

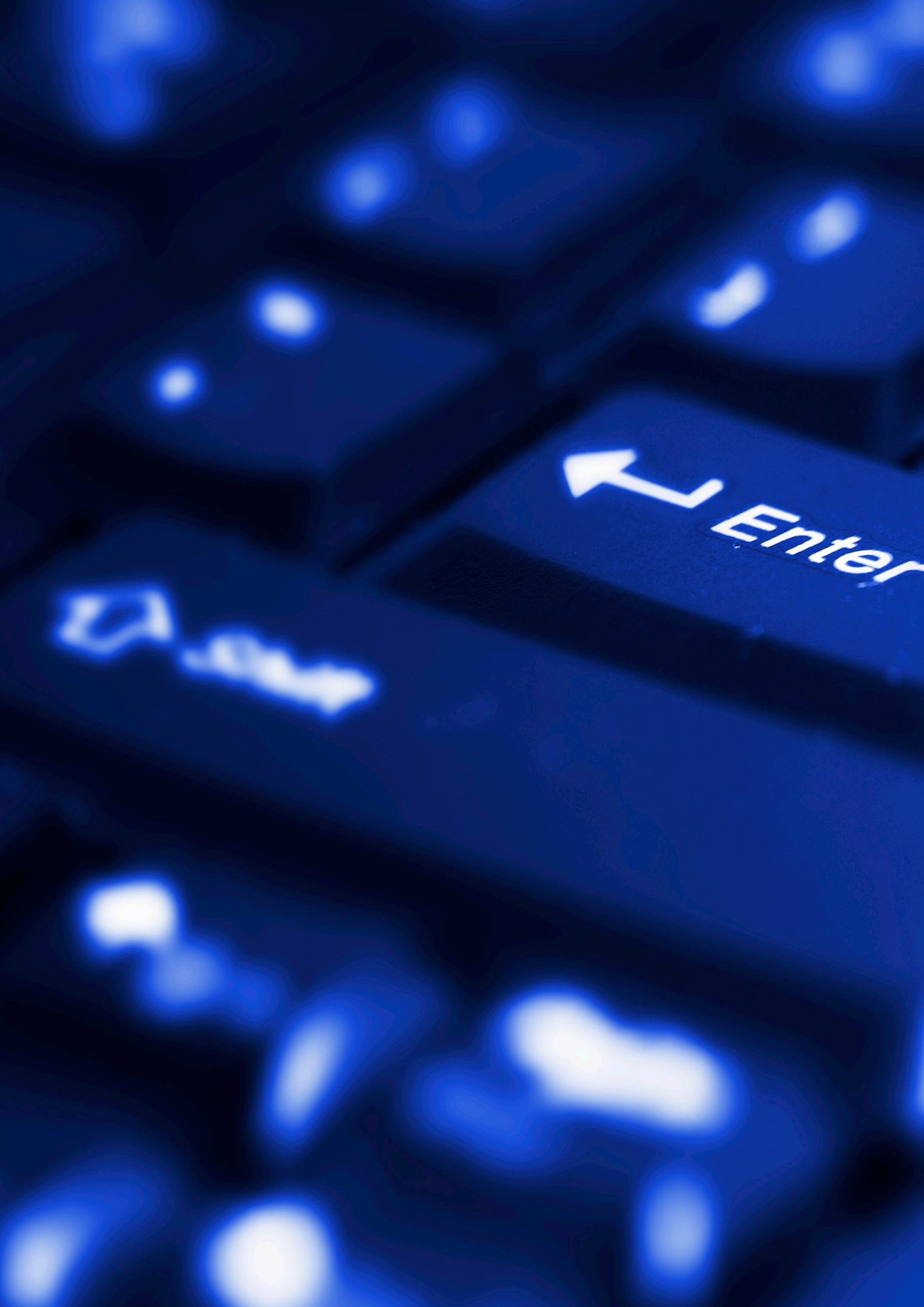
Chief Directorate: Curriculum Management

**provincial
curriculum guidelines**
(PCG 12/2008)

*Role Functions and Responsibilities
of e-Learning Personnel*



Province of the
EASTERN CAPE
EDUCATION



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Provincial Curriculum Guidelines (PCG): Role Functions and Responsibilities of e-Learning Personnel

