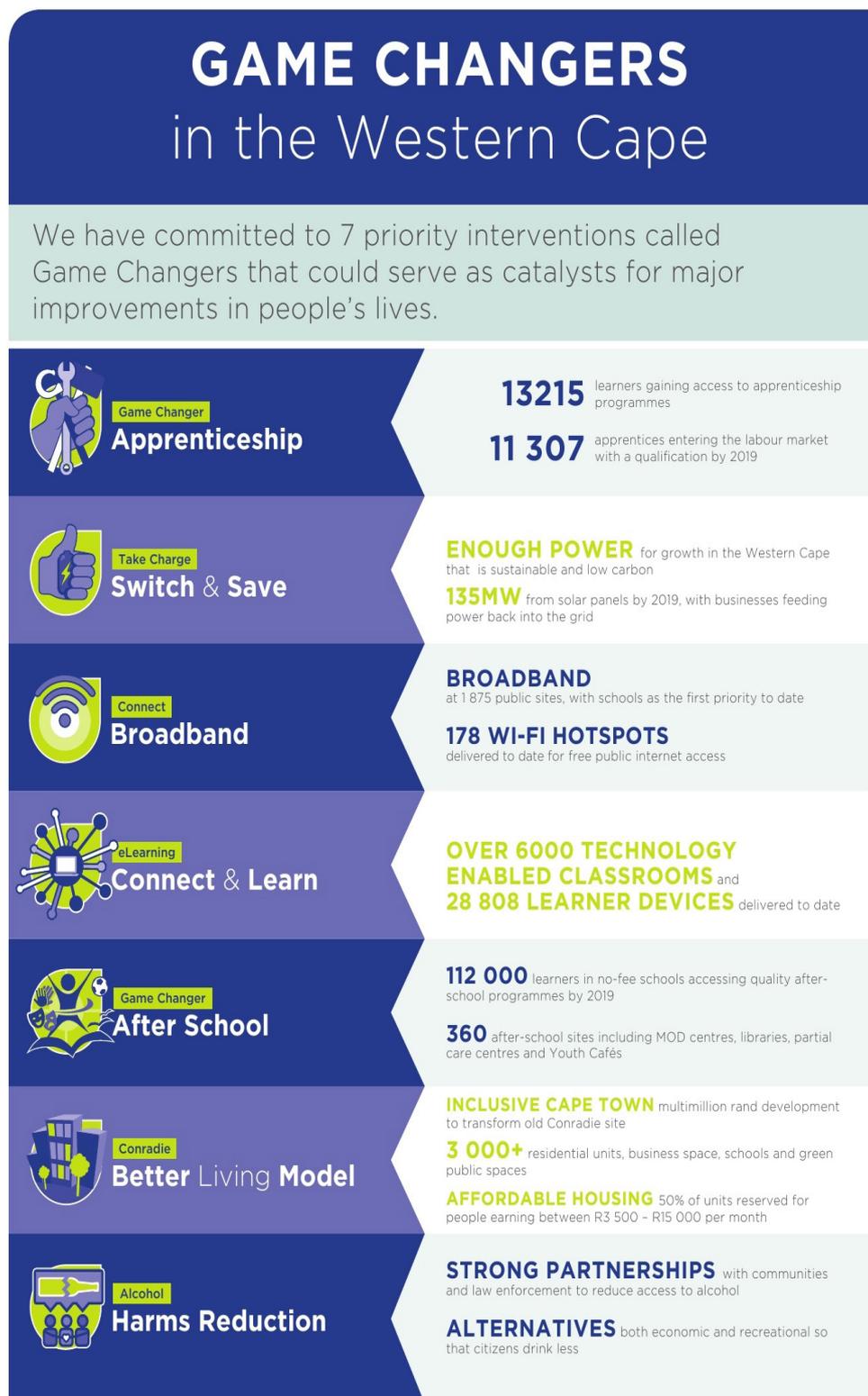
We have committed to this new approach within provincial government in order to drive change in the Western Cape.

However, we also recognise that government cannot achieve progress alone.

We will only be able to achieve the targets set under our Game Changers through a whole of society approach, where national, provincial and local government work in partnership with business, civil society, communities and individuals.

This is what we mean when we say “Better Together” and we look forward to working with all our partners to drive our Game Changers over the next few years.

Our Seven Game Changers in more detail:





Section 2



Introduction: The eLearning Game Changer

Opportunity for the youth is centre stage of the Western Cape Government's (WCG's) strategic priorities. Our aim is to do everything we can to enable our youth to become educated, responsible and empowered young adults, who have the necessary skills to support themselves in the future.

As a result, three of our seven Game Changers are directly focused on the youth – eLearning, After School Programmes and Technical and Vocational Skills. All three are focused on providing young people with opportunities that will place them on the pathway to productive adulthood.

We recognise that a quality education is the key intervention to ensure young people succeed later in life. We also know that the way in which young people interact, engage and learn is changing and that connectivity is critical to creating opportunity and better preparing them for the 21st Century world of work.

This is why we have identified eLearning as a Game Changer that could revolutionise teaching and learning at our schools. Our aim is to use technology to enhance teaching and learning for all Western Cape learners, predominantly in mathematics and languages.

The Game Changer builds on the eVision for Education adopted by the provincial government in 2012. This vision outlined a commitment by the Western Cape Education Department to expand on its existing technology base and digital resources in order to create virtual learning environments at all schools by 2030.

Our eLearning Game Changer accelerates this aim and has made enabling universal access to an eLearning environment to all schools by 2019 a strategic priority.

This Game Changer focuses on six streams to achieve this aim namely, the creation of an **e-Culture** in schools, backed by **e-Infrastructure**, an **e-Admin** system to run the school, and well-trained **e-Teachers** using **e-Technology** and **e-Content** in their lessons.

Our Broadband Game Changer is also a powerful enabler for the eLearning Game Changer.

Our government will be providing broadband connectivity to approximately 2 000 Western Cape Government sites under this Game Changer. The Broadband Game Changer had been initiated during the Premier's previous term of office, and will ensure that public schools in the Western Cape will be connected to the Provincial Government's Wide Area Network by the end of 2016.

