



Pearson Marang
Education Trust



SCHOOL SUPPORT AND DEVELOPMENT REPORT 2015-2018

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INTRODUCTION

Pearson Marang Education Trust (PMET) is a SACE accredited, research and professional development and support organisation which is Pearson SA's flagship corporate social responsibility programme. PMET was established in 2008 as a Public Benefit Organisation to support best practice solutions to improve teaching and learning outcomes within challenging, under-resourced and disadvantaged contexts in South Africa.



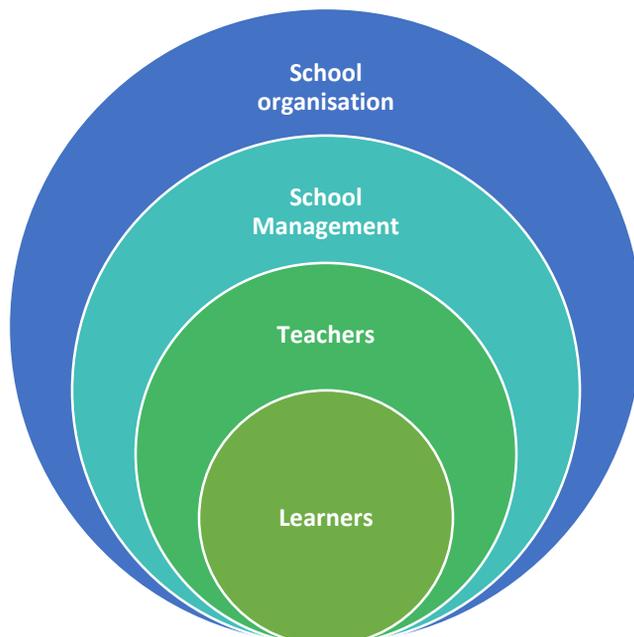
Typical view from a PMET school in deep rural context



Learners engaged in a reading-centred lesson under the trees

PMET's mandate is to contribute sustainably to the broader education community through direct provisioning of research-based professional development and support to teachers, School Management Teams (SMTs) and district officials in rural and township schools in selected districts across six provinces.

PMET works to support the Department of Basic Education by developing effective models for implementing School Leadership, Curriculum Management and Curriculum Implementation policies in under-resourced contexts. Personal and professional development is integrated to provide meaningful, effective and sustainable teacher and learner-centred solutions that can make a difference in schools and classrooms.



THE PMET TEAM

PMET began its school-based support with 16 deep rural schools across four provinces in 2008. In 2015, the reach was extended to six provinces supporting 111 deep rural and township schools.



Map indicating eight districts where partnerships were established

The team includes twelve district-based facilitators who provide direct support to schools and also engage in research. This team is responsible for direct support provision to schools. The facilitators are coached and managed by the Research and Development Manager and supported by the Programme and Administrative Managers. The PMET team is collectively responsible for strategic and operational planning within the organisation. This requires strong emphasis on effective communication and information flow to ensure that all PMET staff are involved in making decisions that drive the implementation process on the ground in districts and schools.