Preamble

- This document is intended to formalise the role functions of e-Learning personnel.
- This document has been informed by the Provincial Strategic Plan of the Eastern Cape Department of Education. The role functions and responsibilities are designed to realise the vision of the Chief Directorate: Curriculum Management.
- The Work Plans and Work Plan Agreements of Curriculum Personnel must be informed by Provincial Curriculum Guidelines on e-Learning: Role Functions and Responsibilities of e-Learning Personnel.
- This role function document is the result of input obtained from District e-Learning Personnel through a consultative process at the Education Leadership Institute on 22 February 2007.
- It is expected that the contents of this document will be implemented by all e-Learning Personnel employed by the Provincial Education Department.

Vision of the Chief Directorate: Curriculum Management

The vision of the Chief Directorate: Curriculum Management is as follows:

To provide leadership and direction for efficient curriculum management and effective curriculum implementation through policies, procedures, systems and structures

Role Functions and Responsibilities of e-Learning Personnel

The role functions outlined in this document are directly linked to the vision of the Chief Directorate: Curriculum Management and the following:

Provincial Strategic Goals:

- Improved quality of teaching and learning at all educational levels, throughout the province.
- Equipping all school learners with skills for further employment (including self employment), training and participation in society.
- The establishment and performance of systems and processes for enhanced service delivery.
- Equity in educational achievements for all learners regardless of race, gender disability or geographic location.

E-Education Strategic Objectives:

- ICT professional development for management, teaching and learning.
- Electronic content resource development and distribution.
- Community engagement.
- Research and development.

The core function of e-Learning personnel is:

To implement e-Learning as outlined in the White Paper on e-Education

In order to achieve the core function, 10 roles of e-Learning Personnel have been identified as follows:

1. To orientate and train on integrating Information and Communication Technologies (ICTs) in teaching, learning and assessment.
2. To develop and distribute relevant e-Learning materials.
3. To provide guidance and support on ICT resource management and information systems.
4. To provide e-Learning specialists/teachers with effective on-site support.
5. To promote professional development in e-Learning.
6. To establish and maintain e-Learning/ICT structures.
7. To develop effective communication strategies.
8. To establish and maintain relevant statistical databases.
9. To monitor and evaluate e-Learning programmes.
10. To develop and implement Work Plans and Work Plan Agreements in accordance with PCG 12 /2008.

Each **role** has specific **responsibilities** that have to be fulfilled. E-Learning personnel are required to reflect **activities** for each of the responsibilities in their individual **Work Plans**.

ROLE FUNCTION I:

To orientate and train on integrating ICTs in teaching, learning and assessment.

Specific responsibilities

Provincial e-Learning planners

- Ensure that e-Learning specialists in Districts develop a thorough knowledge and understanding of the e-Education policy and practice as prescribed by the National/Provincial Department of Education.
- Plan and conduct orientation and training programmes for curriculum officials at Provincial office and e-Learning specialists in Districts on the following:-
 - Training on ICTs as teaching and learning tools.
 - Integrating ICTs in curriculum delivery.
 - Training on ICT and basic computing skills.

District e-Learning specialists

- Orientate teachers to e-Education policy and practice as prescribed by the National/Provincial Department of Education.
- Plan and conduct orientation and training programmes for teachers on the following:-
 - Training on ICTs as teaching and learning tools.
 - Integrating ICTs in curriculum delivery.
 - Training on ICT and basic computing skills.

ROLE FUNCTION 2:

To develop and distribute relevant e-Learning materials

Specific responsibilities

Provincial e-Learning planners

- Determine the needs of provincial curriculum planners and subject/learning area specialists in the Districts for implementing e-Learning.
- Conceptualise National Department of Education (NDoE) policies and develop provincial policy guidelines and support material. Print and distribute materials.
- Devise strategies for the development of e-Learning training materials and other electronic materials.
- Co-ordinate the evaluation, selection and utilisation of appropriate hardware and software for e-Learning.

District e-Learning specialists

- Determine the needs of subject/learning area specialists and teachers for implementing e-Learning.
- Provide national policy documents, provincial guidelines and support material and make them accessible to teachers.
- Develop e-Learning training materials.
- Facilitate the evaluation, selection and utilisation of appropriate hardware and software for e-Learning.

ROLE FUNCTION 3:

To provide guidance and support on ICT resource management and information systems.

