**PROVINCIAL**

**teacher development**

**prospectus**

**2020**



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**FOREWORD**

The Eastern Cape Department of Education (ECDoE) is pleased to publish its annual provincial prospectus for teacher training and development for the 2020 academic year. This publication includes training programmes for curriculum offerings, inclusive education, as well as leadership and management within the education system. The intention of this prospectus is to provide details of all formal training programmes to be offered within the province during the upcoming academic year to assist all teachers, managers and officials to plan and commit to professional development activities during 2020. It therefore includes all programmes offered by the ECDoE and its partners in teacher development, i.e. teachers unions and higher education institutions.

The ECDoE teacher development programmes featured in Section 1.1 of this prospectus offer training in subject-specific content and teaching methodologies and comprise 5-day residential workshops in the main, all of which will be offered during school holidays. The intention is to ensure that good quality training is provided that will impact on teaching and learning practice, and that no classroom is left without a teacher during contact time.

While the teaching of reading and mathematics continues to receive specific focus in the GET Band during 2020, the teacher development programmes on offer for the GET and FET phases have been expanded to include several other subjects.

Teachers, therapists, practitioners, school managers, subject advisors and district officials within the province are encouraged to participate in the training programmes scheduled for 2020 which are appropriate to them and will lead to improved learning outcomes.

**Mr TS Kojana**

**Superintendent-General**

**Date: 30 October 2019**

1. **EASTERN CAPE DEPARTMENT OF EDUCATION**
   1. **Teacher Development**

**TERM 1**

**January – March 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| Jan-Mar | GET & FET | **eSkills4All** | * Word Processing * Spreadsheets and Presentations * Browsing and Emailing * Assessment of trainees | All teachers and school managers (x200) | * East London * Mthatha * Port Elizabeth * Vodacom Centres   + Mdantsane   + Uitenhage | 22 November 2019 |

**January 2020**

| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| --- | --- | --- | --- | --- | --- | --- |
| Vacation Week 1  (06-10 January 2020)  Vacation Week 1  (06-10 January 2020) cont. | GET- FP | **Language-**  **English FAL** | Primary School Reading Improvement Programme | Gr 1-3 HODs (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 22 November 2019 |
| FET | **Accounting** | * Bank & Creditors’ reconciliation * Tangible assets * Cash budgets * VAT, internal control and ethics | Gr 11 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 22 November 2019 |
| FET | **Business Studies** | * Business environment * Business ventures * Management and leadership * Investments * Business roles * Total quality management * Teaching methodology * Assessment practices | Gr 11 & 12 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 22 November 2019 |
| FET | **Mathematical Literacy** | Financial literacy | Gr 10 & 11 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 22 November 2019 |
| FET | **Mathematics** | Euclidian geometry | Gr 10 & 11 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 22 November 2019 |

**March 2020**

| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| --- | --- | --- | --- | --- | --- | --- |
| Vacation Week 1  (23-27 March 2020)  Vacation Week 1  (23-27 March 2020) cont. | GET- FP | **Language-**  **isiXhosa HL**  **(Group 1)** | Using readers in CAPS | FP HODs (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 14 February 2020 |
| GET- IP | **Mathematics** | Numbers, Operations and Relationships  Patterns, functions and Algebra  Measurement | Gr 4 teachers (x1,200) | * Districts x 12 | 14 February 2020 |
| FET | **CAT** | Advanced Excel and Database programme | Gr 10 -12 teachers (x100) | * East London * Port Elizabeth | 14 February 2020 |
| FET | **IT** | Mediation of 2020 PAT Guidelines | Gr 10-12 teachers (x50) | * Port Elizabeth | 14 February 2020 |
| FET | **Agricultural Management Practices** | Mediation of 2020 PAT Guidelines | Gr 10-12 teachers (x25) | * Mthatha | 14 February 2020 |
| FET | **Consumer Studies** | * Bridging Content Knowledge between Grade 10 and 12 * Practical mediation | Gr 10-12 teachers (x50) | * East London | 14 February 2020 |
| FET | **Electrical Technology**  **(Power Systems)** | * 3-phase transformers, motors and starters * PLC devices | Gr 11 & 12 teachers (x25) | * Port Elizabeth | 14 February 2020 |
| FET | **History** | Independent Africa | Gr 12 teachers (x50) | * Mthatha | 14 February 2020 |
| FET | **Languages-**  **Afrikaans HL** | Literature Studies- Visual literacy and assessment | Gr 10-12 teachers (x50) | * East London | 14 February 2020 |
| FET | **Languages-**  **English FAL** | Literature Studies- Visual literacy and assessment | Gr 10-12 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 14 February 2020 |
| FET | **Languages-**  **English HL** | Literature Studies- Visual literacy and assessment | Gr 10-12 teachers (x50) | * East London | 14 February 2020 |
| FET | **Languages-**  **isiXhosa HL** | Assessment | Gr 10-12 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 14 February 2020 |
| FET | **Languages-**  **Sesotho HL** | Assessment | Gr 10-12 teachers (x50) | * Sterkspruit | 14 February 2020 |
| FET | **Life Sciences** | Incorporating Scientific Investigation in FET Life Sciences | Gr 10-12 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 14 February 2020 |
| FET | **Mathematics** | * Trigonometry | Gr 10-12 teachers- ORTI & ORTC (x50) | * Mthatha | 14 February 2020 |
| FET | **Mechanical Technology-**  **Specialisation in Fitting & Machining** | * Forces (calculations moments and stress) * Systems and control (velocity calculations on gears) * Hydraulics * Pneumatics | Gr 11 & 12 teachers (x25) | * Port Elizabeth | 14 February 2020 |
| FET | **Physical Sciences** | Chemistry   * Reactions in aqueous solutions * Stoichiometry   Physics   * Electrostatic and electric circuit * Work, energy and Power, Doppler effect | Gr 10-12 teachers- ORTI & ORTC (x50) | * Mthatha | 14 February 2020 |
| FET | **Technical Mathematics** | * Integration * Complex numbers * Circles, Angles and Angular Movement * Euclidean Geometry | Gr 10-12 teachers (x50) | * Mthatha | 14 February 2020 |
| FET | **Tourism** | Assessment (setting quality question papers and informal tasks, analysis grids() | Gr 10-12 teachers (x150) | * East London * Mthatha * Port Elizabeth | 14 February 2020 |

**TERM 2**

**April – June 2020 (including June/ July vacation)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| Apr-Jun | GET & FET | **eSkills4All** | Word Processing  Spreadsheets and Presentations  Browsing and Emailing  Assessment of trainees | All teachers and school managers (x200) | * East London * Mthatha * Port Elizabeth * Vodacom Centres   + Mdantsane   + Uitenhage | 14 February 2020 |

**June 2020**

| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| --- | --- | --- | --- | --- | --- | --- |
| Vacation Week 1  (15-19 June 2020)  Vacation Week 1  (15-19 June 2020) cont.  Vacation Week 1  (15-19 June 2020) cont. | GET- FP | **Life Skills** | Beginning knowledge | Gr 1-3 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| GET- FP | **Mathematics** | Problem-solving strategies | Gr 3 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| GET- FP | **Language-**  **English FAL** | Jolly Phonics | FP HODs (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| GET- IP | **Language-**  **English FAL** | Primary School Reading Improvement Programme  *Note: 4-day course ending on 18 June* | Gr 4-6 teachers (x1,380) | * Districts x 12 | 30 April 2020 |
| GET- SP | **Mathematics** | Content and Methodology Workshop (Sasol Inzalo)   * Numbers, Operations and Relationships; * Patterns, Functions and Algebra; Space and Shape; Measurement | Gr 7-9 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| GET- SP | **Technology** | Graphic Communications | Gr 8 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **CAT** | HTML | Gr 10 & 11 teachers (x50) | * East London | 30 April 2020 |
| FET | **History** | How to teach research | Gr 10 & 11 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **Languages-**  **isiXhosa HL** | Literature Studies | Gr 10-12 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **Mathematics** | Functions & Probability | Gr 10-12 teachers in Alfred Nzo East and Alfred Nzo West (x50) | * Mthatha | 30 April 2020 |
| FET | **Physical Sciences** | Key Content | Gr 10 & 11 teachers (x150) | * East London * Mthatha * Port Elizabeth | 30 April 2020 |
| FET | **Physical Sciences** | Chemistry   * Rate of reactions * Chemical Equilibrium   Physics   * Vectors and scalar quantities * Vectors in one dimension * Instantaneous speed and velocity, equation of motion * Electrostatic, electromagnetism, electric circuit * Electricity & magnetism, electrostatic & photoelectric effect | Gr 12 teachers in Alfred Nzo East and Alfred Nzo West (x50) | * Mthatha | 30 April 2020 |
| Vacation Week 2  (22-26 June 2020)  Vacation Week 2  (22-26 June 2020) cont. | GET- FP | **Language-**  **isiXhosa HL**  **(Group 2)** | Using readers in CAPS | FP HODs (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| GET- IP | **Language-**  **Afrikaans HL** | Reading strategies | Gr 4-6 teachers (x200) | * East London * Port Elizabeth | 30 April 2020 |
| GET- IP | **Language-**  **IsiXhosa HL** | Reading strategies | Gr 4-6 teachers (x200) | * East London * Port Elizabeth | 30 April 2020 |
| GET- IP | **Language-**  **Sesotho HL** | Reading strategies | Gr 4-6 teachers (x200) | * East London * Port Elizabeth | 30 April 2020 |
| GET- SP | **Natural Sciences** | Energy and Change  Planet Earth and Beyond | Gr 7 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **Agricultural Sciences** | Key content   * Soil Science * Basic Agricultural Chemistry * Basic Agricultural Genetics | Gr 10-12 teachers (x100) | * Mthatha * Matatiele | 30 April 2020 |
| FET | **Consumer Studies** | * Practical mediation * EAC and Assessment | Gr 10-12 teachers (x50) | * East London | 30 April 2020 |
| FET | **Economics** | * Macroeconomics * International trade * Economic pursuits * Dynamics of perfect and imperfect markets * Contemporary economic issues * How to teach different topics | Gr 10 & 11 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **IT** | Delphi programming | Gr 10-12 teachers (x50) | * Port Elizabeth | 30 April 2020 |
| FET | **Languages-**  **Sesotho HL** | Literature Studies | Gr 10-12 teachers (x50) | * Sterkspruit | 30 April 2020 |
| FET | **Life Sciences** | Biodiversity and Classification, History of Life on Earth | Gr 10 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **Mathematics** | Euclidian Geometry | Gr 10-12 teachers- CH East & West & Joe Gqabi (x50) | * Queenstown | 30 April 2020 |
| FET | **Physical Sciences** | Chemistry   * Rate of reactions * Chemical Equilibrium   Physics   * Vector and scalar quantities * Vectors in one-dimension * Instantaneous speed and velocity, equation of motion * Electrostatic, electromagnetism, electric circuit * Photoelectric effect | Gr 10-12 teachers- Chris Hani East, Chris Hani West and Joe Gqabi (x50) | * Queenstown | 30 April 2020 |