Our eLearning Game Changer will also work in concert with the After Schools and Apprenticeship Game Changers. For example, eLearning will be extended to After School programmes; and the Apprenticeship Game Changer will target certain schools with additional resources to improve maths performance, in line with the Western Cape Education Department's maths strategy.

Ultimately, we hope to create the ladder of opportunity that young people need to become productive and employable adults with brighter futures, so that we break the cycle of poverty in many of our communities. Our systems must support the development of "Future-Ready" learners.

Overview: Vision and Strategy for Change

The Problem

The South African education system faces many challenges, which has resulted in many learners leaving school inadequately prepared for a successful and productive life in the 21st Century.

Some of these challenges include:

- Major inequalities still exist between middle class schools and schools in townships and rural areas with insufficient resources and infrastructure at poorer schools;
- There have been a number of curriculum changes in the past, causing uncertainty in the system
- Many educators across the country do not have the basic pedagogic and content knowledge competencies required to provide quality teaching;
- There is little accountability for poor performing principals and teachers;
- The culture of learning in many schools across the country needs to be improved and there is little motivation from their families and communities, where parents often have little education themselves;

The result is high drop-out rates and poor learner outcomes across the country, with many young people leaving school without having the ability to read, write or calculate at acceptable levels.

The Western Cape Government has focused on tackling many of these challenges since coming into office in 2009 and has seen improvement in learner outcomes and retention rates in the Province.

While Maths and Language systemic tests conducted in the Western Cape for Grades 3, 6 and 9, as well as National Senior Certificate (Matric) results show improvements in these subjects, particularly in poorer schools, poor results continue to be of grave concern.

Figure 1 and 2 show the maths and language Systemic test results over the past six years.

Figure 1: Maths results for Grades 3, 6 and 9 over

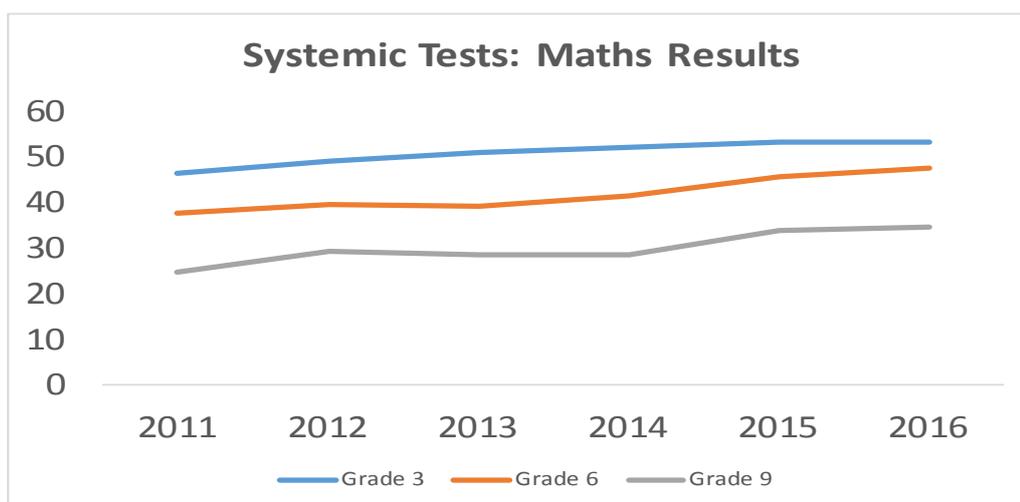
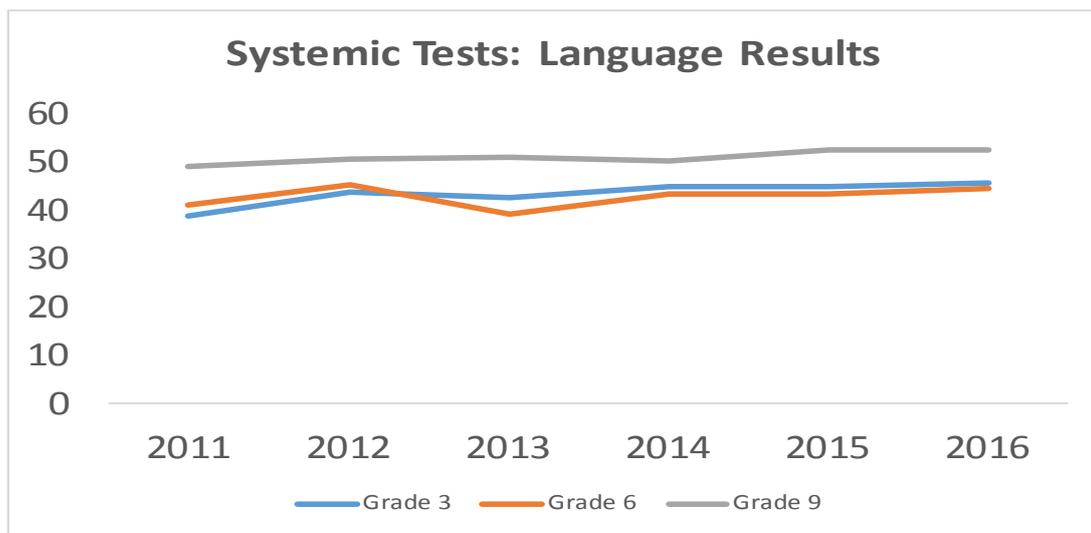