Specific responsibilities

Provincial e-Learning planners

- Provide overall leadership for the development and implementation of e-Learning.
- Ensure that e-Learning specialists have a sound knowledge of the policies, understand them, interpret them correctly and implement them effectively.
- Support e-Learning specialists and curriculum planners in improving their knowledge and understanding of e-Learning, and its impact on enhancing curriculum delivery.
- Formulate guidelines to guide and assist in the implementation of the e-Education policy.
- Co-ordinate and facilitate the participation of the province in all e-Learning projects and programmes that are led by the National and/or Provincial DoE or in conjunction with outside agencies.
- Promote interactions and open days for peer exchange and sharing resources.

District e-Learning specialists

- Ensure that teachers have a sound knowledge of the policies, understand them, interpret them correctly and implement them effectively.
- Support teachers on improving their knowledge and understanding of e-Learning and its impact on enhancing teaching, learning and assessment.
- Arrange and convene workshops and seminars for teachers on management and the use of ICT resources and information literacy.
- Facilitate twinning of schools in order to share resources, knowledge and experiences through internet connectivity.

ROLE FUNCTION 4:

To provide e-Learning specialists/teachers with effective on-site support

Specific responsibilities

Provincial e-Learning planners

- Determine the needs of curriculum planners in the Provincial office and subject/learning area specialists in the Districts in terms of management and use of ICT resources and information literacy.
- Develop activities for on-site support as informed by the identified needs.
- Support e-Learning specialists by visiting Districts (ICT centres).
- Promote the use of the internet connectivity for sharing of good practice through team teaching, mentoring, twinning, demonstration lessons, sharing resources, etc.
- Develop strategies for collaboration and multi-disciplinary approaches.
- Compile a comprehensive report after district visit as per **Annexure A: District Visit Tool & Report template**.

District e-Learning specialists

- Determine the needs of teachers in terms of management and the use of ICT resources and information literacy.
- Develop activities for on-site support as informed by the identified needs.
- Support teachers by visiting schools for the utilisation of ICTs to enhance teaching and learning.
- Ensure the use of the internet connectivity in replication of good practice through team teaching, mentoring, twinning, demonstration lessons, sharing resources, etc.
- Develop strategies for collaboration and multi-disciplinary approaches.
- Compile a comprehensive report after each school visit as per **Annexure B: School Visit Tool & Report template**.

ROLE FUNCTION 5:

To promote professional development on e-Learning.

Specific responsibilities

Provincial e-Learning planners

- Arrange and convene In-service Education of Teachers (INSET) programmes, conferences, workshops and seminars for curriculum officials, subject/learning area specialists, e-Learning specialists and teachers on e-Learning matter.
- Encourage curriculum specialists/teachers to access the latest research in the field of e-Learning and also create opportunities for teachers to do research.
- Provide curriculum specialists/teachers with information on Higher Education Institutions (HEI) degrees/courses and bursaries to encourage further study on digital and information literacy.

District e-Learning specialists

- Support teachers in improving their knowledge and understanding of e-Learning.
- Facilitate twinning of schools in order to share resources, knowledge and experiences.
- Encourage teachers to access the latest research in the field of e-Learning and create opportunities for teachers to do this.
- Provide teachers with information on Higher Education Institutions degrees/courses and bursaries to encourage further study on digital and information literacy.

ROLE FUNCTION 6: **To establish and maintain e-Learning/ ICT structures**

Specific responsibilities

Provincial e-Learning planners

- Promote the establishment of ICT Committees at district/circuit/cluster/school levels, as per *PCG 03/2005: Guidelines for Phase and Learning Area/Subject Committees*, and coordinate their activities.
- Strengthen links between e-Learning specialists and subject/learning area specialists.
- Facilitate the orientation, training and sustainability of committees.
- Facilitate the establishment of reporting procedures.
- Monitor and evaluate the functionality of communities and address challenges.
- Represent the province at National and other relevant e-Learning forums.

District e-Learning specialists

- Facilitate the establishment of ICT Committees at district/circuit/cluster/school levels, as per *PCG 03/2005: Guidelines for Phase and Learning Area/Subject Committees*, and coordinate their activities.
- Forge links with subject/learning area specialists.
- Facilitate the orientation training and sustainability of committees.
- Facilitate the establishment of reporting procedures.
- Monitor, support and evaluate the functionality and sustainability of committees.

