

# Professional Development

# Workshops & Courses

Macmillan Education  
**Teacher Campus**  
*I like to know*



**advancing  
> learning**

ETDP-SETA Accreditation Number: ETDP10512  
QCTO Accreditation Number: 07-QCTO/SDP151024090317  
SACE Provider Number: PR10690

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## Abbreviations used in this brochure:

ILST – Institutional Level Support Team  
RCL – Representative Council of Learners  
SAT – School Assessment Team  
SBST – School-Based Support Team  
SESS – Subject Education Specialists  
SGB – School Governing Body  
SMT – School Management Team

## Key to workshops offered:

-  Face-to-face workshop
-  Live online workshop
-  MOTC workshop  
(online self-study)

# WHO IS MACMILLAN TEACHER CAMPUS?

Macmillan Education South Africa is a world-class educational content and service provider. As a trusted publishing brand, Macmillan Education provides content in relevant and flexible formats.

Macmillan Teacher Campus is a division of Macmillan Education South Africa, a publishing company that has been providing quality learning and teaching material to the South African education sector for many years.

Macmillan Teacher Campus, a professional accredited teacher training unit, was officially launched on 3 May 2007. Our offering includes training and support in all phases including ECD, GET and FET, as well as TVET colleges. We are also renowned for our accredited training courses.



# WHO IS MACMILLAN TEACHER CAMPUS?

## WHAT DOES MACMILLAN TEACHER CAMPUS OFFER?

Macmillan Teacher Campus offers a variety of workshops as well as accredited courses. At Macmillan Teacher Campus, our vision is to empower, motivate and develop teachers and learners in South Africa and to provide a learning pathway to continue their professional development. For the past decade, we have been a provider of cutting-edge training and excellent teacher support. We bring the training to your doorstep. We offer a wide range of curriculum-aligned workshops, but understand that no curriculum is static. Therefore, we also offer tailor-made workshops that cater specifically for our clients' needs and equip teachers with knowledge and insight. Our training programmes are developed by subject specialists and we make use of highly qualified facilitators to enhance the teaching and learning experience.

This catalogue is packed with sessions that can be conducted face-to-face, online or in a hybrid fashion to suit your budget and needs. We offer an extensive range of topics in various categories, including Accredited courses, Assessment, Inclusion and Whole-school development. We also offer a large selection of subject-related workshops for all phases for schools, public and private, as well as TVET colleges.

Should you not see what you are looking for, we have the resources and authors to design and tailor-make courses that suit the needs of your organisation.

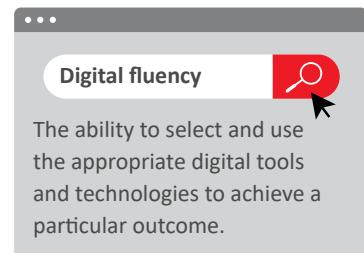
## MACMILLAN TEACHER CAMPUS IS ONLINE

Macmillan Teacher Campus believes in keeping up with the latest trends. And what is more trending these days than conducting workshops on an online platform?

The onset of Covid-19 and the forced lockdown saw many teachers at a loss as to how to engage with their learners remotely.

Macmillan Teacher Campus provides a solution that will give teachers and lecturers the confidence they need to offer their lessons on online platforms and at the same time enhance their **digital fluency**.

Macmillan Teacher Campus uses various online platforms to deliver quality workshops that are interactive and easily implemented the very next day.



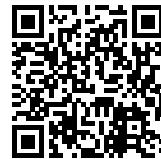
# WHO IS MACMILLAN TEACHER CAMPUS?

## WATCH OUR FREE WEBINARS

You can watch any of our free webinars on our Macmillan Teacher Campus Playlist on YouTube.

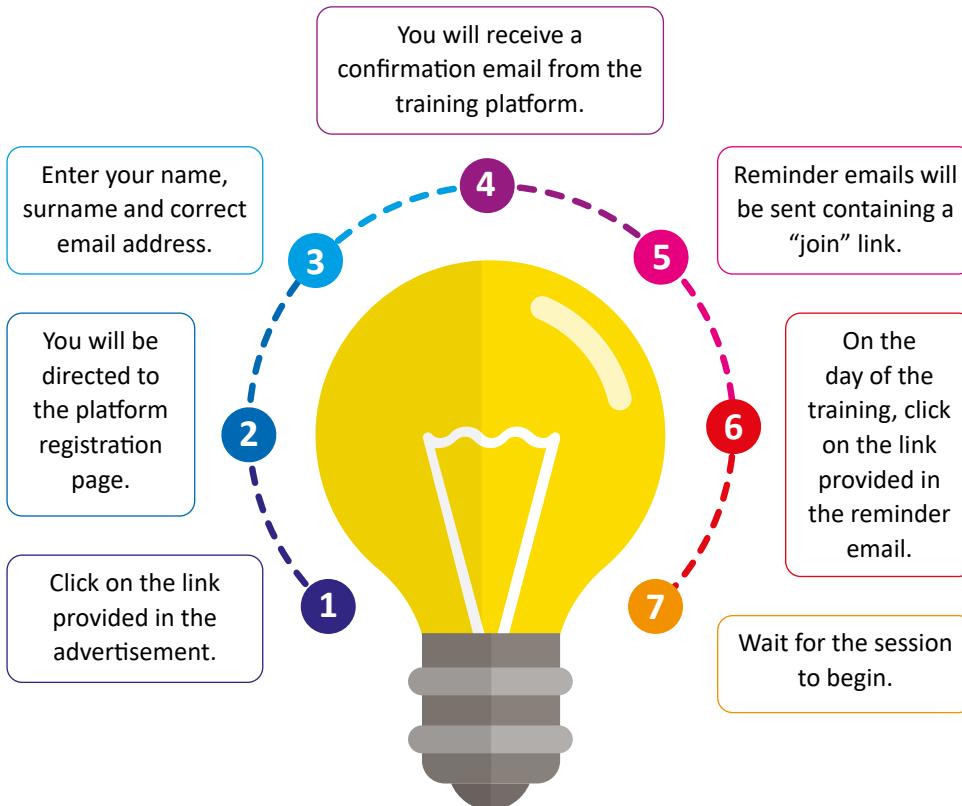
Follow this link:

<https://www.youtube.com/@macmillaneducationsouthafrica>  
or scan the QR code to reach this site.



## HOW TO ACCESS A COURSE?

### Free webinars and workshops



# WHO IS MACMILLAN TEACHER CAMPUS?

## Paid-for workshops

You can access the training using your PC, laptop, tablet or cell phone.



# MACMILLAN ONLINE TEACHER CAMPUS

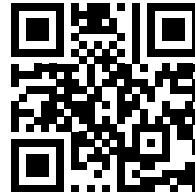
## START AN ONLINE SHORT COURSE TODAY

Macmillan Online Teacher Campus (MOTC) is an online platform hosting a range of workshops that are easily accessible and very affordable. These workshops can be done in your own time, at your own pace and in the comfort of your own home.

### WHY CHOOSE MOTC?

- ✓ Trending topics
- ✓ Affordable
- ✓ SACE PD Points
- ✓ Downloadable resources
- ✓ Certification
- ✓ User friendly
- ✓ Learn something new
- ✓ Academic improvement
- ✓ Anytime, anywhere

**ENROL TODAY**



<https://shop.motc.co.za>



The workshops currently available on the MOTC platform are clearly indicated in this booklet. Look out for the MOTC logo next to the hosted workshops.

## HOW TO MAKE A BULK BOOKING FOR YOUR SCHOOL

- 1** Contact Ricky Steenkamp for the bulk-booking form via email at [Ricky.Steenkamp@macmillaneducation.co.za](mailto:Ricky.Steenkamp@macmillaneducation.co.za).
- 2** Complete the bulk-booking form with staff information and email it to [Ricky.Steenkamp@macmillaneducation.co.za](mailto:Ricky.Steenkamp@macmillaneducation.co.za).
- 3** Receive and pay generated invoice.
- 4** Send proof of payment to [Ricky.Steenkamp@macmillaneducation.co.za](mailto:Ricky.Steenkamp@macmillaneducation.co.za).
- 5** Participants receive course vouchers via email.
- 6** Participants log on to <https://shop.motc.co.za>.
- 7** Participants create a username and password.
- 8** Click on 'All courses' and select chosen course.
- 9** Proceed to checkout. Use the voucher code as payment method.
- 10** Complete selected course and download the certificate. Earn PD Points.



## DAILY PROGRAMME CARDS



### 0–18 MONTHS

**ISBN:** 9781431062911 (pack of 8 cards)

**Target Audience:** ECD practitioners, daycare centres

### 18–36 MONTHS

**ISBN:** 9781431062928 (pack of 8 cards)

**Target Audience:** ECD practitioners, daycare centres

### 3–4 YEARS

**ISBN:** 9781431062935 (pack of 8 cards)

**Target Audience:** ECD practitioners, daycare centres

### GRADE R

**ISBN:** 9781431062942 (pack of 8 cards)

**Target Audience:** Grade R practitioners

#### How to use the Daily Programme Cards in your classroom:

- Display the cards on a wall in a straight line from left to right.
- They act as a timetable. Use a little arrow that children can place on the different cards as they move through the programme during the day.



# PRODUCTS

## LITTLE LEARNER LAUNCHPAD SCHOOL READINESS GUIDE

Unlock a child's potential with our comprehensive school readiness guide! Welcome to a brighter future! Are you ready to help a child step into school with confidence and a love for learning? Our Parent and Teacher Guide is your key to unlocking their full potential.

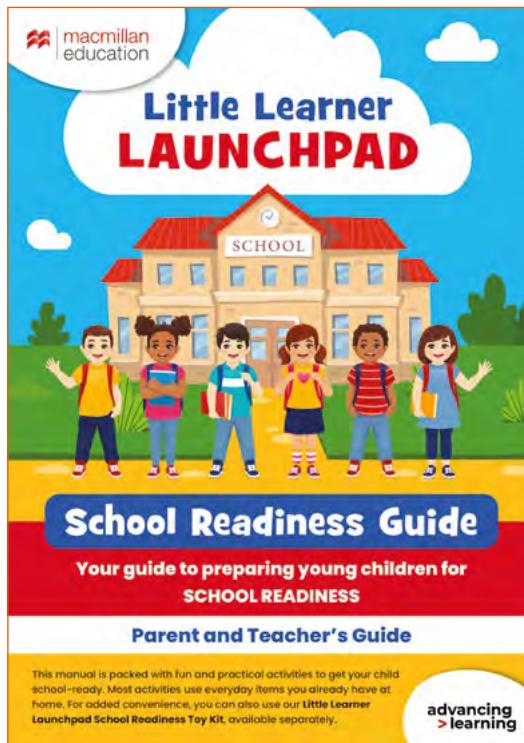
### PARENT AND TEACHER GUIDE

**ISBN:** 9781779978806

**Includes:**

- 1 x parent and teacher guide

**Target Audience:** ECD and Grade R practitioners, parents, guardians, caregivers



## LEARN THROUGH PLAY POSTER

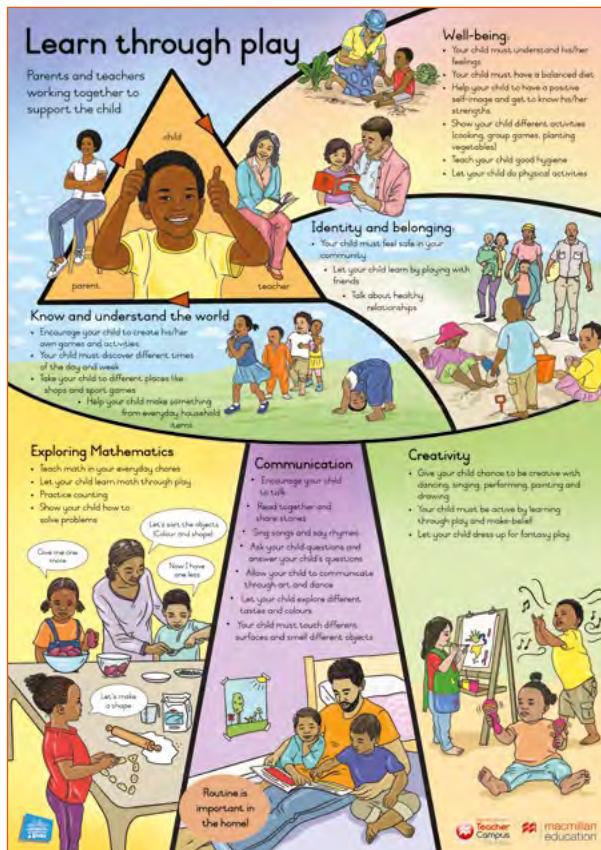
ISBN: 9781779978813

Unlock the Power of Play in Learning!

Transform your teaching with our Learn Through Play resource – designed to spark creativity, curiosity and active engagement in every classroom. Packed with practical ideas and strategies, this poster is the perfect companion to our Learn Through Play workshop series, but it also stands alone as an inspiring tool for any teacher who wants to make learning fun and meaningful.

Bring play into your teaching and watch learners thrive!

**Target Audience:** ECD, Grade R and Foundation Phase teachers and practitioners



## POSTERS FOR THE GRADE 8–12 ENGLISH LANGUAGE CLASSROOM

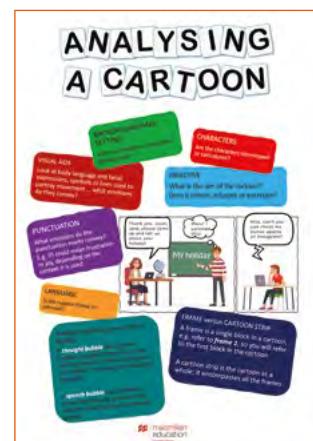
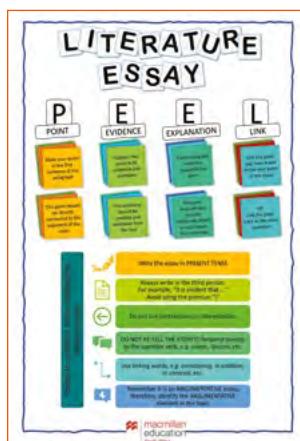
ISBN: 9781779972149

- 10 × A1 CAPS-aligned laminated posters
- Each poster addresses a specific problem area experienced in the English language classroom
- These posters allow for continual subconscious learning, as learners are exposed to the information on the poster displayed on the classroom walls
- These visually pleasing, uncluttered posters make it easy for learners to understand and retain difficult concepts

### Poster topics:

- Co-ordinating conjunctions
- Instructional words
- Advertising
- Literature essay
- Parts of speech
- Punctuation
- Transactional writing
- Transactional templates
- How to analyse a poem
- Analysing a cartoon

**Target Audience:** Senior Phase and FET Phase English language teachers



## SENIOR PHASE MATHEMATICS POSTERS

ISBN: 9781779979001 (pack of 5 × A1 posters)

Make learning come to life! Are you looking for new ways to captivate your learners' attention and enhance their understanding of mathematics? Our vibrant, curriculum-aligned posters are the perfect tools for engaging young minds, simplifying complex concepts and creating a classroom environment that inspires curiosity!

