21st century education

So what is 21st century education? Not only is it bold; it breaks the mold of a teacher centered approach.

It addresses a rapidly changing world filled with fantastic new problems as well as exciting new possibilities using creative, challenging and collaborative methods.

St Dunstan’s College, a leading independent school based in Bermondsey, prides themselves on being a frontrunner in this ever-changing technological world and has embraced real world education by putting various initiatives, e.g. devices, programmes and facilities in place.

In 2011, St Dunstan’s College implemented the use of iPads in teaching and learning with several class sets of devices. The programme has run successfully during this implementation phase, with the emphasis being on staff training, new software readiness, and the acquisition of skills and experience.

Tablet technology is having an immense impact on education. The ability to research facts instantaneously, the availability of multiple sources of information, e-books versions of locally relevant texts and subject specific apps are some of the ways in which tablet technology has transformed the classroom experience.

Tablet technology connects students to the world in ways never before made possible. To this end, all Grade 5 - 9 pupils will be required to have an iPad as part of their prescribed ‘accessory’ list for 2015.

For the past 12 years, the school has used the project-based Knowledge Network IT Learning Program. The School’s holistic system, used from Grade 6 - 12, makes use of popular software including Microsoft Office and Adobe. By the end of Grade 12, pupils are equipped with IT skills used in the work place and at university.

Pupils considering pursuing a career in computer programming can take Information Technology from Grade 9 through the School’s initiative, and write the Grade 12 examination as an optional subject.

To facilitate collaborative teaching, learning and research, St Dunstan’s has invested in Linuma, an online school management system and portal.

Linuma allows students to access academic resources (workheets, past exam papers, assignments and projects), make class announcements, and post student marks.

Pupils are able to access school resources, check their grades, take tests online, and submit assignments.

Over the past five years, the school has enrolled each of its class rooms with an interactive SMART Board. The junior preparatory teachers use this tool, together with the Marketing and Reading Eggs programmes as part of their daily teaching regimen.

Collaborative problem-solving follows naturally on this partnership and leads to mutual encouragement among the teachers at training sessions and school visits, or through e-mail or telephone conversations.

The weekly computer lesson equips the girls to complete their projects in a creative manner. They enjoy the learning aspect of each lesson; coping skills are taught so that the girls are able to think and process information, and still produce creative work.

Computer lessons begin in Grade 0, where the girls are exposed to technology in a fun and non-threatening way. The building blocks that are in place in the curriculum enable the girls to learn new skills and this culminates in the Grade 7 project term at the end of each year.

In the past, each Grade 7 pupil was expected to complete a research project on a given topic, and she had to prepare a PowerPoint presentation and speech.

The girls were able to use PowerPoint effectively to assist them with the delivery of their speeches.

In 2011 and 2012, the staff project team decided to set the Grade 7 girls a book project instead of a PowerPoint project.

The book was typed on the computers at school and uploaded to be printed by a company in America.

It was most encouraging to see the girls cross pollinate their technological skills and knowledge in order to complete their project. The book preview was integrated into the delivery of their speeches. Last year we again changed the final product to an artists book and an animation project. Much of the research and the sourcing of all public domain images, as well as the editing of the girls’ work was computer-driven.

However, each page of the book was handwritten and presented in a way in which the graphics were integrated with the information. Again, aspects of the artists’ book were integrated into the delivery of their speeches.

The girls were introduced to the technique of transformation animation to produce an advertisement for their artists book. In addition to creating multiple drawings, cut-outs and different backgrounds to represent each action or movement in their advertisement, the girls also had to locate the relevant public domain soundtracks to accompany their short films.

They took a series of still photographs to capture their scenes and the entire process, from pre to post production, required careful planning and sustained attention to detail.

Each year the Grade 7 girls complete the SIP Level 03 year-end assessment that Knowledge Network tests and the school has always achieved an above eighty percent pass rate.

This assessment is valuable to them; many of our girls go on to high schools that do not continue with the Knowledge Network curriculum and the skills that they have acquired at St Katharine’s ensure their smooth passage through high school and into university.

September 2014 is an exciting month for St Katharine’s. A new wing with two classrooms and a new Art facility is being opened this month. Interactive projectors will be available in these classrooms and the girls will have access to a new venue in which they can present their project work.

Books, art, animation, short films

Linda Finlayson
Corrchild Teacher
St Katharine’s School

St Katharine’s has been a partnership school with Knowledge Network since 2002 and, over the past twelve years, this partnership has benefited the school and the girls in various ways.

Knowledge Network has facilitated a number of staff training sessions at the school. The staff’s computer skills have improved and they have applied them in their teaching environments.

Pretzelmeat Boards have been placed in a number of classrooms to encourage interactive learning and an auditorium facility has been made available for the staff and girls to use as part of their integrated learning programme.

The school has gained valuable expertise from Knowledge Network. Samples of the girls’ graphics have been used for Knowledge Network’s advertising in educational and children’s/teenagers’ magazines.

Many projects from all Grades are also regularly posted on the Knowledge Network website.

Through its partnership with Knowledge Network, St Katharine’s has joined a wider community of schools also using the curriculum.

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Math, music, reading

Grant Gibson
Head of IT Department
Grey Junior School

Grey Junior School is indeed fortunate to have an IT network infrastructure which includes computers in administration offices as well as in all classrooms in the Foundation, Junior and Senior Phases, the Media Centre and Music Department all equipped with data projectors, interactive whiteboards, two computer labs and four mini computer labs.

The computer labs are available during and after school hours. During these sessions the pupils are able to do computer-based research and printing of school projects, work on improving their typing skills and also make use of available CAMI Mathematics and Readers are Leaders reading software.

The IT department is staffing an IT manager, a full-time IT Educator as well as a part-time IT Educator. Technical support is provided by an external service provider.

The successful implementation of the Knowledge Network Progressive Learning Programme forms the cornerstone of Grey Junior School’s efforts to create an environment in which educators and pupils can gain maximum benefit from available technology. This carefully graded curriculum is aimed at developing the IT, creative and lateral thinking skills as well as problem-solving abilities of all of our Grade 1 to 7 pupils. All Grade 4 to 7 pupils who achieve 70% or higher in the externally set and moderated year-end assessment are awarded certificates for their efforts.

We are indeed proud of the level of success achieved by both staff and pupils alike as they strive to not only improve their IT skills, but creatively use those skills on a daily basis.