ROLE FUNCTION 7: **To develop effective communication strategies**

Specific responsibilities

Provincial e-Learning planners

- Establish effective electronic channels of communication, between provincial and district offices, district offices and schools, and with other directorates and sections, teacher unions and other stakeholders.
- Facilitate effective communication strategies using existing school and curriculum structures.
- Use Information and Communication Technology (ICT) to gather and disseminate information and ensure prompt submission of reports required by Provincial office.

District e-Learning specialists

- In addition to a variety of communication strategies, such as regular notices to schools, meetings, bilateral talks, workshops and newsletters, also employ electronic channels e.g. e-mail.
- Use Information and Communication Technology (ICT) to gather and disseminate information and ensure prompt submission of reports required by Provincial office.
- Respond promptly to all written and telephonic communication received.

ROLE FUNCTION 8: **To establish and maintain relevant statistical databases**

Specific responsibilities

Provincial e-Learning planners

- Design and develop electronic/digital systems for collecting, analysing, presenting, storing and updating data.
- Review and update data on a regular basis for effective budgeting.

District e-Learning specialists

- Utilise comprehensive electronic/digital data collection instrument generated by the Provincial Chief Directorate: Curriculum Management.
- Review and update data on a regular basis for effective budgeting.

ROLE FUNCTION 9: **To monitor and evaluate e-Learning programmes**

Specific responsibilities

Provincial e-Learning planners

- Monitor, support and evaluate the implementation of e-Education and related policies on a regular basis.
- Develop systems to track progress of e-Learning implementation with respect to planning, teaching, learning and assessment.
- Design and develop evaluation plans and tools to ensure effective, valid and reliable data on e-Learning programmes.

District e-Learning specialists

- Monitor, support and evaluate the implementation of e-Education and related policies on a regular basis.
- Implement systems to track progress of e-Learning implementation with respect to planning, teaching, learning and assessment.
- Implement the evaluation plans and tools to ensure effective, valid and reliable data on e-Learning programmes.
- Complete and submit monitoring and evaluation reports.

ROLE FUNCTION 10: **To implement the Performance Management and Development System (PMDS)**

Specific responsibilities

Provincial e-Learning planners and District e-Learning specialists

- Ensure that all the requirements of PMDS are met
- Develop an annual Performance Plan in line with the Strategic Plan of the Chief Directorate: Curriculum Management.
- Develop an annual Work Plan based on the Annual Performance Plan (Action Plan)

Conclusion

1. It is anticipated that PCG 12 /2008 Role Functions and Responsibilities of e-Learning Personnel, will provide clear direction to departmental officials whose core function it is to ensure effective implementation of e-Education policies and e-Learning Provincial Guidelines.
2. Provincial Strategic Plans, organograms and systems are constantly being revised for more effective service delivery. Hence, role functions and responsibilities shall have to be amended accordingly.
3. District e-Learning specialists will be called upon on occasion to execute other duties not contained in this document, as a result of National and Provincial mandates.
4. It is acknowledged that implementation of all the role functions contained in this document is dependant upon infrastructure, resources and other contextual factors.
5. All e-Learning Personnel, however, are expected to ensure that they are fully familiar with the entire content of this document and that every effort is made to action the role functions and responsibilities, so that there is a collective drive to improve the quality of teaching, learning and assessment in our Province!



SP Govender

Chief Director: Curriculum Management

05 / 09 / 2008

Date

Chief Directorate: Curriculum Management
Directorate: Tele-Collaborative Learning
& Technology Education

Section A

Reporting and Recording Instrument for First District Visit

I. VISIT DETAILS

Purpose of the visit

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Name/s

Designation

Date of visit

2. DISTRICT DETAILS

Name of district

District-Cluster

e-Learning committee in place

Yes

No

3. ICT/COMPUTER SKILLS

Number of schools in the district

Number of schools with computers

Number of teachers that are computer literate

Number of teachers that prepare lessons electronically.

