



An Evaluation of **Edupeg**

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Standard Bank Moving Forward™



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Editing: Ellen Joubert

ISBN: 978-0-86970-806-4



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ACKNOWLEDGEMENTS

The most important people to thank are those who participated in our research. Without your collaboration this study would not have been possible.

We thank the programme staff at Edupeg, especially Taryn Casey, Tia Rohlandt and Sarah Berrisford, for their assistance and necessary information to complete this research.

Special thanks to Prof Eleanor Ross, Prof Leila Patel, Prof Lauren Graham, Prof Tessa Hochfeld, Kim Baldry, Dee Cohen, Innocentia Kgaphola, Senzelwe Mthembu, Nobubele Makaluza, Renee Lewis and Sindisiwe Mkhize at the CSDA, for their input at various stages of the research.

Thanks to the following people from the Standard Bank of South Africa, namely, Lucet Kok and Zanele Shabalala for their support in ensuring that the research was conducted effortlessly. Thank you to Standard Bank South Africa for funding this research.

ACRONYMS

ANA Annual National Assessments

CAPS Curriculum Assessment and Policy Statements

CCK Curricular Context Knowledge

CK Content Knowledge

CSDA Centre for Social Development in Africa

EC Eastern Cape

KZN KwaZulu-Natal

LLAC Lead like a Champion

PCK Pedagogical Content Knowledge

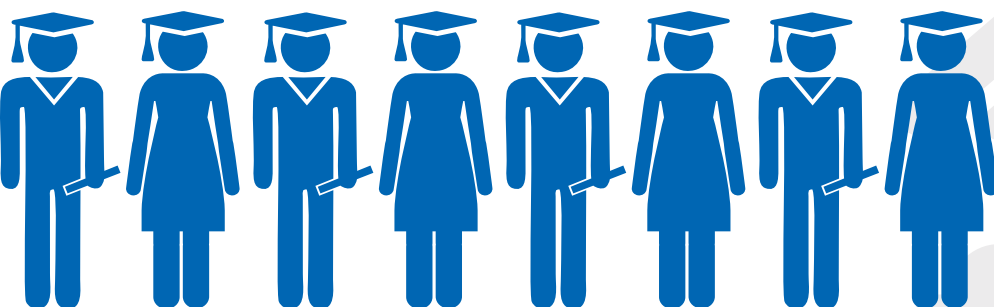
SACE South African Council for Educators

SACMEQ Southern and Eastern Africa Consortium on Monitoring Educational Quality

SPSS Statistical Package for the Social Sciences

WC Western Cape

WCED Western Cape Education Department



EXECUTIVE SUMMARY

It has been consistently highlighted in the research literature that education in the Foundation and Intermediate Phases of schooling is crucial in providing the basis for all learning throughout the lifespan (Reddy, Isdale, & Juan 2016; Reddy, Van der Berg, Janse van Rensburg, & Taylor 2012; Reddy, Zuze, Visser, Winnar, Juan, Prinsloo, Arends, & Rogers 2015). In South Africa, the challenges experienced in education are vast. These range from learners not being able to read or write in any language by the time they reach Grade 4 to educators themselves not having adequate content knowledge to impart to children (Spaull 2014).

The South African government is supported by many corporate companies in investing in education in the hope of improving learner outcomes. One corporate that invests in education is Standard Bank South Africa. One of the programmes Standard Bank co-sponsors is Edupeg, a programme that assists educators primarily through the provision of classroom-based mentoring and support. In 2015, Edupeg employed a range of classroom techniques called *Teach Like a Champion* which aid in classroom management for creating a space in which learners can gain knowledge in a satisfactory manner (Lemov 2015). This report is the result of an independent evaluation of Edupeg, conducted by the Centre for Social Development in Africa at the University of Johannesburg.

The purpose of the evaluation was twofold: first, to determine whether Edupeg is meeting the predetermined outcomes it has set as an organisation; and second, to identify successes and challenges in programme implementation in order to make recommendations for programme improvement.

The outcomes set by Edupeg are for both educators and learners. The outcomes for the educators include:

1. Improved content knowledge and pedagogical skills.
2. More creativity and resourcefulness in relation to their teaching.
3. More motivation, commitment and confidence.
4. The ability to change classrooms into effective learning environments.
5. The ability to improve implementation of the Curriculum Assessment and Policy Statements (CAPS) curriculum.

The outcomes aimed at learners are intended to help them (1) become more stimulated and responsive, which should ideally result in (2) increased learner marks in Mathematics and Languages.

The evaluation of the programme conducted in 2016, included focus groups with mentors who delivered the programme to schools as well as interviews with principals and educators in five schools nationwide, in which Edupeg *Teach Like a*

Champion techniques were practised. In addition, the results of 1 485 learners were analysed to determine if the programme was improving learners' academic performance.

The results led us to conclude that despite the short time between the implementation of the revamped in-class mentor support and the evaluation, positive results were being observed in schools. Overall, the activities undertaken by Edupeg are progressively meeting the programme outcomes and consistent reports from mentors, principals and educators revealed that the classroom management techniques are assisting in learner discipline. Similarly, educators under mentorship were described as more knowledgeable since being part of the programme and as better able to plan for lessons. Educators themselves described instances of how they used Edupeg techniques to effectively manage learners in their classrooms. This ability to manage classrooms and improve delivery of CAPS is evidenced by the significant increases in learner marks between Terms 1 and 4 for both Mathematics and English (First Additional Language) in both Foundation and Intermediate Phases.

Other specific successes include reports that the *Teach Like a Champion* methodology has been adapted for use in the South African context, and that educators and mentors felt empowered due to their participation in the programme. Principals in schools reported differences in educator commitment and confidence and they described Edupeg activities as being well organised with easily accessible content for all educators and not only for those being mentored.

Despite being a success, the programme is working in a space where time constraints are a constant challenge. Although this aspect is not yet proving detrimental to the programme, other challenges call for some programme improvements. One aspect is the fact that Foundation Phase mentors sometimes feel that they require more training in terms of content knowledge in order to better aid educators. For example, mentors who are well versed in First Additional Language, sometimes experience difficulties in providing mentoring support in Mathematics.

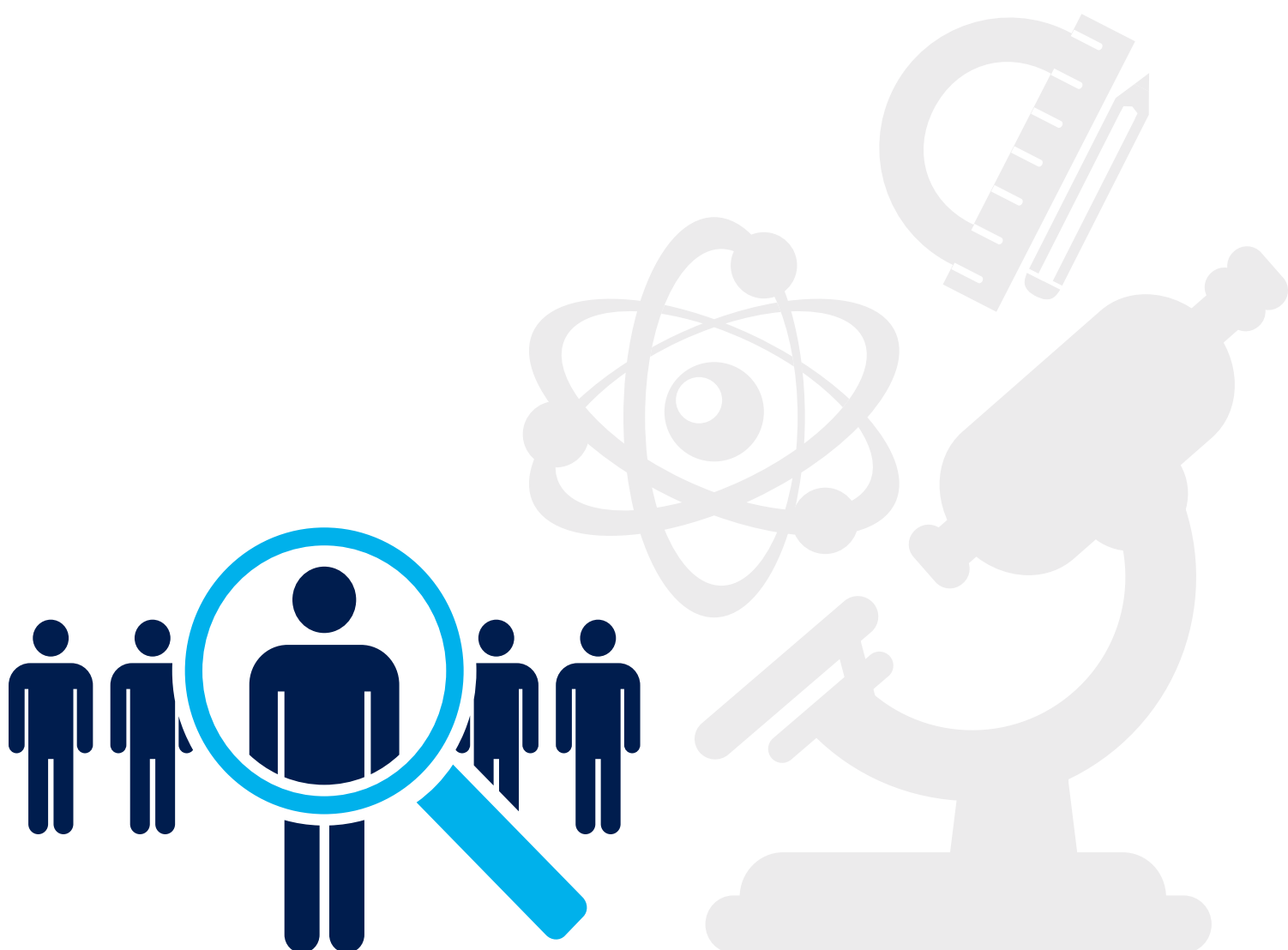
A second aspect is the need for links to psychological support when mentors are exposed to trauma around child abuse, child neglect or violence in schools. South African society is generally characterised by high levels of violence (Bruce 2010; Stevens, Seedat & Van Niekerk 2013) and some disadvantaged communities experience high levels of crime directed towards children (Meinck, Cluver, Boyes & Mhlomo 2015). Schools are resourced in terms of accessing mechanisms for protection of children and educators; however, where necessary, referrals for emotional support should be available for mentors who are likely to experience secondary traumatising through exposure to child abuse, violence and neglect (Collins 2003).