Fun educational software

The fun solution for learner enrichment at school or at home.

Educational software for ages 10 up.

Daniela Da Costa
Grade 9 student at School of Mont

After having to use Pads for two years now in our daily school lives, I find that it makes doing work or research tasks easier as you don’t have to search for books to look for information, you have the Internet available at your finger tips.

This also helps completing assignments quicker as you don’t waste as much time looking for information. You also don’t have to waste ink to print out information that you may need, you can simply save it and it is there. Sente from my iPad.
Awesome training for teachers

Carol Cabral
Computer Literacy Educator, Woodstock International College

On the recommendation of a few of the evenings at Woodstock International Junior College decided to go with the Knowledge Network curriculum at the beginning of 2013. KN is an awesome curriculum. I had to go through to Knowledge Network in Rivonia for three days of intensive training at the schools opened in January 2013. Having been a computer literacy teacher for 11 years, I just knew most of the tricks of the trade and that I would not learn all that much. How wrong I was!

Those first three days only covered the first six months of the curriculum from Grade 1 to Grade 7, and learned almost as much as my students have learned using Knowledge Network.

In the first half of the year I attended another full day of training in Rivonia, and again, picked up a lot more useful tricks and the Windows-based programs.

In July this year I came out to the school for another full afternoon of training on preparing the students for the year end assessment. During that training session, it became apparent that my students were not sufficiently prepared for using their iPads once they got the Senior College. I therefore attended a series of training sessions on software such as Pages, Numbers, Keynote and Draw. This was the most awesome training I have had in recent years.

I highly recommend that any computer literacy teaching uses Knowledge Network aboard and attend all the training sessions, as it is a fountain of useful information about all the programs covered.

The staff at KN are super helpful and friendly, and it is a pleasure to go to Rivonia office.

Computers, laptops, Androids and iPads

Ashley Grant
School Teacher of Merit

I am a teacher at School of Merit and I teach using the Knowledge Network methodology. I could say I teach computers, but I don’t do more than that.

Knowledge Network is not just about getting computer skills across to the learners but ensuring that they understand why they are doing it.

Knowledge Network is far ahead of its time because for years now they have been getting kids to do that. They also learn about accessing the Internet, online safety, viruses, research, copy-right, registration, plagiarism, etc.

The only problem experienced by teachers is the sheer work load they have to deal with but Knowledge Network structures the Sessions so there is minimal preparation needed.

I meet up with the Knowledge Network mentors and teachers from the other partner schools every few months to work through the Sessions and to discuss different ideas about the projects.

There is constant support from Knowledge Network with regards to the Sessions, timetables, planning, assessments so there is very little st res

The exciting thing at School of Merit is that we get to work with all types of devices. The learners in the different grades work on PCs, laptops, iPad 2, iPad Air and different Androids which means we also get to work with different versions of Windows, Microsoft Office, Pages, Numbers, Keynote, Kingsoft and Polaris.

On one occasion the staff are allowed to use iPads but some learners have Androids and by applying the methodology these learners are able to achieve and work through the same things as the other learners.

Some apps do not have all of the same functions but as long as the learners can complete the projects at the standard required, all is good.

It is easy to play around on different apps and programs but most are not really functional and soon a person tires of them. With Knowledge Network the focus is on using technology as a tool for learning.

Teachers have so much to do at school it is important for them to work quickly and easily but still present good quality work.

Teachers also feel more motivated because they have more time for other social interests.

From the Knowledge Network Sessions the teachers also are able to take what they are learning and apply it in other classes, especially when preparing projects and presentations. They are also prepared to cope with the standards of work required of them in Matric, University and in the work environment.

Just to think that iPads in class are simply brilliant - being the kind of person to misplace things easily, my iPad protects me from losing my books from being lost, all while taking a load off my back by saving weight.

Ipads help in many different ways, for instance, I can quickly Google something that nobody knows, translate many things into English, and I even create many different projects and tasks on the iPad.

In all, the iPad has been brilliant to me in class, and I could never go back in its future.

Joshua K. Labuschagne
Grade 8 student at School of Merit

Deutsche Schule Durban

Karim Niebuhr
Teacher, Deutsche Schule Durban

We started the Knowledge Network program last year at the Deutsche Schule Durban.

I followed the course to be able to present the program set out by Knowledge Network to the children.

In my course I was impressed with the layout and how well it was thought through and planned, I also thoroughly enjoyed the sessions. We started the GR 1-6 last year.

My sessions run as follows, the learners take a seat at a computer. They turn on the computer, and my instruction. After everyone is settled and the computers are switched on, I show them how to do what they need to do.

After listening to my demo, they are then allowed to do exactly what presented them. They are encouraged to try, even if they do make mistakes, as I believe mistakes are a doorway to discovery.

There are usually four demos per session, I find this excellent for their listening skills and auditory processing skills, especially the younger ones.

At the end of the year the higher grade 7s, wrote a Knowledge Network exam. Last year we had such success (Gr 455), we had an 87% pass rate.

This year we included the Gr R class, and the Gr 6 class from the beginning of the year.

In the third term we started with the Gr 7 to prepare them for high school.

With the Gr 7 we took the mentioned course, worked out by Knowledge Network, to equip them with knowledge of clothing projects, etc.

They will also write the Knowledge Network exam at the end of the year. Thus, Gr 4-7 will write the exam. Each student will be given a certificate if they pass their exam.

Being a German school: all classes are in German up to R6/Gr 6.

I therefore present the Knowledge Network program in German. I explain everything in German and introduce English terms. We make maps, export still, with colour, view, page lay, etc.

In Gr 4 I slowly start to present the lessons in English. As the exam in English. This works perfectly for them, as Gr 5 lessons are in English.

I enjoy doing the sessions with the learners, I learn what the assignments they do with Knowledge Network.

I also love the Knowledge Network games they get to play once their projects are done. The support from Jill and her Knowledge Network team was excellent.

Knowledge Network equips learners with a wide variety of computer technology skills, it is an excellent program.
How IT equips learners for the world of work

Daleen Pommerell, Head of Department
San van Bencce, Educator

Roodpearp School is a double medium school for learners who are mildly or moderately intellectually challenged children. These learners are expected to moderate their intellectual barriers and are more/less two years behind their peers.