**Target Audience:** Senior Phase mathematics teachers

### Poster topics:

- Algebraic expressions
- Types of algebraic expressions
- Language and algebraic expressions
- Simplification of algebraic expressions
- Simplification & factorisation of algebraic expressions

**Algebraic expressions**

An algebraic expression is a combination of variables, numbers and mathematical operations.

An algebraic expression can have the following parts:

The coefficient is the part of the term other than the variable

A variable is a place holder for a number; the value can vary. We represent a variable with a letter; e.g.  $f$

Operations

Mathematical operations:  $+, -, \times, \div$

2  $f$  - 7  $h$  + 5

Variables

Constant

A constant is a fixed number, such as 5 or 24

Algebraic rules:

We do not need to write the multiplication sign when we multiply variables, e.g.  $4 \times a \times b \times c$  is written as  $4abc$ .

We write letters in alphabetical order and numbers in front of the letters in a term, e.g.  $2abc + 4$  is written as  $4 + 2abc$ .

**Types of algebraic expressions**

Algebraic expressions: Named according to the **number of terms** they contain

Polynomials: Algebraic expression consisting of one or more terms of which exponents are natural numbers

Types of polynomial expressions

Monomial: Mono = 1

Binomial: Bi = 2

Trinomial: Tri = 3

A monomial is an expression with 1 term. e.g.  $3y \cdot \frac{5}{7}$

A binomial is an expression with 2 terms. e.g.  $5x + 3$

A trinomial is an expression with 3 terms. e.g.  $x^2 + x - 6$

**Language and algebraic expressions**

teaches you about **this problem-solving skill** in mathematics

The sum of a certain number and 10  $(x + 10)$

Increasing a certain number by 9  $(x + 9)$

Five more than an unknown number  $(5 + x)$

The difference between a certain number and 4  $(x - 4)$

An unknown number decreased by 30  $(y - 30)$

Twenty less than a certain number  $(20 - x)$

The product of a certain number and 7  $(x \times 7)$

Three a certain number  $(3x)$

Ten more than two times an unknown number  $(2p + 10)$

The quotient when a certain number is divided by 8  $(\frac{8}{p} \text{ or } p - 8)$

The square of the difference between  $p$  and  $q$   $(p - q)^2$

**Simplification of algebraic expressions**

Combining like terms (same variable raised to the same power)

Let us work through these examples

Simplify the expression:  $3x + 7x - 25$   
 $3x + 7x = 10x$  can be written as:  $x + x + x + x + x + x + x + x = 10x$   
 these are like terms, therefore it's like adding coefficients of  $x$ .  
 Therefore, the answer is  $10x - 25$

Simplify:  $x^3 + 5x^2 + 2x^3$   
 $x^3 + x^3 + x^3 + x^3 + x^3 = 5x^3$   
 Adding like terms:  $8x^3$

Simplify the following algebraic expressions:  
 $-3ab^2 + 9ab^2 - 2ab^2$   
 $= -3ab^2 (1 + 3) - 2ab^2$   
 $= -12ab^2 - 2ab^2$   
 $= -2ab^2 (6b + 1)$

Expression:  $\sqrt{x^2} = x^2$  and  $\sqrt[3]{x^3} = x^3$  indicates the SURD form and nth root.

Determining the square and cube roots of:  
 $\sqrt{x^{20}} = x^{10}$        $\sqrt[3]{x^{12}} = x^4$   
 $= x^4$        $= x^4$

# PRODUCTS

## FET MATHEMATICS POSTERS

Make learning come to life! Are you looking for new ways to captivate your learners' attention and enhance their understanding of mathematics? Our vibrant, curriculum-aligned posters are the perfect tools for engaging young minds, simplifying complex concepts, and creating a classroom environment that inspires curiosity!

**Target Audience:** FET mathematics teachers

### EUCLIDEAN GEOMETRY

**ISBN:** 9781779979483 (pack of 7 × A1 posters)

### EXPONENTS & SURDS

**ISBN:** 9781779979582 (pack of 5 × A1 posters)

### FINANCIAL MATHS

**ISBN:** 9781779979681 (pack of 8 × A1 posters)

### TRIGONOMETRY

**ISBN:** 9781779978851 (pack of 5 × A1 posters)

#### Trigonometric ratios

The three trigonometric ratios are  $\sin \theta$ ,  $\cos \theta$  and  $\tan \theta$ , where  $\theta$  is an angle of any right-angled triangle.

**Three trigonometric ratios**

$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{z}{r}$$
$$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}} = \frac{x}{r}$$
$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}} = \frac{z}{x}$$

**Diagram of the ratios**

**The EASY Diagram**

**Diagram below**  $P(x, \sqrt{3})$  is a point on the Cartesian plane such that  $OP = 2$ .  $Q(x, k)$  is a point such that  $TQ = u$  and  $QO = 20$ .  $\hat{P}OQ = 90^\circ$ .

1. Calculate the value of  $u$ .
2. Hence, calculate the size of  $u$ .
3. Determine the coordinates of  $Q$ .

**Possible solutions**

$$x^2 + u^2 = 4$$
$$u^2 = 4 - x^2$$
$$u^2 = 4 - 1 = 3$$
$$u = \sqrt{3}$$

**Diagram below**  $\angle A$  is an acute angle. Calculate the value of  $\angle A$ .

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#### Parts of a circle

A **secant** is a straight line that intersects a circle in two points.

A **chord** is a straight line that passes through the circumference of a circle.

A **radius** is a line passing from the centre of a circle to a point on the circumference.

A **diameter** is a chord that passes through the centre of a circle.

**Diagram below**  $x$  and  $y$  are angles in a triangle.

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#### Exponential equations

**How to solve exponential equations?**

If  $a^x = a^y$  then  $x = y$   
If bases are the same, equate the exponents.

**Simple equations**

Solve for  $x$ :  $5 \cdot 2^{x-1} = 80$   
 $2^{x-1} = 16$  divide both sides by 5  
 $2^{x-1} = 2^4 \Rightarrow x-1 = 4$   
 $x-1 = 4$  equate exponents  
 $x = 5$

**Simple exponential equations**

Solve for  $x$ :  $4 \cdot x^{-1} = 16$   
 $x^{-1} = 4$  divide both sides by 4  
 $x^{-1} = 2^4 \Rightarrow x = 2^4$   
 $x = 16$  equate exponents  
 $x = 2^{4-1}$  multiply exponents  
 $x = 2^3$

**Equations with quadratics**

Solve:  $2^{2x} - 3 \cdot 2^x - 4 = 0$   
Let  $2^x = k$   
 $k^2 - 3k - 4 = 0$   
substitution  
 $(k-4)(k+1) = 0$  factorise  
 $k = 4$  or  $k = -1$  invalid  
 $2^x = 4 \Rightarrow x = 2$   
 $2^x = -1$  invalid  
Two angles add up to  $180^\circ$

**Complex rational equations**

Solve:  $x^2 - 2x^2 - 15 = 0$   
 $(x^2 - 5)(x^2 + 3) = 0$   
 $x^2 = 5$  or  $x^2 = -3$  invalid  
 $x = \sqrt{5}$  or  $x = -\sqrt{5}$  invalid  
 $x = 125$  or  $x = -225$  invalid  
 $x = \sqrt{125}$  or  $x = -\sqrt{125}$  invalid

## FET PHYSICAL SCIENCES POSTERS

Make learning come to life! Are you looking for new ways to captivate your learners' attention and enhance their understanding of physical sciences? Our vibrant, curriculum-aligned posters are the perfect tools for engaging young minds, simplifying complex concepts, and creating a classroom environment that inspires curiosity!

**Target Audience:** FET physical sciences teachers

### ELECTRIC CIRCUITS

**ISBN:** 9781779979872 (pack of 5 × A1 posters)

### FORCES

**ISBN:** 9781779979827 (pack of 5 × A1 posters)

### LIMITING REACTANT

**ISBN:** 9781779978783 (pack of 5 × A1 posters)

### QUANTITATIVE ASPECTS OF CHEMICAL CHANGE

**ISBN:** 9781779979896 (pack of 6 × A1 posters)

#### Electric circuits: Ohm's Law

$V = IR$

According to Ohm's Law, current flow is increased by voltage and decreased by resistance at constant temperature.

**Ohmic Resistors:** The resistance remains constant regardless of the applied voltage or current, so the graph of voltage versus current is a straight line.

**Non-Ohmic Resistors:** These resistors exhibit a curve in their voltage versus current graph, indicating resistance varies due to factors like temperature, material properties, or device type.

Factors causing resistance variation in ohmic and non-ohmic conductors

- Temperature of a conductor
- Type of material
- Length of a conductor
- Surface area of a conductor

#### The mole

Mole is the SI unit used to measure the amount of a substance.

It refers to a quantity that contains  $6.022 \times 10^{23}$  particles, such as atoms, molecules, ions, or electrons.

One mole is described as the amount of substance having the same number of particles as there are atoms in 12 g of carbon-12.

How do you find the number of atoms, molecules or particles using mole?

The mole allows chemists to count particles by weighing them, as it's impractical to count individual atoms or molecules due to their incredibly small size.

For example: 1 mole of carbon (C) contains  $6.022 \times 10^{23}$  carbon molecules, and it weighs approximately 12 grams.

1 mole of carbon atoms =  $6.022 \times 10^{23}$  atoms

#### Application

What mass of carbon dioxide forms in the reaction of 25 grams of glucose with 46 grams of oxygen from a respiration process?

$$C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O + \text{energy}$$

Every 1 mole of glucose ( $C_6H_{12}O_6$ ) requires 6 moles of oxygen to obtain 6 moles of carbon dioxide and 6 moles of water.

Step 1	$C_6H_{12}O_6$	$6O_2$	$6CO_2$	$6H_2O$
Mass 1	25 g	6 x 32 g = 192 g	6 x 44 g = 264 g	6 x 18 g = 108 g
Convert the ratio C:	1 : 6	1 : 6	1 : 6	1 : 6
Step 2	$\frac{25}{6}$	$\frac{192}{6}$	$\frac{264}{6}$	$\frac{108}{6}$
	4.17	32	44	18
Step 3	$4.17 \times 6$	$32 \times 6$	$44 \times 6$	$18 \times 6$
	25	192	264	108
Compare	Given: 25 g mass	Given: 1.25 mole	Given: 1.25 mole	Given: 1.25 mole
Divide	Dividing number	Dividing number	Dividing number	Dividing number
Step 4	$25 \div 25$	$1.25 \div 1.25$	$1.25 \div 1.25$	$1.25 \div 1.25$
	1	1	1	1
Step 5	$1 \times 6$	$1 \times 6$	$1 \times 6$	$1 \times 6$
	6	6	6	6
Conclusion	Given mass = 6 g	Given mole = 6 mole	Given mole = 6 mole	Given mole = 6 mole
Final	$6 \times 44$	$6 \times 44$	$6 \times 44$	$6 \times 44$
	264	264	264	264
Final	$264 \div 6$	$264 \div 6$	$264 \div 6$	$264 \div 6$
	44	44	44	44
Final	44 g	44 g	44 g	44 g

**Teacher Campus**

# PRODUCTS

## WHEELS

### BLOOM'S AND BARRETT'S COGNITIVE LEVELS WHEEL

**ISBN:** 9781779974549 (pack of 5 wheels)

Unlock the full potential of your learners' minds using these powerful tools designed for educators. MTC's Bloom's Cognitive Level Wheel provides a dynamic framework to enhance critical thinking and intellectual skills, guiding your lesson plans and assessments to new heights. Complementing this, Barrett's Cognitive Level Wheel offers a roadmap for teaching and assessing language and comprehension on different cognitive levels. Empower your learners to acquire lifelong critical-thinking skills.

**Target Audience:** Generic

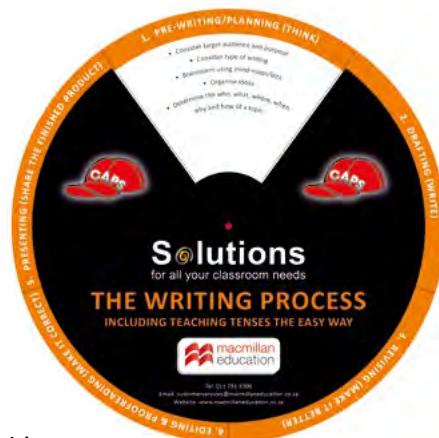


### THE WRITING PROCESS/TEACHING TENSES WHEEL

**ISBN:** 9781431062935 (pack of 5 wheels)

Transform writing lessons with MTC's Writing Process Wheel! Empower yourself to guide your learners seamlessly through the writing journey. From brainstorming to polishing final drafts, our dynamic wheel simplifies the teaching of the writing process. On the flip side of the wheel we deal with tenses. Tenses are essential for effective and clear communication, maintaining consistency and coherence, structuring narratives, and meeting the expectations of different writing contexts. Whether in academic, professional or creative writing, a solid grasp of tenses enhances the overall quality of written expression. Master English tenses effortlessly with MTC's Tenses Wheel!