**July 2020**

| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| --- | --- | --- | --- | --- | --- | --- |
| Vacation Week 3  (29 June - 03 July 2020) | GET- SP | **Mathematics** | Content and Methodology Workshop   * Numbers, Operations and Relationships; * Patterns, Functions and Algebra; Space and Shape; Measurement | Gr 7 teachers (x1,200) | * Districts x 12 | 30 April 2020 |
| FET | **Accounting** | Tangible assets; Financial statements; Analysis and interpretation of financial statements | Gr 12 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **Geography** | How to teach map work | Gr 10 & 11 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 30 April 2020 |
| FET | **Hospitality Studies** | * Practical mediation * EAC and Assessment | Gr 10-12 teachers (x50) | * East London | 30 April 2020 |
| FET | **Mathematics** | * Euclidian Geometry | Gr 10-12 teachers- Ama East & BCM (x50) | * East London | 30 April 2020 |
| FET | **Physical Sciences** | Chemistry   * Rate of reactions * Chemical Equilibrium   Physics   * Vector and scalar quantities * Vectors in one-dimension * Instantaneous speed and velocity, equation of motion * Electrostatic, electromagnetism, electric circuit * Photoelectric effect | Gr 10-12 teachers- Amathole East, Buffalo City Metro & Amathole West (x50) | * East London | 30 April 2020 |
| FET | **Technical Sciences** | * Organic chemistry * Momentum and impulse | Gr 10-12 teachers (x50) | * Mthatha | 30 April 2020 |

**TERM 3**

**July – September 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| Jul-Sep | GET & FET | **eSkills4All** | Word Processing  Spreadsheets and Presentations  Browsing and Emailing  Assessment of trainees | All teachers and school managers (x200) | * East London * Mthatha * Port Elizabeth * Vodacom Centres   + Mdantsane   + Uitenhage | 15 May 2020 |

**September 2020**

| **DATE/ WEEK** | **BAND/ PHASE** | **SUBJECT** | **FOCUS** | **TARGET** | **VENUES** | **CLOSING DATE FOR REGISTRATION** |
| --- | --- | --- | --- | --- | --- | --- |
| Gr 3 teachers (x200) | GET- FP | **Language-**  **isiXhosa HL**  **(Group 3)** | Using readers in CAPS | FP HODs (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 03 August 2020 |
| GET- SP | **Language-**  **English FAL** | Teaching strategies for literature genres in the Senior Phase | Gr 7-9 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 03 August 2020 |
| GET- SP | **Natural Sciences** | Energy and Change  Planet Earth and Beyond | Gr 7 teachers (x1,200) | * Districts x 12 | 03 August 2020 |
| FET | **EGD** | AutoCAD | Gr 10-12 teachers (x25) | * Port Elizabeth | 03 August 2020 |
| FET | **Tourism** | Time Zones, Sustainable & Responsible Tourism   * Fair Trade * CSI * Forex * Marketing | Gr 10-12 teachers (x150) | * East London * Mthatha * Port Elizabeth | 03 August 2020 |
| FET | **Mathematics** | Statistics & Probability | Gr 10-12 teachers- NMB, Amathole West and Sarah Baartman (x50) | * Port Elizabeth | 03 August 2020 |
| FET | **Physical Sciences** | Chemistry   * Acid-base (Chemistry)   Physics   * Mechanical energy, conservation of mechanical energy * Newton’s Laws, electrostatic, electric circuit | Gr 10-12 teachers- NMB, Amathole West and Sarah Baartman (x50) | * Port Elizabeth | 03 August 2020 |
| GET- FP | **All subjects** | CAPS Orientation | Newly appointed Grade R teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 03 August 2020 |
| GET- FP | **Life Skills** | CAPS Orientation | Newly appointed Grade 1-3 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 03 August 2020 |
| GET- FP | **Mathematics** | CAPS Orientation | Newly appointed Grade 1-3 teachers (x200) | * East London * Mthatha * Port Elizabeth * Queenstown | 03 August 2020 |

**1.2 Inclusive Education – Programme 2 activities**

**TERM 1 of 2020**

| ***Grades/Phase*** | ***Course***  ***/Name/***  ***Subject*** | ***Course***  ***Description/***  ***Outline*** | ***Date*** | ***Venue*** | ***Target Group*** | ***Closing date for registration*** |
| --- | --- | --- | --- | --- | --- | --- |
| Grade R – 5 | **SID Differentiated Curriculum** | Training of Subject Advisors on Differentiated SID Curriculum | 22 – 25 January 2020 | East London | Subject Advisors | 02 December 2019 |
| SID & Full Service Schools | **Hand on Autism 3&4** | Advanced Autism Spectrum Disorder training for Teachers who have already completed level 1&2 | 23 – 27 March 2020 | Port Alfred | 60 Teachers from SID Special Schools and FSS | 04 February 2020 |
| FP/ IP/ SP/ FET Band | **Braille Training** | Braille Mathematics | 23 - 27 March 2020 | Port Alfred | Educators who are teaching Mathematics / Mathematical Literacy in schools for the Blind but have passed uncontracted braille | 04 February 2020 |
| Grades R-12 | **Introduction into Interpreting skills** | Course for educators who have passed 3b – one from each school for the Deaf | 23-27 March 2020 | WITS | Educators who have passed SASL at the level of 3b / advanced SASL | 04 February 2020 |
| FP/ IP/ SP/ FET Band | **Training on How I Teach SASL HL CAPS** |  | 23-27 March 2020 | Mthatha | All educators who are teaching SASL at the level of Home Language | 04 February 2020 |
| All Special Schools | **First Aid and Basic Health Care** | First AID training for Care Givers in Special Schools | 23 –27 March 2020 | East London | 120 Care Givers from Special Schools | 31 January 2020 |

**TERM 2 of 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grades/Phase** | **Course**  **/Name/**  **Subject** | **Course**  **Description/**  **Outline** | **Date** | **Venue** | **Target Group** | **Closing date for registration** |
| SID and Full Service Schools | **Understanding Intellectual Disability** | **Advanced training on Severe Intellectual Disability** | 22 – 26 June 2020 | East London | 60 Teachers from SID & FSS Schools | 05 May 2020 |
| Grades R-12 | **Braille Training** | Advanced/ contracted braille | 22 – 26 June 2020 | Port Alfred | Educators from schools for the Blind who are at the level of advanced or contracted braille  Teaching Assistants from schools for the Blind  District officials supporting and monitoring schools for the Blind | 29 April 2020 |
| Grades R-12 | **Schools for the Blind** | Advanced/ contracted braille | Schools for the Blind  29-01 July | East London | Schools for the Blind | 20 May 2020 |

**TERM 3 of 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grades/Phase** | **Course**  **/Name/**  **Subject** | **Course**  **Description/**  **Outline** | **Date** | **Venue** | **Target Group** | **Closing date for registration** |
| Grade R-12 | **South African Sign Language (SASL) as Language of Learning and Teaching (LOLT) Training** | Advanced/ contracted braille | 21-25 Sept 2020  Two Groups to be trained at the same time (beginners and advanced) | Port Elizabeth | Educators from schools for the Deaf  Teaching Assistants  District officials dealing with schools for the Deaf | 18 August 2020 |
| Therapists in Special Schools | **Basic Sign Language Training** | Therapists at school level and district level | 21-25 September 2020 | East London | Therapists:  At school level  At district level (Therapists dealing with schools for the Deaf) | 07 August 2020 |

**TERM 4 of 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grades/Phase** | **Course**  **/Name/**  **Subject** | **Course**  **Description/**  **Outline** | **Date** | **Venue** | **Target Group** | **Closing date for registration** |
| SID & Full Service Schools | **Hands on Autism 1&2** | Advanced Autism Spectrum Disorder training for Teachers who have already completed level 1&2 | 03 – 06 December 2020 | Port Alfred | 60 Teachers from SID Special Schools and FSS | 30 October 2020 |