Figure 2: Language results for Grades 3, 6 and 9



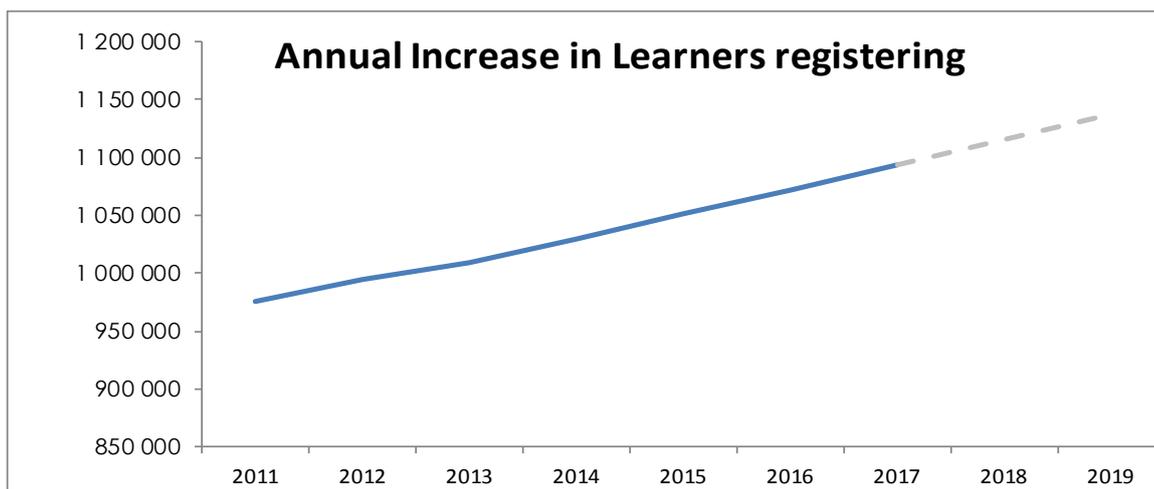
Some of the Western Cape Education Department’s targeted interventions have had impact. However there is still a major disparity in results between the poorer schools and the relatively more resourced schools.

These inequities also reflect in the final Matric exams, where fewer learners in poorer schools pass their NSC, and less than 30% qualify to enter Universities.

A second significant challenge that is relevant to the Western Cape is the fact that registration figures in our schools increase by almost twenty thousand learners every year.

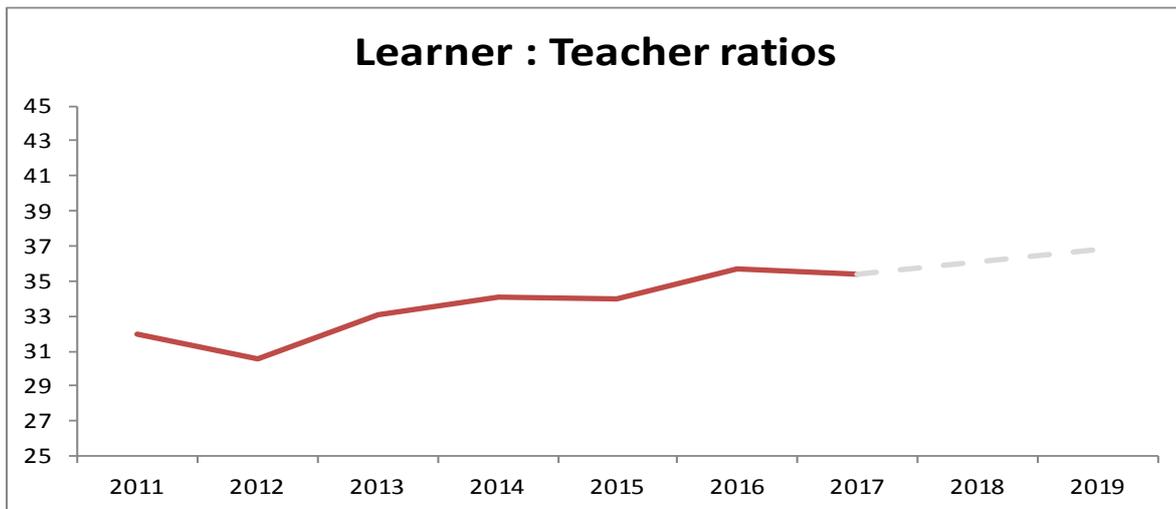
There are currently almost one million learners in the Western Cape Education System. Figure 4 shows the annual increase in learners registering at schools in the province since 2011.

Figure 4: Annual increase of learners registering in schools in the Western Cape over the past 6 years



An inevitable consequence of this increase in numbers is rising learner: teacher ratios shown in Figure 5.

Figure 5: Learner: Teacher ratios in the Western Cape over the past 5 years



If the current trajectory continues, we can anticipate steadily approaching an average of 40 learners to a teacher in every classroom over the next few years, particularly in poorer schools.

It is a well-documented fact that, in the traditional schooling system, learners in classes of 40 or more do not learn well. This trajectory will then inevitably put further strain on the system if we continue to consider only traditional teaching and learning methodologies.

The Western Cape Government wants to provide our young people with a far better educational environment and improve language and maths results in the province.

We see the eLearning Game Changer as critical to achieving this goal. It offers the opportunity to provide learners with access to quality educational material, while simultaneously developing their computer literacy, which is a vital skill when entering higher education or the workforce after they leave school.

The use of technology to support education can help to minimise the effects of the lack of suitably qualified teachers and increasing learner: teacher ratios in the province. It will also assist when it comes to teacher development and providing them with the support and content they need to improve and transform their lessons.

Most importantly, our eLearning Game Changer has the potential to equalise the quality of education between better resourced and poorer schools by allowing learners to access the best educational material and resources.

Our Goal

To enhance the teaching and learning experience of Western Cape learners, predominantly in maths and languages, through the use of technology.

eLearning from a Teacher's perspective:

“I feel digital learning has changed the way of learning. It allows children to take control of their learning and allow teachers to take on the role of facilitators, to help children explore the curriculum. It allows and encourages children to research, find references and adapt information in order for them to use it appropriately.

The use of the digital devices enhances the content and aids in making the topic more relevant, linking the curriculum with the children's knowledge/previous experiences.

Children have the chance to independently interact with the content, which encourages them to take responsibility for their learning. This shows them that the teacher is there to work alongside them, as a guide not just to teach them for the sake of learning.

Digital devices have also helped children with various difficulties or to become more confident in their approach to learning.