Head Office Team



Eastern Cape

Limpopo

Gauteng



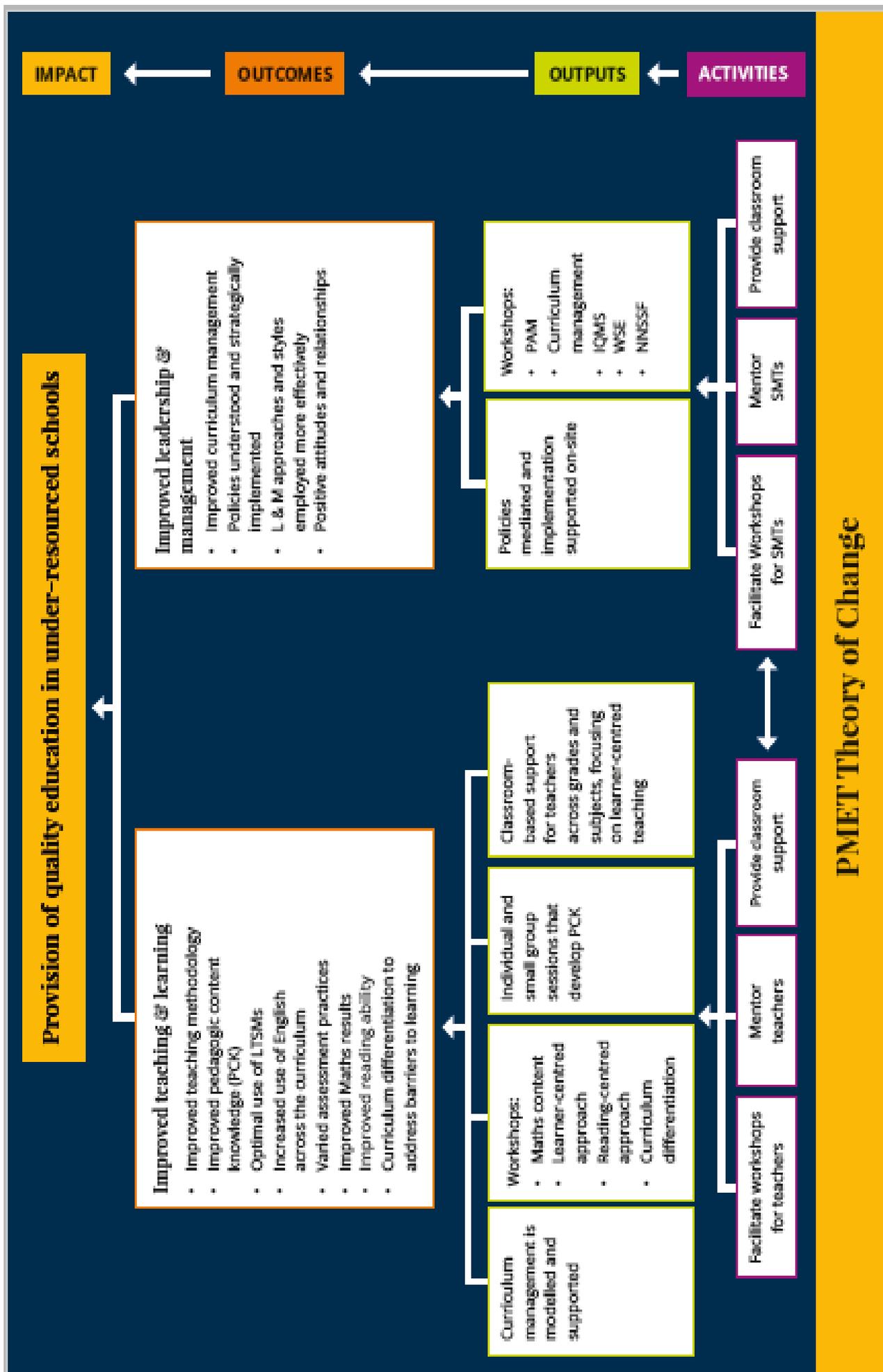
KwaZulu-Natal

Mpumalanga

North West

THEORY OF CHANGE

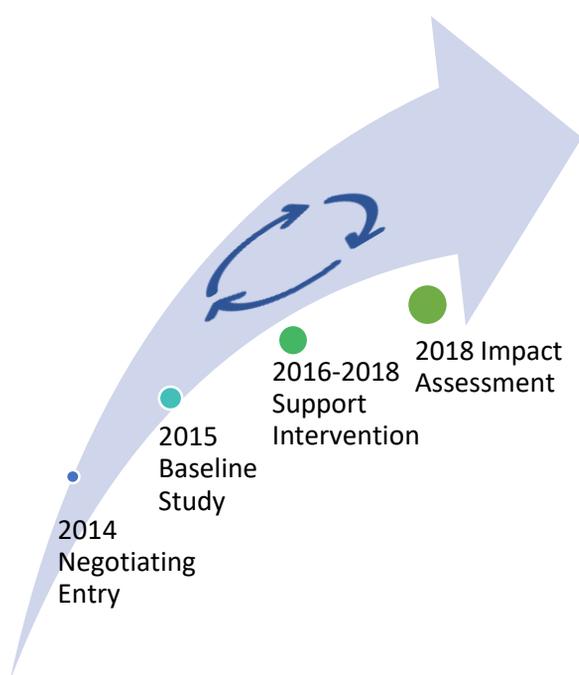
The first year of the programme was spent negotiating entry into schools, establishing collaborative relationships with key stakeholders and conducting an intensive baseline study that employed a mixed methods approach. The findings of the baseline provided a comprehensive picture of the areas that required support in each school. This information was utilised in the crafting of a theory of change.



PMET'S APPROACH AND METHODOLOGY

Participants are partners

PMET employs a Participatory Action Research (PAR) approach which prioritises the involvement and insights of key stakeholders in partner schools and districts. This approach emphasises collaboration in the research process, recognising the strengths that various players bring. It combines knowledge and action in order to facilitate change. As depicted below, action research is an orientation that enhances knowledge through observation and reflection, that consequently facilitates changes through planning and action in ongoing cycles. The programme has been framed by ongoing monitoring and evaluation which has involved consistent data collection that shapes the action towards change.



Research Process (2014-2018)

In 2014, education district offices were approached to assist in identifying schools that were under-resourced and under-performing, but perceived to be ready to embrace change in order to develop.