**Target Audience:** Language teachers in all phases



## ENGLISH LITERATURE WHEEL

**ISBN:** 9781431062942 (pack of 5 wheels)

Exposure to different literature genres enriches the learning experience, offering a well-rounded education that goes beyond basic language skills. This equips learners with a deeper understanding of the world, sharpens critical thinking abilities, and prepares them for the complexities of communication in various contexts. Make teaching literature a breeze by using MTC's Literature Wheel – your essential tool for navigating and teaching various genres. Whether it's drama, film, novels, short stories or poetry (seen and unseen), this tool gives you practical strategies to approach the teaching and assessment of the different genres.

**Target Audience:** Language teachers in all phases



## ASSESSOR COURSE (CONDUCT OUTCOMES-BASED ASSESSMENT)



**SKU:** ACC0100-F (Face-to-face)

**SKU:** ACC0100-O (Online)

*This course links assessment to the classroom and provides effective practices for teaching and learning.*

### Outcomes of Workshop

This workshop will enable you to:

- demonstrate understanding of outcomes-based assessment
- prepare for assessment
- conduct assessments
- provide feedback on assessments
- review assessments.

**Duration:** 4 days

**SACE PD Points:** 10

**ETDP-SETA**

NQF Level 5

Credits 15

Unit Standard No 115753

**Portfolio of Evidence** to be submitted within four weeks after the last day of the course.

### Target Audience

All teachers, lecturers, managers in education and SESs





## **FACILITATOR COURSE (FACILITATE LEARNING USING A VARIETY OF GIVEN METHODOLOGIES)**



**SKU:** ACC0101-F (Face-to-face)

**SKU:** ACC0101-O (Online)

*This course focuses on facilitator skills that will differentiate you from the traditional trainer/presenter. Learn key strategies to impart information to learners in an interesting and unforgettable way.*

### **Outcomes of Workshop**

This workshop will enable you to:

- plan and prepare for facilitation
- facilitate learning
- evaluate learning and facilitation.

**Portfolio of Evidence** to be submitted within four weeks after the last day of the course.

### **Target Audience**

All teachers, lecturers, managers in education and SESSs

**Duration:** 4 days

**SACE PD Points:** 15

**ETDP-SETA**

NQF Level 5

Credits 10

Unit Standard No 117871

## MODERATOR COURSE (CONDUCT MODERATION OF OUTCOMES-BASED ASSESSMENT)



**SKU:** ACC0102-F (Face-to-face)

**SKU:** ACC0102-O (Online)

*This course deals with assessment and moderation on different levels in the education environment and provides effective practices for assessment.*

### Outcomes of Workshop

This workshop will enable you to:

- demonstrate understanding of moderation within the context of an outcomes-based assessment system
- plan and prepare for moderation
- conduct moderation
- advise and support assessors
- report, record and administer moderation
- review moderation systems and processes.

**Duration:** 3 days

**SACE PD Points:** 15

**ETDP-SETA**

NQF Level 6

Credits 10

Unit Standard No 115759

**Portfolio of Evidence** to be submitted within four weeks after the last day of the course.

### Target Audience

All teachers, lecturers, managers in education and SESs



## ASSESSMENT PRACTITIONER



*The Assessment Practitioner Skills Programme is designed for individuals who want to develop expertise in assessment methods. It equips practitioners to plan, conduct and manage assessments, including recognising prior learning and evaluating learner competence within workplace contexts. Successful completion of this programme is essential for anyone wishing to operate as an Assessment Practitioner. Participants will gain the ability to monitor performance and provide constructive feedback professionally. Achieving this status can open doors to employment or self-employment opportunities.*

### Outcomes of Workshop

This workshop will enable you to:

- apply principles of good assessment practices within the occupational learning framework
- evaluate and adapt evidence collection methods, tools and instruments to meet contextual requirements
- apply principles of evidence collection in line with contextual requirements
- make assessment decisions and formulate feedback according to accepted standards and practices
- assess and document the domain of reflexive competence
- complete and maintain documentation and records in accordance with quality management system requirements
- recognise past experience and prior learning during the delivery of the learning intervention
- ensure physical and psycho-social safety of learners throughout the assessment process
- measure learner progress and provide continuous feedback on the effectiveness of the intervention.

**Duration:** 5 days

**SACE PD Points:** Pending

**ETDP-SETA/QCTO**

NQF Level 5

Credits 20

Skills Programme No 220320

**Portfolio of Evidence** to be submitted and **Final Summative Integrated Assessment (FISA)** to be written.

### Target Audience

Facilitators, educators, trainers, lecturers, presenters, training managers, assessors and moderators

## LEARNING AND DEVELOPMENT FACILITATOR



*This programme is designed for individuals who want to develop the ability to plan, select and adapt learning resources for effective training delivery in workplace settings. It equips participants with practical facilitation skills and strategies to support skills development. By completing this programme, learners will be able to design and implement learning interventions tailored to occupational contexts.*

### Outcomes of Workshop

This workshop will enable you to:

- plan and organise resources for effective learning
- prepare sessions using adult learning principles
- address barriers to learning during facilitation
- recognise prior learning and experience
- support learners in defining goals and managing expectations
- adapt facilitation strategies to suit different contexts
- promote active learning using varied methodologies
- ensure learner safety and well-being
- monitor progress and provide constructive feedback
- manage group dynamics effectively
- apply ethical and professional standards.

**Portfolio of Evidence** to be submitted and **Final Summative Integrated Assessment (FISA)** to be written.

### Target Audience

Facilitators, educators, trainers, lecturers, presenters and training managers

**Duration:** 5 days

**SACE PD Points:** Pending

**ETDP-SETA/QCTO**

NQF Level 5

Credits 36

Skills Programme No 220319

# HOW TO LOG TEACHER-INITIATED LEARNING WITH SACE

Every educator registered with SACE is required to earn at least 150 Professional Development Points in every three years of the CPTD cycle. An educator must participate in three different types of professional development activities to earn these points.

These are:

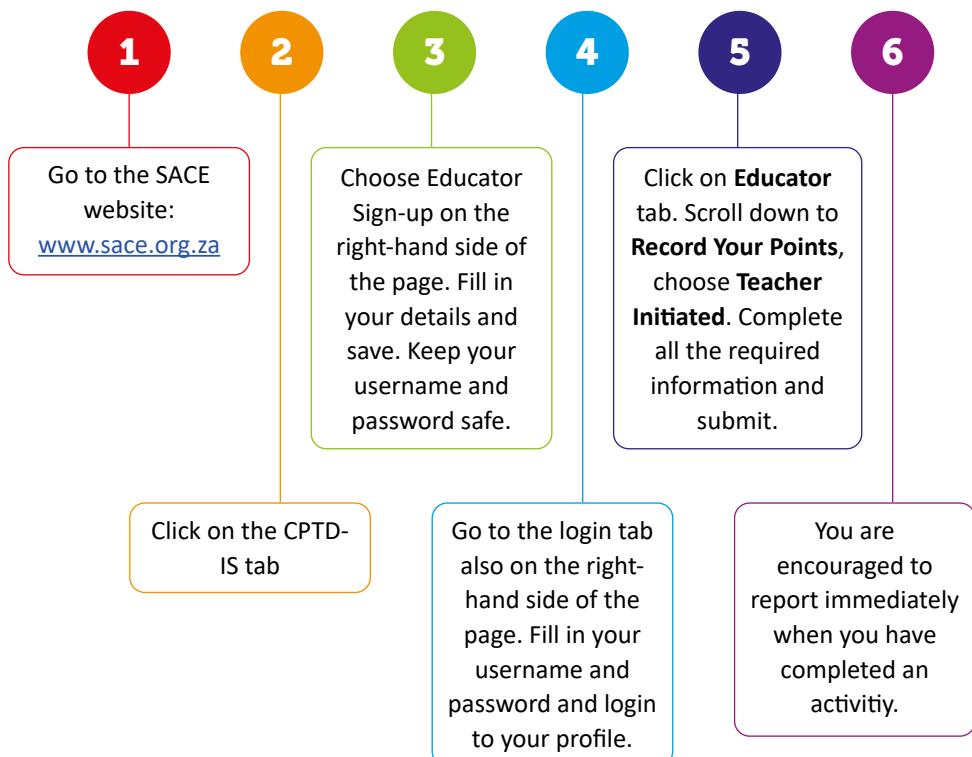
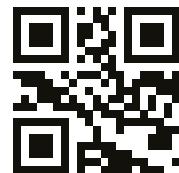
- Type 1 Activities/Programmes: (Teacher initiated)
- Type 2 Activities/Programmes: (School initiated)
- Type 3 Activities/Programmes: (Externally initiated)

It is essential that you record all your activities initiated by you, the teacher, on the SACE website. It is also important to keep a portfolio of all your training and activities as evidence.

How do I report my PD activities/programmes on the SACE website?

Reporting can be done manually by sending selected templates from your PDP to SACE **OR** online through the CPTD Portal as follows:

[www.sace.gov.za](http://www.sace.gov.za)



# ASSESSMENT

## FEEDBACK TO THE LEARNER



**SKU:** ASE0201-F (Face-to-face)

**SKU:** ASE0201-O (Online)

*This workshop looks into the importance of affective feedback to the learning process. We also deal with the do's and don'ts of giving constructive feedback.*

### Outcomes of Workshop

This workshop will enable you to:

- define feedback
- recognise the importance of feedback in the learning process
- identify and list the benefits of feedback to teachers, learners and learning
- identify the characteristics of effective feedback
- plan and give feedback effectively.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

All teachers, lecturers, managers in education and SESs

## TEACHING, LEARNING AND ASSESSING ON DIFFERENT COGNITIVE LEVELS



**SKU:** ASE0202-F (Face-to-face)

**SKU:** ASE0202-O (Online)

*This workshop provides a refreshing look at Bloom's and Barrett's Taxonomies and the levels of mathematical demand where the emphasis is on asking quality questions and developing quality assessments.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the different cognitive levels
- apply Bloom's taxonomy / Barrett's taxonomy / levels of mathematical demand
- identify the different cognitive levels in an assessment task
- ask questions on different cognitive levels.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

All teachers, SMTs and SESs (contextualised per phase)

## MONITOR EDUCATOR MARKING AND FEEDBACK



SKU: GEN0606-F (Face-to-face)

SKU: GEN0606-O (Online)

*Marking and feedback form an essential dialogue between a teacher and a learner about the quality of learning and progress that has taken place. During this powerful session, you will learn to guide your staff to give effective feedback after applying good marking principles.*

### Outcomes of Workshop

**Duration:** 1 hour

This workshop will enable you to:

- clarify and contextualise the relevant concepts: monitoring, marking, feedback
- understand the importance of marking and feedback as quality assurance tools in the assessment process
- be able to design functional marking guidelines and plan for different assessment strategies to lighten the teacher's marking burden
- understand how to provide constructive feedback in a way that the learners are supported not humiliated
- understand the need for teachers to be accountable for their own practice and to act responsibly when marking and providing feedback.

### Target Audience

All teachers and other education specialists



# ASSESSMENT

## DEPARTMENTAL HEADS AS QUALITY ASSURERS



**SKU:** ASE0203-F (Face-to-face)

**SKU:** ASE0203-O (Online)

*The purpose of this workshop is to empower the departmental head (DH) as quality assurer, using existing manual and new electronic tools to standardise assessment and improve learner performance within their department. This will ultimately impact the value chain in education as improved assessment practices are part of the input and the process and will result in superior output.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:** 2 days

**SACE PD Points:** 15

- understand the different terms used in the quality assurance process
- understand how to optimally utilise existing assessment methods, forms, tools, documentation, processes and systems towards quality assuring the value chain in education
- prepare departmental heads to identify non-compliant contexts that impact negatively on reliability (credibility), fairness and validity
- re-align stages of Quality Assurance in education and equip the departmental head to closely monitor and guide the drafting of the assessment plan as part of the integrated teaching and learning process
- use assessment tasks as a benchmarking activity
- provide guidelines to standardise performance evaluation and ensure an objective approach by individuals and team(s) to identify and meet the need for improved performance
- collect and record reliable and valid data (quantitative and qualitative) as direct evidence for achievement and moderation
- ensure you are adequately equipped to execute your professional responsibility, use e-platforms, identify challenges by doing a SWOT analysis, and provide support and intervention to colleagues based on evidence such as the QMS developmental plan, valid data and records.

### Target Audience

Departmental heads and other educational professionals

## FORMATIVE ASSESSMENT IP, SP, FET



SKU: ASE0250-O (Online)

*Discover effective strategies for enhancing learner learning through ongoing feedback and engagement. Gain practical insights into implementing formative assessment techniques across various educational settings.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the concept of formative assessment and its role in the learning process
- learn practical strategies to implement formative assessment effectively in educational settings
- explore how formative assessment enhances learner engagement and informs instructional decisions
- gain insights into using formative assessment to promote learner growth and achievement
- discuss examples and best practices of formative assessment techniques across different subjects and grades.

**Duration:** 2 hours

**SACE PD Points:**

Pending

### Target Audience

IP, SP and FET teachers, departmental heads and deputies



# INCLUSION

## BUILDING BLOCKS TOWARDS AN INCLUSIVE CLASSROOM



**SKU:** INC0300-F (Face-to-face)

**SKU:** INC0300-O (Online)

*This workshop covers everything you need to know about inclusive education, from policy implementation to the Individual Education Support Plan.*

### Outcomes of Workshop

This workshop will enable you to:

- gain an overview and refer to current legislative policies and guidelines on inclusive education
- understand that emotion is a part of inclusion
- get an overview of the most important elements (building blocks) of understanding needed to effect inclusive education practices in the classroom
- reflect critically upon your own perspectives and that of others regarding inclusion
- identify a child's position on a developmental chart
- develop a broad understanding of the critical issues needed to be in place in a classroom within an inclusive education approach
- apply the theory provided on inclusive education in the classroom as it pertains to early identification and screening
- apply the various theories on the learning process and teaching to enhance and ensure appropriate teaching strategies/practices for curriculum differentiation and the enhancement of access to the curriculum e.g. multiple intelligences and learning styles
- examine the curriculum offerings and the outcomes of the child to determine diagnostically the area/s that need intervention
- use the ecosystemic assessment graphic organiser (EAGO) to provide a structure and an outline of the factors that need to be considered when developing an Individual Education Support Plan
- learn to problem-solve by applying the thinking hats of de Bono
- develop an Individual Education Support Plan (IESP) based on an EAGO
- design and review an IESP and monitor a child's progress
- reflect on own effectiveness of current teaching strategies.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESSs

## STRATEGIES FOR INCLUSION IN ASSESSMENT



SKU: INC0301-F (Face-to-face)

SKU: INC0301-O (Online)

*This workshop will equip teachers with the knowledge and skills that they require in order to balance promotion requirements and the learner's opportunity to demonstrate their own personal competencies.*

**Duration:** ½ day

**SACE PD Points:** 5

### Outcomes of Workshop

This workshop will enable you to:

- recognise the importance of inclusion in South African schools
- understand and apply the principles of assessment and how they impact an inclusive classroom
- determine barriers to learning, level of functioning, and participation, to determine support needs
- develop empathy with learners who have barriers to learning
- use various strategies to differentiate assessments for learners with barriers to learning
- plan different types of alternative assessment
- adapt your class assessment to accommodate learners' various learning modalities
- understand the importance of compiling the relevant information for a learner's application for concessions.