The best effect is the ability for students to now transfer meaningful learning in a way that ignites passion and perseverance. These are our digital natives and digital learning is no longer an option.”

Biata Hilder, Grade 5 Head Teacher

eLearning from a Learner's perspective:

“I think digital learning has helped our class because it makes learning exciting. It also assists us to make learning faster. We can look up the spelling of words rather than using a dictionary. I think it makes learning fun and exciting when we get to use our iPads and the Digital Projector. It's easy to learn to use apps and more fun. I like using iMovie, Keynote and Pages the most. I enjoy using my iPad with the iBooks because I can highlight and make notes as we go through it.”

Ben, Grade 4

Levers of Change and related Key Performance indicators

There are four **key** outcomes that need to be met in order for the GC to achieve its goal statement:

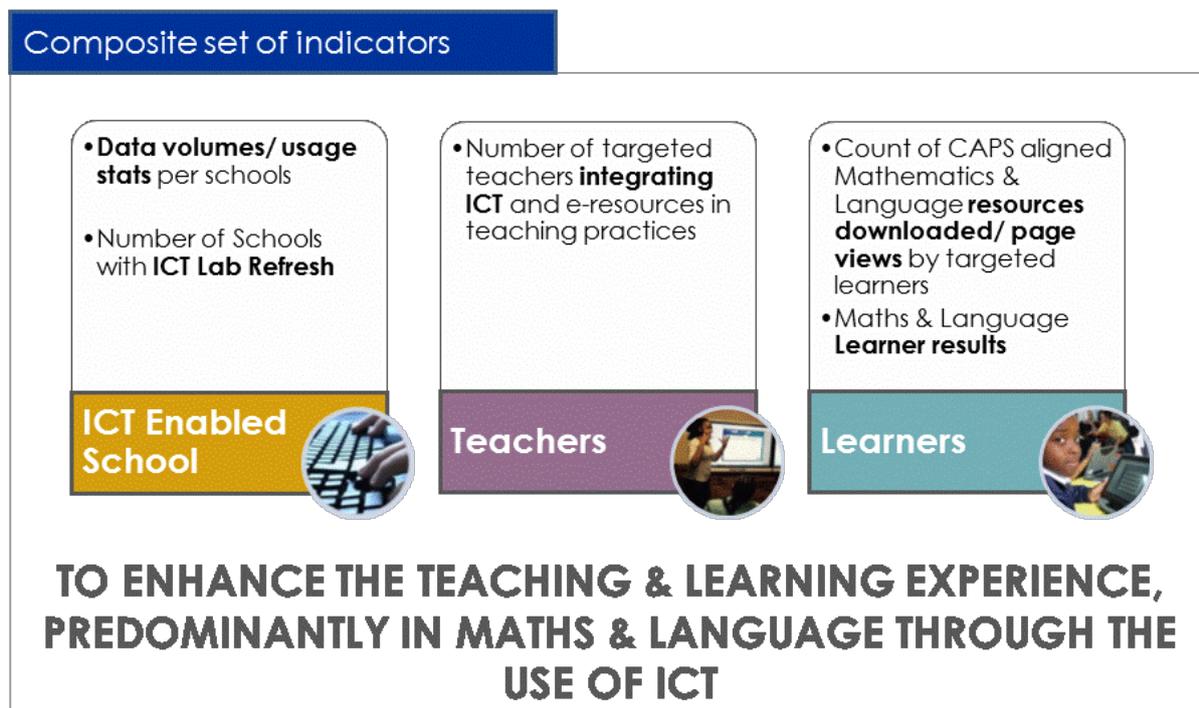
1. All targeted schools must have adequate access to the requisite e-infrastructure and e-technology
2. All e-teachers have adequate access to appropriate e-resources and integrate these resources into their teaching practice
3. A majority of learners in each of the targeted schools demonstrate greater appreciation and use of e-resources in their mathematics and language subjects
4. Learners in the model and enhanced schools record improved learner performance in mathematics and language.

The specific KPI's and evidence associated with these key outcome areas are:

1. Extent of WAN, LAN and Technology rollout to targeted schools (as measured through a) Schools' data volumes/usage statistics and b) Number of Schools with ICT Lab Refresh)
2. Adequate levels of integration of ICT in teaching as measured through number of teachers integrating ICT into teaching practices (with teacher self-assessment tool and classroom observation schedule)
3. Extent of use of e-resources in targeted subjects and schools (as measured by downloads of appropriate materials on the e-Portal)
4. Learner performance in Maths and Languages (as measured in standardized tests and assessment results)

The four key performance indicators are set out below:

Figure 6: eLearning Game Changer Key Indicators



The eLearning Game Changer maps the structured introduction of eLearning into schools, allowing a progression from basic access through an internet enabled lab to a full eLearning environment. It provides a focus on the integration of technology into the classroom, and emphasises the need to equip teachers, not just with technology, but with the skills and content to support a transformation in the manner in which they engage with learners in the classroom,

A number of tools will be employed and various data sets collected in order to provide credible and accurate evaluation on the delivery of the six streams, and ultimately on improved learner outcomes.

When it comes to learner outcomes, baseline learner results will be established using historical Systemic Tests and Annual National Assessment results, with increased access to learner level data identified as a key requirement to assess an improvement in language and maths results.

International best practice suggests that the collection of classroom observation data can be effectively used to assess enhanced engagement, and therefore better learning in schools. Learners' behaviour and attitude to their work, the level of engagement and excitement, the extent to which digital material and transformed pedagogy resonates with them can only be gauged through this method.

Principals, teachers and learners will also be required to participate in surveys to assess their engagement in this process, and the extent to which they have integrated technology into their teaching and administrative practices.

“Through the combination of the ‘push’ of traditional schooling that fails to keep students or teachers engaged, and the ‘pull’ of new pedagogies unleashed through digital access, the transformation of education systems on a broad scale becomes not only possible, but inevitable.”

*A Rich Seam: How New Pedagogies Find Deep Learning,
Michael Fullan & Maria Langworthy*

The eLearning Game Changer, through its transformational nature and impact on all core business of the Education Department, will support the WCED's targets in Maths and Language over the next few years.