Our mission is to vision the ability of learners through the co-operation of all the stakeholders of Roodpearp School which includes teaching and administrative, non-administrative and technical staff, governing body, parents, learners and the community. How IT equips learners for the world of work (WoW).

By offering Knowledge Network, we are able to equip the learners with the following for their work:

- Basic computer skills provide learners with the ability to operate computers, including using keyboards, mouse, and software applications.
- Learners acquire confidence, discipline, working ethics, independence and broaden their general knowledge.
- They enhance their reading and spelling abilities within the all learning areas and understanding of certain business terminologies and concepts.
- In order to advance opportunities to create a path to further education, e.g. FET and Private Colleges, e.g. Damelin. It forms an important basis to build on.
- We create opportunities in all areas to achieve success. Lessons are offered in various subjects such as Accounting, Business Studies, Economics, and English.

StPatrick’s College Managing IT in a country school

Cadence Macaulay
Junior Teacher (Grd 4 to Grd 9), St Patrick’s College

St Patrick’s College is a small IB school situated in the small farming community of Kwazulu-Natal. We heard about Knowledge Network from a colleague in Roodep.

We have been using Knowledge Network for just over a year, and we are very impressed with both the content and the way the students enjoyed using the digital tutors.

We have used the Knowledge Network for all our subjects, and we have found that the students have enjoyed using it.

In the future, we plan to use the Knowledge Network for all our subjects to enhance our teaching and learning.

St Teresa’s College Foundation Phase

Kathryn Taylor
IT Educator, St Teresa’s College

St Teresa’s College Foundation Phase has been using the Knowledge Network software for a year.

The girls started using it in Grade 2, and they have been very successful with it.

The girls have shown great improvement in their learning.

In the future, we plan to use the Knowledge Network for all our subjects to enhance our teaching and learning.

Fun, interactive way to learn

Farzanaa Gattoo
IT Educator, St Teresa’s High School

St Teresa’s High School has successfully implemented the Knowledge Network curriculum for almost a decade.

The curriculum has been stimulating for learners and teachers alike. It has challenged learners to think critically and stimulates creativity.

This curriculum is implemented from Grades 7 to 11 at the high school. It involves project-based learning, so learners are not only developing their skills but also get to improve their

100% pass rate

At Grade 11, learners write a Diploma examination which enables them to qualify for tertiary education.

St Teresa’s College has been using Knowledge Network for over a year and a half, and we have found it to be a valuable tool for our learners.

The Knowledge Network curriculum is implemented from Grades 7 to 11 at the high school. It involves project-based learning, so learners are not only developing their skills but also get to improve their
In conversation with Principals

Technology at Unicorn Preparatory

Ian Houston
Headmaster
Unicorn Preparatory School

For over a decade, Unicorn Preparatory School has regarded IT and technology as a priority component of our educational programme.

In the past five years, we have also actively developed and grown IT throughout all aspects of running our school. This could not have been achieved unless all staff were on board technologically.

As a Foundation School, we have used Knowledge Network over the past 15 years and have found it to be a phenomenal teaching tool for IT. Our children love it and the IT curriculum is a vital part of the learning experience for all our younger learners. The Foundation Phase use the Knowledge Network to enhance their learning experience.

Because Unicorn Preparatory has enriched technology as a teaching tool, each academic staff member has also been issued with a personal laptop. Laptops have proven to be far more successful than we envisioned.

We have also developed Knowledge Network to facilitate training for all staff, including those who do not teach IT. This up-skilling is done twice a year and has proved to be highly beneficial. The courses covered in the up-skilling include all Microsoft applications, including Excel, Word, PowerPoint and Windows 8. We have also received instruction in Paint and Windows 8.

We have CAMI classes for mathematicians, which our Maths teachers use as reinforcement for concepts taught. Speed test monitoring is also conducted using CAMI Maths.

Our Foundation Phase also uses the CAMI Perceptual programme to enhance learning experience for our younger pupils. The Foundation Phase have also found CAMI English to be most beneficial, especially for comprehension.

Because Unicorn Preparatory has enriched technology as a teaching tool, each academic staff member has also been issued with a personal laptop. Laptops have proven to be far more successful than we envisioned. As a result, the staff are able to prepare to prepare at home or at school, with or without the use of external memory sticks on their desks.

Each classroom is equipped with an interactive Smart Board and data projector. Staff have received Smart Board training, and in the future we are very keen to get involved with the online training that is on offer, in order to allow our staff to complete courses at their own pace. The school also provides full-width coverage throughout the entire school, including our two computer laboratories.

All our communication with parents is now done electronically, from our website to our Facebook page, to emails sent via our administration programmes, Pencil Box and accounting system Pastel.

We also have a fully up-to-date electronic calendar linked to our school’s public website. The calendar is based on computer technology and uses the Internet rather than cables to operate.

We believe that the future of education lies in implementing technology and IT in schools, not to take over from the teacher who remains indispensable, but rather as a teaching tool.

Plans for the future may include the introduction of portable tablets with ready-to-use text books, an extended research facility attached to the Media Centre and further training and implementation of Smart Boards in the classroom.

“...the vision, plans for the future

“We believe that the future of education lies in implementing technology and IT in schools, not to take over from the teacher who remains indispensable, but rather as a teaching tool.”

Staff ‘Up-skilling’ at Lord Milner

Denise Wolmarans
Deputy Principal, Lord Milner School

Our focus at Lord Milner for many years has been the integrated use of IT to ensure that effective learning takes place.

Partnering with Knowledge Network to achieve this goal was a very wise decision as the programme has equipped all our learners (Gr R - Gr 7) with a solid IT skill base over the years.

At the beginning of 2014, our focus shifted to staff development in the field of IT, necessitated by the fact that 17 whiteboards had been installed and Internet access had been provided to all the classrooms.

Once again, our partnership with Knowledge Network proved to be invaluable and the process of STAFF UP-SKILLING began.

The opportunity was offered to all staff, both academic and administrative, and at the first up-skilling event, every single member of staff was present, an indication of the hunger to learn.

We were certainly not disappointed and left the session excited, motivated and well-equipped to prepare dynamic PowerPoint presentations.

Several of the staff who attended had never before owned a laptop, but had quickly learned to use it, and were already planning to purchase their own.

We are particularly proud of Mr Mpho Khoza of Gr 11 who has said, “I would never have dreamed of owning a laptop before the training session.”