**1.3 Inclusive Education – Programme 7 activities**

| **Band/Phase/Grade** | **Course/Name/Subject** | **Course Description/Outline** | **Date** | **Venue** | **Target Group** | **Closing date for Registration** |
| --- | --- | --- | --- | --- | --- | --- |
| ALL GRADES | Inclusion of hearing-impaired learners in the classroom | Training of professionals in Inclusion of learners with hearing impairment in the classroom across all schools; workshop accredited with HPCSA & SACE for continuous professional development | 5 – 7 May 2020 | East London | Training of Audiologists, Speech and Language Therapists, Speech and Audiologists, Deputy Education Therapists and Senior Education Therapists (n=60) | Two weeks prior to training |
| ALL GRADES | Training on Standardized Assessment for Psychologists | Training on Senior South African Intellectual Scale- Revised (SSAIS\_R) and Report writing for Psychologists and other psychosocial support officials (2 days); workshop accredited with HPCSA continuous professional development | 19 – 20 May 2020 | East London | All Psychologists (school and district-based), Learning Support Specialists and 12 LSPID professionals, Provincial Office (n= 96) | Two weeks prior to training |
| ALL GRADES | Model of Occupational Therapy Practice in the Education Sector | Workshop on a Model of Occupational Therapy Practice for Occupational Therapists, including training on assessment of Clinical Observations and Motor skills, and a Conceptual Model of Occupational Therapy applicable to children in the Education Sector. (2 ½ days). The Workshop will include an Assessment kit and basic equipment. Workshop accredited with HPCSA for continuous professional development | 28 – 29 May 2020 | Port Elizabeth | Aimed at all district and school-based Occupational Therapists in the province (n=40) | Two weeks prior to training |
| ALL GRADES | Training on Brain Working Recursive Therapy for trauma counselling skills | Training on Brain Working Recursive Therapy for trauma counselling skills for all psychologists, 2 days, Workshop accredited with HPCSA for continuous professional development | 9 – 10 June 2020 | East London | All Psychologists (n=40) | Two weeks prior to training |
| ALL GRADES | Basic Counselling Skills for professional staff in Inclusive Education | Training on Basic Counselling Skills for psychosocial support services officials (5 days), Workshop accredited with HPCSA and SACE for continuous professional development | 1 – 5 June 2020 | East London | Deputy Chief Education Specialists, Senior Education Specialists and Learning support specialists (n= 90) | Two weeks prior to training |
| ALL GRADES | Workshop on Assessment and treatment of Auditory Processing Disorder | Workshop on Assessment and treatment of Auditory Processing Disorder for all district-based professionals on DBSTs | 14 – 16 July 2020 | Mthatha | All district-based psychologists, therapists and learning support specialists (n=80) | Two weeks prior to training |
| ALL GRADES | Registration of officials for Remedial Education and Scholastic assessments | Registration of officials for Remedial Education and Scholastic assessments | 22 – 25 June 2020 | East London | Deputy Education Therapist Specialists, Senior Education Specialists and Educators at full-service schools and special schools (n=30) | Two weeks prior to training |
| All GRADES | Assessment Accommodations and Concessions Training | Training on formal adjudication on Assessment Accommodations and Concessions (1 ½ day); workshop accredited with HPCSA & SACE for continuous professional development | 3 – 4 August 2020 | East London | Learning Support Specialists, Special School educators, therapists and psychologists involved in assessment accommodations (n=40) | Two weeks prior to training |
| ALL GRADES | Introductory Workshop on Sensory Integration for Inclusive Education specialists | Introductory Workshop on Sensory Integration for psychosocial support services, 2 days, workshop accredited with HPCSA & SACE for continuous professional development | 11 – 12 August 2020 | Mthatha | All psychologists, therapists and senior education specialists on DBSTs & LSPID Team members (60) | Two weeks prior to training |
| ALL GRADES | Workshop on Guidelines on Learner Diversity | Workshop on Guidelines on Learner Diversity in the classroom, for all educational health professionals, 3 ½ days | 8 – 10 August 2020 | Mthatha | All Senior Education Specialists and Therapists, LSPID Team members | Two weeks prior to training |
| ALL GRADES | Basic Counselling Skills for teaching support staff Inclusive Education | Training on Basic Counselling Skills for psychosocial support services officials (5 days), Workshop accredited with SACE for continuous professional development | 21 – 25 September 2020 | Mthatha | Care Centre Support Staff, LSPID members, teacher assistants and special school support staff (n=75) | Two weeks prior to training |
| ALL GRADES | Basic Counselling Skills for education support staff Inclusive Education | Training on Basic Counselling Skills for psychosocial support services officials (5 days), Workshop accredited with SACE for continuous professional development | 29 – 2 June – July 2020 | East London | Care Centre Support Staff, LSPID members, teacher assistants and special school support staff (n= 75) | Two weeks prior to training |
| ALL GRADES | Workshop on Intellectual Disabilities for education support staff | Workshop on understanding the basics of Intellectual Disabilities, 4 days | 13 – 17 June 2020 and 29 – 2 June – July 2020 | Port Elizabeth | All Senior Education Specialists, Deputy Chief Senior Education Specialist & LSPID team members (n= 40) | Two weeks prior to training |
| ALL GRADES | Training on Early Identification & Screening of Grade R learners in full- | Workshop on the basics of understanding of screening of grade R learners | 13 – 17 June 2020 | East London | All Senior Education Specialists, Deputy Chief Senior Education Specialist & LSPID team members (n= 40) | Two Weeks prior to training |
| ALL GRADES | Workshop on Curriculum Differentiation | Workshop for educators and education specialists on Curriculum Differentiation for learners in the classroom, 3 days | 29 – 2 June – July 2020 | Port Alfred | Deputy Chief Education Specialists, Senior Education Specialists and Educators at full-service schools and special schools (n=30) |  |

**1.4 School Leadership and Management Development**

**Term 1 of 2020**

| **NO** | **COURSE /PROGRAMME** | **DESCRIPTION OF THE COURSE/ PROGRAMME** | **DATE** | **VENUE** | **TARGET GROUP** |
| --- | --- | --- | --- | --- | --- |
| **1.** | **School Financial Management** | 10 CPTD points programme to strengthen efficient and effective financial management programme. | 04 -06 February 2020 | East London  Nelson Mandela Teacher Development Centre  Komani  Mthatha | School Principals |
| **2.** | **″Mini-MBA″**  **in School Management** | Residential training focusing on general management, school discipline, ethical recruitment, financial management, curriculum management and Human resource management. | 10-14 February 2020 | East London  Mthatha  Nelson Mandela TD Centre | Principals, Deputy-Principals and Departmental Heads |
| **3.** | **School Coaching and Mentoring** | Residential training by University of Stellenbosch, inclusive of coaching sessions for enhanced learner performance and school functionality. | 04 February - 31 March 2020 | East London | Circuit Managers |
| **4.** | **Induction programme for newly appointed principals** | Orientate newly appointed principals on roles and responsibilities, departmental policies and prescripts. | 24–28 February 2020 | East London | Newly appointed principals |
| **5.** | **Induction of Deputy-Principals** | Orientate newly appointed principals on roles and responsibilities, departmental policies and prescripts. | 03-05 March 2020 | Nelson Mandela TD centre  East London  Mthatha  Komani | Newly appointed Deputy-Principals |
| **6.** | **Support network developmental session for women leaders** | Developmental sessions in form of round table discussion, sharing of best practices and workshops to empower women leaders on leadership and management duties. | 10 March 2020 | Nelson Mandela centre  Graaff-Reinet  Mthatha  Libode | Women Principals, Deputy-Principals and Departmental Heads |
| 11 March 2020 | Fort Beaufort  Butterworth  Cofimvaba  Cacadu | Women Principals, Deputy-Principals and Departmental Heads |
| 12 March 2020 | Bizana  Matatiele  Mt Fletcher  East London | Women Principals, Deputy-Principals and Departmental Heads |
| **7.** | **Curriculum Management** | Managing the Curriculum Management and coverage in School | 24 -25 March 2020 | Nelson Mandela TD centre  Graaff-Reinet  Mthatha  Cofimvaba  Bizana  Lusikisiki | Principals and Deputy Principals of secondary schools |
| **8.** | **Curriculum Management** | Managing the Curriculum Management in School | 26-27 March 2020 | Fort Beaufort  East London  Butterworth  Komani  Matatiele  Mt Fletcher | Principals and Deputy Principals of secondary schools |
| **9.** | **Data Driven dashboard** | Use of dashboard as Principal’s monitoring tool | 24-27 March 2020 | Nelson Mandela centre  Graaff-Reinet  Mthatha  Cofimvaba  Bizana  Lusikisiki | School Principals |