From the perspective of long-term viability and impact assessment, a third aspect for improvement relates to stringent evaluations to be undertaken by the programme to ensure that educators' content knowledge and pedagogical skills are being improved. These evaluations could be in the form of assessments of educators both pre- and post-mentoring.

A fourth aspect for improvement relates to more stringent testing applied to learners. While learner results have significantly improved from Terms 1 to 4, there is vast fluctuation specifically in English (First Additional Language) in the Foundation Phase. The assessment of Term 1 results as a baseline measure is not a true reflection of learner ability pre- intervention. Therefore, Edupeg could consider piloting their own independent assessment of learners in order to determine whether this suggested approach would be a more accurate measure of the improvements accruing from the programme.

The evidence produced supports the conclusion that Edupeg is a successful intervention and has been meeting the predetermined outcomes that it set out to achieve. The recommendations arising from the evaluation however, could assist in strengthening the programme and could ensure that all beneficiaries experience long-term and effective changes as a result of exposure to Edupeg.

In 2017, Edupeg was accredited by the South African Council for Educators (SACE), enabling educators to earn 45 Professional Development Points for participating in the Mentoring programme and 5 Professional Development Points for participating in a series of three *Teach Like a Champion* workshops. In addition to having course information available in isiXhosa, translations into isiZulu were made a part of the programme in 2017. Furthermore, Edupeg has begun to partner with an organisation in the Western Cape that provides Teacher Wellness Workshops to teachers and mentors. Edupeg has also ensured that mentor recruitment is more stringent to counteract the effects of insufficient content knowledge. Support is provided to mentors during teambuilding and in termly staff development sessions to ensure that mentors are adequately prepared for their jobs. Foundation Phase mentors are also required to speak in vernacular to be able to assist educators. Lastly, the programme has started a series of three *Lead Like a Champion* (LLAC) workshops with all school principals and school management teams. These workshops are only offered to schools that the programme has been active in for a minimum of one year. The purpose of these workshops is for the schools to adopt the *Teach Like a Champion* methodology as part of their ongoing professional development to ensure the sustainability of the Edupeg intervention. Overall, it is promising to see that the programme is able to adapt to ensure that it is making a positive impact on education.





According to the Southern and Eastern Africa Consortium on Monitoring Educational Quality (SACMEQ), South Africa has the highest per learner budget allocation, yet still underperforms in learner achievement relative to the amount spent on each learner (Spaull 2011: 23). This finding was released in 2011 and research compared South African education to regional neighbours like Namibia, Mozambique and Botswana. South Africa's National Development Plan outlines a long-term vision to improve primary school numeracy and literacy, and to increase the eligibility of more matriculants to study Mathematics and Science at tertiary level (National Planning Commission 2013: 305). This goal is rooted in the inequalities that still exist in education for poor black learners specifically as a result of apartheid (National Planning Commission 2013). However, government alone cannot transform the education system effectively and relies on support from the private sector.

The Standard Bank Group, through its corporate social investment in education, funds various projects that provide assistance to schools. Teacher and student learning is a major focus for Standard Bank. One of Standard Bank's investments is in Edupeg: a programme aimed at developing and supporting Foundation Phase (Grade 1-3) and Intermediate Phase (Grade 4-6) educators at primary schools in historically disadvantaged communities. Edupeg has been in existence since 1998. In 2015, the organisation underwent a change in leadership resulting in a transition from providing support to a large number of schools to honing their mentorship and support in a few schools.

In 2016, the Edupeg programme was present in 47 schools throughout South Africa, and involved work with 161 educators and a total of 11 011 learners by extension. In 2016, 27 of the Edupeg schools were supported by Standard Bank in four provinces, namely Gauteng (7), Eastern Cape (10), Western Cape (5) and KwaZulu-Natal (5). Of these 27 schools, five were selected for the evaluation. The schools receiving the programme range from quintile one to quintile five¹ schools.

The Edupeg programme has two broad aims: a) To improve weak teacher content knowledge and pedagogical skills; and b) To prevent the occurrence of wasted learning time and insufficient opportunity to learn during class time. In order to meet these aims, Edupeg supports educators primarily through the provision of classroom-based mentoring and support. This support is provided via Edupeg materials and teacher mentorship. Educators can either volunteer to participate in the programme or they can take part if they are teaching Mathematics and Languages at schools in which Edupeg is present. While the mentoring is only provided to specific educators, workshops presented by Edupeg are open to all staff from targeted schools. Furthermore, Edupeg materials are given to the school and are for use by any educator who wishes to use them. Mentoring of educators takes place every week during the school term, adding up to approximately 30 meetings in total throughout the school year. The mentors employed by Edupeg are highly skilled and experienced. Edupeg mentors attend trainings every quarter and a teambuilding exercise once a year.

¹ Quintile categorization is usually based on the socio-economic status of the surrounding community, its services, as well as the basic infrastructure that it has at its disposal. Quintile one is the 'poorest' quintile while quintile five is the 'least poor'. Lower quintile schools (1-3) receive more government funding and are no-fee schools.

The detailed outcomes envisioned for those exposed to Edupeg are that:

1. Educators have improved content knowledge and pedagogic skills.
2. Educators are more creative and resourceful in their approach to teaching.
3. Educators are more motivated, confident and committed.
4. Educators are able to transform classrooms into learning environments.
5. Educators are able to improve implementation of the Curriculum Assessment and Policy Statements (CAPS) curriculum.
6. Learners are more stimulated and responsive.
7. Learners are able to improve their marks in Mathematics and Languages.

In order to achieve these outcomes, Edupeg introduced a set of teaching techniques compiled by Doug Lemov. These techniques, called “Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College”, were implemented by Edupeg in 2015 to improve educators’ knowledge and management of their learners and classrooms. These techniques (set out in Annexure 1) are described as simple and efficient strategies that transform educators into instruments that can effectively reduce inequalities in educational performance (Lemov 2015). Edupeg uses 19 of the 62 techniques.

In 2015, Standard Bank commissioned the Centre for Social Development in Africa at the University of Johannesburg to conduct an independent evaluation of the Edupeg programme. This report is a product of the evaluation. The

overall aims of the research were:

1. To explore the successes and challenges in programme implementation; and
2. To determine whether the Edupeg educator mentoring and support intervention meets the outcomes articulated by the organisation.

The investigation into the achievement of programme outcomes combines outcome five, which focuses on educators being able to improve implementation of the CAPS curriculum, with the analysis of learner marks (which is outcome seven). The logic for measuring these outcomes in the same way is that if the CAPS content is being delivered efficiently, learners should understand content better and therefore they should perform better in class assessments.

In order to conduct the evaluation, information was gathered from various beneficiaries impacted by the programme in five schools. These beneficiaries were the mentors of the programme, the principals of schools in which the programme was run, the educators who received the intervention and the learners taught by educators who received the intervention. At the time of the evaluation, Edupeg had successfully completed 14 of the 62 techniques. The completed techniques are highlighted in Annexure 1.

This introduction is followed by a brief overview of primary school education in South Africa. The details of the research methodology used in the evaluation of Edupeg are then presented. Results of the investigation are then discussed before the report is finally concluded with overall comments on the value of Edupeg in schools.

AN OVERVIEW OF PRIMARY SCHOOL EDUCATION IN SOUTH AFRICA



2.1. THE STATE OF PRIMARY SCHOOL EDUCATION IN SOUTH AFRICA

Research conducted on the state of South Africa's basic education overwhelmingly concludes that many children graduate ill prepared to either find employment or acquire a quality tertiary education (Van der Berg, Spaull, Wills, Gustafsson, & Kotzé 2016; Van Broekhuizen 2016). These findings are still largely attributed to apartheid and the historical inequalities in education established under the Bantu Education Act of 1953, which emphasised the "provision on a mass basis of basic literacy to black children as a preparation for semi-skilled jobs" (Giliomee 2009: 190). The post-1994 democratic South African government has made a commitment to the improvement of basic education through the Constitution, which ensures that all children have the right to free basic education, regardless of race. While it is reported that approximately 15 million more children were receiving an education in 2016 compared to 1996 (Statistics South Africa 2016: 39), these figures do not reflect the quality of education received by children. Factors contributing to the 'education crisis' experienced today include a lack of qualified teachers, and unsettled debates around language of instruction (with unclear guidelines pertaining to whether children should be educated in the vernacular, Afrikaans or English) (Spaull 2014).

Two South African datasets show the following about Foundation and Intermediate Phase education:

The 2013 Annual National Assessment (ANA) revealed that 60% of South African children do not learn to read in any language (including their home languages) by the end

of grade 4. Because of this failure, future learning outcomes are compromised because children are unable to read for meaning and to acquire new knowledge. Learner progress in numeracy from Grades 1-6 and Grade 9 showed that learners in Grade 1 averaged 68% for maths, but in the same year Grade 9s were averaging 11% (Van der Berg 2015:31). This finding points to major learning deficits, particularly, in the transition from Foundation to Intermediate Phases. Despite the discontinuation of the ANA's in 2015, the results pointed to the importance of improving education in the Foundation and Intermediate Phases of schooling to enable longer-term learner development.

The Western Cape Education Department (WCED) implements annual systemic testing in Language and Mathematics; subjects which provide a foundation for all learning. As a result of systemic testing, the WCED was able to identify schools and areas where Language and Mathematics performance was weak and was able to determine what kind of remedial action was required. The tests were first introduced in 2002, and assess learners at three points, Grade 3, 6 and 9. These tests are constantly updated to ensure that they remain relevant, credible and in line with the curriculum. In 2015, reasonable improvement in language and significant improvements in mathematics results were reported despite the introduction of more difficult tests in 2011 (Atwell 2016).