Mr Willie Smart owned a laptop, but never really put it to good use. His wife now complains that he doesn’t come to bed because he’s presenting yet another presentation!

“...Staff up-skilling has certainly made the world of difference to the quality of the presentations used in the classroom.

Now, we realise that although the teachers were motivated and dedicated, they did not have the necessary skills for the preparation of top quality learning programmes.

What is our role as a management to ensure that all staff members have all the skills necessary to provide the very best learning experience for our children?

Knowledge Network has played a vital role in the development of the Lord Milner staff members and for that we are eternally grateful.

Windows 8 laptops for Grade 000

Jenny Copeling
Principal
Woodlands International College
Pre-Primary

Much consideration and attention was given to the purchase of Windows 8 laptops for Grade 000.

Our Primary College computer teacher did a lot of research and thus discovered the wonderful world of Knowledge Network.

Knowledge Network is a progressive programme that teaches learners computer skills and can be implemented in Grade 000.

Shortly after the Primary College computer teacher went for her training at Knowledge Network, the pre-school moved to its own new, separate campus.

It was then decided that each teacher would be responsible for the computer lesson for her own class, and the school should undergo the required training.

So all the pre-school teachers forfeited a week of their holidays and we all went to the Knowledge Network offices for training.

Much fun and laughter was endured as we all learnt how to present the lessons to our individual Grade 000 learners.

Then came the difficult task of deciding what computers to put in our computer lab.

After much research and discussion, we installed 25 standard laptops, all loaded with Windows 8 operating system into our computer lab.

We had special pre-school height, long, computer desks built for our new lab. There is space for 6 laptops per desk. Each laptop has a USB mouse connected.

We also installed a PC connected to a data projector with internet access for use by the teacher. The data projector reflects on a wall-mounted whiteboard.

As all of this organisating and installation took longer than anticipated, Knowledge Network willingly came to our school for a refresher course. Many of the teachers were quite nervous about the first lesson.

You can imagine the excitement when the learners knew they were going to “compute for the first time.”

Well needless to say, with the step-by-step instructions provided by Knowledge Network, the first lessons were a huge success.

Lessons are geared towards teaching the students to use a computer, to acquire certain computer skills. Each lesson is based on a very specific topic such as “Dinosaurs” on the Internet.

Much discussion then takes place with the learners. Learners are engaged in the activities on the screen.

As a result of this strict control there is no sitting idly and waiting for the computer to do the work. This is also easy for the computer to continue with at the end of the lesson so nobody sits around doing nothing, waiting for his/her peers to finish.

These activities are also positive for the competent learners to continue at their own pace, which is important for the development of the skill being taught.

There are also activities for the computer skills and can be implemented in Grade 000.$

“We found a progressive learning programme that teaches learners computer skills and can be implemented in Grade 000.”
IT part of day to day learning

Jean Carey
De la Salle Holy Cross College
St Teresa’s School

After a comprehensive foundation from Grade 0 - Grade 3, the children entering the Intermediate Phase have a solid understanding of the IJMM method of learning and working computer projects.

The joy of this system is that students work within the parameters of the project and which is not skills driven. It is about finding a way to think "out of the box" and have their creative abilities stimulated.

We do encounter a number of students who join us from different schools or countries who have not had the privilege of the basics taught at Foundation Phase. This is not an issue as these pupils undergo a five lesson "orientation / consolidation" phase at the beginning of the year to bring them up to speed. This also allows the mentor time to assess the ability and level of the students they are guiding.

There is quite a significant jump at Grade 4 level where pupils are expected to "up their game" and think beyond the simplistic, and apply skills in a more creative and manner.

At Grade 4 - 6 level, we have one-hour lesson per grade per week for each class which gives them the opportunity to learn an extensive number of skills in Windows and the Microsoft Office packages - Paint, Word, Excel and PowerPoint.

This allows all students to find their specific niche in Microsoft so that they achieve at all levels.

Our girls enjoy the creativity and stimulation that each project presents. They become very competent at creating special effects in PowerPoint with miniature titles and transition slides.

Our girls have maintained an 80 - 100% pass rate with their end of year summative assessment, which is externally set by Knowledge Network.

We have found that computer knowledge, creativity and skills to be exceptional on most computing devices.

Many are more adept at using iPads or Androids, but thoroughly enjoy the knowledge they gain on another IT device.

In order to maintain the standards of IT learning and implementation at the school, we have introduced a staff development programme where the staff have attended workshops this year to ensure that all staff are competent and confident.

This means that they are experienced in the classroom when faced with computer issues. Each class has a Promethean Board installed, they need to keep their skills honed and up-to-date.

Children are exposed to various IT devices through projects and integrated subject themes.

IT is very much a part of day to day learning at St Teresa’s.

Structured, age appropriate IT learning

Carren Ilsley
Deputy Principal
De la Salle Holy Cross College
Juniour School

De la Salle Holy Cross College has been associated with Knowledge Network for the past 16 years, when we implemented the Knowledge Network curriculum.

Our pupils have been given the opportunity to develop their computer literacy skills from Grade R all the way through to Matric.

Many of our pupils have achieved certification from Grade R where they have done the first formal assessment all the way through to Matric where they have completed the Level 5 Diploma.

Our pupils have enjoyed working through the different levels where they are given the opportunity to develop their computer skills.

The curriculum is developed in such a way that each year the sessions increase the skills that each learner has already learnt in the previous year.

We have the ability to provide cross curricular activities in the computer lessons.

The pupils of De la Salle Holy Cross College have been able to integrate their learning from computer lessons into the other curriculum subjects such as music, languages etc in other learning areas.

Our computer centres are equipped with computers that have the latest Microsoft Software, as well as software purchased from Knowledge Network that is used during computer lessons.

Our pupils are given the chance of using creative skills in completing projects.

We prepare our pupils through the Knowledge Network curriculum to teach them to use referencing techniques and editing skills.

The teachers who have been trained by Knowledge Network will demonstrate the ways in which safe internet access can be used.

We teach them about becoming Cyber aware.

Later this year our parents and pupils will be attending workshops on becoming cyber aware.

The teachers in our school are given the opportunity of owning either a laptop, Ipad or Tablet that is used to enhance their teaching styles.

We also have Mimio units that are used with white boards to create interactive lessons.

Each classroom in the school both classrooms are equipped with data projectors.