**Term 2 of 2020**

| **NO** | **COURSE /PROGRAMME** | **DESCRIPTION OF THE COURSE/ PROGRAMME** | **DATE** | **VENUE** | **TARGET GROUP** |
| --- | --- | --- | --- | --- | --- |
| **10.** | **School Coaching and Mentoring** | Residential training by University of Stellenbosch, inclusive of coaching sessions for enhanced learner performance and school functionality. | 15 April – 29 May 2020 | East London | Circuit Managers |
| **11.** | **Lead on-going school development and improvement processes** | Focus on the development, implementation and monitoring of school development and improvement plans as well as development of Annual Academic Performance Report (AAPR). | 21-22 April 2020 | East London  Nelson Mandela TD centre  Graaff-Reinet  Ngcobo  Libode  Mthatha | School Management Team members (Principals, Deputy-Principals and Departmental Heads) of secondary schools |
| **12.** | **Lead on-going school development and improvement processes** | Focus on the development, implementation and monitoring of school development and improvement plans | 23-24 April 2020 | Bizana  Mt Frere  Mt Fletcher  Butterworth  Komani  Fort Beaufort | School Management Team members (Principals, Deputy-Principals and Departmental Heads) of secondary schools |
| **13.** | **School Financial Management** | 10 CPTD points programme to strengthen efficient and effective financial management programme. | 28-30 April 2020 | East London  Nelson Mandela TD centre  Komani  Mthatha | School Principals |
| **14.** | **Curriculum Management** | Curriculum Management in Schools | 05-08 May 2020 | Nelson Mandela TD centre  Graaff-Reinet  Mthatha  Cofimvaba  Bizana  Lusikisiki | Principals and Deputy Principals of primary schools |
| **15.** | **Curriculum Management** | Managing the Curriculum Management in School | 12–14 May 2020 | Fort Beaufort  East London  Butterworth  Komani  Matatiele  Mt Fletcher | Principals and Deputy Principals of primary schools |
| **16.** | **Support network developmental session for women leaders** | Developmental sessions in form of round table discussion, sharing of best practices and workshops to empower women leaders on leadership and management duties. | 19 May 2020 | Nelson Mandela  Graaff-Reinet  Mthatha  Lusikisiki | Women Principals, Deputy-Principals and Departmental Heads |
| 20 May 2020 | Fort Beaufort  Dutywa  Ngcobo  Komani | Women Principals, Deputy-Principals and Departmental Heads |
| 21 May 2020 | Bizana  Mt Frere  Sterkspruit  King Williams Town | Women Principals, Deputy-Principals and Departmental Heads |
| **17.** | **Follow up induction for principals inducted in February 2020** | Orientate newly appointed principals on roles and responsibilities, departmental policies and prescripts. | 27– 28 May 2020 | East London | Principals inducted in February 2020 |
| **18.** | **Curriculum and Instructional Leadership short learning programme** | 15 CPTD points endorsed programme focusing on Departmental Heads as Instructional Leaders | 17-19 June 2020 | Nelson Mandela TD centre  East London; Mthatha; Komani | Departmental Heads of secondary schools |
| **19.** | **Curriculum and Instructional Leadership short learning programme** | 15 CPTD points endorsed programme focusing on Departmental Heads as Instructional Leaders | 23-25 June 2020 | East London, Fort Beaufort, Bizana, Matatiele, Aliwal North, Komani | Departmental Heads of primary schools |
| **20.** | **Data Driven dashboard** | Use of dashboard as Principal’s monitoring tool | 23-25 June 2020 | Bizana, Mt Frere, Mt Fletcher, Butterworth, Komani, Fort Beaufort | School Principals of both primary and secondary schools |
| **21.** | **Curriculum and Instructional Leadership short learning programme** | 15 CPTD points, Departmental Heads as Instructional Leaders | 29 June - 01 July 2020 | Nelson Mandela, Grahamstown, Butterworth, Cofimvaba, Mthatha, Lusikisiki | Departmental Heads of primary schools |

**Term 3 of 2020**

| **NO** | **COURSE /PROGRAMME** | **DESCRIPTION OF THE COURSE/ PROGRAMME** | **DATE** | **VENUE** | **TARGET GROUP** |
| --- | --- | --- | --- | --- | --- |
| **22.** | **Induction of newly appointed Circuit Managers** | Orientate newly appointed Circuit Managers on roles and responsibilities, departmental policies and prescripts. | 07–10 July 2020 | East London | Newly appointed Circuit Managers |
| **23.** | **Financial Management** | 10 CPTD points, focusing on strengthening effective financial management systems in schools | 21-23 July 2020 | East London  Komani  Nelson Mandela TD centre  Mthatha  Komani | School principals |
| **24.** | **Financial Management** | 10 CPTD points, focusing on strengthening effective financial management systems in schools | 28-30 July 2020 | Bizana  Mt Frere  Mt Fletcher  Butterworth  Komani  Fort Beaufort | School principals |
| **25.** | **Curriculum and Instructional Leadership short learning programme** | 15 CPTD points, Departmental Heads as Instructional Leaders | 04-06 August 2019 | Nelson Mandela TDC  Grahamstown  Butterworth  Cofimvaba  Mthatha  Lusikisiki | Departmental Heads of primary schools |
| **26.** | **School Coaching and Mentoring** | Residential training by University of Stellenbosch, inclusive of coaching sessions for enhanced learner performance and school functionality. | 04 August – 31 September 2020 | East London | Circuit Managers |
| **27.** | **Curriculum and Instructional Leadership short learning programme** | 15 CPTD points, Departmental Heads as Instructional Leaders | 11-14 August 2020 | East London  Fort Beaufort  Bizana  Matatiele  Aliwal North  Komani | Departmental Heads of primary schools |
| **28.** | **Support network developmental session for women leaders** | Developmental sessions in form of round table discussion, sharing of best practices and workshops to empower women leaders on leadership and management duties. | 17 August 2020 | Nelson Mandela centre  Graaff-Reinet  Mthatha | Women Principals, Deputy-Principals and Departmental Heads |
| 18 August 2020 | Fort Beaufort  Cofimvaba  Komani | Women Principals, Deputy-Principals and Departmental Heads |
| 19 August 2020 | Bizana  Matatiele  Mt Fletcher | Women Principals, Deputy-Principals and Departmental Heads |
| 20 August 2020 | Libode  Butterworth  East London | Women Principals, Deputy-Principals and Departmental Heads |
| **29.** | **Follow up induction programme for Principals inducted in February 2020** | Orientate newly appointed principals on roles and responsibilities, as well as departmental prescripts. | 01-04 September 2020 | East London | Principals inducted in February 2020 |
| **30.** | **Induction programme for newly appointed principals** | Orientate newly appointed principals on roles and responsibilities, departmental policies and prescripts. | 14-18 September 2020 | East London | Newly appointed principals |
| **31.** | **″Mini-MBA″**  **in School Management** | Residential training focusing on general management, school discipline, ethical recruitment, financial management, curriculum management and human resource management. | 21-25 September 2020 | East London  Mthatha  Nelson Mandela TD centre | Principals, deputy-Principals and Departmental Heads |

**Term 4 of 2020**

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| **NO** | **COURSE /PROGRAMME** | **DESCRIPTION OF THE COURSE/ PROGRAMME** | **DATE** | **VENUE** | **TARGET GROUP** |
| **32.** | **School Coaching and Mentoring** | Residential training by University of Stellenbosch, inclusive of coaching sessions for enhanced learner performance and school functionality. | 05-30 October 2020 | East London | Circuit Managers |
| **33.** | **Lead on-going school development and improvement processes** | Focus on the development, implementation and monitoring of school development and improvement plans as well as development of Annual Academic Performance Report (AAPR). | 06-08 October 2020 | East London  Nelson Mandela TD centre  Graaff-Reinet  Ngcobo  Libode  Mthatha | School Management Team members (Principals, Deputy-Principals and Departmental Heads) of primary schools |
| **34.** | **Lead on-going school development and improvement processes** | Focus on the development, implementation and monitoring of school development and improvement plans | 12-14 October 2020 | Bizana  Mt Frere  Mt Fletcher  Butterworth  Komani  Fort Beaufort | School Management Team members (Principals, Deputy-Principals and Departmental Heads) of primary schools |
| **35.** | **Support network developmental session for women leaders** | Developmental sessions in form of round table discussion, sharing of best practices and workshops to empower women leaders on leadership and management duties. | 20 October 2020 | Nelson Mandela centre  Graaff-Reinet  Mthatha  Lusikisiki | Women Principals, Deputy-Principals and Departmental Heads |
| 21 October 2020 | Fort Beaufort  Cofimvaba  Komani  King Williams Town | Women Principals, Deputy-Principals and Departmental Heads |
| 22 October 2020 | Bizana  Matatiele  Mt Fletcher | Women Principals, Deputy-Principals and Departmental Heads |

1. **TEACHER UNIONS**
   1. **South African Democratic Teachers’ Union**

Professional development programmes planned for 2020 –

| **COURSE** | **FOCUS** | **TARGET** | **VENUE** | **DATE** | **TERM** |
| --- | --- | --- | --- | --- | --- |
| **PLC** | Macro & Micro PLC, Legislative Framework, Conducive Environments | Principals, Dept. Heads | Amathole East | January | **1** |
| **Climate Change** | Land, water, food, nuclear medicine, effect of climate change on jobs | 100 Teachers | East London | February | **1** |
| **Legislative framework** | School Policy & the Law | SMTs | Mthatha | February | **1** |
| **SIAS** | Responding to Diversity, Accommodating LSEN | Mainstream schools, FS | East London, Mthatha, PE, QTN, BTW, M/Frere | March | **1** |
| **CPTD** | Reporting | All Teachers | Amathole East | March | **1** |
| **Assessment** | Cognitive levels of Assessment in the Foundation Phase | Foundation Phase | O.R. Tambo, Inland and Coastal, | April | **2** |
| **Governance and Management** | Risk Management, Dispute Prevention | SMT and SGB | All Districts | April | **2** |
| **Assessment and Examinations Process** | Handling examinations and assessment | SMT | Amathole West and BCM | May | **2** |
| **Content Gap** | Geography-  *Map work, Graphs*  Agriculture-  *SC-Genetics, calculations*  Mathematics-  *Trigonometry Functions, Physics* | FET | BCM and Amathole West | July | **3** |
| **Women in leadership** | Managing Discipline in schools, | Women Leaders in Schools | East London | August | **3** |
| **Discipline** | Alternative ways to Corporal Punishment | Male Leaders in schools | O.R. Tambo Coastal and ANE | September | **3** |
| **Writing** | CV, Reports, Minutes | All | All Districts | September | **3** |