### Target Audience

Teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESSs



# INCLUSION



## STRATEGIES TO ASSIST LEARNERS WITH BARRIERS TO READING



**SKU:** INC0302-F (Face-to-face)

**SKU:** INC0302-O (Online)

*If a learner has not mastered the skill of reading, it will impact their entire life, and their time at school will be frustrating and difficult.*

*This workshop focuses on strategies that teachers can use to help learners with barriers to learning to master and improve their reading and comprehension skills. This will then help the learners to develop skills that are needed to study for all kinds of tests, and to learn for understanding.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:** ½ day

**SACE PD Points:** 5

- understand the process of learning to read
- identify where the learner is in the process
- analyse specific concepts of reading where the learner is having difficulty
- apply different strategies to assist the learner with barriers to learning to improve their reading abilities
- adapt and include different reading and comprehension strategies in your everyday teaching
- design and plan fun reading activities for all the learners in your classroom in order to create a love for reading.

### Target Audience

Teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESSs

## TIPS AND TRICKS ON USING DIFFERENTIATED TEACHING AND ASSESSMENT IN THE CLASSROOM



SKU: INC0303-F (Face-to-face)

SKU: INC0303-O (Online)

*This workshop is intended for educationists implementing an inclusive learning programme using a variety of differentiated methodologies, strategies and techniques. They will gain the necessary competence to facilitate a well-structured and varied programme of learning to support all learners including those who experience barriers to learning and development. This process will enable all learners to participate actively and confidently in the learning process. It provides practical, hands-on ideas that can be adapted for the different phases of education.*

### Outcomes of Workshop

This workshop will enable you to:

- review the categories of barriers to learning in the South African context
- learn to differentiate your teaching and assessment
- create an environment that supports differentiation
- know what you need in order to differentiate
- apply differentiated teaching
- have tips to differentiate learning content
- have tips to adapt resources
- know three steps in planning a differentiated lesson
- use various strategies to differentiate assessments
- plan different types of alternative assessment.

**Duration:** 1 day

**SACE PD Points:** 5

### Target Audience

Teachers from mainstream and LSEN schools, officials from districts and provincial offices and lecturers from TVET colleges



# INCLUSION

## TIPS AND TRICKS TO IMPLEMENT INCLUSIVE EDUCATION



**SKU:** INC0304-F (Face-to-face)

**SKU:** INC0304-O (Online)

*This workshop provides practical, easy-to-implement ways in which teachers can accommodate ALL learners in their classroom by making just a few small changes in the way they teach and assess.*

### Outcomes of Workshop

This workshop will enable you to:

- understand that emotion is a part of inclusion
- identify the most important elements and building blocks needed to implement inclusive education practices in the classroom
- reflect critically on your own perspectives and that of others with regard to inclusion
- develop a broad understanding of the critical issues needed to be in place in a classroom within an inclusive education approach
- apply the theory provided on inclusive education in the classroom
- apply teaching strategies/practices for curriculum differentiation
- develop appropriate intervention strategies.

**Duration:** 2 days

**SACE PD Points:** 5

### Target Audience

Teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESs





## AUTISM: THE HIDDEN DISABILITY THAT IS ALREADY IN YOUR CLASSROOM



**SKU:** INC0305-F (Face-to-face)

**SKU:** INC0305-O (Online)

*Autism is a pervasive developmental disability, commonly known as Autism Spectrum Disorder (ASD). People with autism have difficulties in areas such as communication, social interaction, flexible thinking and sensory processing.*

*Let us equip you to support high-functioning autistic learners.*

### Outcomes of Workshop

This workshop will enable you to:

- have an understanding of autism
- recognise regulation in autism
- develop strategies for the classroom.

### Duration:

Face-to-face: 4 hours

Online: 2 hours

**SACE PD Points: 5**

### Target Audience

Teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESs

# INCLUSION

## NURTURING BRILLIANCE: STRATEGIES FOR TEACHING AUTISTIC MINDS



**SKU:** INC0309-F (Face-to-face)

**SKU:** INC0309-O (Online)

*Unlock the potential of every learner with our dynamic workshop, Nurturing Brilliance: Strategies for Teaching Autistic Minds. In a world where diversity in the classroom is growing, understanding how to teach children on the autism spectrum has never been more essential. This workshop is designed to equip educators with the knowledge, tools and strategies they need to make a real difference in the lives of these unique learners.*

### Outcomes of Workshop

- How is autism defined?
- What autism is not
- What autism spectrum disorders refer to
- How do weightings work?
- How do you teach a child on the spectrum?
- What is sensory processing and integration?
- What is a sensory room or space?

### Duration:

Face-to-face: 3 hours

Online: 2 hours

### SACE PD Points:

Pending

### Target Audience

Teachers, department heads, deputies and principals from mainstream and LSEN schools, and officials from districts and provincial offices





## LEAVE NO LEARNER BEHIND



**SKU:** INC0307-O (Online)

*This workshop helps educators understand common learning challenges, implement structured classrooms using TEACCH techniques, and apply inclusive strategies, including accommodations for ASD learners, to support all learners effectively in their educational journey.*

### Outcomes of Workshop

This workshop will enable you to:

- familiarise yourself with the most commonly experienced learning barriers
- understand how these translate in the educational experience
- create awareness of the importance of a structured and organised classroom space
- draw on TEACCH approaches to structure the learning experience
- discuss inclusive and differentiated classroom strategies, including ASD-specific approaches
- understand assessment differentiation and assessment accommodations and processes.

**Duration:** 2 hours

**SACE PD Points:**

Pending

### Target Audience

Teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESs

## DON'T LET DYSLEXIA HOLD YOU BACK



SKU: INC0306-O (Online)

*People with dyslexia have a hard time reading because their brains struggle with connecting the sounds of speech to letters and words. This difficulty is caused by differences in how their brains process language. Dyslexia is also called a reading disability.*

*In this course, we'll talk about some identifiable traits in dyslexic learners as well as assistance techniques for you to use in the classroom.*

### Outcomes of Workshop

On completion of this course, you will:

- Know the origin and meaning of dyslexia
- Understand the prevalence of dyslexia in the modern world
- Describe dyslexia
- Clarify letters and words as symbols
- Understand that dyslexic individuals primarily or exclusively use visual thinking
- Describe how dyslexia affects reading
- Investigate the visual thinker
- Describe the dyslexic learner as a visual thinker
- Explain how phonics assists the verbal thinker
- Understand how the phonics method poses challenges for the dyslexic visual thinker
- Understand the mechanism of dyslexia
- Explain how trigger words can be a problem for dyslexic learners
- Recognise the dyslexic learner in the class
- Understand the concerns of the teacher teaching dyslexic learners
- Know how to assist the dyslexic learner in the class
- Explain the concepts of crutches and accommodations.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Generic

## DEALING WITH ADHD IN CLASS



**SKU:** INC0310-F (Face-to-face)

**SKU:** INC0310-O (Online)

*Discover the dual perspectives of ADHD while uncovering what drives individuals with ADHD. Gain practical classroom strategies to support and nurture ADHD learners effectively.*

### Outcomes of Workshop

- Understand the principles of ADHD – Boths sides of the coin
- Understand what makes an ADHD'er "tick" (learn and develop)
- Obtain classroom strategies to use

### Duration:

Face-to-face: 3 hours

Online: 2 hours

### SACE PD Points:

Pending

### Target Audience

Teachers, department heads, deputies and principals from mainstream and LSEN schools, and officials from districts and provincial offices

## IMPACTFUL READING SUPPORT THAT YIELDS RESULTS



**SKU:** INC0308-F (Face-to-face)

**SKU:** INC0308-O (Online)

*All teachers have at least 50% of their learners who are struggling readers. However, many teachers do not know how to provide the necessary support. After attending this course, applicable for all grades, teachers will be introduced to what constitutes the complexities of teaching reading, and the different levels of questions found in the systemic comprehensions.*

### Outcomes of Workshop

### Duration: 3 hours

### SACE PD Points: 5

Intervention plans, tailored to the needs of the struggling readers, are discussed in detail, including:

- How to conduct appropriate pre-tests, what content should be included in the intervention plan, and conducting the same post-tests
- How to teach inferences, feature matrix, anticipation guide, think aloud, my turn your turn, graphic organisers and every pupil response (EPR)

### Target Audience

Principals, deputy principals, departmental heads and teachers

## APPSONTLY FUN TEACHING WITH APPS



**SKU:** DIG0400-F (Face-to-face)

**SKU:** DIG0400-O (Online)

*This workshop focuses on using different apps for different subjects.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the benefits of using mobile applications in education
- use apps for different purposes
- select a suitable app for your class
- critically evaluate a content-based mobile app
- interact with various apps.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Teachers on beginner/entry level and intermediate level digital fluency

## CREATING ASSESSMENTS ON AN ONLINE PLATFORM



**SKU:** DIG0407-O (Online)

*Marking short tests can be very time consuming. In this workshop, we will show you how to set up your assessments using Google Forms and quizzes. Learn how to set up your short tests from start to finish.*

### Outcomes of Workshop

This workshop will enable you to:

- design tests in Google Forms
- set questions
- allocate marks to questions
- set up auto-marking
- review answered questions
- give instant feedback
- analyse data from response sheet.

**Duration:** ½ day

**SACE PD Points:**  
Pending

### Target Audience

Teachers on beginner/entry level and intermediate level digital fluency

## BLENDED LEARNING PART 1: COLLABORATIVE LEARNING – EFFECTIVE GROUP WORK



**SKU:** DIG0401-F (Face-to-face)

*This workshop focuses on how to conduct effective group work in preparation for the implementation of blended learning.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the process of content delivery
- implement the process of content delivery
- know what blended learning is
- use devices effectively to find information
- interact with the station rotation model
- select group members suited for particular group models, subjects and age groups
- effectively implement group work.

**Duration:** ½ day

**SACE PD Points:**

Pending

### Target Audience

Teachers on beginner/entry level and intermediate level digital fluency

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## BLENDED LEARNING PART 2: COLLABORATIVE LEARNING – STATION ROTATION MODEL



**SKU:** DIG0402-F (Face-to-face)

*This workshop focuses on how to effectively make use of the station rotation model.*

### Outcomes of Workshop

This workshop will enable you to:

- recognise the six models of blended learning
- understand the reasons why blended learning is worth it
- plan a blended learning lesson
- choose the device that best suits your blended learning programme.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Teachers on beginner/entry level and intermediate level digital fluency



## INTRODUCTION TO CODING AND ROBOTICS



**SKU:** DIG0408-O (Online) (Foundation Phase)

**SKU:** DIG0409-O (Online) (Intermediate Phase)

**SKU:** DIG0410-O (Online) (Senior Phase)

*The new coding and robotics subject is aimed at guiding and preparing learners to solve problems, think critically, work collaboratively and creatively, and function in a digital and information-driven world. But, how are you, the teacher, coping? Are you feeling lost when the term “coding and robotics” is used? Attend this popular workshop and get the uncertainty out of the way.*

### Outcomes of Workshop

This workshop will enable you to:

- define and explore computational thinking
- understand pattern recognition and problem solving
- identify and analyse regularities, repetitions and change in patterns that increase in size and number consisting of physical objects, drawings and symbolic forms to make predictions and solve problems, using a range of tools
- explore algorithms and coding
- be introduced to coding, creating algorithms and identifying problems using simple block coding

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

- explore robotic skills
- be introduced to mechanical and electrical engineering systems and circuits using the Engineering Design Process and Concepts of Computational Thinking, creating logical steps that robots can follow
- learn more about the internet and e-communication
- apply skills.

## Target Audience

ECD, Grade R, Foundation Phase, Intermediate Phase and Senior Phase teachers teaching coding and robotics. Phase-specific workshops

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## ENGINEERING DESIGN PROCESS IN CODING AND ROBOTICS



**SKU:** DIG0411-O (Online) (Foundation Phase)

**SKU:** DIG0412-O (Online) (Intermediate Phase)

**SKU:** DIG0413-O (Online) (Senior Phase)

*When teaching the robotics and coding curriculum, the Engineering Design Process (Investigate, Design, Make, Evaluate, Communicate – IDMEC) forms the backbone of the subject and should be used to structure the delivery of all learning aims.*

### Outcomes of Workshop

This workshop will enable you to:

- explore how to use the Engineering Design Process in the Foundation Phase
- explore how the process can be used across the five Coding and Robotics Curriculum Strands of Pattern Recognition and Problem Solving, Algorithms and Coding, Robotic Skills, Internet and E-Communication Skills and Application Skills.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

## Target Audience

Grade R & Foundation Phase, Intermediate Phase and Senior Phase teachers teaching coding and robotics. Phase-specific workshops

# DIGITAL LEARNING

## COMPUTATIONAL THINKING IN CODING AND ROBOTICS



**SKU:** DIG0414-O (Online) (Foundation Phase)

**SKU:** DIG0415-O (Online) (Intermediate Phase)

**SKU:** DIG0416-O (Online) (Senior Phase)

*Computational thinking is one of the methodologies used to deliver the coding and robotics curriculum content and involves the steps that come before programming and coding. It is the process of breaking down a problem into simple enough steps that even a computer would understand.*

*Attend this exciting workshop to learn how to utilise this methodology while teaching coding and robotics in your class.*

**Duration:** ½ day

**SACE PD Points:** 5

### Outcomes of Workshop

This workshop will enable you to:

- utilise computational thinking as a methodology
- engage in practical tasks to get learners to use computational thinking.