We have also ensured that we will be connected in most areas of our school. We also have a well run static network connection for the computers loaded on the server.

Our school has encouraged both the teaching staff and pupils to use technology wherever possible.

The teachers who teach the Knowledge Network curriculum will be trained and will teach 8 hours a week where their skills are developed further.

The biggest advantage of the curriculum is that it is properly structured and age appropriate. There is integration each year of skills learnt previously.

We allow the pupils to complete projects in MS Word, MS PowerPoint and MS Excel.

They also use online videos as well as Microsoft Encarta which is loaded on all computers.

Our pupils have achieved excellent results each year and we are very proud of the work that our pupils each year achieve.

I would like to take the opportunity of thanking the dedicated staff of Knowledge Network for their ongoing support and assistance to our school.

The biggest advantage of the curriculum is that it is properly structured and age appropriate. There is integration each year of skills learnt previously.

K.F.S opens

Bridget McElhinney
Kiwano Foundation School

Kiwano Foundation School opened its doors to "3 learners in January 2014. It is a little private school in an 1820 settler Church in Port Alfred.

For the last 7 years, after returning from a 6 year period in Ireland, I have been back teaching remedial learners in various schools in the area. It was during this time that I saw the need for basic education in the foundation phase.

The older methods had changed, classes had increased in size and there were many other difficulties. So K.F.S was born.

I had heard about the Bedford College School so my husband and I drove to Bedford and spent a very interesting morning with the headmistress, Petra Pinks. It was there that I saw the computer set up and she very kindly gave me Knowledge Network’s contact details.

I then began to pass on the relevant information to me. It made sense that the children require computer skills to equip them for their futures.

We have since donated four towers from a company that closed down and two laptops from parents. We have no internet and do our learning through available book packs.

The children are very excited about their computer day and are still on their starters packs.

Some learners do have a good insight into handling computers but there are many that other have no knowledge or very little.

These are the learners at this stage who are benefiting hugely. They are learning to code, ordinate eye, hand movements as well as memory.

We can already see that the Knowledge Network programme is not only going to be of great value to them but also to all learners.

K.F.S is on Facebook, search Kiwano Foundation School. There are photos of our computer room in action.

Teaching in the modern world

Sharon Walker
Headmistress, Vista St Michaels

Knowledge Network has been used at St Michaels since 2011. We began the program on SP Level 01 M and are very excited to have our first group writing SP Level 02 this year.

The IJMM method of teaching has provided teachers with new methods used to expose our learners to valuable new learning experiences. The skills learned are incorporated into as many other areas across the curriculum as possible.

Our learners enjoy showing off these newfound skills, producing PowerPoint posters, Excel spreadsheets and a variety of research assignments. We are also hoping to eventually produce an electronic school magazine.

One of the biggest challenges we face at St. Michaels is keeping up with the rapid rate at which technology changes.

PowerPoint posters, Excel spreadsheets and a variety of research assignments. We are also hoping to eventually produce an electronic school magazine.

As a not for profit organisation, we are continually fighting budget constraints, and the majority of our learners are unable to afford their own personal devices.

We aim to counteract this by teaching our learners how to use a variety of smart devices so that their skill base continues to develop Knowledge Network will assist us with this through the use of tablets.

It is always difficult to truly determine how much our learners show.

An increasing number of them pass the Knowledge Network exam but I always wonder how relevant our teaching actually is in this modern world.

In a recent computer lesson I asked my class to write 2 statements for an unfortunate incident that they had been involved in.

They were wonderful put together and gave me a great sense of relevance.

Sent from my iPad
The Virtual World of Grey High School

Lyne Thackray Smith
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GREY HIGH SCHOOL

Introduction

Grey High School has developed a progressive, sustainable Information and Communications Technology (ICT) plan, with emphasis on quality, scaleable network infrastructure and integration of resources which promote classroom learning.

ICT Facilities

Grey has over 300 computers and peripheral devices. It is a complex network, especially given the wide range of software required for both administration and classroom use. Microsoft Windows 7 Professional is the primary operating system used throughout the school; All servers have RAID-architecture with UPS power protection, and key data is backed up daily. In order to provide maximum uptime of server resources, all servers run in a virtual environment. In this configuration, a single server failure will not result in a loss of connection to the servers or Microsoft Exchange Server data.

The server environment makes use of virtualisation to maximise the use of the server hardware. Virtualization allows more than one virtual server to run on a physical server.

The network uses Microsoft Active Directory platform and the servers have been installed using the Microsoft Server 2012 operating system for the Data Servers, and Microsoft Exchange 2013 Server for the Exchange Servers. Microsoft Deployment Services is used to deploy applications to workstations. Active Directory is used to control access to network resources.

The network infrastructure is standardised using Cisco switches, the backbone running at 1Gbps.

Student Access

Students have access to excellent facilities for research, analysis and colour and black & white printing. Each student receives an individual login and password, which gives him access to the network and the internet.

Teaching Facilities

There are three large computer teaching laboratories, a computer laboratory in the Boarding House and a computer laboratory in the Engineering Graphics & Design, Music and Academic Support departments.

At classrooms and departments of the school, including the Boarding House, Grey has a school-wide computer network via high speed (1Gbps) fibre-optic connections, so there is access from any of over 270 terminals to the huge range of programs and applications used on the computer, and most resources can be reached from anywhere within the school, and via the VPHN from anywhere in the world.

All boys have their own private space on the file servers in which to store their work, which is then instantly available to them on any network computer in the school.

At present, excluding administrative computers and the Boarding House, the overall computer to student ratio is 1:8. All teaching venues have large screen projection facilities with data projectors.

The school has a comprehensive policy of ensuring the use of computers, including internet access.

All laboratories are fully air-conditioned and have extractor fans. Projection facilities, scanning, and colour printing complete the package available to students.

The accommodation is spacious, and the range and quality of the equipment, which is replaced every three years, is extremely high standard, bearing comparison with the provision in many universities.

The facilities are used mainly for teaching ICT in Grades 6–11, as well as Information Technology and Computer Applications Technology in Grades 12–13.

A vast range of specialist departmental software, e.g. Bartlett, Desqui, 3D Studio Max, Geogebra, Autograph, Spreadsheets, Resources, Sibelius, AutoDesk AutoCAD and GIS are also available. There is constant expansion of the provision, availability, and use of computers within the school.