* 1. **National Professional Teachers’ Organisation of South Africa**

The NAPTOSA Professional Development Institute (PDI) in the Eastern Cape has scheduled the following teacher development programmes per academic term for 2020:

**TERM 1**

| **Phase/ Grade/ Sector** | **Course Name** | **CPTD Points** | **Date** | **Venue** | **Target Group** | **Closing date for Registration** |
| --- | --- | --- | --- | --- | --- | --- |
| SMTs | **Personnel Administrative Measures (PAM)** – an overview of amendments and their relevance to teachers  **Development of positive work relationships** |  | Week 20/01 – 24/01  Week 27/01 – 31/01  Week 03/02 – 07/02 | 🖎 East London  🖎 Port Elizabeth  🖎 Queenstown | SMTs’ | 17/01/2020  22/01/2020  28/01/2020 |
| TVET | **Health, Wellness and Development**  Managing personal health in the workplace | N/A | Week 03/02 – 07/02 | 🖎Lovedale  🖎 BCC | Lecturers | 29/01/2020 |
| DoE employees | **Leave measures for school based employees** |  | Week 03/02 – 07/02  Week 10/02 – 14/02  Week 17/02 – 21/02  Week 24/02 – 28/02 | 🖎 Mthatha  🖎 East London  🖎 Port Elizabeth  🖎 Queenstown | DoE employees | 29/01/2020  05/02/2020  12/02/2020  19/02/2020 |
| Inter-Sen | **Demystifying Assessment**  An introduction to assessment to promote sound assessment practices that are valid and appropriate and promote a more thoughtful and critical approach to teaching and learning. | 15 | Week 03/02 – 07/02  Week 10/02 – 14/02  Week 17/02 – 21/02  Week 24/02 – 28/02 | 🖎 Mthatha  🖎 East London  🖎 Port Elizabeth  🖎 Queenstown | Inter-Sen Subject advisers and HODs’ | 29/01/2020  05/02/2020  12/02/2020  19/02/2020 |
| All phases | 1. Streetwise wisdom for beginner educators, how do you improve results. 2. Stress management and effective discipline course for teachers in the South African classroom. 3. Alternatives to corporal punishment 4. Teacher’s code of conduct, positive classroom management   SACE and employment contract |  | Week 02/03 – 06/03 | 🖎 Alfred Nzo West  🖎 BCM  🖎 ORT Coastal  🖎 Chris Hani West  🖎 Alfred Nzo East | Beginner and interested teachers | 26/02/2020 |
| All phases | **Principals’ conference**  **Theme**: The road ahead, walk in hope |  | 14 March | **BCM**  East London Institute | All principals (public & private) | 06/03/2020 |

**TERM 2**

| ***Phase/ Grade/ Sector*** | ***Course Name*** | ***CPTD Points*** | ***Date*** | ***Venue*** | ***Target Group*** | ***Closing date for Registration*** |
| --- | --- | --- | --- | --- | --- | --- |
| Inter-Sen | **The ABC of effective classroom teaching**  Better ways and means of managing the classroom |  | Week 31/03 – 03/04 | 🖎 Joe Gqabi  🖎 Amathole East | All teachers | 19/03/2020 |
| FP | **Classroom management in the FP and using Maths games in class** |  | Week 31/03 – 03/04 | 🖎 Amathole West  🖎 ORT Inland | FP teachers | 19/03/2020 |
| TVET | **Health, Wellness and Development**  Managing personal health in the workshop | N/A | Week 20/04 – 24/04  Week 11/05 –15/05 | 🖎 EC Midlands  🖎 KSD  🖎 King Hintsa  🖎 Ikhala | TVET College staff & Public Servants | 15/04/2020  06/05/2020 |
| SMTs | **Conflict to conciliation and celebrating diversity to form cohesion**  How to manage diversity in the school and create harmony |  | Week 11/05 – 15/05  Week 18/05 – 22/05 | 🖎 NMM  🖎 Sarah Baartman  🖎 BCM | SMTs’ | 07/05/2020  14/05/2020 |
| Education development | **1 day seminar: Homework – Does it work?** |  | Sat, 13 June 2020 | 🖎 East London | SMTs, teachers, & SGB associations | 03/06/2020 |

**TERM 3**

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| **Phase/ Grade/ Sector** | **Course Name** | **CPTD Points** | **Date** | **Venue** | **Target Group** | **Closing date for Registration** |
| All phases | **Managing events (school functions) and participation of learners in extra-curriculum activities outside school premises:**  Applying legislation in planning, implementing, managing and administering school events |  | Week 20/07 – 24/07 | Cluster A  Cluster B | SMTs & Admin Staff | 15/07/2020 |
| All phases | * Motivating learners who don’t care * Progressive discipline at school level/ alternatives to corporal punishment in the South African classroom |  | Week 27/07 – 31/07 | 🖎 Joe Gqabi  🖎 Amathole West | All Teachers | 22/07/2020 |
| All phases | **Principals as financial managers**  School finances - budget and procurement |  | Week 17/08 – 21/08 | 🖎 Joe Gqabi  🖎 Chris Hani East |  | 12/08/2020 |
| All phases | **1-day Seminar - Women in leadership empowerment**  Raising awareness, wellness, understanding and ambition |  | Sat, 29 August | 🖎 Alfred Nzo West  🖎 Chris Hani West  🖎 ORT Coastal | Women Managers |  |

**TERM 4**

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| --- | --- | --- | --- | --- | --- | --- |
| **Phase/Grade/Sector** | **Course Name** | **CPTD Points** | **Date** | **Venue** | **Target Group** | **Closing date for Registration** |
| All phases | **Principals as financial managers**  *School finances - budget and procurement* |  | Week 29/09 – 02/10 | 🖎 Amathole East  🖎 Amathole West | Principals, Admin staff and SGB teacher component | 16/09/202 |

* 1. **Suid-Afrikaanse Onderwysersunie**

**Term 1 (January – March 2020)**

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| --- | --- | --- |
| **Theme** | **Course description** | **Target group** |
| Inclusive EducationWorking with the Policy on Screening, Identification,Assessment and Support (SIAS) for Educators | The main focus of the SIAS policy is to manage and support teaching and learning processes for all learners who experience barriers to learning. A policy which you may have heard about but haven’t explored or still have questions about.*Differentiation*How can you better deliver your lessons to reach everyone in class? Come and learn about differentiated instruction in the classroom with these practical tips and guidelines. | All educators |
| [Reading: The influence of generations and pitfalls into which we have stepped](http://www.saou.co.za/wp-content/uploads/2016/05/Lees-die-invloed-van-generasies-en-slaggate-waarin-onderwysers-trap.pdf) | To what extent do parents who read less and less, influence their children? What is the winning recipe?How do successful teachers handle the new generations who are accustomed to quick results, visual information, and have an increasingly shorter attention span?This presentation focuses on lessons learned and tips on enhancing performance and creating a positive work environment. | All primary school teachers (Grade R-7) |
| Novice Teacher | This course is essential for a positive start in education.The following will be addressed:• The profile of a successful teacher: Professional action and work ethics• Classroom management / organization• Survival Skills• IQMS & SACE• The implementation of SIAS and Inclusive Education | Any educator at a public school who has started their career in the past 3 years. |
| The identification and support of learners with barriers to learning in the inclusive classroom | During this workshop the most common barriers to learning that manifest in our classrooms, will be discussed: ADHD, Oppositional Defiant Disorder, Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Autism and Auditory processing difficulties (APD). Strategies to support learners with these barriers in the classroom, will also be discussed. | All educators |
| Principals’ Gathering | The composition and empowerment of an effective School Management TeamMSM Online – Manual for School ManagementSchool Governing Body Functions | Principals |

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| **Theme** | **Course description** | **Target group** |
| Mini MBA forSchool Managers | The purpose is to provide attendees with in depth “street wise” knowledge. The 5 focus areas presented by a range of renowned experts will be as follows:• General Executive Management• Financial Management• Curriculum Management• Human resource Management• The relationship between the principal and the SGB. (Half-day)We aim to involve the best experts who will provide stature to the training course.A prerequisite for attending the course is subscription to the online Manual for School Management (MSM) as the presentations are closely based on the MSM. To register, visit www.msmonline.co.za. | School Principals, Deputy Principals and other members of the management teams |
| Curriculum Management for Principals | This programme has already been introduced in training centres in Port Elizabeth, East London, Queenstown and Umtata. The course is a three-day course aimed at introducing the principal on strategies on how to manage curriculum in the school. The notion is to utilise management skills in unlocking national and provincial policy in creating and implementing school policy. | Principals |
| Curriculum Management Tools for Principals | This programme was developed for the Department of Basic Education and focusses on the tools needed for the principal and SMT to implement and manage curriculum processes within the school. This programme defines the roles and responsibilities of the SMT in support of the principal. | Principals |
| Financial Management for Principals | In the course on Financial Management, the focus is on how to establish accurate financial management practices and what the role of the principal in the process should be. The course also provides information on areas of concern with regard to national and provincial financial policies. | Principals |