2.2. UNDERSTANDING EDUCATION FROM THE EDUCATOR LEVEL

Over the last decade, ongoing low student performance has led to an increased interest in understanding how educator characteristics, pedagogical practices and content knowledge potentially play a part in the poor academic performance of children (Taylor & Vinjevold 1999; Carnoy, Chisholm, & Chilisa 2012; Taylor & Taylor 2013 in Sheperd 2013). One reason for this interest is the significant number of South African educators who lack fundamental understanding of key subjects such as Mathematics (Venkat & Spaul 2014).

Research has found that the quality of an educator is strongly correlated with the quintile of school in which they teach (Sheperd 2013; Taylor & Yu 2009). Stronger educators are essentially “purchased” by better resourced schools, namely quintile 4 and 5 schools. Deep knowledge and understanding of subject matter by educators as well as the ability to transfer this knowledge in a meaningful way to learners were key factors determining learner success (Sheperd 2013).

Four broad kinds of educator knowledge have been identified as determinants of educator success in producing higher quality students (Choppin 2009; Shulman 1986). These are:

1. General pedagogical knowledge

This knowledge is obtained through pre- and in-service training as well as informally through trial and error while teaching.

2. Content knowledge (CK)

CK is obtained mainly through pre-service training.

3. Pedagogical content knowledge (PCK)

PCK refers to the manner in which an educator applies CK for teaching others and is obtained through the practice of highly skilled training programmes. PCK links “content knowledge” with the “practice of teaching”, and the improvement of educator PCK is central to Edupeg’s intervention.

4. Curricular context knowledge (CCK)

CCK is the knowledge of how a particular set of curriculum materials functions to engage students in a particular context.

In South Africa, the difference between the poorest and richest school quintiles in Mathematics educator content knowledge is statistically significant; with poorer content knowledge being visible in poorer schools (Van der Berg et al 2016). The finding that learners who perform poorly are found in the poorest schools, suggests inadequate teacher content knowledge as one of the contributing factors to further entrenching poverty and weak labour-market skills in the lives of these learners.

2.3. CONCLUSION



The literature highlights the importance of early interventions in the Foundation and Intermediate Phases of schooling, as these years provide a foundation for all learning throughout the lifespan. One determinant of the shortcomings in education experienced by children is educator quality, which is the space in which Edupeg seeks to make improvements. Through their intervention, Edupeg aims to upskill educators and hence, improve the quality of the knowledge gained by learners. This work is important as the educational

insufficiencies experienced currently by children manifest later in life through high unemployment rates (Graham, Patel, Chowa, Masa de Vera, Khan, Williams, & Mthembu 2016; Statistics South Africa 2011: 118). It is therefore crucial that programmes such as Edupeg are evaluated to determine whether the programmes are yielding positive results for both educators and learners. The methodology used in the evaluation of Edupeg is discussed in the following section.

3

RESEARCH METHODOLOGY



The evaluation used a mixed methods research approach, which enabled a combination of qualitative and quantitative approaches for a more comprehensive analysis of the data (Harwell 2011). The qualitative component consisted of focus groups with mentors and in-depth individual interviews with principals and educators. These interviews were complemented by the analysis of learner marks, which was conducted quantitatively.

3.1. SAMPLING STRATEGY

In order to provide information-rich cases, purposive sampling was used to identify participants for this evaluation. Five of the 27 Standard Bank sponsored schools were sampled on the basis of their quintile rating in order to obtain a broader understanding of Edupeg's influence across quintiles. A range of quintile schools allowed for the analysis of how poor infrastructure, lack of resources and large classroom sizes could influence the effectiveness of the programme. The schools were located in Gauteng, the Western and Eastern Cape and KwaZulu-Natal. A brief description of the sampled schools is contained in Table 1:

Table 1: Profile of the Schools Sampled (N=5)

Area	Gauteng: Mogale City	Gauteng: City of Johannesburg	KwaZulu-Natal: Ethekwini	Eastern Cape: Nelson Mandela Bay	Western Cape: City of Cape Town
Quintile	1	1	4	3	3
Urban/Rural	Rural	Urban	Urban	Urban	Urban
Learners	820	1345	1172	1065	957
Educators	23	34	33	30	27
Classrooms	18	31	28	28	25
Computer lab	No	No	No	Yes	No
Library with books	No	Yes	Yes	Yes	No
Science lab with instruments	No	No	Yes	No	No
Sports facilities	No	Yes	Yes	Yes	Yes
Extra murals besides sport	Yes	Yes	No	Yes	Yes
School hall	No	No	No	Yes	No
National School Nutrition Programme	Yes	Yes	Yes	Yes	Yes
Piped water	Yes	Yes	Yes	Yes	Yes
Flushing toilets	Yes	Yes	Yes	Yes	Yes
Table and chairs	Yes	Yes	Yes	No	Yes
In receipt of other interventions	No	No	Yes	No	Yes

3.2. DATA COLLECTION

Focus group discussions with the mentors explored the perspective and first-hand feedback relating to the successes and challenges in implementing the Edupeg intervention. Separate focus groups were conducted with Foundation and Intermediate Phase mentors in order to capture the potential differences in mentoring experiences based on the different curricula and age range of the learners. Each focus group was approximately two hours long.

At schools, one-on-one interviews were scheduled with five principals to explore their perceptions of the Edupeg programme at a school level. Given that principals were not direct beneficiaries of the mentorship, they were unable to provide a critique of the content covered by the programme. To obtain this kind of critical feedback, interviews were conducted with educators to investigate their personal experiences of the Edupeg programme. These interviews also provided information on whether the outcomes set out by Edupeg were being met. All interviews took place at the schools and where appropriate, fieldworkers were versed in local dialect for participants who felt more comfortable being interviewed in a language other than English. Each interview was approximately one hour long.

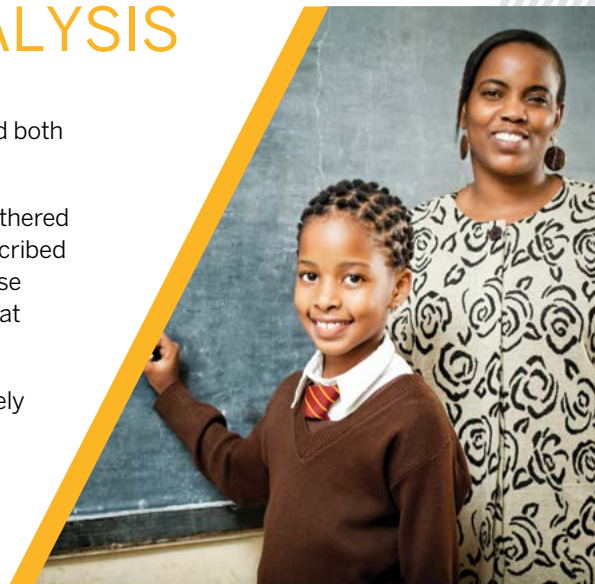
Finally, to understand the impact of Edupeg on learners, learner marks in Mathematics and English (First Additional Language) for terms one to four of 2016 were analysed. Only the marks of those learners in classes taught by teachers benefitting from the intervention were analysed.

3.3. DATA ANALYSIS

Data analysis for this research involved both qualitative and quantitative techniques.

For the qualitative analysis, information gathered from focus groups and interviews was transcribed and analysed thematically using Atlas Ti (Friese 2011). Atlas Ti is data management software that enabled thematic analysis of the data.

The 2016 learner results were analysed quantitatively using the Statistical Package for the Social Sciences (SPSS) to conduct t-tests (Field 2016). This technique enabled the comparisons of learner performance over the school year.



3.4. ETHICAL CONSIDERATIONS

Provincial Departments of Basic Education in Gauteng, the Eastern and Western Cape and KwaZulu-Natal approved this research. In addition, the study was approved by the University of Johannesburg's Humanities Ethics Committee. All participants were asked to give informed consent before commencement of interviews and were made aware that participation was voluntary. Participants were assured of their anonymity during the reporting process and participants were able to withdraw from the research at any point without repercussions (Stutchbury 2013).

3.5. LIMITATIONS OF THE RESEARCH

One of the limitations of this study was that the research team relied on perceptions of participants who volunteered to participate and who were alerted of the research prior to its initiation. There was therefore the prospect of the interviewees reporting what they thought the research team wanted to hear. This social desirability bias could have been attributed to participants being aware that Standard Bank South Africa funded both the research and the programme.



4 RESULTS



4.1. PROFILE OF THE RESEARCH PARTICIPANTS

In total, there were 8 mentors, 5 principals and 28 educators who participated in the evaluation research. The marks of 1 485 learners were also analysed. Seven of the eight mentors were female and all educators interviewed were female. The average age of the mentors was 56 years, while the average age of the educators who participated in the research was 43 years. Data on the length of time working in education revealed that the mentors had an average of approximately 10 years more experience working in education than the educators they mentored. The number of research participants and provinces in which they were located is presented in Table 2:

Table 2: Research Sample

	Mentors	Principals	Educators (Gr 1-3)	Educators (Gr 4-6)	Learners (Gr 1-3)	Learners (Gr 4-6)
Eastern Cape	2	1	3	3	75	74
Western Cape	2	1	3	2	111	254
Gauteng Urban	2	1	2	4	151	246
Gauteng Rural		1	2	3	153	196
KwaZulu-Natal	2	1	3	3	132	93
Total	8	5	13	15	622	863

4.2. MENTOR EXPERIENCES OF EDUPEG

Two separate discussions took place with Foundation Phase and Intermediate Phase mentors. The purpose of the discussions was to understand some of the perceived perceptions around successes and challenges of the programme experienced by mentors, as they are trained by Edupeg to go into schools and support educators. There were no specific differences in relation to perceived successes between Foundation or Intermediate Phase mentors. However, without prompting, Foundation Phase mentors shared their work philosophy. One mentor commented:

A good mentor is a person that would hold hands and walk next to [the educator] and not before her. I must be able to listen and not always want to impose my ideas, and if I want to dig deeper I must ask questions because it is good for a person to get solutions for problems (Mentor).