The expressed aim was capacity building through the provision of support to facilitate development. To this end, schools in selected districts in rural and township contexts were approached to participate in the programme.

Key Research Questions

What factors negatively impact on teaching & learning and learner performance?

What support was provided to schools?

What was the impact of support provision?

The research approach adopted involved ongoing cycles of formal and informal site-based support, monitoring, observation and reflection on the following factors which emerged as significant in the baseline study which was conducted in 2015:

- **Community Factors**
- **Teaching, Learning and Assessment** across the curriculum
- **Attitudes and Relationships** within the school
- **Leadership and Management**, including a strong focus on Curriculum Management
- **Learner Performance** in Mathematics and Reading to Learn

Purposive sampling was employed in the selection of schools and participants. District officials assisted in identifying a pool of schools that met PMET's criteria for partnership support, and schools were then approached to enter into a partnership agreement that spanned four years. These contracts specified roles and responsibilities for all stakeholders and a commitment was signed by all who agreed to participate in the programme. A memorandum of understanding was therefore signed by senior officials in the Department of Basic Education at national, provincial and district levels. District Directors were regarded as the chief liaison between PMET and the Provincial Head Office. Agreements were only signed off once schools (principals, SMTs, teachers and SGBs) indicated their willingness to engage with PMET in a partnership that was designed to provide quality support to the school but required reciprocal effort and dedication on the part of the participants. Participants included principals, SMT members, learners, district officials and other stakeholders including unions and SGB members. The nature of participation of each stakeholder depended on the level and intensity of engagement with the programme.

RESEARCH CONTEXT AND PARTICIPANTS

Once schools agreed to enter a four-year partnership with PMET, at no cost to the school or to the district, expectations were once again clarified. Priority was given to building rapport and establishing trust with the members of the school community and PMET facilitators. This was regarded as crucial once we entered the second phase of the programme which entailed data collection towards a baseline study that would capture the unique needs of each school. The quality of these relationships would remain crucial throughout the programme of collaborative intervention, monitoring and evaluation by all participants.

120 schools were selected, all based in deep rural areas or in townships. All the schools were 'no fee' schools which were registered with the National Nutrition Scheme and so provided at least one meal each day to learners. The average class size varied with some over 60, while others were smaller employing multi-grade teaching. Given that the schools were spread across eight districts the home language taught in the Foundation Phase varied, although all the schools were expected to move to English as the Language of Learning and Teaching (LOLT) once learners entered Grade 4, as per the language policy of the country.

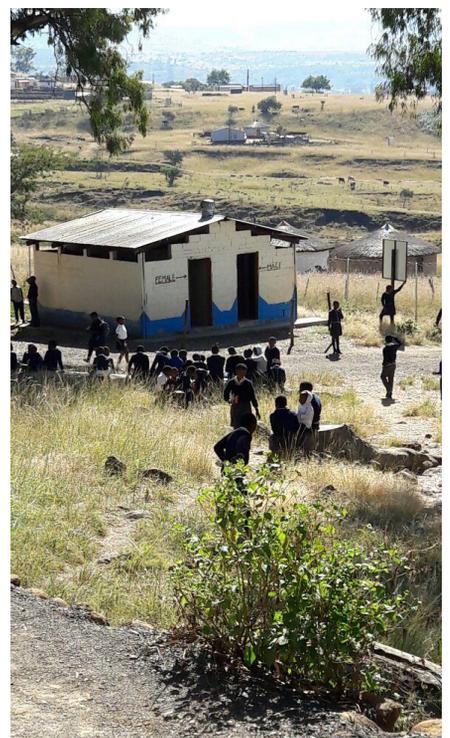
Although 120 schools began in the programme, we lost five schools in North West because they were moved to another district because of restructuring within the province. PMET was unfortunately forced to withdraw from four schools in Gauteng where union site committees at two schools expressed reluctance to participate, and two other schools demonstrated a lack of capacity to fulfil roles and responsibilities as outlined in the partnership agreement.

PROVINCE	DISTRICT	NUMBER OF SCHOOLS	NUMBER OF TEACHERS
Eastern Cape	OR Tambo Inland	10	129
	OR Tambo Coastal	10	88
Gauteng	Jhb Central	16	414
KZN	Umzinyathi	20	334
Limpopo	Mopani	20	254
Mpumalanga	Bohlabelo	10	148
	Ehlanzeni	10	217
North West	Dr Ruth Segomotsi Mompoti	15	365

Table 1: Number of schools and teachers across the eight districts that participated in the programme



Classroom setting in rural context



Ablution block with pit toilets for learners

DATA COLLECTION

A Mixed Methods research approach, using both quantitative and qualitative techniques, was employed to collect data from multiple sources. Data collection methods included individual interviews, focus groups, observation, document analysis and learner assessments. Learner assessment question papers and memos were developed by PMET using CAPS as a guide. These were externally moderated by subject specialists in districts and other schools. Data analysis procedures appropriate to each data collection method were then applied in order to interpret the data and glean findings.