We aim to remain at the forefront of Information and Communication Technology (ICT) Departments increasingly use computers as a matter of course in their teaching, and students are encouraged to do much of their extended course work on computers.

Computers in the Classroom

Grey High School implemented the Knowledge Network Curriculum in January 2002.

All learners from Grades 8 to 11 have ICT classes every second day.

The programme is aimed at fostering from strength to strength resulting in a 100% Level 5 pass rate at the end of Grade 11. A number of 165 Grade 11 boys qualified for their Level 5 Diplomas.

The Knowledge Network Curriculum Levels 1 and 2 are taught to the Grade 8 classes. They do the Level 1 Assessment in June and the Level 2 Assessment in November.

The Grade 9 classes do Level 3. In Grade 10 those who passed at the end of the previous year will do Level 4 while the few unsuccessful ones repeat Level 3. The learners who successfully complete Level 4 at the end of Grade 10 become the LSs in their Grade 11 year and work very hard to achieve the coveted Level 5 Diploma.

We endeavour to expose the learners to the reality of ICT by encouraging them to take part in competitions and by inviting experts in the field of, for example, Cyber Law to present lessons.

In 2012 and 2013 some of our Level 5 learners took honours in a Cyber Awareness Poster Competition organised by the Nelsonte Mandela Metropolitan University.

This year we have decided to arrange our own internal Cyber Awareness Poster Competition where the Level 5 candidates can showcase all their skills, whilst at the same time educating the rest of the school body about Online Security.

Information Technology

The main focus of the IT course is programming (Algorithms and Problem Solving, Application Development and Software Engineering principles) where students are introduced to Scratch and Delphi programming (although one must keep in mind that the purposes of IT is to teach the concept of programming, not the large language Scratch is a programming language learning environment enabling beginners to get results without having to learn syntactically correct writing first.

There is also a significant theory component where students are exposed to Internet and Communication Technologies, Systems Technologies, Data and Information Management and Social Implications of ICT.

Extra-Curricular Activities

Computer Club

The IT department runs a Computer Club that is open to any Grey student who takes an interest in the Computing and Software Development environment. It is intended to motivate for further learning through playfully experimenting and creating projects, such as interactive animations, games, etc.

During the June holidays some club members attended training at NMU in which they were taught how to build and program a robot with NXT Minimotors, LEGO construction techniques, programming in NXT-G and how to use rotation sensors, touch and ultrasonic sensors and light sensors.

Computer Club members take part in the annual Interhouse Computer Club Competition.

We have our own closed Facebook group. The Grey Computer Club, which we use to collaborate and communicate with other group members. We also post information, Computer news and events, and details of competitions.

Olympiads and Competitions

IT students participate in the annual Computer Programming Olympiad (a project of the Institute of IT Professionals South Africa) where they are required to complete a number of programming tasks in two hours, using any programming language generally recognised as a programming language, such as C, C++, Java, Pascal, Python and Delphi. Grey High School is regarded as one of the top schools in this programming Olympiad.

IT boys participated in the NMU Department of Computing Sciences programming competition for highschool IT learners, held on 12 August. Three of 9 learners competed to solve the most programming problems within three hours.

Three of our Grade 12 IT students, Hestamp Stoltz, Arno Phillips and Nelsonte Mokwakolwa scored the first prize of R3000.

What makes this achievement even more remarkable is the fact that they competed against 16 other top NMU student teams and 14 School teams and they came first out of the school teams and second overall! Unbelievable! These 3 boys are also holders of Knowledge Network Level 5 Diplomas.

Computer Applications Technology

Computer Applications Technology is one of the elective subjects offered in the National Senior Certificate.

The number of learners who elect to do this subject has continued steadily over the last few years as more and more boys realise the value of the theoretical as well as the practical aspects of the subject. Information Management and Social and Environmental issues form an integral part of the curriculum.

The Computer Applications Technology curriculum and the Core Knowledge Network complement each other and learners who do both, appear to improve the overall standard of the electronic work they produce.

Grey High is very proud of one of the Computer Applications Technology learners of 2013, Gerrit Husman, who achieved 2nd place in the National Computer Applications Olympiad which is organised annually by the Computer Society of South Africa.

Thanks to their exposure to Knowledge Network, IT, and CAT, we believe that young men leave the Grey at the end of their grade 12 year as digital citizens, fully aware of their social, environmental and technological responsibilities in the future.

Grey High School scored a 100% Level 5 pass rate at the end of 2013.

A record number of 165 Grade 11 boys qualified for their Level 5 Diplomas.

The Knowledge Network 2013 Level 5 Assessment involved the writing of a report on Windows 8 and Windows 8.1, including the graphical elements, context menus, desktop icons, exploration of the Windows 8.1 updates, troubleshooting and the PowerPoint slides in the list, of trademarks used in the report and trademark ownership details, copyright usage rules for all data sourced and photos used in the report. The report also included instructions on definitions that needed to be researched and included in the report. At the time of the assessment, a company featured in the report was involved in a trademark dispute which provided additional and interesting learning opportunities for the learners. All 105 learners scored 70% or more for the assessment. The work done during the assessment will be used by the learners at varsity and throughout their working lives.
Summerwood Primary School
Vision for information and communication technologies (ICTs)

Alby Nel
ICT Co-ordinator
Summerwood Primary School

The following three quotes underpin the ICT Vision at Summerwood Primary School:

- “The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people learn things they didn’t think they could learn before, and in so a sense it is all about potential.” Steve Ballmer - Technology - Learning - Innovation - Solutions (2003)
- “A goal without a plan is just a wish.” Antoine de Saint-Exupéry
- “The future is already here - it’s just not evenly distributed.” The Economist, December 4, 2003, William Gibson

The vision of Summerwood Primary School for Information and Communication Technologies is to embrace the philosophy of Steve Ballmer and others. Summerwood wants to support and develop teachers and learners alike to become more imaginative, more dynamic and actively learn things that they think would be unimaginable.