4.2.1. Successes

Theme 1: Improvement in discipline and participation of children

Regarding successes, the mentors expressed their satisfaction with the improvement in discipline of children in schools as well as improvement in classroom participation by learners. Educators themselves were also reported to demonstrate their ability to implement Edupeg techniques in classrooms:

One, it is improvement in discipline and number two it is improvement in participation in the classroom. Because before teachers would only deal with five children who raise their hands but now with [our] techniques there is cold calling for everybody and everyone should be given the opportunity to speak. In the classroom there is an improvement (Mentor).

What I would like to say is that results are starting to show with the teachers implementing the techniques, and there are some comments from teachers themselves that these techniques are helping them in their teaching and they want to continue with Edupeg (Mentor).



Theme 2: Enhanced communication and planning

Mentors were happy to report that educators were able to communicate openly as a result of the intervention which helped them to ensure that the programme delivery was not jeopardised:

I know tomorrow I am going to this school [so] I phone my teachers to remind them of what our plan is for that day. So some will say I won't be able to make it tomorrow or I will need help or whatever. So this is how this planning continues to take place and if I see her today I tell her that the next time we meet I will look at this and this and we agree (Mentor).

Theme 3: The combination of teaching techniques and content knowledge

The training that Edupeg delivers, although geared to implementing techniques for teaching, is not independent of content knowledge. This approach was another success reported by the mentors:

To be honest we can't be only supporting teachers on techniques. Teachers always struggle to teach content (Mentor).

For them to buy in we must help them with math but there are also techniques that will help you to drive your lesson. So there are methodologies that are being followed when you doing math or language. So we [are] not only doing the techniques we are also doing other methods (Mentor).

Theme 4: Adaptation of the programme to the South African context

Given that the techniques used by the programme are of international origin, adaptation to the South African context was necessary. This adaptation was evident in describing the videos that are used as part of programme delivery:

There are video clips and we [are] encouraged not to show those to our teachers because the minute you see [in] them something that is foreign they become negative. So what we do now is that we [adapt] it. We video our own teachers who do well. When others see there is a teacher that is good in my school and she is teaching in Xhosa, they are more motivated. Instead of showing a foreign video (Mentor).

Theme 5: Empowerment through support

Lastly, mentors felt supported by the teambuilding activities undertaken by Edupeg and reported that they felt empowered since they have been a part of the programme:

The team building that we have really equipped us with skills that we need (Mentor).

Our team building is doing a lot, and during team building we don't only focus on one area. We cover a lot of things. We are developed professionally and we meet and share our ideas on how we can best handle our jobs besides the content (Mentor).

I think for me so far Edupeg has done their best to empower us with the trainings. Because we [are] having these training sessions, I mean last time we were having these training sessions twice per term. I think it is very holistic support (Mentor).

4.2.2. Challenges

Despite having successes, mentors described the difficult conditions under which they worked and reported challenges experienced while mentoring. Again, no visible differences were reported between the Foundation and Intermediate Phase mentors except for where referrals to emotional support and training on content knowledge was needed for Foundation Phase mentors. These aspects are discussed first.

Theme 1: Exposure to trauma and the need for support

Foundation Phase mentors described instances where children were victims of neglect, abuse or violence and these experiences were traumatic for mentors. They relayed emotional stories of children who were in classes taught by teachers they mentored. These stories highlighted the need for referrals to psychological support mechanisms for mentors who were confronted with trauma at schools.

You know the other day a boy in grade 1 who had a big wound here because he was burnt. So for me that was something that I could not take - a seven year old and it is winter and it is something that has not even been taken care of (Mentor).

There was one child. She wanted to tell the teacher something but the teacher didn't give her the room. Then she went to the cook that cooks for the school and told her story. And the cook asked why didn't you tell your teacher but then the teacher didn't give her the room. The child was being abused by the father, from grade 1 and she is in grade 2. And the sister that is in grade 5 was abused by the father from grade 3. And the teacher cried because she wanted to tell her all this time and she pushed [the child] away. Now the father is in jail as we speak because the school called the social worker and the children were taken to safety (Mentor).

There was one boy that was answering questions and trying to respond in class. The teachers said that apparently this boy's family are drug users at home and they also trying to put him on that. And he is affected because his work is deteriorating (Mentor).

One teacher lost her husband and she was still grieving for her husband, then her father died. And the father is not staying with her and she had to go and prepare the funeral. She asked her sister to go and look after her children, and while she was there she got a phone call that her kids were stabbed. They are okay now fortunately (Mentor).

Theme 2: Difficulties supporting mentees with unfamiliar content

The second challenge experienced by mentors was difficulties in supporting educators with content they themselves were not familiar with, indicating the need for enhancing Foundation Phase mentors' content knowledge:

Now with Edupeg it is both language and math and I am not a math person. So at times in the classroom I feel that I am not giving enough support to my teachers in terms of math and when they come up with problems and say what can I do I won't know because I am not this math person. So that is an area for me to be supported in because I am fine in Language (Mentor).

Theme 3: Language of instruction

Other challenges experienced through the programme were applicable to both Intermediate and Foundation Phases. These were largely in line with broad challenges experienced in education in South Africa. The issue of language of instruction was mentioned with many of the Intermediate Phase educators reporting that learners were not adequately prepared for grade 4, where all lessons are taught in English instead of Home Language.

First additional language is a problem at most of the schools. Because at the foundation phase they do the Home Language (Mentor).

During testing time and assessing time a learner is not going to somebody to explain to them in that vernacular language and they have to answer in English which is a problem (Mentor).

Theme 4: Resistance to mentoring by younger mentors

A fourth challenge was working with educators who were more experienced. Mentors noted that at times working with teachers who had taught for many years was trying, as the teachers were at times resistant to learning new techniques.

A teacher that is new is easier to mentor over the old ones because they have a lot of conditioning that is difficult to undo than newer teachers (Mentor).

Theme 5: School politics

Fifth, the issue of school politics was reported to affect the programme but mentors were able to keep a professional distance from school-related issues wherever possible.

Because the one school that we have there is an acting principal and they have their internal politics and it is a small school so for the intermediate grade 4, 5 and 6 there is one class each. So the grade 6 teacher has to be mentored but she doesn't want to because of the acting principal, you know their political thing. So she doesn't mind but she is resisting. And she is an older teacher so I have to tip-toe a bit and give her space to build my relationship with her (Mentor).

It's the internal issues, I was once in a situation where the Head of Department came to me and she told me a story that she was fighting with the deputy principal and I just said this is not my issue and politely ignored it (Mentor).

Theme 6: Educator workload

A sixth reported challenge was educator workload. Often, the CAPS curriculum is described as onerous in terms of paperwork and reporting. This reporting on CAPS gave educators less time to focus on elements of their mentorship.

They complain that they get a lot of paper and admin work as teachers, and that is also true the department also sometimes sends out forms to fill in, then they need it again. And the principal was also telling me that they filled out all these forms and now they want it again. Then [it] has to [go] back to the teachers and this takes away teaching time (Mentor).

To fit in your assessments. To fit in your end of term marking. So you have more things to teach than you actually got time. And the last term is like murderous because you find [it] goes over five weeks or whatever and you only got four. Because the department wants the marks and the results of the learners in before end of term. So now you have to have the stuff prepared, revised, written up, marked and handed in and the children are still sitting in school. Whereas in the olden days the children wrote exams till the last day then the teachers were given days without any children to get that work done. And then it was given to the department. Now it's kind of department first with the children there (Mentor).

Overall, the mentors spoke of a variety of successes and challenges of the programme. In terms of successes, learner discipline and participation in class was reported to have improved. An improvement was also described for educators using Edupeg techniques and their ability to communicate efficiently as a result of the programme. The mentors confidently relayed information on how the Edupeg techniques were coupled with content knowledge to be more effective for educators. There was

also demonstration of how Teach Like a Champion methodology was adapted for use in the South African environment and lastly, mentors felt supported and empowered as a result of being a part of the programme.

However, these successes were not without challenges. Challenges faced by mentors included the need for referrals to psychological support as a result of being exposed to child trauma, violence and abuse. This challenge was particularly prevalent in the Foundation Phase. While Edupeg's focus is support for educators to teach content, support was not possible without mentors having a certain degree of content knowledge. In some cases, having to provide support on content that mentors were not familiar with was challenging in the Foundation Phase. In addition, language of instruction proved a challenge for mentors when children transitioned from Foundation to Intermediate Phases. Working with experienced educators sometimes led to resistance in learning new teaching techniques while school politics also posed a challenge.

The next section investigates perceptions of principals of selected schools in which Edupeg is present.

4.3. PRINCIPALS' PERCEPTIONS OF THE PROGRAMME

The interviews with principals were conducted at all five schools and explored perceptions of the impact that Edupeg has had on educators and learners. There were five areas in which principals reported positive changes because of the programme. No notable differences were reported across provinces or quintiles.

4.3.1. Motivation, confidence and commitment of educators

Principals have a unique insight into educator performance; through formal channels as well as through informal channels, such as observation. Principals felt that through their informal and formal interactions with their educators, they were exhibiting greater enthusiasm for teaching as well as improved teaching skills since being a part of Edupeg.

They are enthusiastic, less frustrations, because I mean they would teach the same thing year in and year out and would have level 1s, lots of the kids to be in level 1 and level 2. But that is changing now (Principal from Eastern Cape).

I feel that [Edupeg] has certainly had a tremendous effect on the educators. For one I must say that teachers are very serious about the work in their classroom. They see a new way of dealing with teaching in the classroom which probably they weren't trained for previously. Their teaching has become so much more meaningful and learners actually benefit from this and their classroom lessons are becoming so much more interesting because of the dynamics of the new strategies (Principal from KwaZulu-Natal).