Individual Interviews	Focus Groups	Observation	Document Analysis	Learner Assessment
<ul style="list-style-type: none"> • FOCUS • Community issues • Teaching, learning and assessment • Attitudes and relationships • Leadership and Management <ul style="list-style-type: none"> • PARTICIPANTS • Principals • SMT members • Teachers 	<ul style="list-style-type: none"> • FOCUS • Community issues • Teaching, learning and assessment • Attitudes and relationships • Leadership and Management <ul style="list-style-type: none"> • PARTICIPANTS • SMT • Teachers 	<ul style="list-style-type: none"> • FOCUS • L&M practices • Teaching, learning and assessment practices • Relationship dynamics • Playground interaction 	<ul style="list-style-type: none"> • FOCUS • Policy documents • Work schedules • Lesson Plans • Minutes of meetings • Learner results • Learner workbooks • Admin records 	<ul style="list-style-type: none"> • FOCUS • Mathematics • Reading to Learn <ul style="list-style-type: none"> • PARTICIPANTS • Sample of Grade 3, 6, 9, 10 learners

Data collection procedures

The mixed method design allowed for a picture to emerge which served as a comprehensive baseline that captured the factors that were impacting on teaching and learning in each school. The baseline study was used to identify “areas requiring support” across various aspects of schooling, and these areas were presented to schools as the proposed focus areas of support over the next three years. Every school received a report of its unique strengths and support needs, while districts were provided with a report of the trends across the group of PMET schools.

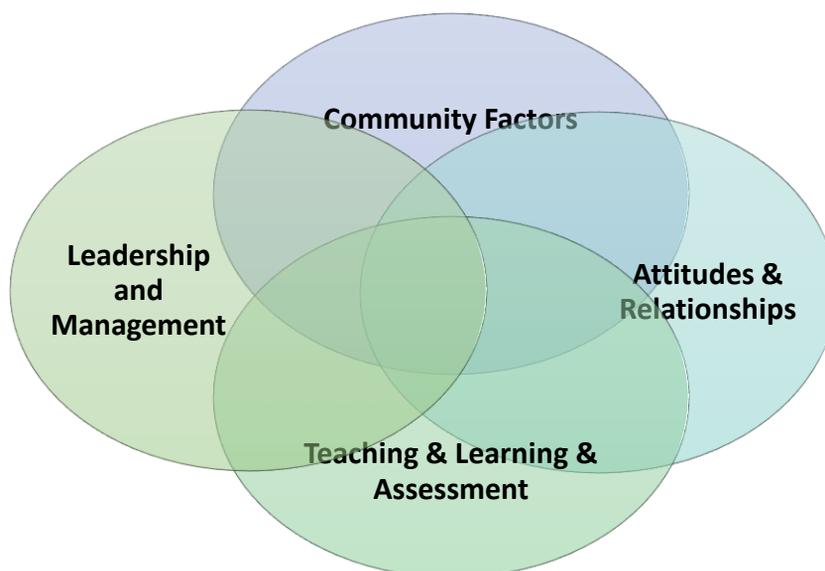


SMT and teachers involved in focus groups

FINDINGS

Factors impacting on teaching & learning and learner performance

The baseline study highlighted four key factors which were impacting on the quality of teaching and learning and learner performance:



Contextual factors at the level of *community* that were found to be impacting on teaching & learning and learner performance included poverty, large numbers of child-headed households, grandparents raising children and substance abuse and teen pregnancy (particular in high schools).

Teaching, learning and assessment factors were vast and varied, and included:

- Poor understanding and implementation of CAPS
- Poor lesson planning and preparation
- Inadequate teacher content knowledge
- Teacher-centred methodologies
- Ineffective use of LTSMs
- Poor content coverage
- English not used as LOLT
- Poor assessment practices
- Learner diversity

The two main challenges in terms of *attitudes and relationships* were poor parental involvement in the education of children and lack of teamwork amongst teachers and SMT members.

Factors relating to *leadership and management* that were regarded as impacting on teaching and learning and learner performance included poor policy access, formulation and implementation, inadequate curriculum management and ineffective planning at SMT, phase and subject levels.

Although community factors were found to have a significant impact on teaching and learning, schools understood that this was not where PMET was able to invest effort. Poverty, unemployment, low literacy levels, substance abuse and teenage pregnancy were the kinds of issues that required intervention from community and government structures and schools were advised to refer to these for support.