**Term 2 (April – June 2020)**

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| --- | --- | --- |
| **Theme** | **Course description** | **Target group** |
| ECD Symposium | This year, SAOU, in conjunction with the AON, will present the Early Childhood Development symposium, From Duty to Passion. This is the first in a series of enrichment opportunities for all educators involved in the education of children aged 0-9. The program is packed with expert and well-known speakers who will ensure that your passion for children is going to flare up once again! Our promise: you will definitely not be bored! | Educators involved in the education of children aged 0-9 |
| Post Level 1 Symposium | Many post level 1 educators who leave education because they lose their passion for education and the lack of support can often be overwhelming. With our Symposium for Post Level 1 educators, we aim to effectively support and empower this niche group - every educator is precious and we can only make a difference TOGETHER. | All Post Level 1 Educators |
| EC Leadership conference | The composition and empowerment of an effective School Management TeamMSM Online – Manual for School ManagementSchool Governing Body Functions | The SAOU welcomes all School Management Teams (SMTs) to attend this informative Leaders’ Conference. |
| LSEN Workshop-How stress creates an insecure and unsafe environment | During this workshop we will share with you, ideas for addressing this stress, and so reduce the reptilian behaviour. You will receive some practical tools to implement in your classroom. | ELSEN Schools |
| Admin:Soft skills in the workplaceConditions of Service | A condition of employment refers to something that both the employee and employer agree to at the beginning of a worker’s employment. In this session we will take a broad look at the service conditions for administrative personnel. | All administrative personnel |
| Beginner Teachers-Top tips for classroom management and organisation | In this presentation, tips and practical ideas for classroom management and organisation are shared. Some of the aspects covered include: creating a positive learning environment, teacher-learning relationship, as well as the leadership role of the teacher. | All beginner teachers |

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| **Theme** | **Course description** | **Target group** |
| ClassroomManagement & Organisation | Teachers in South Africa should not only have excellent subject knowledge, but must also be culturally sensitive, politically intelligent and socially flexible. The school is a microcosm of the community, a melting pot of households and relationships where different cultures and mind sets get together, where conflicting views and different opinions must be reconciled. What characteristics do today's teachers have to have to get parents, colleagues and learners' trust and cooperation? | All educators |
| Grade R Training | What do Gr R learners need to read?Gr R Mathematics “hands-on” Workshop | All Gr R Educators |
| Workshop for School Management | Safety in schools: The role of the principal and the SGBThe implications of the POPI Act and the Children’s ActReputation and Crisis ManagementThe fundamental glue that binds a school community: a focus on the relationships between role playersCurriculum Building Blocks: Where is the hitch in the transition from Primary School to High School?Three Stream Model: The implications for your SchoolThinking outside the box in times of changeDiversity: A blessing or a curse?The essential criteria of the school budgetThe critical interpretation of the financial StatementsLessons learnt: School FinancesWhen is a forensic investigation justified and what is the extent thereof?“Discipline in hard-to-teach/hard-to-reach areas”Make the generation gap work for youResolving conflict in the workplaceWhat does the modern teenager expect from his school?Tech Savvy SchoolsDereliction of duty and misconduct | All members of school management teams,as well as educators who aspire forpromotion |

**Term 3 (July – September 2020)**

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| **Theme** | **Course description** | **Target group** |
| School Management:"Reboot" your school like this - positive leadership and the role that the school management plays in staff motivation.Paradigm shift in school management – a Finish perspective | How does school management handle the modern child and parents? This empowerment opportunity provides school governors with the opportunity to think totally innovatively about ownership and how to positively impact the school atmosphere. | All educators, members of school management teams as well aseducators aspiring to leadership positions |
| Assessment for learning | Assessment, teaching, and learning are inextricably linked, as each informs the others. The educator determines the learning road and the tempo of learning by using a range of Assessment for Learning strategies and techniques in the classroom. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. You are cordially invited to this presentation to learn more about assessment for learning and practical ideas you can use in classroom. | All educators |
| Strategic Leadership in Independent Schools | Emanating from the number of court cases, disciplinary hearings and conflict between School Heads, School Boards and PTA’s we are convinced that there is a dire need for a more in-depth training course registered with SACE. The purpose is to provide attendees with in-depth “street wise” knowledge.The 5 focus areas to be presented are:General Executive ManagementFinancial ManagementCurriculum ManagementStaff ManagementRelationship Management | Who should register:• Heads• Members of School Management Teams• Aspirational managers• Board Members |

| **Theme** | **Course description** | **Target group** |
| --- | --- | --- |
| Positive Classroom Management and –Discipline | • What are the realities with regard to classroom discipline?• What are the rights and responsibilities of an educator w.r.t. managing challenging behaviour in his/her class?• What is your style of discipline: “Assertive, non-assertive, aggressive, preventative, supportive or corrective”?• Classroom management and –discipline: Which techniques should rather be avoided and which strategies are effective when you are faced with provocative behaviour?• Alternative disciplinary strategies for dealing with challenging behaviour.• Technology that supports discipline in the classroom. | All teachers |
| [Effective Teaching of EAT learners](http://www.saou.co.za/wp-content/uploads/2016/05/Hoe-om-die-meertalige-klaskamer-te-oorleef.pdf) | Research indicates that teachers found teaching in such multilingual classrooms both challenging and difficult and that teachers in multilingual classrooms need support.We will be looking at a range of teaching strategies and provide a range of practical ways of supporting the language development and comprehension of learners learning in a language other than their mother tongue. | All educators |
| Foundation Phase - Mathematics in Grade R | Grade R-specific training | All educators who teach Grade RR – 1 |
| Strategies to support learners with barriers to learning in the Inclusive Classroom | ADHD, dyslexia, dyscalculia, dysgraphia, dyspraxia, autism and auditory processing disorder (APD). During this workshop strategies to support learners with these barriers in the inclusive classroom, will be shared. | All educators |
| Harassment and bullying in the workplace | This workshop will focus on the types of behaviour that constitute harassment but also the thin line between the fair but firm professional management of the school versus management that is perceived as harassment. Teachers, who are victims of harassment, will be advised with regard to the procedures to be followed when dealing with harassment, and management teams will be advised on their responsibilities with regard to managing this phenomenon. | All teachers |
| Knowledge BuilderGuided Reading Groups | What is Guided Reading?In this session we will also look at the structuring of a dedicated reading lesson as well as the organisation and activities for learners who are not reading with the educator. | All educators |
| Growth and Sustainability: Ensuring the Future of the small and medium Independent School | The SAOU is offering a 2½-hour Seminar for Management Teams of Independent Schools. The seminar will address the seminal issues of sustainable growth essential to the burgeoning Independent School.The following points will be the focus during the afternoon’s interactive, case-study based presentation and discussion:• Strategic planning (Process/Design Thinking, Shaping and Meeting Expectation)• Risk Management (The Cost of Compliance: Growth and Financial Sustainability)The seminar will be presented by an expert in the field of Independent School Management. | SMT’s of Independent Schools |
| “Collaborative Project Teaching & Learning in the Language Classroom.” Extending the Independent School Ethos | Entrepreneurship speaks to the ability to think “out of the box”, “off the wall”, in other words to think and act CREATIVELY like Mr Musk.How do you teach creativity?How do you bring critical thinking and collaborative learning into your lesson?How do you integrate a ‘normal’ lesson with one that uses e-books, iPads and /or cell phones automatically and efficiently and without disruption?The Entrepreneurship Workshop runs for 2 hours and is a totally interactive, collaborative exploration of all the questions above.So, come prepared to participate, share and go home with lesson ideas you can use in the classroom ‘tomorrow.’Oh… and bring an empty 2L plastic Coke bottle with you. | Grades 7 – 12 |
| Assessment Accommodations | Accommodations and special concessions have become part of the daily functioning of schools and teachers are obliged to implement this according to the SIAS-Policy.Teachers are invited to attend this informative training session with guidelines and tips for managing assessment accommodations for learners with learning barriers. The session will also include guidelines for readers and scribes.Please note: This training will support schools that have not yet implemented this policy, or schools that are unsure of certain aspects of the implementation. | All educators |
| Curriculum building blocks in Primary schools: Where should the focus be? | How important are smaller class sizes, technology in classrooms and class assistants for successful teaching? The Finnish way to address the challenge of better education was not longer school hours or more homework, but rather to make school a positive experience for learners. This training focuses on the building blocks that need to be in place to successfully teach the curriculum and offers many tips to educators to encourage learners' self-discipline and self-motivation. | All primary School Teachers (Grade R-7) |
| Good corporate governance | School principals are constantly under scrutiny of the department, parents as well as teachers. Principalship should therefore be guided by sound principles. The King IV code recognises that ethical behaviour is ultimately a matter of choice. Ethical leadership - attitude, mindset and behaviour- forms the core of King IV. The focus is on transparency and targeted, well-considered disclosures. The application of this code at school level will be explained. | School management |
| Principal’s Symposium | Proposed restrictions on Governing Body Competencies: What should we do?Reading skills of learners: Is there a reason for concern?Discipline: The opinion of SAOU members.Independent schools: What must we place on the agenda for discussion with the education authorities?Curriculum Building Blocks in the Intersen Phase.The Technical Occupational Learning Programme: What progress has been made?Priorities and choices for Pensioner’s Accommodation. What should be kept in mind? | PrincipalsDeputy principalsOffice-based educatorsUniversity staff responsible for the training ofEducators |
| Admin: Wellness | Administrative Pamper Day | All admin personnel |

**Term 4 (October – December 2020)**

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| **Theme** | **Course description** | **Target group** |
| Remedial Reading | In the light of the alarming statistics about the reading ability of children in South Africa, the SAOU and Stimulus Maksima decided to work together and present a workshop to support and empower language teachers. The workshop will be interactive and focus on the following aspects:• Background to reading in SA• The foundations of reading• Linguistic Actions• Phases and facets of reading development• Origins of reading problems and solutions. Here, use will be made of graded reading passages and assessment sheets. After conclusion of the workshop you will receive grading tools and graded lessons from grade 1 – 6 in Afrikaans and English. You will also receive a hand-out with a summary of the content to be used in your classroom. | Foundation-, Intermediate- and Senior Phase Teachers |