The Edupeg educators stand out like real champions. They are like leaders in my school. They're so confident about themselves, they are balanced educators, they are calm, they're very well adjusted to their jobs, and they don't have complaints whatsoever. And they don't have discipline problems that others may have (Principal from KwaZulu-Natal).

4.3.2. Ability to transform classrooms into learning environments

In addition to being motivated and more confident, principals noted that since joining the Edupeg programme, their educators had implemented better planning and management techniques in relation to their teaching repertoires. This planning facilitated an overall learning environment that provided learners with more structure and routine, and therefore was more conducive to knowledge retention by the learners.

The teachers for instance that Edupeg are working with, so if I can say to you the change I've seen is that there's a greater understanding. I've been on a mission in terms of assessment so I've been on the teachers' cases in terms of their record sheets and ensuring that assessment is a planned activity. When you are doing your lesson planning, when you are doing your term planning it's a planned activity. And I must say to you that the teachers that are

specifically involved in the Edupeg programme, have responded with greater ease. Their record sheets, or their marks books, reflect that planning and that thinking and the allocation of weighting and marks and the thinking ahead (Principal from Gauteng).

All I know that it had a very positive effect on them, on the classroom management skills. Because this is the foundation of teaching. If you cannot manage the classroom situation, then you've failed even before you started teaching. So these classroom management techniques are valuable, not to a Maths teacher alone or a teacher of English as an additional language, it's a universal strategy for all educators (Principal from KwaZulu-Natal).

4.3.3. Educators' attitudes to mentoring

Principals overwhelmingly noted that most of their educators were generally positive towards the programme's implementation in their schools. They highlighted the fact that general feedback from educators, either formally or informally, was positive.

So my teachers are very open to learning. If I think of the teachers, they're fairly enthusiastic, they haven't resisted anybody coming in. They haven't come into my office and said, I don't want [the mentor] in my class again. I've had nobody coming to me and saying, I'm not interested. And if you're familiar with my environment, in terms of well even union activity, you'll understand that that is quite significant. So there's no obvious resistance (Principal from Gauteng).

And the thing is if Edupeg was wasting their time, they would very quickly tell me mam listen, do I really have to? And it's not happening (Principal from Gauteng).

4.3.4. Positive impact on learners

Although learner marks are discussed in detail later in the report, principals were asked to comment on noticeable differences in learner marks in English and Mathematics as well as any differences in learner attitudes towards school in general.

Principals indicated that due to increased learner enthusiasm towards their lessons and homework, there had been concurrent improvements in marks.

Marks have improved. The kids are much more serious about their work, and we do make the parents account, if kids are not doing homework or they're not coming to school, because we don't want this programme to fail. And we want to see the real value of the programme. So at least now there is improvement (Principal from Eastern Cape).

And also the results, have improved. You know, we were a dysfunctional school (Principal from Gauteng).

In addition, principals commented on learner stimulation and responsiveness. Principals themselves noted that learners responded well to the predictability afforded them by better lesson planning implemented by Edupeg educators. They also noted that well-structured classes encouraged learners to be more engaged, manageable and disciplined.

They're much calmer, you don't hear the screams and making noise. They're much calmer. So it has helped and the discipline also in class because they say one thing and then the learners know how to respond to whatever they say (Principal from Eastern Cape).

The learners are being you know, enthusiastic. Enthusiastic about the lesson (Principal from Western Cape).

I can confirm that for one and I must say that clearly, that the discipline at school has

improved. Simply because teachers are keeping the children engaged in the classroom now by the strategies that they've learned to get the attention of the learners, to direct the focus of particular items of the school, and to keep them engaged with resources (Principal from KwaZulu-Natal).

4.3.5. Organisation and logistics

In terms of the workshops implemented by Edupeg, principals felt that they were well organised and ensured that there was full educator attendance. Workshops did not require any extra resources from schools, and those principals who attended found them to be useful to their whole staff complement:

The information was valuable, it was precise. For me the workshop that I attended, the planning one, it was made easier. I mean it's a one pager with everything in. So for me that was a good one. Because you know teachers have got a lot of work. Now if you can, you know, simplify things especially simplify lesson planning it helps (Principal from Eastern Cape).

The attendance was excellent from our school. And the teachers thoroughly enjoyed the presentation done by the presenter. And it was so effectively done where teachers were able to follow it because it was a live demonstration of how to teach the very strategies that need to be employed (Principal from KwaZulu-Natal).

I think they run in a very professional manner; keeps within the time limit and the presenters come very well organised and prepared. They come with all the resources and all the apparatus or whatever that is needed for the workshops. So the workshop is jam packed, it's always lively, it involves everybody (Principal from KwaZulu-Natal).

Overall, principals reported positive changes to educators and learners as a result of the Edupeg programme. These changes were in the areas of educators' motivation and commitment, their ability to transform classes into learning environments and educators' positive attitudes to mentoring. In addition, principals indicated that learners were more enthusiastic about school and their performance had improved. Lastly, principals were of the opinion that the Edupeg workshops were well planned with content that was easy to grasp and implement. The educators' expectations of Edupeg and the evaluation of the programme in terms of meeting its predetermined outcomes are presented next.

4.4. EDUCATORS' EXPECTATIONS OF THE PROGRAMME

When educators joined the Edupeg mentorship, they were informed of the purpose of the Edupeg support visits during their initial meeting. The interviews revealed, that educators who had been teaching for many years, hoped Edupeg would provide them with some updated teaching strategies and management skills.

My expectation was to [improve] the method of teaching since we were trained long ago. So I wanted to revise and revive my methods (Educator from Eastern Cape)

Educators also hoped that Edupeg might help them with the typically difficult teaching environments that many South African educators face every day. Support in classroom management through more effective discipline techniques was highlighted.

The expectations that I had for Edupeg was for them to help us in class and to see the difficulties that we have in class and the number of learners that we have and especially in the group work and [the mentor] has helped me a lot in that. Although I do have a number of learners in the classroom and my floor space does not allow [me] to make groups in the classroom but she has mentored me on how to achieve that (Educator from KwaZulu-Natal).

Assistance. I have a challenge of discipline, to discipline learners. Especially like here you know? So I was hoping that Edupeg would help me more especially discipline wise (Educator from Eastern Cape).

As I already said that it helped me in the discipline in the class and [with] planning. It is nice and clear. You know that and when you come to school what you're going to do, what exactly you're going to do. What is your aim for the specific lesson, you know that. You're going to teach this because I want my kids to know this thing (Educator from Eastern Cape).

Some educators expressed a desire for general career development and curriculum support particularly in Mathematics.

I believe I am a teacher who's also a learner. So I have to learn all the time, a lifelong learner and for me to grow as a teacher I have to expand my wings and learn other new techniques and maybe materials that programmes will bring forth for us to understand and grow in our teaching. So that is why I decided to be part of this programme (Educator from KwaZulu-Natal).

You know what, as a Maths teacher you know we're facing many challenges with our kids these days. So sometimes you get frustrated when you are marking their books ...so I was just willing to get new ideas so that maybe it would improve the pass rate or even the lesson presentation I think (Educator from Gauteng).

My expectations were basically to receive materials for teaching and also to see some demonstrations, maybe new techniques that she will come up with in order to teach the subject which is quite challenging to our learners. It is English. [I] also [wanted] to see advanced teachers who are senior to me, to see how they do it. Maybe and learn from them (Educator from KwaZulu-Natal).

Largely, educators who were part of the programme wanted to learn how to manage classrooms, were hoping to be exposed to new teaching techniques and expected to gain curriculum support. These expectations were in line with the predetermined outcomes presented by Edupeg. The next section explores educators' perceptions of whether the programme is meeting its outcomes.

4.5. DETERMINING WHETHER EDUPEG MEETS ITS PREDETERMINED OUTCOMES

Educators spent a large portion of time demonstrating their knowledge of Edupeg techniques. These parts of the discussion, although important, did not speak directly to the outcomes of the programme. They are presented in Annexure 2.

4.5.1. Outcome 1 - Improvement in educators' content knowledge and pedagogic skills

Interviews with educators revealed that Edupeg has assisted educators to improve their Mathematics and Language abilities.

The skills that I got from Edupeg in Maths like doing mental sums you don't have to write all the mental sums out at all times. At times we have to, you have to ask them to write only the correct answer (Educator from Eastern Cape).

Since Edupeg's involvement, I know more about language now (Educator from Western Cape).

You present a lesson you must start from abstract to concrete (Educator from Gauteng).

However, largely, the authenticity of these educator perceptions needs to be evident in the learner marks where an improvement should be evident if an educator's increased knowledge has been imparted sufficiently to translate into increased knowledge for the learners.

Educators expressed the ability to access content knowledge from resources other than those provided by the Department of Basic Education when compiling lesson plans. These sources included the internet. While use of the internet points to the resourcefulness of educators; it also demonstrated new ways of learning for educators.

But between me and [my mentor] we use internet. We make sure that we use internet (Educator from Western Cape).

So my preparation depends on the learners I have. I don't prepare based on the textbook. I'm an internet person (Educator from Western Cape).

4.5.2. Outcome 2 - Educators' creativity and resourcefulness in their approach to teaching

In addition to being able to make use of alternate sources of information such as the internet, Edupeg encourages educators to consider the needs of the learners when executing their lesson plans. In this way, educators are able to think through teaching strategies that have high impacts on learners rather than doggedly sticking to a lesson plan that may or may not be impacting the learners' knowledge acquisition. As a result, educators reported greater understanding of their students.

You have to change your methods to suit them (Educator from Eastern Cape).

It has changed my attitude in many things, even towards the learner. Because sometimes we take the learners for granted even if the learner does not want to speak, we think the learner is cheeky (Educator from Eastern Cape).

Some educators expressed a need to be more adaptable given the need to change the levels at which they teach to access all learners. For example, several educators with Intermediate Phase knowledge were asked to teach Foundation Phase. Edupeg's guidance in situations like these, proved invaluable:

But especially as I've said that the experience that I've got from the other classes so working with the young ones was so challenging to me. But working with [the mentor], she always give[s] me the tricks of how to work with them (Educator from KwaZulu-Natal).