Figures 7 and 8 set out the 2019 targets for Languages, Maths and the National Senior Certificate Examinations.

Figure 7: Language and Maths Systemic test pass rate targets for 2019

Strategic Objective	Performance Area	2009	2014	2015	2019 target
Improve the level of language and mathematics in all schools	Gr 3 Language Pass rate	30.4% (2011 first year of new tests)	42.40%	42.40%	50%
	Gr 3 Maths Pass rate	35%	54%	57.60%	64%
	Gr 6 Language Pass rate	31.5% (2011 first year of new tests)	37.90%	36.80%	48%
	Gr 6 Maths Pass rate	17.40%	30.40%	37.70%	48%
	Gr 9 Language Pass rate	44.2% (2011 first year of new tests)	47.60%	53%	47%
	Gr 9 Maths Pass rate	10,4% (2011 first year of new tests)	14.90%	22.20%	25%

Figure 8: NSC targets for 2019

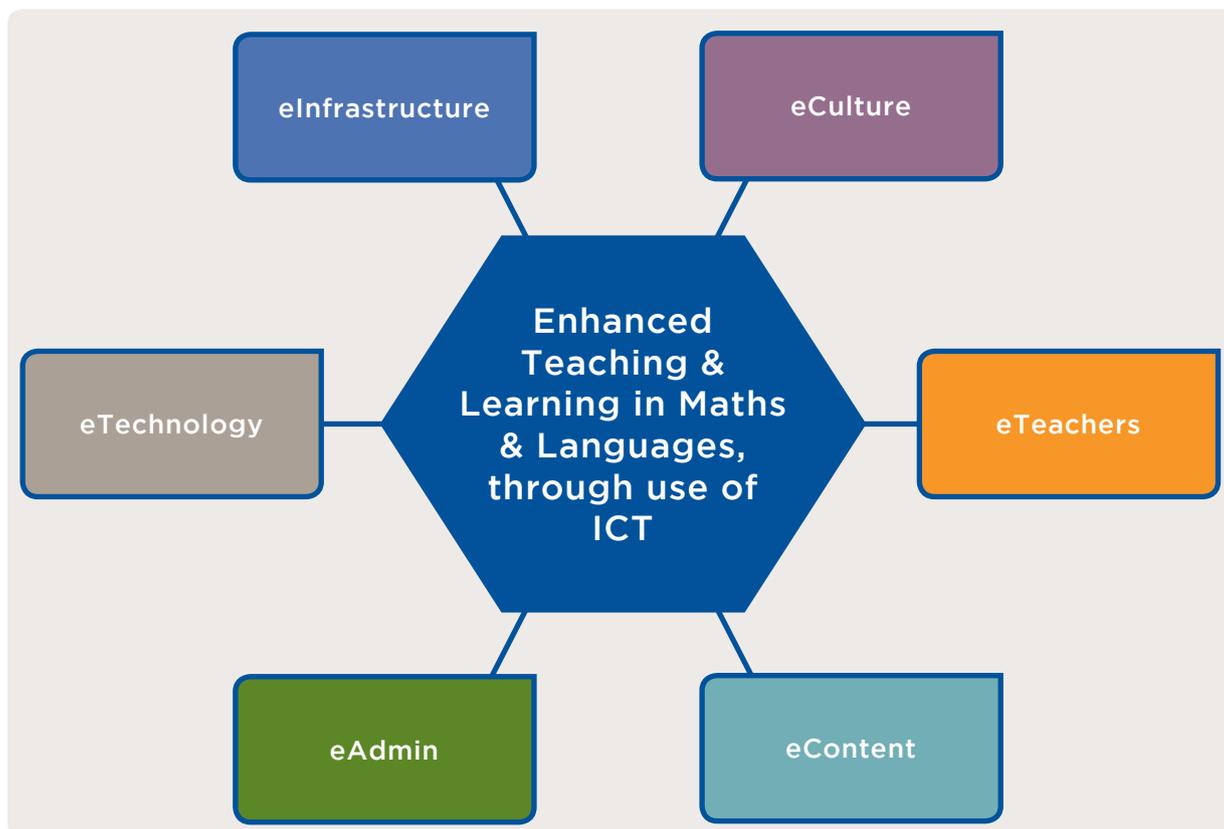
Strategic Objective	Performance Area	2009	2014	2015	2019 target
Increase the number and quality of passes in the National Senior Certificate	Number of learners who pass the NSC	34 017	39 237	45 496	42 400
	NSC pass rate	75.70%	82.20%	84.70%	88%
	Number of learners achieving bachelor passes	14 329	18 524	22 379	21 200
	Number of learners passing maths	12 467	11 265	12 397	11 900
	Number of learners passing physical science	7 064	7 845	8 813	9 700

We recognise that the mere presence of eInfrastructure and eTechnology in a school or classroom does not ensure a beneficial eLearning environment. In order to transform teaching and learning, access to infrastructure and technology enables significant systemic changes. eLearning will be embedded throughout every core function of the Education Department, significantly changing the culture of teaching and learning, and transforming the way things are done.

The transformation in Education will be significant. To channel the change and ensure that eLearning is integrated throughout the education system, six streams or levers have been identified, each with their own outcomes and measures of success.

The six streams are set out in Figure nine below. They will become a focus of integration and change management in all core aspects and at all levels of WCED’s functions.

Figure 9: Six streams of the eLearning Game Changer.



Delivery Framework

Budget cuts by national government have placed immense pressure on frontline service delivery including education.

With this in mind, we plan to access the opportunities provided through the installation of Wide Area Network (WAN) at every school in the province so we can implement eLearning to support learner outcomes.

In order to structure this approach and ensure that all schools benefit over the next three years (despite budget cuts), every institution has been categorised as either a Universal, Enhanced or Model school.

Universal schools: will have basic access to the internet through a Computer Lab or an ICT suite. In these schools, government will provide teachers and learners with access to digital resources through WAN via LABs and central Wi-fi Access Points, leveraging pathways to broadband.