PMET's knowledge, skill and expertise lay in their capacity to facilitate growth and development in the areas of attitudes and relationships, leadership and management, and teaching, learning and assessment. This was facilitated through the provision of intensive, direct, on-site support to individuals and groups within the school.

FINDINGS

Nature of support provided

Once reports were shared with all staff members at schools, the discussions that emerged shaped the focus and design of support and development interventions that followed in the next three years. This collaborative engagement facilitated the development of a long-term school support programme aimed at enabling schools to achieve their core purpose of delivering quality teaching and learning. Emphasis was placed on implementing a learner-centred, participatory, problem-solving approach to school leadership, curriculum management, and teaching & learning, as embodied in existing DBE policies. The theory of change which framed support provision has been shared earlier.

The focus was essentially on engaging with schools in order to meaningfully fulfil the DBE’s policy requirements for:

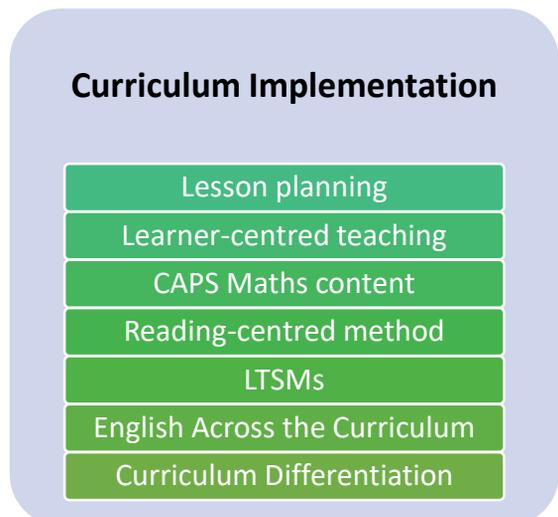
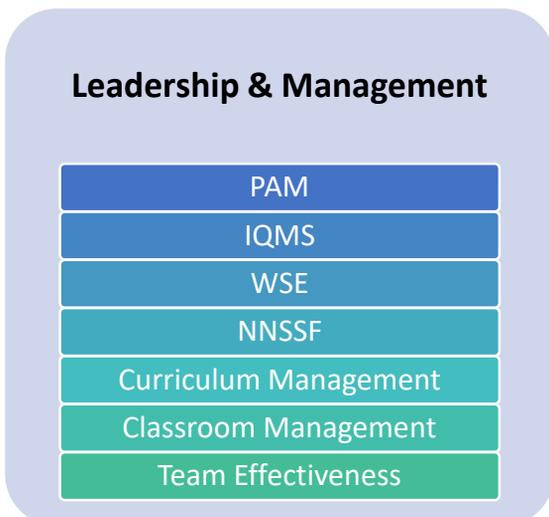


Support was provided in varied ways depending on who the participants were and what the focused area requiring support was. School and classroom-based support provided included at least one full day on-site visit every 6-8 weeks, and took the form of workshops, mentoring, team teaching, demonstration lessons and classroom engagement.

Who received support	Nature of Support
<ul style="list-style-type: none"> • Principals • Deputy Principals • Heads of Department • Teachers 	<ul style="list-style-type: none"> • Mentorship • Workshops • Demo lessons • Team Teaching • Classroom Observation

PMET’s approach to development and support has always integrated personal and professional development, with a strong emphasis on the influence of emotional intelligence on how individuals and organisations function. With this in mind, opportunities were created to regularly engage teachers and SMT members in self and team reflection exercises. This allowed them to set personal and professional goals which could facilitate shifts at individual and organisational levels and consequently enhance the provision of quality education.

Two broad categories of support were focused on, namely, leadership & management and curriculum management. Within these categories, particular themes that emerged as key are illustrated below.



PAM – Personnel Administrative Measures
 IQMS – Integrated Quality Management System
 WSE – Whole School Evaluation
 NNSF – National Norms and Standards for School Funding

CAPS – Curriculum Assessment Policy Statements

FINDINGS

Impact of support provided Learner Performance

The impact of the support provided was tracked within a rigorous framework of monitoring and evaluation. Participants were involved in reflective conversations that were captured in a monitoring and evaluation tool. At the end of the four-year partnership, several shifts were evident because of the support interventions. These improvements are captured as quantitative and qualitative findings outlined below.

Analysis of quantitative data suggests that interventions impacted positively on learner performance, resulting in improvements at all grade levels in both Mathematics and 'Reading to Learn' in all districts. The graphs that follow illustrate the impact of learner performance across the eight districts, with specific reference to the average scores obtained on baseline and final assessment in Year 1 (2015) and Year 4 (2018) respectively.