4.5.3. Outcome 3 - Educators' motivation, confidence and commitment

Overall, educators felt that they had acquired more confidence in their teaching abilities since being a part of the Edupeg programme:

Yes I am more confident for the mere fact I volunteered to be mentored by one of the facilitators from Edupeg. Because some of the teachers they don't want anybody (in their classrooms) when they are teaching. So the strategies that I have received from this programme they have made me very confident. And another thing that makes you confident, when you teach, if there's somebody in your class listening to you... (Educator from Eastern Cape).

I'm more confident now than before. And I've learned to use the material even though sometimes you make mistakes. But if there is you know there are things to work, you are able to rectify your mistake (Educator from Gauteng).

Yeah I have confidence. So, if I start my day I know that everything will be done on time as I'm expected to (Educator from Western Cape).

Educators seemed to feel more positive about their experiences as a result of the programme. Educators noted that their positivity was in turn reflected in their learners' more positive attitudes.

If Edupeg wasn't there, I believe I would be doing things the way I was doing them back then. I would still be feeling like not going to school, I would feel like quitting teaching. But then as I changed my attitude in a positive way I think my learners are beginning to do the same. Because most of the time we find out that learners copy whatever the teacher is doing. Yeah so when you're coming to class and you've got that pride and you make that pride accessible to them (Educator from Western Cape).

It makes me feel happy. Excited at the same time that I just pat myself on the shoulder saying, oh at least there's something that I can do (Educator from Gauteng).

Educators were open to receiving and sharing new ideas among themselves as well as being more receptive to receiving feedback from learners themselves.

Because I'm able to go and research, if I cannot do something properly, I go and find out from other educators how do we do this? Because he [the mentor] has shown me that you don't close up, you must open up if you find a problem (Educator from Gauteng).

Like I've learned many things from this and it makes me positive in my teaching. When I go into classrooms I know what to do and I know what to use. As I've said, they've supplied us with the teaching aids. So that improves my teaching and my attitude towards the lesson (Educator from KwaZulu-Natal).

I didn't have a clear picture of how can I involve these kids [in lessons]. But Edupeg took place, being part of Edupeg, I've now realised that oh, my kids are capable. They just need you to give them extra time to do things on their own. That's where I've seen there's a lot of difference (Educator from Gauteng).

There was also a strong trend of educators who felt a sense of responsibility to their learners and reflected their commitment to improving their school performance by staying after school to help those in need of extra support.

[Edupeg] changed me because I know I must come to school every day. I become a bit worried if I'm sick [and I can't] go to school. I wonder what's going on in my class. Because I was supposed to do this in the class. Now because... even yesterday I was sick but I said no, I'm coming to school, I can't leave my kids. I must go to school (Educator from Eastern Cape).

What I normally do is, if they can't get whatever I've been presenting today, because of the timeframe, because I'm looking at the time, if maybe our school ends at round about 14:30, the 30 minutes I will allocate it for extra lessons (Educator from Gauteng).

I stay behind in the afternoon. Because as I'm saying in the morning it's so difficult to come early because our learners they come with the transport, so they come on time. So it's better because we are going out at half past one so we stay about 30 minutes after to help those learners (Educator from KwaZulu-Natal).

4.5.4. Outcome 4 - Educators' ability to transform classrooms into learning environments

There were various strategies through which educators transformed learning environments in their classrooms. These strategies included student seating, creating unique spaces in the classes for specific activities; through lesson planning and better time management; and by accommodating the different needs of children based on their unique learning paces.

Specific seating arrangements were used to encourage better organisation and to make optimum use of space, particularly given that many classes had more children than could be accommodated by the classroom size.

Usually they sit in groups of 4s and 6. So I make sure that there's enough space so that I can move around and assist. And I make sure that there's no child who's facing the back of the board. They must all face the board (Educator from Eastern Cape).

I've arranged them in 3 rows. Whereby each and every row has got its own leader. Two leaders. The one for the distribution of books and the other one is for the collection and giving out the stationery as well (Educator from Gauteng).

Before they used to sit in groups, so I realised if they sit in groups we encourage copying. They only sit in groups when they do group work. Because if there are 4 children sitting in the same way, it's easy for the other one to look, yeah. So they're sitting in groups of 2 in rows (Educator from Gauteng).

Educators also created subject and reading corners where learners could sit when they finished work early.

And the corners, I have a reading corner as well. Then I have a corner whereby I put the materials, I use it separately (Educator from Gauteng).

I do have reading corners that I've created for them because as we all know learners are not the same you know? Even their pace in their work is not the same. So what I do is I've created some reading corners, maybe I'm using my experience as a librarian to have some books, reader books that are in the classroom. So that when the child finishes work first, she's able to take a book and read you know, just to occupy him or herself instead of disturbing others because we know kids (Educator from KwaZulu-Natal).

Time management and lesson preparedness strategies were described as useful. A lesson plan template provided by Edupeg mentors was used by some of the educators:

Time management helped us to plan before. Everything you're going to do. You must be ready before the learners come, so it helps to keep time. Because everything is with you (Educator from Eastern Cape).

[The mentor] gave us a template whereby we have to write your learning objectives, yes. Then there's an introduction phase where it's "me" and then it's "we", the learners and the teacher (Educator from Gauteng).

Other educators gave examples of how they used Edupeg techniques to ensure that they kept good time in lessons, and covered the necessary curriculum in the allocated time. This achievement is not always easy given the extraordinary constraints under which many educators work, specifically in poorly resourced schools.

Because at first I was struggling to stick to my timetable, because of the discipline. They will take longer you know? Because I'm trying to calm them down and then the period will be over. But after I used the "teaching like a champion" strategies now I'm able to calm them more in time and then I can be able to start with my lesson. So that I can be able to start on time (Educator from Western Cape).

Because each and every day we are dealing with addition. So I'm giving the learners a problem solving of mental maths, just for 3 minutes, and then I look at my watch, if 3 minutes is over, it's over. So it helped me a lot (Educator from Gauteng).

It changed me because after I was introduced to it, I was able to prepare my lessons in such a way that my lesson must start with me. And then I must bring in my learners so that we can work together, me and them (Educator from Western Cape).

I can only mention time, my time management is much better now (Educator from Western Cape).

Lastly, the importance of preparing for different learning levels was important in ensuring that classrooms were conducive to learning. As is very common in South African education contexts, some educators face difficulties with managing classes that have learners with varying skill levels. Mentors provided advice and classroom management techniques to create learning environments that accommodated all levels. For example, grouping children according to ability is one way of managing this problem. Grouping of learners depended on the educator and the needs of the learners.

Especially when coming to reading corner. Sometimes there's a learner, the learners who are gifted, they are very fast inside the class. So when they've finished their work they go to the reading corner and start to read (Educator from Gauteng).

By mixing the learners, for instance not take them with the same ability. So by mixing them it creates the learning environment in the classroom. Because if I take those only who may be the third group and then I find out that they will not be able to read because they don't know how to read, but if we are reading in groups, it helps. It's where the others learn from others. And then that's how it works (Educator from KwaZulu-Natal).

I group them according to their level of abilities (Educator from Western Cape).

The stronger ones in one little group, and then the other ones who's the one that needs most help I put them in one group. So that when I go there I know these ones need help in this particular area (Educator from Western Cape).

4.5.5. Outcome 5 - Learner stimulation and responsiveness

A consistent problem faced by South African schools is that of learner discipline. Mentors and principals reported an improvement in learner discipline and this improvement was corroborated by educators. With discipline, educators can ensure that learners are more focused, organised and less disruptive. This approach provided an overall environment conducive to learning, better curriculum delivery, retention and improved learner performance and marks.

Like in case when a learner is making noise, disturbing. Previously I use[d] to leave the class and maybe to shout at him. But this thing of what we call it? Just staring at the learner, eye contact he will just see what he's doing is the wrong thing and then maybe he will just leave what he's doing without wasting the other learners' time (Educator from Gauteng).

I think I'm a person who is very strict by nature. So my focus is on the discipline you understand? My class has to be in order, they have to listen, and they have to sit up straight you understand? So I'm paying more attention on that one than to sometimes just let it go. The lesson will still be conducted even though we've just chilled. I'm working on that one and Edupeg has helped me, is helping me to do that. To be not be that strict teacher whom they are afraid of (Educator from KwaZulu-Natal).

We took those learners who are ill disciplined, put them in the front, yeah, and that has really helped. The class is better now (Educator from Gauteng).

In addition to discipline, educators were asked if they had noticed any changes in the way in which their learners engage with them, the curriculum and the overall classroom environment, since receiving the Edupeg mentorship. Specific questions were asked around learner enthusiasm and the pace at which learners completed tasks.

They've changed. This attitude of getting to the class with noise, not knowing what to do, don't take things seriously, there is a change, a great change. They listen, they know what's next, what will be asked and I can go out, I must know exactly why I'm here, what is it that I'm here for because I'm going to be asked when I go out. So really they enjoy and they learn more now than before (Educator from Eastern Cape).

When they struggle they put that sum aside and say mam, we're marking but we're not sure about this one. Can you help us? They can do work on their own (Educator from Eastern Cape).

Because some who wouldn't greet you when they are coming into the class and some would be inattentive but now since I've started this programme they all became attentive (Educator from Eastern Cape).

They can listen now. If you are talking to them that Slant, Star, they know it. They will do it (Educator from Gauteng).

4.5.6. Outcome 6 - Educators' ability to improve implementation of the (CAPS) curriculum and improve learner marks in Mathematics and Languages

Given that Edupeg is present in South African government schools, it stands to reason that their curriculum and teaching support, particularly where content is concerned, must be CAPS aligned. Educators described various instances (during workshops as well) where Edupeg assisted them in applying CAPS to greater effect.