Enhanced schools: Those schools which already have, or which will be receiving a Local Area Network (LAN) over the period of the Game Changer, will progress to the Enhanced school category. The LAN connects every Instruction Room in the school to the Wide Area Network, and allows wireless access in the classroom to this facility. In order to take advantage of this access, a technology roll-out will maximise teacher technology in order to introduce and develop eLearning concepts. Because access is available throughout the schools, there are further opportunities to expand direct access to learners through a Bring Your Own Device (BYOD) model.

Model Schools: Over the three year period of the Game Changer, a small number of Model schools will implement a full eLearning environment, integrating eLearning into their practice, building an eCulture and developing leaders in the field. Their experience and expertise will significantly contribute to the development of a Professional Learning Community to support and drive eLearning throughout the Province.

The delivery framework takes into account the progression of schools through this model. More information on these three model schools and their implications is provided in Figure 10.

Figure 10: Three model school and their implications

	IMPLICATIONS FOR PRIMARY SCHOOLS	IMPLICATIONS FOR SECONDARY SCHOOLS
Universal	<ul style="list-style-type: none"> • WAN in place • LABs are refreshed and provided a wireless access point, prioritised use for Grade 4-7 Maths and Languages • Game-Changer does not focus on: LAN • SMART Classrooms • Learner Devices 	<ul style="list-style-type: none"> • WAN in place • LABs are refreshed and provided a wireless access point, prioritised use for Gr 8-12 Maths and Languages • Game-Changer does not focus on: LAN • SMART Classrooms • Learner Devices
Enhanced	<ul style="list-style-type: none"> • WAN in place • LAN in place • All Classes in Grades 4 - 7 are SMART Classrooms • LABs are refreshed, prioritised for Maths and Languages • Devices, where allocated, will be shared / BYO 	<ul style="list-style-type: none"> • WAN in place • LAN in place • All Maths and Language Classes SMART Classrooms with minimum of 40% overall • LABs are refreshed and provided, prioritised for Maths and Languages • Devices, where allocated, will be shared / BYO
Model	<ul style="list-style-type: none"> • WAN in place • LAN in place • All Classes are SMART Classrooms • LABs are refreshed • All learners in Grades 4 - 7 are allocated a device 	<ul style="list-style-type: none"> • WAN in place • LAN in place • All Classes are SMART Classrooms • LABs are refreshed • All learners in Grades 8-12 are allocated a device



Section 3



Outcomes and Delivery Plan: What success looks like

The Delivery Plan spans a period of three years from April 2016 to March 2019. The plan addresses two key questions:

- What will success look like at the end of each year?
- What must be done to achieve success?

In addition, in order that delivery takes place, the necessary human and financial resources must be allocated. This includes the reprioritisation of resources within Departments' current allocations, within the scope of legislated mechanisms. (**Performance Tracking plan: Annexure A**)

To integrate eLearning into Education in the Western Cape is a mammoth task. The eLearning Game Changer has more than 40 focus areas or outcomes. Each of these has their own measures of success and planned milestones and activities to achieve results. These outcomes were identified as the critical stepping stones along the pathway to successfully enhancing the teaching and learning experience of Western Cape learners, predominantly in maths and languages, through the use of technology. A detailed Delivery Plan developed for each of these outcomes is attached in **Annexure B**.

Streams 1 & 2: eInfrastructure and eTechnology

Through the Game Changer, we will provide the enabling environment for a culture of eLearning to be instituted. Over the next three years, all teachers and learners will be exposed at a specified level to technology that is linked to the wide area network that is being rolled out to all Western Cape schools.

“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.”

David Warlick, Author, Educationalist, Software Developer and Public Speaker

The eInfrastructure and eTechnology Istreams provide for the following resources:

- Wide Area Network to all schools
- Provision of Internet service to all schools
- Migration of existing school infrastructure to new connectivity
- Local Area Network to 350 (Enhanced and Model) schools, linking all instruction rooms to the WAN
- Refresh of existing computer labs
- Provision of a wireless access point for teachers to access the WAN
- Provision of a wireless access point for learners to access the WAN
- Installation of digital teacher technology in 40% of classrooms in Enhanced schools, and 100% in Model schools
- Provision of learner devices to all learners in Model schools

Table 1

eInfrastructure and eTechnology						
Objectives: Provide all schools in the Western Cape with access to: <ul style="list-style-type: none"> reliable, well managed connectivity, related infrastructure and support systems; teacher and learner technology. 						
Outcomes: <ul style="list-style-type: none"> Schools have access to WAN; Targeted schools have access to localised access that is scalable, fast, reliable, high-speed, safe and secure, with online capabilities; Teachers have access to wireless access point; Schools have access to broadband through Labs; Targeted schools have access to technology enabled classrooms; Targets learners have access to devices; Principals and teachers are supported in managing infrastructure and technology. 						
Category	WAN	LAN	LAB Refresh	Access Point (teacher and learner)	SMART Classrooms (Teacher devices)	Learner Devices
Universal Schools	✓		✓	✓	✗	✗
Enhanced Schools	✓	✓	✓	✓	✓ (40-50%)	BYOD
Model Schools	✓	✓	✓	✓	✓ (100%)	✓
What Does Success Look Like (Annual Targets): 2016/17						
Universal Schools	All	-	388	388	-	-
Enhanced Schools	All	162	75	75	1200	-
Model Schools	All	8	16	16	200	8000
Budget						
Resources						
Responsible						
What Does Success Look Like (Annual Targets): 2017/18						
Universal Schools		-	388	380	-	-
Enhanced Schools		100	75	75	1000	-
Model Schools		8			200	8000
Budget						
Resources						
Responsible						

What Does Success Look Like (Annual Targets): 2018/19

Universal Schools		-	388	388	-	-
Enhanced Schools		100	75	75	1000	-
Model Schools						
Budget						
Resources						
Targets						

Stream 3: eCulture

Organisational culture reflects the values, attitudes, practices and beliefs that determine the way in which an organisation achieves its objectives. We can gauge the extent to which an eCulture is infused into the education system by the extent to which schools and the administration understand the need and accept and adopt digital technology as part of everyday practice.