The future is already here

Summerwood realizes that the future is already here and that it has a responsibility to facilitate the ever distributions thereof. It also acknowledges that to achieve goals, one needs a simple and clear plan or strategy. In developing its strategy, the School asks the following questions:

- “Where are we? What do we have to work with? Where do we want to be?”
- “How do we get there?”
- “The first step in the strategic planning process is to address the questions ‘Where are we?’ “What do we have to work with?”
- “Examination of recent history and changing contexts (both internal and external) of the state, organization, program, or sub-program allows participants to assess current positions. Answering the question of what we have to work with involves consideration of strengths and weaknesses and determination of how to capitalize on strengths.” (Krauss, 1997)

In terms of where Summerwood is and what the school has to work with, the following strengths should be acknowledged:

Summerwood Primary School is an established school in Summerstrand, Port Elisabeth. It is situated in a scenic area with innovative education and independent establishments such as various primary schools, Pearson High School, The Nelson Mandela Metropolitan University and the Boardwalk Hotel and Entertainment Centres.

We have a supportive parent body represented by a dynamic School Governing Body and dedicated, professional staff members. The learners are enthusiastic and the teaching and learning programme is very balanced.

The School follows an established National School Curriculum with a clear Science and Technology focus. The high school in the community offers both Information Technology and Computer Application Technologies as school subjects to learners.

Summerwood has been using the Knowledge Network since 1996 to teach core ICT skills to learners, while various ICT teachers have also developed continuously. The Knowledge Network curriculum underpins the ICT vision of the School and learners have been guided to use technology as an integral tool to be active participants in the learning process.

The School hosts two dedicated Information and Technology centres, one for the Foundation Phase and one for the Intermediate Phase. Two dedicated Servers are used for file, print and communication sharing in a domain-controlled Windows Server Environment, which is secure and user-friendly.

Internet and local network services are provided via cable Gigabit lines. Each centre hosts 30 learners on a one-on-one basis. Each centre is equipped with a data projector and screen.

The ICT System for Foundation Phase learners is a low-end thin client system in a Microsoft Windows 7 Professional Environment providing Microsoft Office 2007 as core application suite. The MS Office application software and display driver are deployed from Windows Server 2008 R2 (with terminal services). The learners use conventional keyboards and mice to execute all tasks. The computer screens offer basic resolution to learners. ($200 x 700 dots per pixel).

Audio is channelled to the younger learners via headphones.

The ICT system for the Inter-Senior Phrase is a higher-end system in a Windows 8 Professional Environment - 64 Bit and 64 Core with Microsoft Office 2013 as core application suite. The MS Office application is deployed locally, while the clipart gallery and photo gallery are Internet-based.

The processor of each ultra-book is a 64-bit Core i5 processor.

The Senior ICT-Centre offers touch screen ultra-books with touch pads and notebook mice. The ultra-books also send HD-graphics at a resolution of (1600 x 900 dots per pixel).

Each ultra-book is additionally equipped with an internal front web camera and HOáudio.

A revelation is that learners have migrated naturally from one Systems environment to the other. They use touch screen facilities and applications (apps) such as the news app., the sports app. and the tourist attractions app. where these are relevant and increase productivity.

All classrooms in the school are equipped with a computer and Wireless Fidelity (Wi-Fi) Internet access.

The learners use Internet facilities with much discipline and regard for the dynamic environment that they are working in.

By 2015 all classrooms will be equipped with data projectors and flat screen displays. The School has an in-house ICT service provider - Digital Dynamix - that assists in rolling out ICT and internet provision effectively.

Learning support material is readily available and relatively expensive to use.

Barriers are experienced and are addressed before the next step in the process is taken.

The next step in the process

The next step in the process is answering “Where do we want to be?” As the articulated vision stems from the values of those involved in the process, it is essential that this step involves all of those who will have a stake in the achieving the vision (Harvard, 1997)

Summerwood Primary School has identified that it is essential that:

- Clear policies should guide how ICTs are used at School.
- ICT infrastructure at the School should be maintained and expanded.
- Learner ICT skills should be developed and assessed.
- Teacher ICT skills should be developed and assessed.
- Both teacher and learner skills should be actively integrated with mainstream curriculum.
- Integration of core ICT skills with mainstream curriculum should be planned.
- E-learning support materials should be actively used as these are making teaching and learning so much easier.

After articulating the vision and determining goals, planners must address means of reaching their goals. This step involves articulating strategies for achieving results. Strategies should reflect the strengths and weaknesses of the entity engaged in the planning. For example, a very small school should recognize that its size could be both a weakness and strength.

Successful efforts involve stakeholders and gain their support.

Prioritizing goals is an essential step in developing a strategic plan for a RBA system.

Successful public strategic planning processes address conflicting mandates and goals. (Harvard, 1997)

Summerwood has decided on the following measures to realize its vision and goals:

- The existing ICT infrastructure, core Knowledge Network curriculum and continuous skills development of learners will be maintained.

Learners will be given the opportunity to apply high level ICT skills in classrooms, by giving them the opportunity to actively use their mobile devices for learning.

This will be achieved in after relevant policies have been accepted, teachers have sufficiently been empowered and e-text books and other apps have been purchased and loaded on all devices.

Integration of ICT skills with mainstream curriculum learning will be communicated and coordinated at staff contact sessions.

Planned staff development for 2015 will empower all staff members to use ICT infrastructure for teaching and learning activities. This will take place at staff development sessions on Fridays.

Hybrid tablet-notebook devices will be deployed to all teachers in 2015 to empower them to use ICT Technologies in the classroom and to prepare anywhere.

To ensure that all teachers and learners are empowered to use ICTs in school whilst accessing data from anywhere in the school building, both staff and student Internet bandwidth will be enhanced.

Communication with stakeholders - Department of Education of the Eastern Cape. ICT curriculum and service providers, parents via the School Governing Body, the School Management Team, teachers and learners will be maintained and developed to ensure effective ICT rollout and support.

Communication and collaboration with both departmental and independent schools will be established and developed as from 2015.

Knowledge Network Project

My Favourite Toy by learners from Cedarwood School

Knowledge Network

My Toy

Remote control car

My Toy

ELEPHANT

My Toy

Sunrise solar charger for USB and micro USB. Adaptable with micro USB charging cable made from 45% bio-based material derived from plants not oil. Leading to carbon footprint reduction

Basketball pen with aluminium clip, built-in stylus and chef tablet stand (for recipes, movies or music while you cook). Also good as a blunt !

Terrifying moderating, reading

Did you get a mystery hi-tech Knowledge Network gadget at the ISASA / SAHISA Conference?