### Target Audience

Grade R & Foundation Phase, Intermediate Phase and Senior Phase teachers teaching coding and robotics. Phase-specific workshops

## INTERNET SAFETY AND 4IR CONCEPTS



**SKU:** DIG0417-O (Online) (Foundation Phase)

**SKU:** DIG0418-O (Online) (Intermediate Phase)

**SKU:** DIG0419-O (Online) (Senior Phase)

*In coding and robotics, the strand of Internet and e-Communications skills prepares learners to interact safely in a digital online and offline world, while at the same time introducing them to 4IR concepts and digital communication. Join us for this exciting workshop to learn more about this interesting topic.*

*Attend this workshop to learn how to utilise this methodology while teaching coding and robotics in your class.*

**Duration:** ½ day

**SACE PD Points:**

Pending

## Outcomes of Workshops

### ***FP: Internet safety and 4IR concepts***

This workshop will enable you to:

- investigate and participate in hands-on and interactive tasks, related digital awareness, internet safety and fourth digital revolution tools
- investigate and participate in practical activities about internet safety
- investigate networks and computers
- have a raised awareness about the internet, browsing, finding information and being responsible
- provide examples of digital resources for young children to use which are 4IR tools, thereby building their digital skills and digital awareness.

### ***IP: Internet safety and 4IR concepts Workshop Outcomes***

This workshop will enable you to:

- investigate and participate in practical activities about internet safety, safe browsing, and searching online including cyberbullying, fake news, screen time, digital footprint
- investigate data, including how it is created, create data resources in your lessons, explore cloud computing
- have an increased awareness and exploration of automation and the influence of the internet of things
- provide examples of digital resources for learners to use which are 4IR tools, thereby building their digital skills and digital awareness
- explore unplugged activities to promote logical thought and problem solving
- create instructions to learn about algorithms.

### ***SP: Internet safety and 4IR concepts Workshop Outcomes***

This workshop will enable you to:

- investigate and participate in practical activities about internet safety, cyber threats, social media impact and influences, trojans and worms
- investigate data, including big data and how it is created, and create data resources in your lessons
- have an increased awareness and exploration about augmented reality and virtual reality, and know how to use these in lessons
- have an increased awareness of artificial intelligence and the influence and impact on society, and know examples of AI and IoT resources for lessons
- provide examples of digital resources for learners to use which are 4IR tools, thereby building their digital skills and digital awareness

## Target Audience

Grade R & Foundation Phase, Intermediate Phase and Senior Phase teachers teaching coding and robotics. Phase-specific workshops

# DIGITAL LEARNING



## CREATE A VIDEO USING SCREENCASTING SOFTWARE



**SKU:** DIG0420-O (Online)

*Engage your learners effectively by creating your own videos. This method enables you to capture your screen while demonstrating concepts on the laptop. This is an effective way to help learners interact with the concepts while away from the classroom.*

### Outcomes of Workshop

This workshop will enable you to:

- use screencasting software to record your screen
- interact with the screencast software settings and functionality.

**Duration:** ½ day

**SACE PD Points:**  
Pending

### Target Audience

Teachers on beginner/entry level and intermediate level digital fluency

## CREATE INTERACTIVE POWERPOINTS FOR YOUR ONLINE LESSONS



**SKU:** DIG0421-O (Online)

*Are you tired of boring slides? Would you like to make your slides interactive and much more creative? This workshop will show you how to get creative in Microsoft PowerPoint.*

### Outcomes of Workshop

This workshop will enable you to:

- know a brief introduction to ribbon
- understand what makes a good presentation
- change Master slide
- insert text
- animate text
  - (explore the animation tab)
  - effect options
  - animations pane
  - timing
- insert images
  - (finding images online – Bing and Google, looking at creative commons)
  - resizing images
- download YouTube video
- insert/embed video
- hyperlink text
- insert presentation notes
- print options
- know presentation tips
- save your document
  - save as PDF
  - retrieving your presentation.

**Duration:** ½ day

**SACE PD Points:**

Pending

### Target Audience

Teachers on beginner/entry level and intermediate level digital fluency

# DIGITAL LEARNING

## ADVANCED POWERPOINT



**SKU:** DIG0422-O (Online)

*This workshop will take an in-depth look at how to use the animations pane effectively in PowerPoint.*

### Outcomes of Workshop

This workshop will enable you to:

- animate images
  - (explore the animation tab)
  - effect options
  - animations pane
  - timing
- insert shapes
- animate shapes
  - (explore the animation tab)
  - effect options
  - animations pane
  - timing
- insert audio
- insert multiple animations for one object.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

Teachers who are already knowledgeable about Microsoft PowerPoint

## CYBER SAFETY



**SKU:** DIG0405-F (Face-to-face)

**SKU:** DIG0404-O (Online)

*This workshop gives insight into the dangers that lurk online and will empower you to manage cyberbullying in your school.*

### Outcomes of Workshop

This workshop will enable you to:

- know the dangers of posting online
- have a good understanding of cellphone safety
- know what cyberbullying is
- understand the dangers of social networking.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

School managers, departmental heads, SMTs, parents, learners and teachers

## INTEGRATING TECHNOLOGY INTO THE FOUNDATION PHASE CLASSROOM



**SKU:** DIG0406-F (Face-to-face)

*This workshop will teach you to teach, plan and make resources with your laptop – Foundation Phase*

### Outcomes of Workshop

This workshop will cover:

**Duration:** 2 days

**SACE PD Points:** 10

*Preparing your laptop:*

- Install font (Grade 1 font)
- Download video content
- Do screen grabs or screen shots
- Use Microsoft Word and PowerPoint to design visual flash cards and worksheets to use in teaching (flash cards for maths, languages and life orientation).

*Basic laptop skills:*

- Table construction and layout
- Manipulate pictures
- Numbering
- Headings
- Line spacing.

*Subject specific:*

- Work through the different language elements to create lessons in which the laptop is integrated into the teaching of lessons
- Use Microsoft Word and PowerPoint to design visual flash cards and worksheets to use in teaching of maths, languages and life skills.

## Target Audience

Foundation Phase teachers, departmental heads and subject advisors

# DIGITAL LEARNING

## MANAGE THE CHANGE TO e



**SKU:** MOT5003-O (Online)

*This workshop will teach you to implement and sustain the implementation of digital learning in your school.*

### Outcomes of Workshop

This workshop will enable you to:

- initiate the change
- develop a strategy for change
- motivate your staff and colleagues
- implement the change
- recognise and assign roles in change management
- sustain the change
- recognise the importance of what the school measures to indicate success
- know how teacher and learner performance is evaluated and improved
- implement a rewards and recognition system.

**Duration:** 1 day

**SACE PD Points:** 5

## Target Audience

Departmental heads, school principals, lead teachers and digital champions

## eLESSON PLANNING



**SKU:** DIG0423-O (Online)

*This workshop focuses on how to plan an eLesson for your digital classroom, and how to interact with online tools to assist in planning a lesson.*

### Outcomes of Workshop

This workshop will enable you to:

- know what a lesson plan is
- recognise the purpose of a lesson plan
- know the key elements of a good lesson plan
- write a lesson plan
- identify strengths and weaknesses in various class management techniques
- design your own online lesson using a preferred tool.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

Teachers on beginner/entry level and intermediate level digital fluency

## SUCCESSFUL eCLASSROOM MANAGEMENT AND eRESOURCE MANAGEMENT



**SKU:** DIG0425-O (Online)

*This workshop teaches you to effectively manage a fully-integrated eLearning environment, and manage your digital resources including software and apps.*

### Outcomes of Workshop

This workshop will enable you to:

- recognise your technology journey
- define your levels of technology integration
- manage digital tools in the classroom
- analyse technology usage scenarios
- understand the importance of teaching your learners about hardware management and care
- get to know software resources
- identify technology as a managed whole-school solution.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

School managers, departmental heads, SMTs and teachers

## VIDEO CONFERENCING USING MICROSOFT TEAMS



**SKU:** DIG0427-O (Online)

*This workshop focuses on engaging with your learners online using Microsoft Teams.*

### Outcomes of Workshop

This workshop will enable you to:

- schedule a Teams session
- understand basic Teams functionality
- share screen
- draw attendee reports
- share documents
- make your lessons interactive.

**Duration:** ½ day

**SACE PD Points:**  
Pending

### Target Audience

Teachers on beginner/entry level and intermediate level digital fluency

# DIGITAL LEARNING

## VIDEO RESOURCES



**SKU:** DIG0428-O (Online)

*This workshop demonstrates how to use video resources effectively as well as tips on creating your own effective educational video.*

### Outcomes of Workshop

This workshop will enable you to:

- use a camera/recorder on a phone or tablet to record a short video
- identify the equipment needed to make simple videos for classroom use
- download screen-grabbing software for laptop or phone to record screen
- recognise the advantages of using video in teaching
- build 21st century skills
- use YouTube success factors to make your class successful
- evaluate existing video content
- identify the aspects that make a good video.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

School managers, departmental heads, SMTs and teachers

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## TIPS AND TRICKS WITH MICROSOFT WORD



**SKU:** DIG0430-O (Online)

*This workshop will assist teachers to use Microsoft Word effectively in the design of their worksheets, assessment tasks and printed resources for classroom and learners.*

### Outcomes of Workshop

This workshop will enable you to:

- create a document
- insert text
  - select fonts
  - change font
  - use format painter
- use short-cut keys
  - keyboard keys for cut, past, justification
- insert page breaks
- insert section breaks

**Duration:** ½ day

**SACE PD Points:**  
Pending

- change page orientation
  - all pages
  - single page only
- use numbering and bullet points
  - tabs and indent sizes
  - multiple level list numbering
- select styles
- insert tables
- insert images
  - find images online (Bing, Google)
  - resize
- use smart art
- insert shapes
  - resizing
  - changing shapes and colours
- use headers and footers
  - page numbering
  - footer conventions
- insert automatic table of contents
- save a document
- retrieve a document
- use side by side/split documents.

## Target Audience

Educators on beginner/entry level digital fluency

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## GET STUCK INTO CODING FP



**SKU:** DIG0444-O (Online)

*Join our immersive workshop on coding and robotics and unlock the power of MIT Scratch, Scratch phase, and coding with Chrome! Dive deep into the functions of Scratch code blocks as you create code specifically tailored to the subject area. Gain insights into coding apps and other platforms, broadening your understanding of coding beyond Scratch. Explore the fascinating world of Logo programming, where you'll not only discover its capabilities but also create your own Logo code. Get ready to embark on a journey of creativity, innovation, and coding mastery!*

# DIGITAL LEARNING

## Outcomes of Workshop

- Introduction to MIT Scratch, Scratch phase, coding with Chrome
- Going through functions of Scratch code blocks
- Write a code related to subject area
- Creating awareness of other platforms
- Apps using coding
- Show Logo and create a code

**Duration:** 2 hours

**SACE PD Points:**  
Pending

## Target Audience

Foundation Phase teachers, departmental heads and SESs

## GET STUCK INTO CODING IP



**SKU:** DIG0445-O (Online)

*Join our comprehensive workshop on coding and robotics to explore a diverse range of tools and concepts! Dive into Scratch, coding with Chrome, and Tinkercad for circuits as you delve into the functions of code blocks and create innovative code related to the subject area. Experience the seamless transition from block-based applications to Python programming, unlocking a whole new level of coding proficiency. Discover apps that leverage coding and gain practical insights into their applications. Plus, get hands-on with Logo programming as you create your own Logo code. Don't miss this opportunity to elevate your coding and robotics skills to new heights!*

## Outcomes of Workshop

- Scratch, coding with Chrome, Tinkercad – circuits
- Going through functions of code in code blocks
- Transitioning application – block to language (Python)
- Write a code related to subject area
- Apps using coding
- Show Logo and create a code

**Duration:** 2 hours

**SACE PD Points:**  
Pending

## Target Audience

Intermediate Phase teachers, departmental heads and SESs

## GET STUCK INTO CODING SP



**SKU:** DIG0446-O (Online)

*Join our comprehensive workshop on coding and robotics to explore a diverse range of tools and concepts! Dive into Scratch, coding with Chrome, and Tinkercad for circuits as you delve into the functions of code blocks and create innovative code related to the subject area. Experience the seamless transition from block-based applications to Python programming, unlocking a whole new level of coding proficiency. Discover apps that leverage coding and gain practical insights into their applications. Plus, get hands-on with Logo programming as you create your own Logo code. Don't miss this opportunity to elevate your coding and robotics skills to new heights!*

### Outcomes of Workshop

- Scratch, coding with Chrome, Tinkercad – circuits
- Going through functions of code in code blocks
- Transitioning application – block to language (Python)
- Write a code related to subject area
- Apps using coding
- Show Logo and create a code

**Duration:** 2 hours

**SACE PD Points:**

Pending

### Target Audience

Senior Phase teachers, departmental heads and SESSs

## ARTIFICIAL INTELLIGENCE IN THE CLASSROOM



**SKU:** DIG0448-O (Online)

*Dive into the world of Artificial Intelligence with this hands-on workshop designed for Intermediate and Senior Phase educators. Discover what AI is, its benefits and risks, and practical tools for both teachers and learners. We'll explore lesson and assessment ideas to integrate AI meaningfully, discuss AI checkers, and cover ethical aspects like referencing AI-generated content. Gain strategies to foster critical and creative thinking, address plagiarism concerns, and create awareness around AI usage. Learn essential considerations for developing a school AI policy and effectively navigating AI's role in education.*