Number of teachers that use ICT in teaching and learning (classroom)

Number of teachers trained in the use of ICT in teaching & learning

4. TRAINING REQUIREMENTS

Number of teachers that require training in the use of ICT

Number of teachers that require the following types of ICT training

- Basic ICT skills
- Integration of ICT in teaching & learning
- Specialisation & innovation in ICT in education
- Troubleshooting & network administration

5. PHYSICAL INFRASTRUCTURE

Dedicated Laboratory for ICT

Yes

No

Air Conditioning

Yes

No

Source of Electricity

Solar

ESKOM

Generator

If ESKOM, please indicate type

Single phase

3 phase

Backup generators

Yes

No

Uninterrupted Power Supply

Yes

No

Building Structure

Bricks

Mud

Prefab

Type of security precautions for the protection of equipment

Burglar Alarm

Burglar Bars

Armed Response

Security Guard

Type of ceiling

Solid

Not Solid

Is the ceiling reinforced with steel?

Yes

No

6. FURNITURE SPECIFICATIONS

Computer Desks	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	IF NO, PLEASE SPECIFY <input style="width: 100%; height: 100%;" type="text"/>
Typist chairs	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
Server cabinet	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	

Arrangement of desks					IF NO, PLEASE SPECIFY
Facing the front	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input style="width: 100%; height: 100%;" type="text"/>

7. ICT RESOURCES

Maximum number of computers per laboratory More than 40 Fewer than 40

Computers supplied by the department	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Date received	<input style="width: 50px; height: 20px;" type="text"/>	Number	<input style="width: 50px; height: 20px;" type="text"/>
Computers donated	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Date received	<input style="width: 50px; height: 20px;" type="text"/>	Number	<input style="width: 50px; height: 20px;" type="text"/>

Total number of computers	
Total number of working computers	
Number of printers	
Number of power points in computer laboratory	
Access to computers? Specify per period / per day / per week.	

Do you have any additional technologies	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Interactive Whiteboard	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Data Projector	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Projector Screen	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

8. HARDWARE & SOFTWARE SPECIFICATIONS

Hardware requirements					If no, please specify
Desktop PC	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
3.2Ghz Pentium 4/Pentium D CPU	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
512MB RAM	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
80GB hard disk	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
32MB graphic controller	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
17" monitor	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	

100Base T Ethernet card	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
CD/DVD writers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Computers are networked Yes No

Type of Network Server Peer-to-Peer

Do you have an intranet (LAN) Yes No

Do you have an Antivirus Program? Yes No

Operating System Open Source Microsoft

Type of Operating System

• Microsoft 2000	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Windows XP	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Windows Vista	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Windows 98	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Windows NT	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• 2003 Server	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Novell	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Internet Access Yes No

Type of connectivity	<input type="checkbox"/>	Dial up Connection (including ISDN to ISP)	<input type="checkbox"/>	Wireless (E.g. iBurst, Sentech)
	<input type="checkbox"/>	Dedicated Data Line (E.g. ADSL, Diginet)	<input type="checkbox"/>	Link via cell phone Operators / 3G

e-Mail Yes No

9. MAINTENANCE

Adequate insurance for immediate replacement of computers Yes No

Upgrade and maintenance plan with budget Yes No

Technical support budget Yes No

Section B

Reporting and Recording Instrument for Follow-Up District Visits

I. PURPOSE OF THE VISIT

The nature of interaction to be used during the visit **Tick** ✓

<input type="checkbox"/>	District visit	<input type="checkbox"/>	Workshop
<input type="checkbox"/>	Meeting	<input type="checkbox"/>	Demonstration
<input type="checkbox"/>	Interview	<input type="checkbox"/>	Other

2. ICT INFRASTRUCTURE

				Comments
ICT resources	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate		
Physical Infrastructure	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate		
Maintenance	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate		
Internet Connectivity	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

3. ICT INTEGRATION IN TEACHING, LEARNING & ASSESSMENT

Evidence of support to schools on:-

				Comments
Tasks and activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Instructional strategies	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Relevance of ICT tools	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Choosing LTSM/Software	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

4. ICT/COMPUTER SKILLS

Number of teachers in the district

Number of teachers that are computer literate in the district

Number of teachers that prepare lessons electronically in the district

Number of teachers that use ICT in teaching and learning (classroom) in the district

Interventions done to support teachers

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5. HIGHLIGHTS

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6. CHALLENGES

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7. RECOMMENDATIONS – FOLLOW UP VISITS

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8. COMMENTS OF DISTRICT e-LEARNING SPECIALIST

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9. COMMENTS OF DISTRICT OFFICIAL

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I declare that the above information is correct.