YEAR	JHB CENTRAL [GAUTENG]	EHLANZ ENI [MPU]	BOHLABELO [MPU]	MOPANI [LIMPOPO]	UMZINYATHI [KZN]	DR RUTH [N WEST]	OR TAMBO COASTAL [E CAPE]	OR TAMBO INLAND [E CAPE]
GRADE 3								
2015	69	68	55	50	39	64	48	44
2018	79	73	73	84 [34]	68	80	81	70
GRADE 6								
2015	56	54	42	53	35	48	32	33
2018	74	53	52	68	61	60	66 [34]	51
GRADE 9								
2015	35	42	30	37	34	47	29	25
2018	63	55	38	62	56	55	59	64 [39]
GRADE 10								
2016	16	21	14	12	16	28	25	8
2018	48	26	14	47 [35]	34	31	22	23

Table 2: Average scores obtained for Mathematics in Grades 3, 6, 9 & 10

The baseline study indicated lowest averages in Grade 10 as compared to Grades 3, 6 and 9. Findings suggest that the challenges experienced by learners in Mathematics were most extreme in Grade 10, with average performance in Mathematics declining as learners progressed through schooling.

The red shading flags a concern that even where there were improvements in Grade 10, these were either minimal, or if substantial, still indicate average performance in Mathematics as below 35% in 6 of the 8 districts. It is important to note that community protests relating to service delivery in some districts sometimes resulted in the closure of schools for safety reasons for prolonged periods of time. This significantly impacted on support provision and consequently reflects in the performance of learners in Year 4 assessments. Districts in Mpumalanga were affected.

The yellow shading in the table above highlights the most significant improvements in Mathematics in the four grades across the districts. The increase in the average score by 39% from 25% to 64% in Grade 9 in OR Tambo Inland district is particularly impressive. Learner performance in Grade 3 and 6 suggests strong potential for improvement with appropriate intervention. Average scores in these grades in Year 4 range between 68% and 84% (Grade 3) and 51% and 74% (Grade 6).

As regards learners' ability to read in order to learn, the baseline assessment and concomitant support provided focused on the following reading skills: using clues to predict meaningfully, understanding instructions, reading to find particular information & identify relevant information, reading with understanding, follow sequence & retell a story to show understanding, interpreting a story correctly, understanding connections in a story and consequences and relating new information to existing knowledge

YEAR	JHB CENTRAL [GAUTENG]	EHLANZENI [MPU]	BOHLABELO [MPU]	MOPANI [LIMPOPO]	UMZINYATHI [KZN]	DR RUTH [N WEST]	OR TAMBO COASTAL [E CAPE]	OR TAMBO INLAND [E CAPE]
GRADE 3								
2015	25	33	25	32	12	28	8	6
2018	36	39	41	74 [42]	37	64	37	36
GRADE 6								
2015	26	18	13	26	18	25	18	11
2018	44	50	52	74 [48]	39	68	53	48
GRADE 9								
2015	37	31	30	34	26	42	25	25
2018	51	61	46	55	52	60	56	61 [36]
GRADE 10								
2016	54	49	56	44	62	57	56	48
2018	53	69	65	72 [28]	58	69	74	76 [28]

Table 3: Average scores obtained for Reading to Learn in Grades 3, 6, 9 & 10

The baseline study illustrated that reading challenges were most extreme in Grade 3, with average learner performance ranging from 6% to 32% in Year 1. The red shading above highlights a serious concern that even when large shifts in average scores were made (as is the case in the Eastern Cape) where improvements of 29% and 30% were recorded, average scores remained low. Apart from Mopani district in Limpopo, and Dr Ruth Segomotsi Mompati in North West, average performance remained below 39% in Grade 3 in Year 4 of the programme. However, this is to be expected given that teaching and learning in the Foundation Phase is facilitated through the medium of home language, which for all partner schools was not English. Exposure to English in these early years is minimal in the education and social contexts that these learners engage in.

It was encouraging to note that performance in Reading to Learn assessments tended to improve as learners progressed through schooling, moving into InterSen and then FET. Since the scores were higher for higher grades even in the baseline, this could be attributed to the increase in exposure to English and reading as learners get older and promoted through the system. This occurs because of the learning and teaching resources that are used, the assessment tasks set, as well as increased exposure through social media, TV, radio, music and the like.

The yellow shading highlights significant improvements in Reading to Learn across grades and districts. It is worth noting that schools in the programme that improved considerably were based in Limpopo, which ironically produced the most disappointing matric results nationally at the end of 2018. The Eastern Cape also receives a great deal of negative coverage in the media as regards education matters. Yet these two provinces were able to produce results in the face of adversity. In Mopani district in Limpopo, Grade 3 and Grade 6 averages increased by 42% and 48% respectively. OR Tambo Inland district average scores improved by 36% and 28% in Grade 9 and Grade 10 respectively.