### Outcomes of Workshop

- What is AI?
- Benefits and risks of AI
- Tools for learners and teachers

**Duration:** 2 hours

**SACE PD Points:**

Pending

# DIGITAL LEARNING

- Lesson ideas to use AI in Intermediate and Senior classrooms
- Assessment ideas to integrate AI into the rubric and how learners can use AI tools
- What are AI checkers?
- Referencing of AI-generated images and written tasks
- How to develop critical and creative thinking (Bloom's middle and higher order thinking skills) in language lessons
- Homework and creating an awareness among learners about using AI and acknowledging it
- Homework and plagiarism concern with using AI
- Considerations for school AI policy

## Target Audience

Generic

## LEARN TO CODE FP



**SKU:** DIG0442-O (Online)

*Join our engaging workshop on learning to code and unleash your creativity through coding! Explore pre-coding concepts with 2Go and Beebots, then dive into coding adventures with Scratch Jr, 2Code and Scratch. Learn how to identify problems, plan effective solutions, and bring them to life through coding. Develop critical thinking skills, problem-solving abilities, and computational thinking as you embark on exciting coding projects. Whether you're a beginner or have some coding experience, this workshop is designed to inspire and empower you to become a confident coder. Don't miss out on this opportunity to unlock the world of coding and unleash your potential!*

### Outcomes of Workshop

Pre-code:

- 2Go
- Apps: Beebots

**Duration:** 2 hours

**SACE PD Points:**  
Pending

Coding:

- Scratch Jr
- 2Code
- Scratch

Get learners to think of a problem, plan and then code

## Target Audience

Foundation Phase teachers teaching coding and robotics, departmental heads and subject advisors

## LEARN TO CODE IP



**SKU:** DIG-0432-O (Online)

*Join our exciting workshop on learning to code and dive into the world of 2Code and Scratch! Discover how to transform ideas into code by thinking critically about problems, planning effective solutions, and implementing them using coding platforms. Learn the power of flowcharts, including PM, and utilise flowchart apps like SimpleMind to visualise and organise your coding projects. Get inspired with a range of websites and apps that enhance your coding journey. Whether you're new to coding or looking to enhance your skills, this workshop is designed to empower you with the tools and knowledge to become a proficient coder. Don't miss this opportunity to unlock your coding potential and bring your ideas to life!*

### Outcomes of Workshop

Learn to code IP:

- 2Code
- Scratch
- Get learners to think of a problem, plan and then code
- Flowchart – PM
- Flowchart app to download – SimpleMind
- Give ideas of websites and apps

**Duration:** 2 hours

**SACE PD Points:**

Pending

### Target Audience

Intermediate Phase teachers teaching coding and robotics, departmental heads and subject advisors

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## LEARN TO CODE SP



**SKU:** DIG0433-O (Online)

*Join our exciting workshop on learning to code and dive into the world of 2Code and Scratch! Discover how to transform ideas into code by thinking critically about problems, planning effective solutions, and implementing them using coding platforms. Learn the power of flowcharts, including PM, and utilise flowchart apps like SimpleMind to visualise and organise your coding projects. Get inspired with a range of websites and apps that enhance your coding journey. Whether you're new to coding or looking to enhance your skills, this workshop is designed to empower you with the tools and knowledge to become a proficient coder. Don't miss this opportunity to unlock your coding potential and bring your ideas to life!*

# DIGITAL LEARNING

## Outcomes of Workshop

Learn to code SP:

- 2Code
- Scratch
- Python in Pieces
- Examples of free Python websites
- Get learners to think of a problem, plan and then code
- Flowchart – PM
- Flowchart app to download – SimpleMind / Lucidchart
- Give ideas of websites and apps

**Duration:** 2 hours

**SACE PD Points:**  
Pending

## Target Audience

Senior Phase teachers teaching coding and robotics, departmental heads and subject advisors

## INCORPORATING ICT INTO THE TEACHING OF MATHS



**SKU:** DIG0434-O (Online)

*How do you take your maths lessons into the 21st century? Mathematics can be very exciting and trendy if you teach with tech. Attend this workshop to learn how to grab your learners' attention by incorporating ICT into your lessons.*

## Outcomes of Workshop

- Investigate maths features in documents
- Do maths assessment or revision on a Google Form
- Use Collaborative Mathematics on digital interactive boards
- Explore maths applications, such as GeoGebra AR, Google Socrative
- Investigate using simulation websites, such as PhET, MathsPad
- Explore maths resources, such as Kahn Academy
- Explore why shared Google Docs are useful for maths

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

Mathematics teachers (Foundation Phase, Intermediate Phase, Senior Phase and FET Phase) and SESSs

## IMPLEMENTING THE PRINCIPLES OF 4IR IN THE MATHS CLASSROOM



**SKU:** DIG0441-O (Online)

*This workshop is designed to equip mathematics teachers with the tools and strategies to integrate the principles of the Fourth Industrial Revolution (4IR) into their classrooms. In today's rapidly evolving technological landscape, it's crucial to prepare learners for the challenges and opportunities of the future. This workshop will explore innovative approaches to teaching mathematics that foster critical thinking, problem-solving, and computational skills essential for success in the digital age.*

### Outcomes of Workshop

- Exploring the meaning of 4IR
- Tracing the evolution of 4IR
- Defining Artificial Intelligence
- Understanding the principles of 4IR
- Exploring mathematics applications
- Engaging with mathematics interactive applications
- Addressing the challenges of 4IR

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Mathematics teachers (Foundation Phase, Intermediate Phase, Senior Phase and FET Phase) and SESs



## INTERNET SAFETY AND SCHOOL POLICIES



**SKU:** DIG0447-O (Online)

*Join our essential workshop on internet safety and school policies to ensure a secure online environment for all! Learn about the dangers of posting online and gain the expertise to advise parents and learners on safe online practices. Understand the nuances of cyberbullying and discover strategies to combat it effectively. Take a proactive approach by drafting internet and social media policies tailored to your school's needs, ensuring responsible online behaviour. Additionally, craft a comprehensive cell phone policy to promote digital well-being among learners. Empower yourself with the knowledge and tools to navigate the digital landscape safely and responsibly.*

### Outcomes of Workshop

- Know the dangers of posting online
- Be able to advise parents and learners about posting online
- Know what cyberbullying is
- Draft an internet and social media policy for your school
- Draft a cell phone policy for your school

**Duration:** 3 hours

**SACE PD Points:**  
Pending

### Target Audience

School managers, ICT champions and subject advisors

## HIGH LEVEL COMPETENCIES IN CODING AND ROBOTICS



**SKU:** DIG0450-O (Online)

*The purpose of this workshop is to deepen participants' understanding of the specific aims and high-level competencies required for effective teaching of coding and robotics in the Foundation Phase. Through focused exploration, participants will investigate the essential coding, robotics, and digital concepts across all FP grades. The workshop will also provide opportunities for hands-on, interactive activities that reinforce these competencies, empowering teachers to confidently deliver content that supports critical thinking, problem-solving, and digital fluency in young learners.*

### Outcomes of Workshop

- Explore the specific aims in coding and robotics
- Investigate the high level competencies for coding for all FP grades
- Investigate the high level competencies for robotics for all FP grades

**Duration:** ½ day

**SACE PD Points:**  
Pending

- Explore the high level competencies for digital concepts in coding and robotics for all FP grades
- Engage in interactive activities

## Target Audience

Teachers, novice teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESs

## AI: HOW TO DEVELOP YOUR SCHOOL POLICY



**SKU:** DIG0451-F (Face-to-face)

**SKU:** DIG0451-O (Online)

*The purpose of this workshop is to equip school leaders and educators with the knowledge and tools needed to navigate the evolving landscape of artificial intelligence in education. Participants will assess their school's AI readiness, explore how AI functions in everyday life, and consider the ethical, practical and educational implications of integrating AI into school environments. The workshop will highlight key concerns, risks and benefits, and unpack how frameworks such as the Common Sense AI Rating and Reviews Principles and the Policy Guidance on AI for Children influence responsible school policy development. Participants will also explore issues such as AI bias and align relevant elements of the "Responsible Use Policy" to AI governance. Through collaborative discussions and policy examples, the workshop aims to support schools in crafting thoughtful, values-based AI policies that promote ethical, safe and effective use of AI technologies.*

### Outcomes of Workshop

- Determine whether your school is AI ready by completing a survey
- Understand how AI works in everyday life
- Take note of important considerations in an AI world
- Understand the ethics and values related to AI
- Recognise the potential risks and benefits of AI
- Become aware of concerns teachers have regarding AI
- Understand how the Common Sense AI Rating and Reviews Principles influence a school policy.
- Understand how the Policy Guidance on AI for Children influences a school policy.
- Understand bias in AI
- Know which points of the "Responsible Use Policy" might apply to a school AI policy
- Explore examples of AI policies for school.

**Duration:** ½ day

**SACE PD Points:**

Pending

# DIGITAL LEARNING

## Target Audience

Teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESs

## ESTABLISHING A COLLABORATIVE LEARNING ENVIRONMENT



**SKU:** DIG0443-O (Online)

*Join our dynamic workshop on collaborative learning and unlock the power of teamwork in education! Discover what collaborative learning is and explore its myriad benefits for both educators and learners. Gain insights into the crucial roles and responsibilities of teachers and learners in a collaborative learning environment. Learn how to set clear expectations and foster a culture of mutual support and respect. Explore a variety of collaborative learning strategies tailored to different learning styles and preferences. Discover the wealth of resources at your disposal to facilitate effective collaborative learning experiences. Don't miss this opportunity to enhance learner engagement, critical thinking, and overall learning outcomes through collaborative learning!*

### Outcomes of Workshop

- What is collaborative learning?
- What are the benefits?
- What are the teacher's roles and responsibilities?
- What are the learners' roles and responsibilities?
- What expectations can I set?
- What are some collaborative learning strategies?
- What resources are at my disposal?

**Duration:** 3 hours

**SACE PD Points:**  
Pending

## Target Audience

All teachers across all phases, subject advisors and school managers

# SCHOOL AND CLASSROOM MANAGEMENT

## CONFLICT MANAGEMENT IN SCHOOLS



**SKU:** SCM0500-F (Face-to-face)

**SKU:** SCM0500-O (Online)

*Understand the importance of attitudes, perceptions and positive behaviour during conflict handling; identify and apply the steps in the suggested conflict handling model in the workplace and future conflict situations.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:** 1 day

**SACE PD Points:** 5

- understand and define the term conflict and terminologies used during conflict handling
- determine and identify obstacles during the conflict handling process from a personal point of view
- identify and interpret your individual conflict handling style and suggest uses for the other conflict handling styles
- understand the importance of attitudes, perceptions and positive behaviour during conflict handling
- identify and state positive communication practices during conflict handling
- identify and apply effective listening techniques during conflict handling
- identify the workplace culture and understand the influence of the individual and workplace culture on the conflict handling process
- identify and apply the steps in the suggested conflict handling model in the workplace and future conflict situations
- draw up a conflict handling action plan and apply conflict handling techniques within the workplace and future conflict situations.

### Target Audience

Principals, deputy principals, departmental heads, subject heads, team leaders, teachers, RCL members and SGB members



# SCHOOL AND CLASSROOM MANAGEMENT

## CURRICULUM PLANNING AND MANAGEMENT FOR DEPARTMENTAL HEADS



**SKU:** SCM0501-F (Face-to-face)

**SKU:** SCM0501-O (Online)

*This workshop will help you understand what curriculum planning and management entails, effective QA, analysing stats and meeting procedures.*

### Outcomes of Workshop

This workshop will enable you to:

- understand what curriculum planning and management entails
- plan for curriculum development
- develop a management plan
- follow assessment and quality assurance procedures
- apply assessment and evidence principles
- use monitoring and moderation tools
- identify the different departmental head files required
- capture and analyse statistics
- get to know about and apply meeting procedures.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Deputy principals and departmental heads

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## DIVERSITY MANAGEMENT



**SKU:** SCM0502-F (Face-to-face)

**SKU:** SCM0502-O (Online)

*This workshop explains and defines diversity and identifies problems/barriers to diversity, as well as the value and benefits that may exist when dealing with diversity.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the different types of diversity in a school and classroom
- be able to apply different strategies to implement in a school and classroom to address diversity issues

**Duration:** 1 day

**SACE PD Points:** 7

# SCHOOL AND CLASSROOM MANAGEMENT

- be able to select and use different learning and teaching material to address diversity in the school/classroom
- be able to draft policies to ensure inclusivity
- have an understanding of the values of the Constitution in the school/classroom
- as a school leader, understand and realise your responsibility and accountability in terms of diversity management.

## Target Audience

Principals, deputy principals, departmental heads, teachers, RCL members and SGB members

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## ESTABLISHING AND MANAGING A SCHOOL MEDIA CENTRE (LIBRARY)



**SKU:** SCM0503-F (Face-to-face)

*This workshop covers everything you possibly need to know about establishing a media centre at your school and will equip you to manage it efficiently.*

### Outcomes of Workshop

This workshop will enable you to:

- create vision and mission statements for your school's media centre
- generate a budget
- learn about and practise collection building, cataloguing, classification and processing of books
- answer requests
- learn about copyright, plagiarism and referencing.

**Duration:** 2 days

**SACE PD Points:**  
Pending

## Target Audience

Media centre teachers and assistants and SMTs



## ESTABLISHING FUNCTIONAL PROFESSIONAL LEARNING COMMUNITIES/GROUPS (PLCs)



**SKU:** SCM0504-F (Face-to-face)

*This workshop will help you to understand PLCs and the roles of stakeholders as well as set up functional PLCs using a set of guidelines.*

### Outcomes of Workshop

This workshop will enable you to:

- develop an understanding of professional development and professional development communities
- apply your knowledge of PLCs to advocate their importance
- discuss the different aspects of PLCs and the roles of their stakeholders
- identify the professional learning community that will work best for you
- set up PLCs as the lead teacher or subject facilitator using a set of guidelines
- set up a year-long PLC programme according to the needs of your community
- realise the importance of support for your staff in being a member of a PLC (as principal).