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Name of e-Learning specialist

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Signature

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Date

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Name of DCES

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Signature

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Date

.....
Name of Provincial Official

.....
Signature

.....
Date

Curriculum Directorate:
Tele-Collaborative Learning & Technology Education

Section A

Reporting and Recording Instrument for First School Visits

1. DISTRICT OFFICIAL

Name	
Designation	
Date of visit	

2. SCHOOL DETAILS

Name of school	
District	
EMIS Number	
Telephone Number	
Fax Number	
e-Mail	
Name of Principal	
Name of EDO	

3. ICT LEAD TEACHER

Surname & Initials	
Cell	
e-Mail	

e-Learning committee in place

Yes

No

4. ICT/COMPUTER SKILLS

Number of teachers at school

Number of teachers qualified in the field of ICT

Number of teachers that are computer literate

Number of teachers that prepare lessons electronically

Number of teachers that use ICT in teaching and learning (classroom)

Number of teachers that have been trained in ICT

5. ICT DEVELOPMENT LEVELS

Level	Description	Number of Teachers
Entry level	The teacher is computer literate and is able to use computers. Frustrations and insecurities are common. Teacher lacks confidence.	
Adoption level	The teacher is able to use various ICT, including computers, to support traditional management, administration, teaching and learning, and is able to teach learners how to use ICT.	
Adaptation level	The teacher is able to use ICT to support everyday classroom activities at an appropriate NCS level, assess the learning that takes place and ensure progression. Teacher is able to reflect critically on how ICT changes the teaching and learning processes and to use ICT systems for management and administration. Productivity increases at this level.	
Appropriation level	The teacher has a holistic understanding of the ways in which ICT contributes to teaching and learning. Teacher has an understanding of the developing nature of ICT, and awareness that it is integral to the structure and purposes of the NCS. Teacher has the experience and confidence to reflect on how ICT can influence teaching and learning strategies, and to use new strategies.	
Innovation level	The teacher is able to develop entirely new learning environments that use ICT as a flexible tool, so that learning becomes collaborative and interactive. ICT is integrated as a flexible tool for whole-school development through redefining classroom environments and creating learning experiences that leverage the power of technology.	

6. TRAINING REQUIREMENTS

6.1 Number of teachers that require training in the use of ICT

Number of teachers that need training in the following software applications. Please indicate the level of competency in each software application.

		Can work with software application but NEED HELP	Can NOT work with software application
	Word processing		
	Spreadsheet		
	Database		
	Presentation		
	FrontPage		
	Publisher		
	Outlook		
	Internet communication		
Other applications: please indicate:			

6.2 Number of teachers that require the following types of ICT training:

- Basic ICT skills
- Integration of ICT in teaching & learning
- Specialisation & innovation in ICT in education
- Trouble shooting & network administration
- Other – Please specify:
-
-

7. PHYSICAL INFRASTRUCTURE

Dedicated Laboratory for ICT

 Yes

 No

Air Conditioning

 Yes

 No

Source of Electricity

 Solar

 ESKOM

 Generator

If Eskom, please indicate type Single phase 3 phase

Backup generators Yes No

Uninterrupted Power Supply Yes No

Building Structure Bricks Mud Prefab

Type of security measures for the protection of equipment Burglar Alarm Burglar Bars

Armed Response Security Guard

Type of ceiling Solid Not Solid

Is the ceiling reinforced with steel? Yes No

8. FURNITURE SPECIFICATIONS

IF NO, PLEASE SPECIFY

Computer Desks Yes No

Typist chairs Yes No

Server cabinet Yes No

Arrangement of desks

Facing the front Yes No

IF NO, PLEASE SPECIFY

9. ICT RESOURCES

Maximum number of computers per laboratory More than 40 Fewer than 40

Computers supplied by Department Yes No Date received Number

Computers donated Yes No Date received Number

Computers purchased from school funds Yes No Date received Number

Total number of computers in school

Total number of working computers

Computer: Learner ratio

Number of printers

Number of power points in computer laboratory

How often learners are engaged with computers? Specify per period / per day / per week.

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Do you have any additional technologies

- Interactive Whiteboard
- Data Projector
- Projector Screen

Yes
Yes
Yes
Yes

No
No
No
No

Other specify:

.....