Polished chrome pen and stylus filled with crayons - nicknamed the Knowledge Network "Tiffany bling" set

Compact and travel-friendly computer mouse and screen cleaner - sonic media station with earbuds and mini stylus

Hi-tech

Gadgets

To use at school, on the go or at home

Aluminium pen, laser pointer with led light and stylus
Chatting to Ann about
Session Training for teachers

Teachers across the country, pre-school to Grade 12, attend Session Training Events. The events are for teachers in schools implementing Knowledge Networks’ Progressive Learning Programme and those using KN-3to5, KN-6to9 and KN-3to11. Knowledge Networks has an upskilling programme for other teachers (KN-UpSkill).

The Session Training Events take place by car or by plane to newly built schools and to schools steeped in history where when walking down the passageways one sometimes wonders whose famous footsteps you are walking—past or future.

I love what I am doing. I love the people, I love places I visit. I love the warm and friendly welcome I receive, the communication via email, snail mail, WhatsApp, notes, photos, videos and PowerPoint presentations, the openness of the teachers during the learning process, their honesty, integrity, work ethic. The fun we have, the giggles and laughter, sharing of stories, the caring and passion.

Where are the Session Training Events held?

“It was in towns? My scheduled travels take me to Somerset West, PE, Ballito, Tzaneen, Hazenville, Stellenbosch, Eldorado, Benoni, Rosettenville, Parktown, Victory Park, Florida and Woodstock. I am very fortunate to be able to meet teachers from across South Africa and to interact with them. From small towns to large cosmopolitan cities—there is something in common—the teachers I meet all have a passion for learning.”

How have the Session Training Events changed over the years?

“Many changes in hardware and software technologies. Our learning together and working together has remained at the core of every event, and becomes stronger and stronger.”

You mentioned you started Session Training way back in 1995. I can’t begin to imagine what could have been covered then. What do you think?

“It was held at our offices in Rivonia on a 1994 LAMastic with Internet access for research, a networked area for sound recording, scanning and videotaping for animations, presentations and videos. We later changed to a Windows 3.1 network, followed by Windows server. I believe the Win 3.1 network was the first in the country and the first client to use the network was from a primary school. Apple Macs were used for movie making and graphics.”

Networks, software and hardware have changed since those first days: what are you working on now?

“During Session Training events, we do projects. Teachers need to complete the projects. Educators get to find and work on workable tools that are available on the equipment that are needed for the Knowledge Network Sessions for pre-school to Grade 12.”

Tools such as...

There have been many. From what I recall: Windows 3.1, 96, 2000, XP Vista, Windows 7, 8 and 11, 1 of nature of networks including terminal servers, MS Office 93 to 2013, Flash, Visual Basic, Access, Delphi, C++, Adobe, Corel, web design tools, Open Source, Encarta, Apple technologies and the Internet. The Internet has gone from teacher use to school-wide use.

Where are the Session Training Events held?

In Rivonia as well as at the host venues. Session Training is usually held at schools. The hosting schools go through the same process of keeping their environments continually equipped with the most effective and appropriate technologies for learning. Knowledge Network educational software works on Windows XP to Win 7 to Win 8.1.

How do the teachers cope when faced with a computer different from the one they use at school?

“Teachers who have attended Session Training at different venues have benefited enormously from the exposure to technologies and the vision of each individual school that is being realised through their interest in the technologies we use.”

What did you cover in the most recent event for Pre-school and Junior schools?

“A multidisciplinary programme; things to do using KN-3to5, KN-6to9 and keyboard Dexterity. How to complete full creative fun projects without the use of local or online clipart. Knowledge Network e-learning extensions—introductions, gifts, historic homes and Disney characters. Thinking and doing, turning waiting (for clipart to load) into creating.”

For the higher grades, say Grade 04 up?

“How to prepare learners for the Knowledge Network Year-end assessments: a quick look—what is required to be done, working smart, managing time, managing Windows-based tools and meeting the standards required per level in the set textbooks—all the skills needed to ensure the points to score 70% and qualify for a Knowledge Network Certificate.”

Could those same skills be used by the learners in other learning areas?

“Whatever IT skills (including research skills) the software requires of their learners. By the age of IT in all the different learning areas are covered by Knowledge Network.”

What am I likely to see at Session Training in Sep 2019?

Motivated and excited teachers working on drawings, keyboarding software (how to get their learners to type faster), moving charts easy to understand and do, preparing professional presentations for projects, data sheets and referencing, Internet and staying ‘on the move’.

How long are the Session Training Events?

“Those monthly termly and holiday events. All Session Training events include projects. The projects are a combination of what is required for school and business.”

Jill has included a strong business base for all the levels she has thoughtfully and strategically selected from her many years of experience as a director and shareholder of Danilo Network Education Group and Principles of one of the leading private technology schools in South Africa. Most learners only realise this when they

Ashton International College Group
The Ashton International College Group has schools in Ballito and Benoni.

Bulli has run the Knowledge Network Curriculum from Grades 9 to 12.

Technology Upgrade rollout
2014 has seen the rollout of the Knowledge Network Progressive Learning Programme on the Benoni Campus. Ballito Campus.

In order to be able to do this, the infrastructure on that campus was totally upgraded under the management of Deirdre Hallett the Ashton Group IT Manager, together with Ethnne Botha the IT Teacher on that campus.

Learn while having fun and gain life skills

The Knowledge Network IT Learning System allows the students at Ashton International College to learn while having fun, create graphics, gain life skills, work with fundamentals in budgeting and learn interesting facts while researching off safe websites.

Cross-curricular application

Cross-curricular application is often implemented by pupils, especially when they are completing their oral presentations using technology.

Club Sessions

The highlight of the week for pupils from Grade 4 – 7 is the Club Session (on Tuesday). September a 10 year old girl’s dad came to fetch her 20 minutes early. She went on her hands and knees begging him to wait another 20 minutes. Such is the enjoyment of a Knowledge Network lesson at the Ashton Camperdown.

Certificates of Successful Completion

Each year pupils from Grade 4 upwards write the external Knowledge Network examinations. Certificates of completion are awarded to successful pupils.

Archivists and Archivemaster for the IT Educator

The IT Manager for the Ashton group has taught Knowledge Network to every Grade in the school, from Grade 00 to Matric.

She has achieved a Knowledge Network Certificate of Educator Achievement as her pupils continually achieve exam results of over 80%.

Challenging yet energising

IT at the Ashton International College is challenging yet energising.