Research indicates that the Western Cape population in general is already adopting digital technology in everyday life at all levels, and that many schools already accept that eLearning will enhance teaching and learning. However, introducing an effective eLearning programme into all Western Cape schools requires a paradigm shift in the culture relating to teaching and learning methods and systems, and our challenge will be to build on the cultural shift already taking place.

Successful implementation of an eCulture in our schools is a prerequisite for success in the other five streams of this Game Changer, whether these relate to the professional development of teachers, the implementation of eAdmin systems, or the development of digital content.

Our goal of maximising the advantages and opportunities provided by technology must be supported by strong leadership that will play a key role by articulating a shared vision, identifying challenges and solutions, and ascertaining what this means for each role player in the system, thereby entrenching a revised set of behaviours, beliefs, values, and symbols that support a new way of teaching and learning.

The communication plan of the eCulture stream will support all streams as we build awareness, encourage use, provide training and support, celebrate progress and commit to continuous improvement.

Table 2

eCulture	
Objective: Create an enabling environment for the roll out of eLearning through strong leadership and a shared eLearning culture within the WCED and Western Cape Schools	
Outcomes: Awareness and common understanding of the eLearning Game Changer; Support the eLearning Game Changer; Understand role in implementing Game Changer; Demonstrate commitment eg through development of eLearning plan and appointment of ICT Committee	
What Does Success Look Like (2017/18)	
Political Principals	<ul style="list-style-type: none"> Review platforms to use; Review communications plan; Review performance agreements.
WCED Provincial Education stakeholders	<ul style="list-style-type: none"> Review Communications Plan; Align Annual Performance Plan; Align Operational Plans; Reflected in Performance Management targets; Policies support Game Changer.
District	<ul style="list-style-type: none"> Review Communications Plan; Align District Improvement Plans; Reflected in Performance Management targets; Sharing of best practice; Use data to improve educational practices.
Principals and Teachers	<ul style="list-style-type: none"> Principals sign acknowledgment and letter of commitment; Sharing of best practice; Use data to improve educational practices.

Stream 4: eContent

“When it comes to eLearning, content means everything. If eLearning content is not masterfully designed, all the rest will just go down the drain.”

Christopher Pappas, Founder of the eLearning Industry's Network

The Western Cape Government launched its ePortal, intended to revolutionise teaching and learning, in September 2015. Through the ePortal we aim to achieve our main outcome under stream four, which is providing up to date digital content that is responsive to the needs of both learners and teachers.

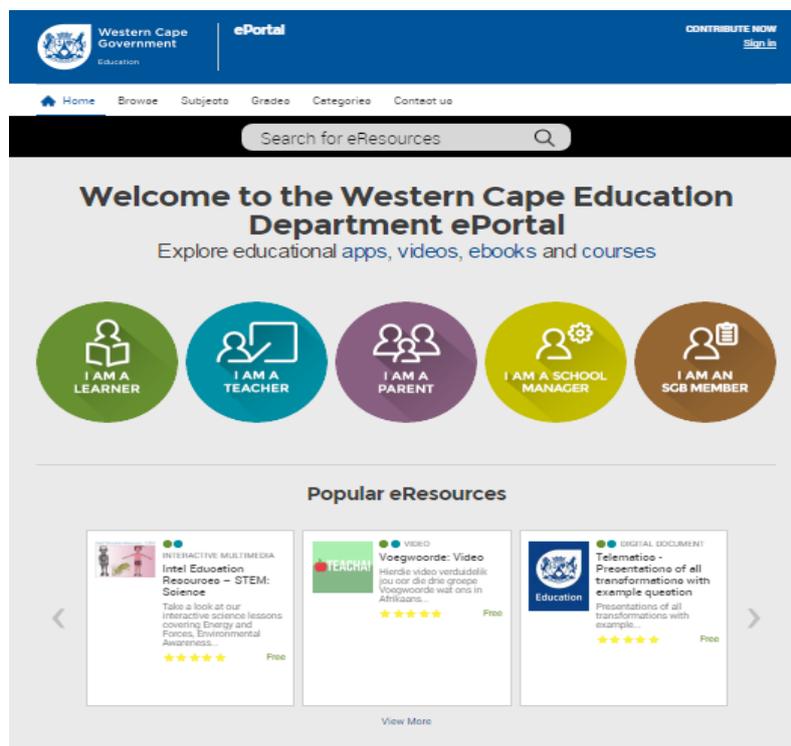


Table 3

eContent	
Objective: Provide up to date digital content that is responsive to the needs of teachers and learners	
Outcomes	
<ul style="list-style-type: none"> • Targeted learners have access to CAPs aligned, interactive, stimulating, fit-for-purpose digital resources; • Targeted teachers have access to CAPs aligned, interactive, stimulating, fit-for-purpose digital resources that meet their own needs as well as their learners' needs • Model school teachers develop and upload digital content 	
What Does Success Look Like (2016/17)	
<ul style="list-style-type: none"> • Comprehensive Mapping of curriculum to identify topics for every subject and grade, focussing on Maths and Language • Identification of gaps in resources • Coverage of the curriculum focussing on Maths & Languages for all grades 	
What Does Success Look Like (2017/18, 2018/19)	

- Develop and source resources to fill identified gaps

Stream 5: eTeachers / eOfficials

“The role of teachers and their ability to integrate eLearning into their teaching is fundamental to the success of this Game Changer. Teaching in an eLearning environment is not just presenting the same content in a different way. It requires a completely different approach to teaching and learning. “There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails.”

Nancy Kassebaum, Former United States Senator

Of all six streams in the eLearning Game Changer, the area dealing with eTeachers / eOfficials is where the success or otherwise of this project rests most heavily. It is apparent that, unless the introduction of eLearning is accompanied by significant changes in the pedagogy and classroom practice, impact is limited.