They [showed] us how they want us to do it, and they linked it to our CAPS document. So they showed that this is here in CAPS. [They are] not telling you something else or something new or something "we" want you to do (Educator from Western Cape).

Especially when we deal with CAPS. The CAPS guide, it helps Edupeg get straight to CAPS, they work hand in glove. Because what they are doing is exactly what the Department wants, CAPS wise (Educator from Eastern Cape).

The analysis of learner marks provides insight into many of the Edupeg outcomes. These outcomes are the improvement of educators' content knowledge and pedagogical skills, effective implementation of CAPS and the improvement of learner marks. The rationale for using learner marks as a proxy for these various outcomes is that if educators' content knowledge is improved, this improvement will enable better curriculum delivery and will result in an improvement in learner marks.

Marks were analysed for Terms 1 – 4 of 2016 from four of the five schools included in this research. Overall, there were significant increases in marks for both Mathematics and English (First Additional Language). A comparison of marks from Term 1 (considered pre- intervention) and Term 4 (post-intervention) revealed that all learner results increased significantly over the academic year and these findings were reported at a 99% level of confidence. The results of the analysis are found in Tables 3 and 4:

Table 3: Foundation Phase Learner Marks for 2016 (N=622)

Subject	Term 1 Average	Term 2 Average	Term 3 Average	Term 4 Average
First Additional Language	50.5%*	62.4%	58.1%	57.2%*
Mathematics	57.1%*	63.9%	60.6%	63.1%*

*Statistically significant at the 99 per cent level of confidence

Overall, at the Foundation Phase, learners' marks increased by an average of 6.7% for First Additional Language (English) and by an average of 6% for Mathematics between Term 1 and Term 4 in 2016.

Table 4: Intermediate Phase Learner Marks for 2016 (N=863)

Subject	Term 1 Average	Term 2 Average	Term 3 Average	Term 4 Average
First Additional Language	56.5%*	59.1%	63.2%	59.7%*
Mathematics	47.8%*	50.1%	58.5%	54.6%*

*Statistically significant at the 99 per cent level of confidence

Overall, at the Intermediate Phase, learners' marks increased by an average of 3.2% for First Additional Language (English) and by an average of 6.8% for Mathematics between Term 1 and Term 4 in 2016.

These findings suggest that better classroom management and the support pertaining to content knowledge and pedagogical skills for educators is resulting in positive impacts for learners, academically.

4.5.7. Challenges experienced by educators

Despite the overwhelmingly positive responses regarding Edupeg, educators also experienced challenges in implementing the programme. These were specific in relation to; not having enough time to implement the curriculum at school; and difficulties with assisting learners who had learned at different paces.

With respect to time, educators often have strict lesson plans where they need to complete tasks within an allocated timeframe. This time constraint can be problematic for some educators particularly if they have learners who struggle to keep up. Accommodating the pace of the learners, is advocated by Edupeg as being in the best interests of the learners, but educators reported struggling to balance their obligations of ensuring that all learners understand; with their obligation to finish the CAPS curriculum on schedule.

Yeah, coming to time management it's sometimes difficult. Because some of the learners are very slow, so I cannot give them the attention that they're supposed to get. That's the problem (Educator from Gauteng).

You have to work at their pace, they have to cover the certain amount of work at a specific time. If you didn't cover that, it means you are behind. And it's a lot of work which is too much for our environment. It's too much (Educator from Gauteng).

But we do see, I do see those kids who need you know, those kids who need individual attention. The challenge is with the time. Even though you can see them in class that [are] okay, you can realise that no this [other] child needs my attention, but the time to actually attend to the individual needs, it's a problem. It's still a problem (Educator from KwaZulu-Natal).

4.5.8. Summary

Overall, the evidence arising from the evaluation revealed that all activities undertaken by Edupeg are contributing to the organisation meeting its predetermined outcomes. These outcomes are specific to improvements in educators' content knowledge and efficient delivery of the CAPS as evidenced by the significant increases in learner marks. Also evident from the data is the increased motivation of educators and their ability to transform classrooms into learning environments for children. Mentors, principals and educators all revealed that learner discipline has also improved in schools where Edupeg is present, creating an environment where educators can successfully impart their knowledge to learners. Edupeg's training has enabled these transitions in schools despite the time constraints under which educators work. The success of the programme is therefore largely driven by buy-in from the schools and educators in which the programme is carried out.



5

CONCLUSIONS AND
RECOMMENDATIONS

The results of the evaluation show that despite the short timeframe between Edupeg transforming its approach to classroom management techniques in 2015 and the evaluation of the programme in 2016, there was positive feedback from mentors of the programme, principals of schools and educators at schools. A common perception arising from all focus groups and interviews conducted, was the indication that through the Teach Like a Champion techniques, classroom management had improved, specifically where educators were being mentored and that learners in these classes were more disciplined. Principals in schools were also able to report that these learners were improving academically, which was corroborated by the analysis of learner marks over the academic year. Pertaining to the educators, principals reported those receiving the mentoring support were more motivated and confident and that these educators were able to keep record sheets and plan more effectively for classes. The Edupeg workshops were viewed as well organised and useful to the entire staff complement at schools.

The educator interviews revealed that Edupeg is meeting all the predetermined outcomes it has set as an organisation, despite the time constraints experienced. These outcomes were:

1. Educators' improved content knowledge and pedagogic skills.
2. Educators' creativity and resourcefulness in their approach to teaching.
3. Educators' motivation, confidence and commitment.
4. Educators' ability to transform classrooms into learning environments.
5. Educators' ability to improve implementation of the CAPS.
6. Learners' stimulation and responsiveness.
7. Learners' marks improved in Mathematics and Languages.

The continued evaluation of Edupeg will reveal if these outcomes are able to improve consistently and be sustained with prolonged exposure to the programme, specifically pertaining to educators' content knowledge and pedagogic skills as well as the improvement of learner marks. A recommendation that will assist objective tracking of educators' progress is the piloting of tests to evaluate content knowledge and pedagogical skills for educators prior to the intervention and then again post-intervention.

While learner results have significantly improved from Terms 1 to 4, there is vast fluctuation specifically in English (First Additional Language) in the Foundation Phase. While fluctuation is common, specifically in Terms 2 and 4 where exam preparedness sometimes poses a problem for learners, stronger approaches to learning in Foundation Phase English will also aid the effective transition of learners into the Intermediate Phase where those mentors recognised language transitions as a challenge for learners. Specific to the learner marks, while assessment of school results are a useful indicator of their performance, there is no true baseline measure as children are already exposed to the programme when Term 1 assessments are administered. Edupeg should therefore consider piloting their own independent assessment of learners to determine if these results would provide a more accurate measure of the improvements arising due to the programme.

One cannot detract from Edupeg's success in the schools that were a part of this evaluation as well as their success in adapting their material for use in the South African context. Mentors seem well trained to deal with other challenges such as difficult relationships within schools, although content knowledge for Foundation Phase mentors requires attention as mentors themselves requested additional assistance to better assist educators.

South Africa is a traumatised society, specifically in relation to children from disadvantaged communities (Bruce 2010; Stevens, Seedat & Van Niekerk 2013). Schools are well connected to social workers who are able to assist with the protection of children. But despite mentors feeling empowered by being a part of the programme, where necessary, referrals for psychological support should be available as the programme works in disadvantaged communities, characterised by high levels of crime, poverty and often the abuse, neglect of and violence against children. Mentors relayed how difficult it was to cope with stories of child abuse and violence towards children. A stronger referral system, where necessary, for mentors confronted with such traumas is therefore required.

The evidence concludes that Edupeg is a success and the recommendations set out here aim to assist in strengthening the programme and assisting all beneficiaries. In 2017, in swift response to some of these recommendations, Edupeg has taken steps to improve aspects such as the recruitment of mentors who are proficient in content knowledge and vernacular. They have also partnered with an organisation that provides Teacher Wellness Workshops to educators and mentors. Edupeg has expanded their content language from isiXhosa and English to isiZulu as well. In addition, the programme has started a series of three LLAC workshops with all school principals and school management teams. These strides have earned Edupeg accreditation with SACE, which gives educators the opportunity to earn Professional Development Points through their involvement in the programme. Overall, the programme is adapting and improving to ensure that long-term and effective changes are made to the education system where Edupeg is present.



6

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ANNEXURE 1: TEACH LIKE A CHAMPION TECHNIQUES

	Technique	Description
Gathering Data on Student Mastery		
1	Reject self-report	Replace functionally rhetorical questions with more objective forms of impromptu assessment.
2	Targeted questioning	Ask a quick series of carefully chosen questions directed at a strategic sample of the class.
3	Standardize the format	Streamline observations by designing materials and space so that you're looking in a consistent place for the data you need.
4	Tracking, not watching	Be intentional about how you observe. Decide specifically what you're looking for and remain disciplined about it in the face of distractions.
5	Show me	Flip the classroom dynamic. Have learners actively show evidence of their understanding.
6	Affirmative checking	Insert specific points into your lesson when learners must get confirmation that their work is correct before moving onto the next stage.
Acting on the Data and the Culture of Error		
7	Plan for error	Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.
8	Culture of error	Create an environment where you learners feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.
9	Excavate error	Dig into errors, studying them efficiently and effectively, to better understand and learn from the places where learners struggle
10	Own and track	Have learners track their corrections after studying errors.
Setting High Academic Expectations		
11	No opt out	A sequence that begins with a learner unwilling or unable to answer a question ends with that learner giving the right answer as often as possible even if they only repeat it.
12	Right is right	Set and defend a high standard of correctness in your classroom.
13	Stretch it	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability.
14	Format matters	It's not just what learners say that matters but how they communicate it. To succeed, learners must take their knowledge and express it in the language of opportunity.
15	Without apology	The skill of not apologizing for learners is critical not only in the introduction and framing of material but in reacting to learners' responses to it.
Planning for Success		
16	Begin with the end*	Teaching by methodically asking how the day's lesson builds off the previous day's lesson.
17	4 Ms	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college.
18	Post it	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.
19	Double plan*	It's as important to plan for what learners will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.
Lesson Structure		
20	Do now*	A short activity written on the board or on desks before learners enter that clearly states what to work on and eliminates excuses leading to distractions.

