



PSP NEWSLETTER

Keeping you up to date with PSP teacher development

2023 TERM 2

From the Director

The value of learning Science should not be underestimated. The more scientifically literate our citizens are, the better they will understand the world around them and make decisions about how they live in it. Three recent events are examples of the importance of science education for all of society.

The tragic loss of life due to recent toxic gas leaks and the December gas tanker explosion in Gauteng indicate a general lack of public understanding about the dangers of gas and how to possibly prevent compounding such disasters. With more knowledge people would be mindful of the enormous dangers associated with illegal mining and the processes involved with refining raw materials. This is very basic scientific literacy that should benefit and protect all people.



American purple gallinule
(photo by Trevor Hardacker)

A more positive example involves a rare appearance in Rose Thomas's garden (Rose is PSP's senior science facilitator). An American purple gallinule had survived being blown across the Atlantic Ocean from South America to Africa in stormy winds and landed in Rose's friendly garden! After posting this

most unusual sighting on a birders' site, visitors from far and wide streamed into the garden to get a glimpse of the small bird. The gallinule usually breeds in North America and migrates to parts of South and Central America. His arrival here in Cape Town gladdened the hearts of 100s of enthusiastic bird lovers who marvel at one of the wonders of science.

Wishing all schools, teachers and learners an exciting Term 3.

Dr. Zorina Dharsey

The PSP worked with more than 1 800 teachers from 376 schools (309 from the WC and 67 from other provinces) across our projects in Term 1 this year. Of these, 50 schools received in-depth/classroom support.

MOST ATTENDED COURSES DURING TERM 1 WERE: TEACHERS

Foundation Phase Life Skills (Beginning Knowledge)	385
Classroom management courses e.g. discipline	310
Foundation Phase Maths	253
Foundation Phase Writing Skills	176

GTI / PSP collaboration



Global Teachers Institute (GTI) is currently collaborating with the PSP in the long-term Capsule project, working with three schools in the Western Cape. GTI extended the collaboration by inviting

the PSP to the Northern Cape to add value to the training and mentorship of eight new GTI education interns.

PSP training over two days in June focused on implementing practical teaching methodology that promotes inquiry-based active learning, integrated with critical language development strategies. PSP facilitators modelled good teaching practice with the young interns actively participating and developing an understanding of the benefits of teaching in this way. PSP will follow up with in-classroom demonstration teaching and support in Term 3 so that the interns as well as their school-based mentors can benefit directly from practical teaching experiences. We believe this kind of training coupled with ongoing support is crucial for the development and sustainability of quality teaching and learning practices.



GTI interns received PSP training from Zorina Dharsey and Florence February in Kuruman.

PSP course for Teaching Assistants

The courses **Fundamentals for Teacher Assistants** and the **Management of Teaching Assistants** were so well received in Term 1 that they were repeated in Term 2 as requested of the DBE. The focus areas ranged from what is expected of TAs; developing relationships; understanding discipline in class and developing strategies for managing discipline to assisting with reading challenges and group guided activities in helping teachers promote Mathematics through practical activities. There was an overwhelmingly positive response to these courses with over 2 360 TAs and 320 SMT members attending.

ALL PSP COURSES ARE SACE ACCREDITED



Booking is essential for all courses
See programme for booking links or WhatsApp 071 2902 804



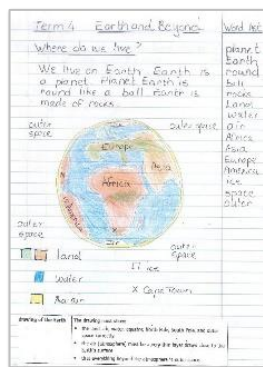
Importance of work books in Science learning



Work books are a precious resource which learners create in class with the help of their teacher.

In our work with teachers, we assist them to get their learners to write, draw and record in their Science work books every day. We encourage teachers to develop a wordlist for a particular topic, with learners writing the list down on the right hand side of the page. Learners can thus refer to the key words in that topic whenever they need to.

We also encourage learners to make drawings with headings and labels, as well as to write short pieces of text, thus improving their practice and confidence in recording their knowledge. This record of learning can then be revised for tests. Through the process learners develop an understanding of how books are made and that learning is structured in a logical way.



In addition we encourage each learner to take pride in their book and to add illustrations of their own, so their work book also becomes a personal creative exercise.

PSP BELIEVES...

...stimulating children's interest - be it with exciting sounds, interesting tastes, a curious object or picture, a challenge to solve a problem or make an item, creates fertile ground for learning.

TOP TIPS FOR TEACHERS: READING

In the classroom:

- ✓ Read stories or passages aloud often, even in high schools.
- ✓ Get children to tell you the main points of a story they read in a few sentences (5 sentences or less, age-dependent).

Working with parents or caregivers:

- ✓ Parents can help children to make a list of interesting words from stories or articles they read at home.

More EduConservation training in Namibia

PSP facilitators Nadiema Gamielien and Tracy-Lee Stevens Murray joined the EduConservation team in June to facilitate two three-day training courses in Windhoek for Foundation Phase teachers from around the country.

Training focused on how to use the EduConservation 'Toolkit' of resource materials effectively in class.



THE ROLE OF LEARNER BOOK ANALYSIS IN TEACHER SUPPORT

Learner work books provide valuable data that informs our support of teachers.

From the Foundation Phase book analysis in our Maths projects, we are encouraging teachers to:

- ✓ make sure daily writing has a heading with the date (day and month) - this aids learner understanding of time and its progression;
- ✓ regularly correct work in the books – promptly correcting mistakes reinforces learning and helps to prevent recurring errors;
- ✓ give careful and regular feedback – perhaps using stars or smiley faces to acknowledge and celebrate their efforts. This fosters learner self-confidence and a sense of pride in their work;
- ✓ get to know their learners' abilities and needs in order to plan for differentiation and interventions.



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