**Duration:** 1 day

**SACE PD Points:** 7

### Target Audience

Teachers, departmental heads and SESSs

# SCHOOL AND CLASSROOM MANAGEMENT

## HUMAN RELATIONS



**SKU:** SCMO505-F (Face-to-face)

**SKU:** SCMO505-O (Online)

*This course will equip school district officials, school management team members, principals, teachers and other key stakeholders within school or educational environments with the necessary strategies and skills to enable them to facilitate positive human relations.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

- describe what emotional intelligence is and reflect upon your own in order to understand interactions with others more clearly
- practise self-awareness as a foundation to healthy relationships with others
- explain how understanding what motivates individuals assists in creating a climate of respect in working environments
- practise assertiveness to build healthy professional relationships
- embody trust and inspire confidence
- build high levels of respect
- practise active listening in order to communicate effectively
- describe the causes and effects of conflict
- reflect upon and appreciate the consequences of conflict
- use effective communication strategies to manage conflict constructively
- apply a multi-dimensional approach to problem-solving
- describe and use different styles to manage conflict appropriately
- reflect on your learning in order to improve your relationships with others in personal and professional contexts.

### Target Audience

Principals, deputy principals, departmental heads, teachers and district officials

# SCHOOL AND CLASSROOM MANAGEMENT

## MENTORING AND COACHING



**SKU:** SCM0506-F (Face-to-face)

**SKU:** SCM0506-O (Online)

*This workshop will help you to understand the roles, functions and characteristics of effective mentors and coaches, and will help you to establish a sustainable culture of mentoring and coaching in your school/department/team.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the roles and responsibilities of a mentor and coach
- learn different models of effective mentors and coaches
- learn the qualities and skills of effective mentors and coaches.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Principals, deputy principals, departmental heads, subject heads and team leaders

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## PROFESSIONAL ETHICS IN EDUCATION



**SKU:** SCM0509-F (Face-to-face)

**SKU:** SCM0509-O (Online)

*How do you know whether your conduct at school is in line with the code of ethics?*

*This workshop will assist you to behave ethically at all times.*

### Outcomes of Workshop

This workshop will enable you to:

- discuss and describe ethics using different definitions and interpretations
- understand how ethical behaviour is influenced by a variety of contexts
- have an understanding of how vices can lead to unethical behaviours
- see how legal activities and some laws can also lead to unethical behaviour
- know how difficult it can sometimes be to make the correct ethical choice when confronted by ethical dilemmas
- realise that there are always consequences when deciding to act ethically or unethically
- have an understanding of how descriptors of the IQMS help teachers to make ethical decisions daily as part of their teaching practice

**Duration:** ½ day

**SACE PD Points:** 5

# SCHOOL AND CLASSROOM MANAGEMENT

- know the responsibility of acting when you see or experience unethical behaviour
- reflect on your own values and the way they help you to make ethical decisions.

## Target Audience

Grades 1–12 teachers, departmental heads, principals, deputy principals and SESs

## RESOURCES IN THE CLASSROOM



**SKU:** SCM0510-F (Face-to-face)

*This workshop explores the use of resources in teaching and how they enhance the learning process.*

### Outcomes of Workshop

This workshop will enable you to:

- define resources
- evaluate the use of resources in the past
- assess different resources
- develop strategies for using resources of different types
- gain a greater understanding of teaching styles
- discuss the teaching styles in relation to a list of features and benefits of Macmillan books
- understand how the VARK model relates to different teaching techniques
- analyse a number of teaching techniques in terms of learning styles
- draw up a class profile
- evaluate pages from textbooks in terms of the design principles discussed
- devise a lesson using a dictionary
- draw up a checklist to use in evaluating websites
- watch four video clips and comment on them.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

Departmental heads, teachers and School Media Centre (library) teacher

# SCHOOL AND CLASSROOM MANAGEMENT

## SGB WORKSHOP – A GUIDE TO SURVIVE YOUR TIME IN OFFICE



**SKU:** SCM0511-F (Face-to-face)

*This workshop is a guide to survive your time in office using case studies, checklists, information on roles and responsibilities, and meeting procedures and protocol as well as conflict handling.*

### Outcomes of Workshop

This workshop will enable you to:

- be informed, as SGB members, of your roles and responsibilities in light of provincial and national legislation in the simplest way
- take our diverse South African context into consideration, and explore this culturally sensitive approach.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Parents and school members newly-appointed to SGSSs, principals, deputy principals, teachers and RCL members



## STRATEGIES TO ADDRESS DISCIPLINE IN THE CLASSROOM



**SKU:** SCM0512-F (Face-to-face)

**SKU:** SCM0512-O (Online)

*This course will equip teachers, school management team members, and other key stakeholders within school or educational environments with the necessary strategies and skills to manage learner behaviour in the classroom positively so that high-quality learning can take place.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:** 3 hours

**SACE PD Points:** 10

- describe aspects of how to create a positive environment for learning
- appreciate positive discipline as a holistic approach to creating a learning environment
- identify factors that influence learners' behaviour in the classroom that impact your teaching practice
- appreciate that good classroom and behaviour management requires the use of a combination of techniques in different pedagogical areas to be effective
- use specific behaviour management techniques to assert your authority healthily in the classroom
- correct learners' off-task behaviour in the least invasive way so that the flow of teaching and learning is not interrupted
- appreciate how your management of classroom practices (not just behaviour management techniques) influence learner behaviour
- set a positive tone that is optimal for learning from the beginning of a lesson
- give clear instructions to learners so that they are more likely to stay on-task and avoid misbehaviour
- use a variety of classroom-based strategies to respond to difficult learners' misbehaviour effectively and positively to attain desired outcomes
- identify the possible reasons for difficult learners' misbehaviour
- apply a variety of affirmative responses to a variety of possible root causes of difficult learners' misbehaviour in order to develop positive relationships with these learners.

### Target Audience

School district officials, school management team members, principals, teachers and other key stakeholders within school or educational environments

# SCHOOL AND CLASSROOM MANAGEMENT

## THE SCHOOL-BASED SUPPORT TEAM



**SKU:** SCM0513-F (Face-to-face)

*White Paper 6 states that all learning institutions should establish an Institutional-Level Support Team to support teachers. This workshop will focus on the functions, roles and responsibilities of members of the ILST (SBST).*

### Outcomes of Workshop

This workshop will enable you to:

- understand what an SBST is
- know the roles and responsibilities of an SBST
- know how to compose an SBST
- know the characteristics of a functional SBST
- understand inclusive education
- know how to make your school an inclusive school
- know the most common barriers to learning
- know how to establish a support network for learners with barriers
- be able to list the necessary resources for an SBST
- establish an SBST that is functional, supportive and lasting.

**Duration:** Full day

**SACE PD Points:** 7

### Target Audience

Members of the SBST, principals, deputy principals, departmental heads, subject heads, grade heads, teachers, school psychologists and school counsellors

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## THE SMT AND PEOPLE RELATIONS



**SKU:** SCM0514-F (Face-to-face)

**SKU:** SCM0514-O (Online)

*This workshop will enable you to practise effective communication in the workplace. It will also look at identifying people you should build relations with as a departmental head, the relationship challenges that departmental heads encounter, as well as possible solutions to these challenges.*

### Outcomes of Workshop

This workshop will enable you to:

- apply effective communication at your workplace
- identify the people you build relations with as a departmental head

**Duration:** 1 day

**SACE PD Points:** 5

# SCHOOL AND CLASSROOM MANAGEMENT

- identify the relationship challenges that departmental heads encounter that prevent them from being effective in carrying out their core duties
- provide possible solutions to these challenges
- share best practices with each other
- list the various discipline problems that occur in your school
- determine your success in addressing these discipline problems
- identify your duties as departmental heads in relation to a grade head, subject head and phase head
- list the various ways in which your school communicates with parents
- identify the purpose/reason for communicating with parents
- identify the support that the departmental head can get from the departmental officials
- identify the reason to maintain a good relationship with departmental officials.

## Target Audience

Principals, deputy principals, departmental heads, subject heads and team leaders



# SCHOOL AND CLASSROOM MANAGEMENT

## TIME AND STRESS MANAGEMENT FOR EDUCATORS



**SKU:** SCM0515-F (Face-to-face)

**SKU:** SCM0515-O (Online)

*This workshop is intended to assist educators in managing their time and stress, through developing knowledge and understanding, and by equipping them with various skills and strategies.*

### Outcomes of Workshop

This workshop will enable you to:

- have a better understanding of stress and time management and how these impact you as an individual on a personal and professional level
- learn what can be done to address personal stressors
- be better equipped to manage your time and your stress.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Teachers, departmental heads, deputies, principals, TVET lecturers and managers

## TIME MANAGEMENT



**SKU:** SCM0516-F (Face-to-face)

**SKU:** SCM0516-O (Online)

*We all get the exact same 24 hours a day, seven days a week, 52 weeks a year. So, why is it that some people seem to be able to accomplish so much more with their time? By attending this workshop, you will learn effective time management techniques to help improve your focus, be more productive, have a better work/life balance, and reduce stress and anxiety.*

### Outcomes of Workshop

This workshop will enable you to:

- find out what wastes your time
- understand the purpose of time management
- learn planning techniques and resources for effective time management
- know how to set goals
- know how to prioritise

**Duration:** ½ day

**SACE PD Points:** 5

# SCHOOL AND CLASSROOM MANAGEMENT

- learn how to use to-do lists and other time management tools successfully
- be able to create a time management schedule.

## Target Audience

Teachers, departmental heads, principals, deputy principals and administrative staff

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## REPRESENTATIVE COUNCIL OF LEARNERS (RCL) AND TEACHER LIAISON OFFICER (TLO) TRAINING PROGRAMME



**SKU:** SCM0517-F (Face-to-face)

*This fun, interactive workshop covers an array of topics such as:*

- *meeting protocols*
- *writing proposals*
- *navigating the school management system*
- *liaising and consulting with adults at the school*
- *information on the protocol at School Governing Body meetings*
- *educating the learner constituency about the role and responsibilities of the RCL*
- *honing leadership skills*
- *handling conflict effectively.*

**Duration:** 1 full day  
or 2 half days

**SACE PD Points:** 15

## Outcomes of Workshop

This workshop will enable you to:

- learn the procedures, roles and responsibilities of an RCL member
- become equipped to implement roles and responsibilities effectively within a school community
- participate actively and function effectively as RCLs and TLOs within a school community.

## Target Audience

RCL executives, RCL learners (all grades), Teacher Liaison Officers (TLOs) and SMT members

# SCHOOL AND CLASSROOM MANAGEMENT

## THE PRINCIPLES OF MANAGEMENT AND LEADERSHIP



**SKU:** SCM0518-F (Face-to-face)

**SKU:** SCM0518-O (Online)

*Identify your personal leadership style, learn effective problem solving and strategic planning and apply change management skills.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the difference between leadership and management
- identify your own leadership style
- comprehend the roles and responsibilities of a principal/deputy principal/HOD
- understand what it means to be professional
- learn how to compose effective teams
- use your team for effective problem solving
- develop a strategic plan using a SWOT analysis
- apply change management skills
- understand the importance of ethics.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Two versions: one for principals and deputies, and one for the SMTs or departmental heads





## INTRODUCTION TO MULTIGRADE TEACHING



**SKU:** MOT5016-O (Online)

*Multi-grade teaching [MGT] refers to settings where the teacher is responsible for teaching children of different grade levels at the same time. This workshop is an introduction to multigrade teaching.*

### Outcomes of Workshop

This workshop will enable you to:

- develop and demonstrate motivation, conceptual understanding, implementing, and sustaining support to multi-grade schools, which includes classroom management (arrangement and peer tutoring) and society
- understand the teaching principles in a MG-classroom
- discuss the most important myths about MG
- collaborate between the school and the community (there are two types of interactions between the school and the community; some will help benefit the school and the learners, and others the community).

**Duration:** 1 day

**SACE PD Points:** 5

### Target Audience

All teachers teaching in a classroom with learners from multiple grades

# SCHOOL AND CLASSROOM MANAGEMENT

## IMPROVING YOUR LEARNERS' STUDY SKILLS



**SKU:** SCM0521-O (Online)

*Good study skills can increase your confidence and productivity and decrease your stress levels. In this workshop we will describe a variety of techniques to help you learn and study more effectively in a shorter amount of time.*

### Outcomes of Workshop

This workshop will enable you to:

- take notes meaningfully from learning opportunities (e.g. lessons, lectures and videos) to prepare for studying
- read actively to help retain information
- describe a variety of specific study techniques to aid memorisation and that suit various learning styles
- demonstrate how to manage time and optimise the physical environment for learning
- articulate how to approach the completion of a test or examination
- explain ways to reduce stress and anxiety related to assessment preparation.

**Duration:** 3 hours

**SACE PD Points:**

Pending

### Target Audience

Teachers, parents and caregivers





## STAFF MORALE AND TEACHER SUPPORT



**SKU:** SCM0520-F (Face-to-face)

**SKU:** SCM0520-O (Online)

*To capacitate educators with the knowledge and skills to take control of their own wellness as part of their responsibility to enhance the school climate and ultimately the staff morale*

### Outcomes of Workshop

This workshop will enable you to:

- unpack the concept of staff morale in a school context
- explore the saying: What gets validated is what gets replicated
- clarify the concept "motivation"
- investigate ways to motivate staff
- identify ways to positively impact and maintain staff morale resulting in a strong school culture and healthy school climate.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Principals, deputy principals, departmental heads and teachers

# SCHOOL AND CLASSROOM MANAGEMENT

## COMMUNICATION IN THE WORKPLACE



**SKU:** SCM0522-F (Face-to-face)

**SKU:** SCM0533-O (Online)

*Unlock the power of effective communication in the workplace with our workshop! Discover your unique communication style and learn how to interact effectively with different styles. Understand the importance of good communication, master essential communication skills, and enhance your written communication for impactful emails. Dive into the world of non-verbal communication and become a better listener with practical tips and strategies. Gain insights into managing conflicts, understanding co-workers' emotions, and developing assertiveness. Join us to elevate your communication game and thrive in any work environment!*

### Outcomes of Workshop

This workshop will enable you to:

- know your own communication style
- understand the four types of communication styles and begin to communicate effectively with people who use them
- describe the importance of good communication
- explain the three skills needed to become better at communication
- explain what non-verbal communication is
- attempt to implement better written communication when writing emails
- describe the qualities of a good listener
- explain the benefits of good listening skills
- implement tips to improve your listening skills
- explain why it is important to understand how co-workers are feeling
- describe what happens when conflict is not handled effectively
- implement skills to manage conflict at work better
- investigate your conflict handling style
- describe what it means to be assertive
- understand the relationship between your corporate values and communication.