1. **HIGHER EDUCATION INSTITUTIONS**
   1. **University of Fort Hare**

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| **East London Programmes** |
| **Initial Teacher Education Programmes:** |
| * B. Ed (Foundation Phase)- New re-curriculated (± 170 students) * B. Ed (Intermediate Phase)- New re-curriculated (± 170 students) |
| **Continuing Professional Development Programmes:** |
| * Advanced Certificate in Foundation Phase Teaching (± 30 students) * B. Ed (Hons) (± 70 students) * M. Ed (Full Thesis) (± 30 students) * PhD (Full Thesis) (± 20 students) |

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| **Alice Programmes** |
| **Initial Teacher Education Programmes:** |
| * B. Ed (Senior phase and FET) (± 290 students) * PGCE (FET) (± 82 students)   (Agricultural Sciences, Mathematics, Physical Sciences, Life Sciences, English, isi-Xhosa, History, Geography, Life Orientation, Accounting, Economics, Business Studies; Computer Application Technology) |
| **Continuing Professional Development Programmes:** |
| * B. Ed (Hons) (± 32 students) * M. Ed (Full Thesis) (± 28 students) * PhD (Full Thesis) (± 20 students) |

* 1. **Rhodes University**

| 2019/2020 Degrees, Diplomas and Postgraduate Certificates Offered | | | | | |
| --- | --- | --- | --- | --- | --- |
| Diplomas and Advanced Certificates | Code |  | Credits | NQF level |
| Diploma in Grade R Teaching | ++ | 3 years (for Level 5 ND ECD holders)/ 5 years part time | 360 | 6 |
| Advanced Certificate in Foundation Phase Literacy Teaching | ++ | 2 years part time | 120 | 6 |
| Undergraduate Courses | Code |  | Credits | NQF level |
| Bachelor of Education (Foundation Phase Teaching) | BEDFP | 4 years full time | 480 | 7 |
| Bachelor of Education (English Language Teaching) | BDELT | 3 years in-service (contact sessions) | 480 | 7 |
| Bachelor of Education (Foundation Phase Teaching) | BDNFN | 3 years in-service (contact sessions) | 480 | 7 |
| Bachelor of Education (Mathematics Education, Senior/FET Phase) | BDNMS | 3 years in-service (contact sessions) | 480 | 7 |
| Bachelor of Education (Science/Mathematics) | BDNSM | 3 years in-service (contact sessions) | 480 | 7 |
| Bachelor of Education (Life Orientation) | BDNLO | 3 years in-service (contact sessions) | 480 | 7 |
| Bachelor of Education (Information Communications Technology) | BDNIT | 3 years in-service (contact sessions) | 480 | 7 |
| Postgraduate Certificate in Education Courses | Code |  | Credits | NQF level |
| Postgraduate Certificate in Education (Foundation Phase Teaching) | PGCEF | 1 year full time | 120 | 7 |
| Postgraduate Certificate in Education (Intermediate Phase Teaching) | PGCEI | 1 year full time | 120 | 7 |
| Postgraduate Certificate in Education (Senior Phase and FET) | PGCES | 1 year full time | 120 | 7 |
| Honours Courses | Code |  | Credits | NQF level |
| Bachelor of Education (Honours) | BEd Hons | 1 year full time | 120 | 8 |
| Bachelor of Education (Honours) | BEd Hons | 2 years part time | 120 | 8 |
| ***Bachelor of Education Honours: Areas of Specialisation***  **(not all of the following are offered each year, specialisations are subject to availability of staff and admission numbers)** |  | | | |
| Bilingual Education for Diversity and Access  Curriculum Studies  Education Leadership and Management (ELM)  ++English Language Teaching (ELT)  ++Geography Education  Information Communication Technology in Education  Mathematics Education  Primary Education  Science Education |
| Masters Courses | Code |  | Credits | NQF level |
| Master of Education (cwk/thesis) | MEd1 | 2 years full time/3-5 years part time | 180 | 9 |
| Master of Education (Thesis)\* | MEd | 2 years full time/3-5 years part time | 180 | 9 |
| ***Master of Education: Areas of Specialisation*** |  |  |  |  |
| English Language Education |  |  |  |  |
| Geography Education |  |  |  |  |
| Life Science Education |  |  |  |  |
| Mathematics Education |  |  |  |  |
| Physical Science Education |  |  |  |  |
| Educational Leadership and Management |  |  |  |  |
| Mathematics Education |  |  |  |  |
| General Education Theory and Practice |  |  |  |  |
| Environmental Education |  |  |  |  |
| Information Communications Technology in Education |  |  |  |  |
| Environmental Education |  |  |  |  |
| Doctor of Philosophy | Code |  | Credits | HEQSF level |
| PhD (Education)\* | PhD3 | 3 years full time/5 years part time | 360 | 10 |
| \* in the case of Masters and PhD by thesis only any area of research where the Department can offer supervision can be offered. Thesis only students are required to attend Research Method courses and there are PhD contact session weeks.  ++ Awaiting final SAQA accreditation | | | | | |

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| **2020 Short Course Certificates** |
| Courses – Description |
| Short Course in Literacy: Teaching Reading |
| Primary Education Programme (Teacher Professional Development) |
| Course 1 : Fundisa for Change - Long course: Teaching Climate Change in  Natural Sciences, Grade  7-9 |
| Course 2: Fundisa for Change - Long course: Teaching Indigenous Knowledge and technology in Natural Sciences and Technology 4-6 |
| Course 3: Fundisa for Change - Long course: Teaching Biodiversity in Life Sciences,  Grades 10 – 12 |
| Course 4: Fundisa for Change - Long course: Teaching Water in Social Sciences,  Grades 7-9 |
| Course 5: Fundisa for Change - Long course: Teaching Water in Social Sciences,   Grades 4-6 |
| Course 6: Fundisa for Change - Long course: Teaching Healthy Living in Life Skills,  Grades R-3 |
| Course 7: Fundisa for Change - Long course: Teaching Climate Change in  Geography,  Grades 10-12 |
| Course 8: Fundisa for Change - Long course: Teaching, Marine Biodiversity in Life Sciences, Grades 10-12 |
| Course 9: Fundisa for Change - Long course: Teaching Life and Living in Natural Sciences and Technology,  Grades 4-6 |
| Course 10: Fundisa for Change - Long course: Teaching Water  in Geography,  Grades 10 - 12 |
| Course 1 : Fundisa for Change – Short course: Teaching Climate Change in  Natural Sciences, Grade  7-9 |
| Course 2: Fundisa for Change – Short course: Teaching Indigenous Knowledge and technology in Natural Sciences and Technology 4-6 |
| Course 3: Fundisa for Change – Short course: Teaching Biodiversity in Life Sciences,  Grades 10 - 12 |
| Course 4: Fundisa for Change – Short course: Teaching Water in Social Sciences,  Grades 7-9 |
| Course 5: Fundisa for Change - Short course: Teaching Water in Social Sciences,   Grades 4-6 |
| Course 6: Fundisa for Change - Short course: Teaching Healthy Living in Life Skills,  Grades R-3 |
| Course 7: Fundisa for Change - Short course: Teaching Climate Change in  Geography,  Grades 10-12 |
| Course 8: Fundisa for Change - Short course: Teaching, Marine Biodiversity in Life Sciences, Grades 10-12 |
| Course 9: Fundisa for Change - Short course: Teaching Life and Living in Natural Sciences and Technology,  Grades 4-6 |
| Course 10: Fundisa for Change - Short course: Teaching Water  in Geography,  Grades 10 - 12 |
| Visual literacy (cartoons); Genre-based approach to essay (argument and exposition) and story (narrative and recount) writing for Senior Phase, Gr 9 EFAL teachers |
| Creative writing, a genre-based approach to debate and argument/ and narrative and myth; Poetry (meaning, poetic devices and pedagogy) for Intermediate Phase, Gr 6 EFAL teachers |
| Visual literacy (cartoons and advertisements); Creative writing, a genre-based approach to essay writing (argument and exposition); Poetry (meaning, poetic devices and analysis); Reading comprehension (answering higher order and multiple choice questions) for FET Phase, Gr 12 EFAL teachers |
| Idioms and Proverbs (literal and figurative language); Poetry; Cause and Effect in Writing Paragraphs; Phonics and Spelling; Summarising; Teaching and Assessing Reading, for Intermediate Phase EFAL teachers |
| Foundation Phase Literacy (Funda Wanda) |
| Numeracy Short Course: Foundation Phase |
| Mathematics- Intermediate Phase Short Course: Numbers, Operations & Relationships |
| Mathematics- Senior Phase Short Course: Numbers, Operations & Relationships, Patterns, Functions and Algebra |
| Mathematics- FET Statistics Short Course & Probability Short Course |
| Classroom observation and post-lesson reflections, classroom talk and questions, reflective practice and models of teacher professional for Lead Teachers, HoDs, Subject Advisors. |
| Teaching Practice Mentorship Programme for Teachers |
| Foundation Phase Literacy Teaching Short Course:  Foundation Phase Literacy Teaching 1: CAPS Reading Activities  Foundation Phase Literacy Teaching 2: Emergent Literacy  Foundation Phase Literacy Teaching 3: Teaching Decoding  Foundation Phase Literacy Teaching 4: Teaching Vocabulary  Foundation Phase Literacy Teaching 5: Teaching Comprehension  Foundation Phase Literacy Teaching 6: Teaching Writing and Handwriting  Foundation Phase Literacy Teaching 7: Teaching EFAL in the Foundation Phase (1)  Foundation Phase Literacy Teaching 8: Teaching EFAL in the Foundation Phase (2)  Foundation Phase Literacy Teaching 9: Creating a Culture of Reading  Foundation Phase Literacy Teaching 10: Inclusive Education  Foundation Phase Literacy Teaching 11: Reading Assessment and Remediation  Foundation Phase Literacy Teaching 12: Planning and Progression |