The eTeachers / eOfficials stream requires strategic focus by Provincial officials, critically Curriculum and School Management Support staff in the Districts, as well as the Principals and teachers in our schools.

Table 4

eTeachers and Officials						
Objective:						
<ul style="list-style-type: none"> • Equip principals, teachers, school management support and curriculum support teams to use technology effectively and innovatively; • Support principals, teachers, school management support and curriculum support teams to use technology effectively and innovatively 						
Outcomes:						
<ul style="list-style-type: none"> • All teachers possess basic IT competencies and are able to integrate appropriate and available technology into their teaching environment; • Targeted principals are able to create, lead and support an eLearning environment to optimise the functioning of the school; • Curriculum support officials are able to support teachers and principals to integrate ICT appropriately to enhance teaching and improve learning; • School management support officials are able to support the establishment of a school eLearning environment in which ICT is used to optimise management, teaching and learning; • Targeted school principals and staff receive adequate and timeous ICT integration support; • Model School staff contribute significantly to the development of technological and pedagogical competence of staff in universal and enhanced schools. 						
Category	Understanding of Profiles / Development levels	Train principals and teachers in basic ICT competencies	Develop teachers to integrate technology and digital resources	Develop Principals' Leadership to support Game Changer	Develop Districts' support staff to support Game Changer	Build Professional Learning Community (sharing best practice)
Note: Numbers estimated: to be adjusted for prior training and assessment						

Universal Schools		22698	As identified	873	40	
Enhanced Schools		9100	3640	350		
Model Schools		416	416	16		

What Does Success Look Like (2017/18)

All Officials, Principals, Teachers	<ul style="list-style-type: none"> Rollout instrument for self assessment of ICT competency (teachers, principals, officials); Rollout system developed that captures teacher, principal and official training; including district officials; Analysis of existing professional development against pathway categories; Map existing principal training against pathway; Undertake assessment of teachers, principals and officials with NO training done; Based on assessment and existing analysis, determine training requirements for model and enhanced school teachers', principals' and officials' training requirements.
Principals	<ul style="list-style-type: none"> Principal pathway improved and implemented; Ongoing professional development of Model School principals; Ongoing professional development of Enhanced School principals; Principal training plan for 2018/19.
Curriculum Support Staff	<ul style="list-style-type: none"> Pathways developed for Subject Advisors, Curriculum Planners, heads, assessment coordinators - match to teachers but with additional elements; All Curriculum Support staff trained as per gaps identified; Ongoing training and development plan for 2017/18 and 2018/19; All Senior Curriculum Planners work in conjunction with developers to populate the subject websites they are responsible for.
School Management support officials	<ul style="list-style-type: none"> Rollout professional development pathway for school management support officials; All school management staff trained as per gaps identified; Ongoing training and development plan for 2017/18 and 2018/19.
eTeachers / eOfficials	<ul style="list-style-type: none"> Development of SOPs (including guidelines for support) for Curriculum Support team members and School Management Support; Roll out as per SOP (i.e. start supporting teachers and principals); Adjust District Management Information System to reflect SOP and support being provided.
Model School Principals	<ul style="list-style-type: none"> Strengthen and integrate Professional Learning Communities representative of all districts

Stream 6: eAdmin

Finally, leveraging off the available infrastructure and technology provides a massive opportunity to capitalise on efficiencies and enhancements through enhancing, integrating or introducing eAdmin systems throughout the education structures.

Addressing the needs of the Provincial administration, Districts and schools, introducing comprehensive learning management systems, classroom and learner management systems, the potential to deliver tools to principals and teachers that will both allow them to focus on teaching, but also allow for informed analysis and data-driven interventions to improve learner outcomes.

Table 5

eAdmin	
Objective: Reduce teachers' and principals' manual administration towards more effective planning and management	
<p>Outcomes:</p> <ul style="list-style-type: none"> • All Model school and targeted Enhanced school principals and administration staff: <ul style="list-style-type: none"> • have flexible access to an integrated online school information systems environment; • can access and draw management reports on learner and educator record data seamlessly from separate databases; • contribute to development of management information reports to enhance productivity and effectiveness in planning and management decision-making; • have online tools to monitor, manage and report school performance and use data to design interventions. • Principals, school management teams, SGB and district officials at targeted schools: <ul style="list-style-type: none"> • have common access to educator, learner and school profile (including ASPs) analyses to enhance improvement planning and management; • can collaborate online to enhance school support and planning processes; • use a data-driven approach to build teacher development plans and management interventions. 	
What Does Success Look Like (2017/18)	
<p>Model school and targeted Enhanced school principals and administration staff</p>	<ul style="list-style-type: none"> • Common access point and linked systems and databases for 8 Model and 15 Enhanced schools; • Strategy to transition from annual data survey to learner record data capture finalised; • Principals and district officials signed off on business process change roadmap as part of updated knowledge management strategy; • Developed strategy and set up management framework to manage learner record data (specific focus on school-based assessments); • Improved online school information management and reporting; tested at 8 Model and 75 Enhanced schools; • Set up procedures, workflow and updated roles for EMIS focal points in Head and District offices to manage school profile and learner level information.
<p>Principals, school management teams, SGB and district officials at targeted schools</p>	<ul style="list-style-type: none"> • Set up on-line portal access to school management information for targeted principals at all 8 Model schools, 75 Enhanced schools; • Facilitated development of teacher training database and established data standards for integrating into EMIS; • Set up online performance dashboard for district officials and school management teams.

What Does Success Look Like (2016/17)

Targeted teachers	<ul style="list-style-type: none">• Design and develop ICT-based learning management system and WCED/WCG enterprise knowledge infrastructure;• Assessed options to source solution;• Developed solution implementation strategy and roadmap with clear timelines, including teacher training.• Set up procedures and reporting guidelines to manage and track use of 'central' LMS services
Parents at targeted schools	<ul style="list-style-type: none">• Developed information architecture to assist teacher parent communication, tested at all Model schools, 15 Enhanced schools and 25 Universal schools;• Set up technology solution for interaction between educator/parent at all active Model schools.

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