Arguably, this is evidence that with quality, holistic support that targets multiple aspects and varied stakeholders change is indeed achievable.

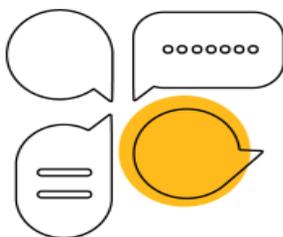
Qualitative Analysis of the Impact of Support Provided

Qualitative data was generated over a period of four years through interviews, focus groups, observation and document analysis. This process of data collection was sustained within a monitoring and evaluation framework which strengthened the action research approach upon which the programme of support was based. Analysis of qualitative data highlighted key themes relating to the impact of the support provided over the four-year period, namely, *Community Factors, Teaching, Learning & Assessment, Attitudes & Relationships* and *Leadership & Management*. These themes are expounded upon in the sections that follow.

Although schools identified areas that would still require strengthening beyond the conclusion of the programme, it is important to note that improvements were evident in a number of fundamental areas. These findings depict shifts in various aspects of school functionality by comparing where schools were at in 2015 with where they were four years later in 2018 as a consequence of the extensive support provided by PMET.

Findings are reported according to frequency of observed and reported data, these are represented as follows: 'some schools' = 60%-69% of the cohort; 'most schools' = 70%-89% of the cohort; 'almost all schools' = 90%-99% of the cohort.

Impact of Support Provided Community Factors



Parental involvement increased through attendance at meetings at most schools.



Collaboration efforts were enhanced with SAPS, social workers, Department of Social Development, Department of Health and transport providers to address issues in some schools in 3 of the 6 provinces.



Safety and security issues were addressed with assistance from SGBs in some schools in Gauteng and North West districts

Impact of Support Provided Teaching, Learning & Assessment



All schools demonstrated an **understanding of CAPS** and were implementing at the level of the classroom



Teaching methods were more learner-centred, and reading-centred methods were being employed more effectively in almost all schools



Teachers were committed to **lesson planning and preparation** improved in almost all schools



Assessment practices in almost all schools increased in number and quality



Classroom management was more effective in most schools

Impact of Support Provided Attitudes and Relationships

"We now do things differently after your support. Staff have been empowered to conduct their duties with zeal and excellence having a deeper understanding and knowledge especially in relation to policies and skills required to improve results and produce competent learners."
Principal in Mpumalanga

Culture of teaching and learning improved in almost all schools, reflected in positive teaching and learning environments, committed staff, and respect for teaching time



Interpersonal relationships amongst staff improved and collaboration between SMT and teachers was more effective at most schools



Home-school-co-operation was more evident in most schools, with parents and grandparents becoming more engaged in the education of their children

Impact of Support Provided Leadership & Management



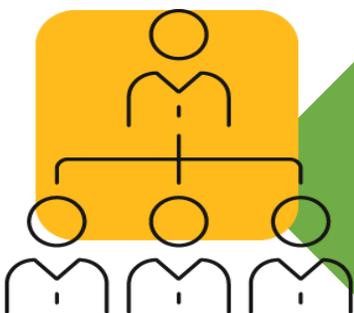
Policies were formulated, adopted and being implemented in most schools



SMTs were monitoring and supporting staff in almost all schools



SMTs planned collaboratively for the year in almost all schools



Curriculum management was embraced as a core task by SMTs in most schools

REFLECTIONS AND RECOMMENDATIONS

Working collaboratively with 111 schools in eight districts over a period of four years has allowed for multiple learnings and growth points to emerge. The challenges that were encountered, some of which were addressed, some which remained, are captured as five central issues.

Teaching & Learning, Intersectoral collaboration, Support as central to development, School-based support as a priority need and embracing *Systemic thinking* in understanding and unravelling the complexities that face education – these four themes emerged as powerful learnings and reminders of what is at the heart of educational change, especially at the level of the school. These ideas highlight the fact that education is a tough terrain to engage in, but the reflections and recommendations that are shared are intended to ignite new ideas, encourage courageous efforts by others and spark meaningful changes at micro and macro levels in our education system and broader society.

Teaching & Learning

Challenge

We are failing to ensure that every classroom is a space where learners experience quality teaching and learning.

Recommendations

- Teachers should be 100% prepared prior to teaching and learners must be actively engaged in every lesson.
- Teachers must be trained to use creative methodologies.
- Reading-centred methods must be employed in all subjects, in all lessons.
- English across the curriculum must be encouraged while allowing appropriate levels of code switching.
- Learner diversity and barriers to learning should be addressed through curriculum differentiation by all teachers in all subjects.
- School level interventions need to target the early grades in primary school (Grades 1-3) and high school (Grades 8-9), rather than waiting to maximise efforts in Grade 12, when it is often too late.
- Teachers must prioritise the emotional well-being of learners so that individual and social needs are identified and addressed.