21	Name the steps*	Subdivide complex skills into component tasks and build knowledge up systematically.
22	Board = paper	Learners learning how to be good students by learning to take notes and retain a record of their knowledge.
23	Control the game	Ask learners to read aloud frequently, but manage the process to ensure expressiveness, accountability, and engagement.
24	Circulate*	Moving strategically around the room during all parts of a lesson.
25	At bats	Lessons should include as many repetitions as possible.
26	Exit ticket*	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.
Pacing		
27	Change the pace	Create “fast” or “slow” moments in a lesson by shifting activity types or formats.
28	Brighten lines	Make lesson activities begin and end crisply so learners perceive the changes.
29	All hands	Leverage hand raising to positively impact pacing.
30	Work the clock	Measure time- your greatest resource as an educator- intentionally and often visibly to shape your learners experience in the classroom.
31	Every minute matters	Respect learners’ time by spending every minute productively.
Building Ratio Through Questioning		
32	Wait time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin to answer it.
33	Cold call	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
34	Call and response*	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.
35	Break it down	In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student’s knowledge back up from a point of partial understanding.
36	Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills.
Building Ratio Through Writing		
37	Everybody writes	Set learners up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
38	Art of the sentence	Ask learners to synthesize a complex idea, in a single, well-crafted sentence. The discipline of having to make one sentence do all the work, pushes learners to use new syntactical forms.
39	Show call	Create as strong incentive to complete writing with quality and thoughtfulness, by publicly showcasing and revising learner writing- regardless of who volunteers to share.
40	Build stamina	Help your learners to develop the ability to write for sustained periods.
41	Front the writing	Arrange lessons so that writing comes early in the sequence of activities.
Building Ratio Through Discussion		
42	Habits of discussion	Use a consistent set of ground rules to help learner’s discussions to be more efficient, cohesive and connected.
43	Turn and talk	Encourage learners to better formulate their thoughts by including short, contained pair discussions- but make sure to design them for maximum efficiency and accountability.
44	Batch process	Allow learner discussion without educator mediation, at times.

Systems and Routines		
45	Threshold*	When learners cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.
46	Strong start	Design and establish an efficient routine for learners to enter the classroom and begin class.
47	Slant*	Key behaviours that maximize learners' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.
48	Engineer efficiency	Teach learners simple, fast procedures for executing key classroom tasks, then practice to turn the procedure into a routine.
49	Strategic investment: From procedure to routine	Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routinizing a key procedure requires clear expectations, consistency and most important, patience.
50	Do it again*	Doing it again and doing it right or better or perfect is often the best consequence.
High Behavioural Expectations		
51	Radar/Seen looking	Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding learners that you are looking
52	Make compliance visible	Ensure that learners follow through on requests by asking for actions you can observe.
53	Least invasive intervention	Maximise teaching time and minimize "drama" by using the subtlest and least invasive tactic possible to correct off-task learners.
54	Firm calm finesse	Establish an environment of purpose and respect by maintaining your own poise.
55	Art of the consequence	Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalized.
56	Strong voice*	Establish control, command and benign authority that make the use of excessive consequences unnecessary.
57	What to do	Give directions to learners in a way that provides clear and useful guidance – enough to allow any learner who wanted to do as asked to do so easily.
Building Character and Trust		
58	Positive framing	Make corrections consistently and positively. Narrate the world you want your learners to see even while you are relentlessly improving it.
improving it.		
59	Precise praise	Use positive reinforcement as a powerful classroom tool.
60	Warm/strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).
61	Emotional constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.
62	The joy factor*	Find and promote the joy of learning to achieve a happy and high-achieving classroom.

*12 techniques completed at the time of the evaluation.

Note: "100% attention and compliance" were transformed into Techniques 51-55 in Lemov (2015) and "Entry and exit routine" was removed from Lemov (2015). However, these two techniques are still mentioned in the interviews with educators found in Annexure 2.

Source: Lemov, D. (2015) Teach Like a Champion: 62 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

ANNEXURE 2: EDUCATOR KNOWLEDGE AND APPLICATION OF TEACH LIKE A CHAMPION TECHNIQUES

This Annexure shows that most educators were able to demonstrate their knowledge of the techniques they had learned through Edupeg. At the time of the evaluation, 14 techniques were taught. However, two techniques, namely Do it again and Call and response were not featured in the discussion or were reported as difficult to implement.

Do It Again: Doing it again and doing it right or better or perfect is often the best consequence.

Call and Response: You ask; they answer in unison – to build a culture of energetic, positive engagement.

It's not easy to make all learners participate. Some of them they know how to do it, but they don't like questioning, answering questions. And some they just raise their hands and say something that is totally out that you will most likely correct (Educator from Gauteng.)

All other techniques completed at the time of the evaluation seemed to be implemented successfully by educators:

Begin with the End: This planning technique focuses on the outcome instead of what the educator will do during the lesson.

Whenever I plan my lesson I know what I'm able to achieve at the end. So each time I teach I know and they know that by the end of this lesson we must be able to do this (Educator from KwaZulu-Natal).

Double Plan: Double planning involves planning not only what the educator will do, but also what the learners will do during a lesson.

Planning involves planning not only what the teacher will do but also what the learners will do during the lesson. I think this one I do it every day as a plan on my lesson plan (Educator from Gauteng).



Name the Steps: Break down the tasks into steps.

Name the Steps? I for example give them the instruction that I want them to follow, when giving them the activity I say, you are going to write the date, you're going to write the topic and then you're going to write like this and this (Educator from KwaZulu-Natal).

Circulate: Educators arrange the desks to make it easier for them to walk around and move between desks.

Circulate, keep moving. Normally I don't sit in the lesson, I give them work to do or whatever. If it is group work then I move around, checking if they are getting it right (Educator from Gauteng).

Like for instance when we are teaching, they say you need to make sure that all learners they know that they are seen wherever they are sitting. So as the teacher you need to circulate (Educator from KwaZulu-Natal).

Exit Ticket: An exit ticket is a quick assessment of the lesson the learners have just finished.

And even when they go out there is what you call an Exit Ticket. That Exit Ticket the child knows exactly that he's going to be tested about the work that they were doing before they go out. So it gives you a thorough feedback, immediate feedback before they go out (Educator from Eastern Cape).

Exit Ticket is when you test the work that you were doing and then by giving short questions, it's rather they write and then they give you, when it's marked right, then it proves that he or she understood. So no one doesn't want to go out. Everyone will strive, they want to go out. I want to make sure that really I passed this (Educator from Eastern Cape).

Entry and exit routine: Having a structured entry routine speeds up the beginning of instruction.

Normally what I do for those who cannot grasp whatever that I have taught the very same day, the first morning I start with yesterday's work (Educator from Gauteng).

They line up and then high five [for the entry routine] (Educator from Gauteng).

Do It Now: Brief academic tasks to review the previous day's work or to introduce the day's new work.

When they enter the class, they know that there's work on the board. So they enter without making noise. There's a Do Now on the board or on their tables, so you prepare, you plan thorough, you do thorough preparation before you get into the class. Then they do the work, they enjoy if they are not all, something is not clear, they are free to can ask (Educator from Eastern Cape).

Normally I will be having just a short activity, a Do Now that they will quickly do. And then after that, you know by doing that you capture their attention and they won't waste time, sit down and take your books (Educator from Gauteng).

Slant/Star: SLANT is an acronym for the body language of an engaged learner.

S - Sit up

L - Listen

A - Ask and answer questions

N - Nod your head

T - Track the speaker

Oh the Star if there's disorder; if you say Star; they just silently then they track on you and then they listen attentively and then they respect. So everything just stand still when you say Star. So they listen to you (Educator from Eastern Cape).

More especially when they make noise, when I enter the class I find them there's a noise there, then I say okay, Slant. I say, put your finger on your mouth. Put your right hand up. Like that, they all do that (Educator from Gauteng).

Yes I've gained some other knowledge like handing the class, the good discipline in the classroom by using the techniques that they have introduced to us like Star where when you come from, it's like a Strong Voice, when you come you just say "Star" then the learners will know what to do. They know that they have to be quiet and stand still and listen to you (Educator from KwaZulu-Natal).

100% attention and compliance: Champion teachers don't create unreasonable behavioural expectations, because their final expectation is that everyone conforms all (100%) of the time.

If maybe I'm doing an example on the chalkboard, then I ask for answers from them... I choose those who are not raising up their hands (Educator from Gauteng).

Strong Voice: Fewer words are stronger than more. Speaking briefly and to the point when giving directions.

Let me say, you just [don't] shout [at] the learners, your voice [must] just be firm. Just like myself now (Educator from Gauteng.)

Strong Voice, I just stand. In my class there are 2 rows and then I stand between the rows and then I use my voice so that they can hear me wherever they are (Educator from KwaZulu-Natal).

Threshold: This threshold is the one at the door. By meeting and greeting learners as they enter the educator can set the tone for the lesson.

You tell them your expectations before you start, before they enter. That's the Threshold (Educator from Eastern Cape).

Threshold? Because every day I teach Maths in my class. So when I enter the class I greet them and ask them if they are fine and then ask if there is anyone that is absent, then I start my lesson (Educator from KwaZulu-Natal).

Joy Factor: The J in J factor stands for Joy. This technique gives ideas to help learners experience the Joy in the classroom.

Sometimes being teachers we used to criticise learners, but by this technique of the Joy Factor, learners enjoy in the classroom and when you say collate, assisting them, they are not scared, they know that when you come to him or her, you're coming to assist, not to punish a child (Educator from Eastern Cape).

J Factor. I make learners...do activities that everyone can enjoy and laugh. That will make her to remember school tomorrow. The sing songs, rhymes, and dancing sometimes (Educator from Gauteng).

Joy Factor, before we start a lesson we will sing a song and let them use their bodies so that they can ease, they can feel free (Educator from Western Cape).