* 1. **Nelson Mandela University**

| **PROGRAMME** | **DESCRIPTION** |
| --- | --- |
| **Advanced diploma in TVET (NQF 7)** | Provides TVET lecturers in possession of a professional qualification with a teaching qualification |
| **Bachelor of Education:** **Foundation Phase (FP)** | Provides prospective teachers with knowledge of the three subject areas (literacy, numeracy and life skills) as well as the skills to integrate these subjects into their teaching and learning practices. |
| **Bachelor of Education: Intermediate Phase (IP)** | Provides prospective Grade 4-6 teachers with knowledge of the subjects they will teach in the Intermediate Phase. Offered on a full-time basis at the Nelson Mandela University Port Elizabeth campuses. |
| **Bachelor of Education: Further Education, Senior Phase (SP) and Training (FET)** | Provides prospective teachers with knowledge of two or more subjects that they can teach in the Senior Phase (SP) (Gr 7-9) and Further Education and Training (FET) Phase (Gr 10-12), as well as practical and professional training in relevant learning programmes and methodologies. Four year, full-time education programme – applicants must choose to specialise in either a commerce, humanities or science stream. |
| **Postgraduate Certificate in Education** | One-year professional teaching qualification offered full-time – graduates will be equipped to teach:   * Two subjects at FET level (grade 10 to 12) **OR** * One subject at FET level (grade 10 to 12) and one subject at Senior Phase level (grade 7 to 9).   Candidates specialise in two of the following FET (Grades 10 - 12) school subjects or one FET and one SP (Senior Phase) school subject:   |  |  | | --- | --- | | **STUDENTS SELECT TWO OF THE FET METHOD SUBJECTS BELOW**  **OR ONE FET and ONE SP METHOD SUBJECT** | | | Method of FET Accounting | Method of FET History | | Method of FET Afrikaans Home Language | Method of FET Life Orientation | | Method of FET Business Studies | Method of FET Life Sciences | | Method of FET Economics | Method of FET Mathematics | | Method of FET Geography | Method of FET Physical Sciences | | Method of FET English First Additional Language | Method of FET isiXhosa Home Language | | Method of FET English Home Language | Method of FET Music | |  | | | **STUDENTS SELECT ONE OF THE SP METHOD SUBJECTS BELOW** | | |  | | | Method of SP Creative Arts | Method of SP Economic and Management Sciences | | Method of GET: SP Natural Sciences |  | |
| **PGD and BEd Honours Programme** | Nelson Mandela University is offering two new exciting level 8 qualifications in Education from 2018 – Postgraduate Diploma in Education and re-curriculated Bachelor of Education (Honours) programmes.  The PGD is for educators wishing to improve their teaching and/or leadership and deepen their knowledge within their chosen specialist area. It is a practice-based qualification. The Honours degree is for those educators who wish to improve their research skills and who would like to do further research-based study, such as M Ed or Ph. D. It is thus a research-orientated theoretical qualification. Prospective students are required to choose ONE of the following specialisations offered:   |  |  | | --- | --- | | **PGD** | **B ED (HONS)** | | Language in Education | Language in Education | | Mathematics Education | Mathematics Education | | Science Education | Science Education | | Teaching and Learner Support | Teaching and Learner Support | | Education Leadership and Management |  | |
| **M Ed & PhD:** **Research Programmes** | The research programmes focus on relevant and strategically important themes in education, e.g. Educational Leadership; Language in Education; Science, Mathematics & Technology Education; Social Justice; and Teaching and Learning.  Research Masters:  The programme is offered on a part-time or full-time basis that includes independent work with a supervisor.  D Ed / PhD:  The programme is offered on a part-time or full- time basis, conducting research independently with a promoter. |

WEBSITE: https://education.mandela.ac.za/

* 1. **Walter Sisulu University**

**BUTTERWORTH AND QUEENSTOWN OFFERINGS**

| **Degrees and Postgraduate Certificates on offer in 2019** |
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| **Undergraduate Courses** |
| Bachelor of Education (FET - Natural Sciences) – Queenstown |
| Bachelor of Education (FET - Economic and Management Sciences) – Queenstown |
| Bachelor of Education (FET - Humanities) – Queenstown |
| Bachelor of Education (Economic and Management Sciences) – Butterworth and Queenstown (Accounting, Business Studies, Economics, CAT and Mathematics) |
| Bachelor of Education (Technology and Mathematics Education) – Butterworth (Majors: Civil Technology, Electrical Technology, Mechanical Technology, Mathematics and Engineering Graphics and Design) |
| **Postgraduate Certificate in Education Courses** |
| Postgraduate Certificate in Education – Butterworth (Majors: Mathematical Literacy, Life Orientation, Accounting, Business Studies and Economics) |
| Postgraduate Certificate in Education – Queenstown (Majors: Mathematics, Agricultural Sciences, Accounting, Economics and Business Management) |
| **Honours Courses** |
| Bachelor of Education Honours (Management) – Butterworth and Queenstown |

**MTHATHA OFFERINGS**

| **Degrees and Postgraduate Certificates on offer in 2019** |
| --- |
| **Undergraduate Courses** |
| Bachelor of Education (Foundation Phase Teaching): Offered at ZAMUKULUNGISA delivery site |
| Bachelor of Education (FET - Natural Sciences): Offered at NELSON MANDELA DRIVE (NMD) delivery site |
| Bachelor of Education (FET - Economic and Management Sciences): Offered at both NMD and ZAMUKULUNGISA delivery sites |
| Bachelor of Education (FET - Humanities): Offered at NELSON MANDELA DRIVE (NMD) delivery site |
| National diploma (ND) ABET: Offered at ZAMUKULUNGISA delivery site |
| Bachelor of Education (FET - Consumer Science): Offered at ZAMUKULUNGISA delivery site |
| Bachelor of Education (FET - Arts and Culture): Offered at NELSON MANDELA DRIVE (NMD) delivery site |
| University Licentiate in Music Education (ULME): Offered at NELSON MANDELA DRIVE (NMD) delivery site |
| **Postgraduate Courses** |
| Postgraduate Certificate in Education (FET) with specialization in ONE of the following streams- Commerce, Humanities and Natural Sciences: Offered at both NELSON MANDELA DRIVE (NMD) and ZAMUKULUNGISA delivery sites |
| Bachelor of Education Honours: Offered at NELSON MANDELA DRIVE (NMD) delivery site |
| Master of Education (M.Ed.): Offered at NELSON MANDELA DRIVE (NMD) delivery site |
| Doctor of Education (D.Ed.): Offered at NELSON MANDELA DRIVE (NMD) delivery site |

1. **Private Institutions**
   1. **Edutel Higher Education**

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| **Programmes** | **Mode of Delivery** | **When to Enrol** | **Contact Details** |
| Diploma in Grade R Teaching, NQF level 6 | Blended Learning | Continuous registration with two enrolment cycles.  Closing date for cycle 1: 28 February  Closing date for cycle 2: 30 August | Chanel Theron  [marketing@edutel.ac.za](mailto:marketing@edutel.ac.za)  [www.edutel.ac.za](http://www.edutel.ac.za)  WhatsApp/call/SMS: 079 8756447 |
| \* Advanced Certificate in Foundation Phase Teaching, NQF level 6 | Blended Learning |
| Advanced Diploma in Education in School Leadership and Management, NQF level 7 (50 CPTD Points) | Blended Learning |

\* Awaiting final SAQA registration

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| **Short Learning Programmes** | **Mode of Delivery** | **When to Enrol** | **Contact Details** |
| Curriculum Development | 4-day Workshop | Continuous registration, regular public workshops | Chanel Theron  [marketing@edutel.ac.za](mailto:marketing@edutel.ac.za)  [www.edutel.ac.za](http://www.edutel.ac.za)  WhatsApp/call/SMS: 079 875 6447 |
| Digital Marketing | 4-day Workshop |

* 1. **Cornerstone Institute**

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| **Current Programmes** | **Mode of delivery** |
| 1. Post Graduate Certificate in Education Intermediate Phase Teaching | Online |
| 2. Post Graduate Certificate in Education Foundation Phase Teaching |

* 1. **The Independent Institute of Education**

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| **Programmes** | **Sites** |
| BEd Foundation Phase and BEd Intermediate Phase | The IIE’s Rosebank College:  Bloemfontein, Braamfontein, Durban, Polokwane, Pretoria CBD  The IIE’s Varsity College:  Cape Town, Durban North, Pietermaritzburg, Port Elizabeth, Pretoria, Sandton, Waterfall, Westville |
| Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching | The IIE (Distance)  The IIE’s Varsity College:  Cape Town, Durban North, Pietermaritzburg, Port Elizabeth, Pretoria, Sandton, Waterfall (Midrand), Westville |

* 1. **Two Oceans Graduate Institute**

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| **Programme** |
| BEd Intermediate Phase |