Intersectoral Collaboration

Challenge

We continue to work in silos because it is convenient, comfortable or perhaps because we are selfish and territorial.

Recommendations

- Participation of relevant stakeholders must be authentic and guided by an asset-based framework that acknowledges others' strengths in a meaningful way.
- Roles of stakeholders need to be clarified on an ongoing basis, especially in relation to stakeholders outside of the school.
- Effective and ongoing communication between stakeholders that ensures clarity on common goals is fundamental.
- Structures and procedures need to be established at all levels of the system in order to facilitate collaboration.

Support is development

Challenge

Accountability and compliance often supersedes support provision, so the need to support in order to facilitate growth and development is seldom acknowledged.

Recommendations

- Support provision should be collaborative in nature, where support is not “done to” but rather “done with” the other.
- More emphasis needs to be placed on how support is offered instead of what the support is focused on. Process is therefore as important as content.
- Support from district officials who are capacitated and compassionate is the most sustainable solution to schools’ developmental needs.
- Support from within the school needs to be driven by an effective, active principal. Principals and SMTs must therefore be supported to respond to the challenge of fulfilling their roles and responsibilities as educational leaders and managers.
- Every teacher should be supported to be a change agent in their classroom. A supported teacher is an effective teacher, and effective teachers empower learners to learn.

School-based support

Challenge

Support structures based within government departments are largely absent from schools. There seems to be insufficient understanding of the uniqueness of schools making a ‘one size fits all’ approach rather ineffective.

Recommendations

- Support strategies must be context specific and flexible, because each school is unique.
- Although certain fundamentals drive the development process, the priorities and pace at which this proceeds is often determined by the teachers and SMT members in the school.
- There is no "package" of success and no "quick fixes“, so supporting with patience and compassion, while still setting high expectations, but providing quality support is key.
- The commitment and dedication of the stakeholders within the school is of paramount importance because it influences success or failure in a powerful way. Readiness for change is therefore a crucial prerequisite.
- Direct contact, whether in person or online, is what is needed in order to ensure sustainable change at the level of the school. The success of an intervention often lies in the quality of the relationship between the partners.

Systemic Thinking

Challenge

The interconnectedness of multiple forces that creates problems and provides solutions is often not at the forefront of our thought and practice.

Recommendations

- Ongoing support that embraces a whole school approach with curriculum delivery and management at the core is key.
- School development is a long-term investment requiring a systemic approach that considers all factors that influence education at micro and macro levels.
- The personal aspect must receive attention if the professional is to thrive. Emotional well-being of teachers and learners must be prioritised in all efforts towards achieving quality education provision.

“Ever since PMET started to support us grade 12 results improved by 5% yearly”. In 2018 a learner from grade 12 was position 2 in mathematics competition gold category at provincial level and participated at national level.”

Head of Department, Eastern Cape

“We would like to appreciate the difference made because of your efforts in our school. The learner centred approach ensures that learners are more active and productive in class, and have gained confidence. There is more concentration in class with learners disciplining each other.”

Principal, Mpumalanga

“PMET support helped teachers and learners to improve in using English as LOLT during teaching which led to increase in learner enrolment, parents are motivated to take their children to our school as learner performance has improved.”

Head of Department

“When PMET arrived at our school, relations amongst staff was at an all time low. As the principal, I was having lots of problems with the teachers. The team building sessions had a huge impact. Currently my staff is now one united group of people. There is a lot of support in the classroom, but relationships are also focused on. PMET catered for our professional and personal growth”

Principal, North West

“PMET support helped us to improve learners’ reading skills. One of our Grade 6 learners got position 1 in the spelling B competition at district level and participated at provincial level.”

Principal

“The school was able to develop and implement proper policies, not just have them on paper. We apply them in our daily management of the running of the school. We are stronger as a team and more confident in our leadership traits.”

Principal

ACKNOWLEDGEMENTS

- Pearson South Africa for committed funding and effective operational support.
- PMET Board of Trustees.
- Dr. Veronique Genniker, Trust Director, Management staff, Regional Supervisors, Curriculum and Leadership & Management Facilitators.
- David Langan, Founding Director, Research & Development Co-ordinator (2015-2018).
- Prof. Sandy Lazarus, Community & Research Psychologist, Consultant to PMET.
- Principals, SMT members, teachers and learners in partner schools.
- District Directors and officials in partner districts.
- Department of Basic Education - National and Provincial officials.