.....

10. HARDWARE & SOFTWARE SPECIFICATIONS

Hardware requirements

If No, please specify

Desktop PC

Yes
Yes
Yes
Yes
Yes
Yes
Yes
Yes
Yes
Yes

No
No
No
No
No
No
No
No
No
No

Computers are networked

Yes

No

Type of Network

Server

Peer-to-Peer

Do you have an intranet (LAN)

Yes

No

Do you have an Antivirus program? Yes No

Operating System Open Source Microsoft

Type of Operating System

- Microsoft 2000 Yes No
- Windows XP Yes No
- Windows Vista Yes No
- Windows 98 Yes No
- Windows NT Yes No
- 2003 Server Yes No
- Novell Yes No

Internet Access Yes No

Who has access to the Internet? Teacher Learners

Type of connectivity

<input type="checkbox"/> Dial up Connection (including ISDN to ISP)	<input type="checkbox"/> Wireless (E.g. iBurst, Sentech)
<input type="checkbox"/> Dedicated Data Line (E.g. ADSL, Diginet)	<input type="checkbox"/> Link via cell phone Operators / 3G

Do you receive the e-rate (50% discount)? Yes No

e-Mail Yes No

e-Mail Teacher Learners

II. SUBJECT/LEARNING AREA SPECIFIC SOFTWARE

SUBJECT / LEARNING AREA	SOFTWARE
E.g. Geography	GIS

12. MAINTENANCE

- Does the school have an e-Learning policy? Yes No
- Adequate insurance for immediate replacement of computers Yes No
- Upgrade and maintenance plan with budget Yes No
- Technical support budget Yes No
- Is the school part of the Microsoft Schools Software Programme Yes No
- Finance Management status of school Section 20 Section 21

Section B

Reporting and Recording Instrument for Follow-Up School Visits

Instructions: Indicate the correct answer(s) by inserting a tick ✓ in the appropriate box(es).

1. PURPOSE OF THE VISIT

The nature of interaction used during the visit

<input type="checkbox"/>	Classroom visit	<input type="checkbox"/>	Workshop
<input type="checkbox"/>	Meeting	<input type="checkbox"/>	Demonstration
<input type="checkbox"/>	Interview	<input type="checkbox"/>	Other

2. ICT INFRASTRUCTURE OR E-READINESS

				Comments
ICT resources	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate		
Physical Infrastructure	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate		
Maintenance	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate		
Internet Connectivity	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

3. ICT INTEGRATION IN TEACHING, LEARNING & ASSESSMENT

			Comments
Tasks and activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Instructional strategies	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Relevance of ICT tools	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

4. e-LEARNING LTSM/SOFTWARE

			Comments
Available	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Relevant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Utilised	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

5. ICT/COMPUTER SKILLS

Number of teachers at school

Number of teachers qualified in the field of ICT
Number of teachers that are computer literate
Number of teachers that prepare lessons electronically
Number of teachers that use ICT in teaching and learning (classroom)
Number of teachers trained in ICT by the Department of Education
Number of teachers trained in ICT by other organizations

6. HIGHLIGHTS

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7. CHALLENGES

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8. RECOMMENDATIONS – FOLLOW UP VISITS

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9. TEACHER COMMENTS

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10. COMMENTS OF DISTRICT OFFICIAL

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I declare that the above information is correct.

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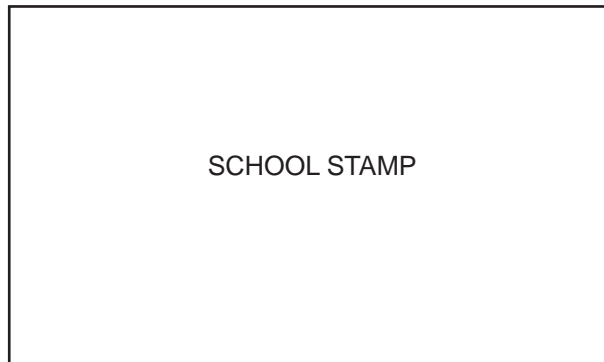
Name of ICT Teacher	Signature	Date
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Name of Principal	Signature	Date
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Name of District Official	Signature	Date
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Siyasebenzisana . Working Together . Samewerking

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