### Duration:

Face-to-face: 1 day

Online: 6 hours

**SACE PD Points:** 10

### Target Audience

Generic

## EVENT MANAGEMENT



**SKU:** SCMO523-F (Face-to-face)

**SKU:** SCMO523-O (Online)

*Welcome to our Event Management workshop! In this workshop, we shall explore various aspects of event management to equip you with the skills and knowledge needed to organise successful events.*

*Through insightful sessions, you will gain valuable insights and strategies to orchestrate successful and impactful events. Let us embark on this journey together to elevate your event management skills!*

### Outcomes of Workshop

This workshop will enable you to:

- understand the different types of events
- apply your event management knowledge to a variety of school events
- get familiar with the event management process
- differentiate between sponsors and donors and learn how to approach them effectively
- recognise the importance of detailed event documentation and budgeting
- select a diverse team within a committee for effective event planning
- identify and plan different event elements for seamless execution
- understand the concepts of theming and event design to create memorable experiences
- brainstorm and suggest community events and projects for your school and other areas in need.

**Duration:** 1 day

**SACE PD Points:** 5

### Target Audience

Generic

## BRILLIANT CLASSROOM MANAGEMENT STRATEGIES



**SKU:** SCM0524-F (Face-to-face)

**SKU:** SCM0524-O (Online)

*Join us for an empowering workshop tailored to teachers seeking to enhance their classroom management skills. In this dynamic session, participants will discover the brilliant strategies and techniques designed to create a positive and productive learning environment. This workshop will equip you with practical tools and insights to handle any classroom challenge with confidence.*

### Outcomes of Workshop

This workshop will enable you to:

- compare traditional classroom management with the “new” approach and its impact on quality teaching and learning
- understand the 21st century learner and the transferable skills they require
- know what the qualities of a modern teacher are
- make the paradigm shift to accommodate 21st century learners when planning classroom management
- create a positive error climate and use errors as an integral part of the learning process
- capture the modern learner’s attention using creative strategies such as “unplugged” activities
- teach quality media literacy skills (lateral reading and click restraint) to help learners distinguish between facts and fiction on the internet.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Principals, deputy principals, departmental heads and teachers

# SCHOOL AND CLASSROOM MANAGEMENT

## PERSONAL QUALITIES, COMPETENCIES AND PROBLEM SOLVING FOR SCHOOL LEADERS



**SKU:** SCM0525-O (Online)

*Gain valuable insights into developing personal qualities, enhancing competencies and mastering problem-solving skills crucial for effective school leadership.*

### Outcomes of Workshop

This workshop will enable you to:

- review your previous knowledge and experience of different styles of leadership and how this impacts in your management of teams at schools
- identify personal quality traits that are suitable for the 21st century leader and which ones are most important in influencing your situation
- apply competencies learned in the management of your team and those improving teaching and learning
- use critical thinking to solve problems and find solutions that are sustainable.

**Duration:** 3 hours

**SACE PD Points:** 5

### Target Audience

Principals, deputy principals, departmental heads and teachers

## FINANCIAL MANAGEMENT FOR SCHOOL MANAGERS



**SKU:** SCM0526-O (Online)

*In this workshop you will gain essential knowledge and skills to effectively manage school finances. Dive into key sections of the South African Schools Act, No. 84 of 1996 (as amended), focusing on financial organisation, roles of stakeholders, finance policies, school funding, budgeting processes, budgetary control, financial monitoring, control of assets and auditing. This workshop equips school managers with practical tools to ensure financial accountability and strategic planning for sustainable school operations.*

### Outcomes of Workshop

Understand, apply and implement the following:

- Selected sections of the South African Schools Act, No. 84 of 1996 (as amended)
- Financial organisation of the school including defined roles and responsibilities of stakeholders as well as the finance policy

**Duration:** 3 hours

**SACE PD Points:** 5

# SCHOOL AND CLASSROOM MANAGEMENT

- School funding
- Financial planning (the process of budgeting; budgetary control)
- Financial monitoring and control (control of assets; auditing).

## Target Audience

Principals, deputy principals, departmental heads and school governing body members

## SCHOOL POLICIES – INTERNAL POLICY DEVELOPMENT



**SKU:** SCM0527-F (Face-to-face)

**SKU:** SCM0527-O (Online)

*Policies are critical because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Without them, schools would lack the organisation and functionality required to meet learners' education needs. In this workshop we deal with understanding, evaluating and creating policies for your school.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the process of national policy development
- understand and implement the guidelines for internal policy development
- evaluate a given policy
- develop new policies that meet all the necessary requirements as per national and provincial prescriptions.

### Duration:

Face-to-face: 1 day

Online: 2 hours

**SACE PD Points:** 5

## Target Audience

School management teams, grade leaders, school governing body members and other education professionals



## VALUE-DRIVEN LEADERSHIP



**SKU:** SCM0528-F (Face-to-face)

**SKU:** SCM0528-O (Online)

*Explore the transformative power of value-driven leadership in this engaging workshop, where participants embark on a journey to discover and perfect the principles that guide effective and ethical decision-making. Through interactive sessions and real-world case studies, attendees will develop a deep understanding of how aligning personal and organisational values can drive success and foster a positive workplace culture. Gain practical insights and tools to lead with purpose, inspiring teams and achieving sustainable results in today's dynamic world.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:** ½ day

**SACE PD Points:** 5

- understand the concept of values-driven leadership
- understand the difference between 'values' and 'ethics'
- gain insight into the role of leadership
- understand the leadership role in relation to 'values-driven leadership'
- understand how to establish a value-driven organisation.

### Target Audience

Principals, deputy principals, departmental heads and teachers

# SCHOOL AND CLASSROOM MANAGEMENT

## PARENTS ON YOUR SIDE: HOW TO HANDLE TOUGH CONVERSATIONS



**SKU:** SCM0536-F (Face-to-face)

**SKU:** SCM0536-O (Online)

*Ever dreaded a parent meeting? You are not alone! This workshop equips you with essential communication skills to handle difficult conversations with confidence, build trust, and foster stronger parent-teacher partnerships. Say goodbye to confrontation and hello to collaboration!*

### Outcomes of Workshop

This workshop will enable you to:

- understand why it is important to keep parents on your side
- understand some strategies to help handle tough conversations with parents
- practice different strategies to engage with successful courageous conversations.

**Duration:** ½ day

**SACE PD Points:**  
Pending

### Target Audience

Teachers, deputy principals, departmental heads, grade heads and subject heads

## SURVIVING AND THRIVING IN THE SCHOOL SYSTEM



**SKU:** SCM0537-F (Face-to-face)

**SKU:** SCM0537-O (Online)

*New to the school system? Feeling overwhelmed? You are not alone! This workshop is your survival guide to navigating school culture, fitting into the team, and thriving in your role. Let us turn confusion into confidence together.*

### Outcomes of Workshop

This workshop will enable you to:

- unpack the roles and responsibilities of a teacher as outlined in the job description
- explore the SACE Professional Teaching Standards and the impact on the newly qualified teacher
- clarify what a nurturing classroom looks like and how to create and maintain it
- investigate ways to motivate and support the newly appointed teacher on the teaching journey and reduce stress and burnout

**Duration:** 2 hours

**SACE PD Points:**  
Pending

# SCHOOL AND CLASSROOM MANAGEMENT

- explain the importance of the team at school as a Professional Learning Community
- highlight the importance of a growth mindset to ensure lifelong learning.

## Target Audience

First-year educators

## EMOTIONAL INTELLIGENCE FOR SCHOOL LEADERS



**SKU:** SCM0538-F (Face-to-face)

**SKU:** SCM0538-O (Online)

*Great leaders do not just manage tasks – they manage emotions. Learn how to lead with empathy, stay calm under pressure, and build strong relationships.*

### Outcomes of Workshop

This workshop will enable you to:

- understand what Emotional Intelligence is and why it is important to developing team dynamics
- assess the Emotional Intelligence competencies
- practice strategies to help develop Emotional Intelligence
- reflect on your own Emotional Intelligence and set targets for your own development.

### Duration:

Face-to-face:  $\frac{1}{2}$  day  
Online: 2 hours

### SACE PD Points:

Pending

## Target Audience

Teachers, deputy principals, departmental heads, grade heads and subject heads

## FROM TEACHER TO PERFORMER – KEEPING LEARNERS HOOKED



**SKU:** SCM0539-F (Face-to-face)

**SKU:** SCM0539-O (Online)

*Teaching is more than delivering content – it is a performance! Learn how to captivate your learners using storytelling, humour and theatrical techniques. Whether you are a natural entertainer or a quiet introvert, this workshop will help you 'own the stage' and keep learners hooked!*

### Outcomes of Workshop

This workshop will enable you to:

- understand the difference between traditional and performative teaching
- explore key performance elements that enhance presence
- practice storytelling and presentation techniques
- build confidence to perform lesson content with energy.

**Duration:** 2 hours

**SACE PD Points:**  
Pending

### Target Audience

All educators, departmental heads, deputies and principals



# SCHOOL AND CLASSROOM MANAGEMENT

## THE DEPUTY'S VOICE: MAKING YOUR MARK IN SCHOOL LEADERSHIP



**SKU:** SCM0540-F (Face-to-face)

**SKU:** SCM0540-O (Online)

*Want to command attention in meetings, staff briefings and public events? This workshop helps you develop a powerful leadership voice and presence.*

### Outcomes of Workshop

This workshop will enable you to:

- explore different leadership identities and reflect on your own leadership identity
- identify how to build a lasting leadership impact
- learn and practice techniques to communicate with confidence and clarity
- discover effective ways to lead through challenges with resilience and adaptability.

### Duration:

Face-to-face: ½ day

Online: 2 hours

### SACE PD Points:

Pending

### Target Audience

Teachers, deputy principals, departmental heads, grade heads and subject heads

## CRISIS MANAGEMENT: WHAT TO DO WHEN THINGS GO WRONG



**SKU:** SCM0541-F (Face-to-face)

**SKU:** SCM0541-O (Online)

*Every deputy principal will face a crisis – whether it is a school emergency, discipline issue or PR disaster. Be prepared! This workshop gives you a step-by-step guide to staying calm, taking control and leading under pressure.*

### Outcomes of Workshop

This workshop will enable you to:

- understand key phases of a school crisis
- explore leadership behaviours in high-pressure moments
- practice clear, calm communication
- build readiness plans for future incidents.

### Duration:

Face-to-face: ½ day

Online: 2 hours

### SACE PD Points:

Pending

### Target Audience

Teachers, deputy principals, departmental heads, grade heads and subject heads

# SCHOOL AND CLASSROOM MANAGEMENT

## THE POWER OF INFLUENCE: LEADING WITHOUT THE TITLE



**SKU:** SCM0542-F (Face-to-face)

**SKU:** SCM0542-O (Online)

*Leadership is not about a title – it is about influence. As a deputy principal, you have the power to shape school culture, drive change and inspire staff. Learn how to command respect, lead with confidence, and make a lasting impact – even when you are not the final decision-maker.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the difference between positional authority and personal influence
- explore strategies to lead with confidence and authenticity
- learn how to influence school culture and drive change from your current role.

**Duration:** 2 hours

**SACE PD Points:**  
Pending

### Target Audience

Deputy principals, grade heads and subject heads

## OWN THE ROOM: BUILDING CONFIDENCE AND TEACHER PRESENCE



**SKU:** SCM0544-F (Face-to-face)

**SKU:** SCM0544-O (Online)

*Every teacher has a voice worth hearing, but not all know how to use it effectively. This session equips teachers and learning mediators with techniques to project confidence, strategies for using body language and vocal variety, and tools to command attention without raising their voice.*

### Outcomes of Workshop

This workshop will enable you to:

- understand what classroom presence is and why it is important
- understand how our mindsets and self-talk can affect our presence in the classroom
- understand different ways to develop our communication
- reflect on different strategies that can help to develop presence in the classroom.

**Duration:** ½ day

**SACE PD Points:**  
Pending

## Target Audience

Teachers, novice teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESSs

## TEACHING LIKE A PRO: ENGAGING EVERY LEARNER



**SKU:** SCM0545-F (Face-to-face)

**SKU:** SCM0545-O (Online)

*This workshop is designed for teachers who want to move beyond traditional teaching and learning strategies to create a dynamic, learner-centred classroom where every learner is engaged. The workshop provides practical techniques to boost participation, apply differentiation effectively, and ensure no learner is left behind. These are the signs of a powerful learning environment where a professional teacher is the facilitator and active learning the focus.*

### Outcomes of Workshop

This workshop will enable you to:

- have an awareness of the Professional Teaching Standards
- evaluate and increase your enthusiasm to reach pro-status
- understand active learning in a diverse classroom
- equip you with methods to address diverse learning needs and abilities
- have the tools to apply differentiation in all subjects at all levels
- understand the importance of teacher self-reflection and the significant influence you can have by caring and providing frequent constructive feedback to learners.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:**

Pending

### Target Audience

Teachers, novice teachers, departmental heads, deputies and principals, SMTs, SBSTs and SESSs

## TEACHING AGES: BIRTH TO FOUR YEARS



**SKU:** ECD0702-F (Face-to-face)

**SKU:** ECD0702-O (Online)

*Caregivers are guided through the South African National Curriculum Framework for Children from Birth to Four. The workshop provides insight and activities which will address Early Learning Development Areas.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the South African National Curriculum Framework for Children from Birth to Four
- understand the themes and principles
- understand the Early Learning Development Areas (ELDAs)
- share ideas on how to plan different activities
- create a positive learning environment
- practice how to assess for learning
- know how to assess learning to measure what has been achieved.

**Duration:** 4 hours

**SACE PD Points:**

Pending

### Target Audience

Parents and caregivers, ECD practitioners and support staff, community support services and child minders





## EFFECTIVE USE OF THE DAILY PROGRAMME IN AN ECD CLASSROOM



**SKU:** ECD0703-F (Face-to-face)

**SKU:** ECD0703-O (Online)

*This workshop will assist early childhood practitioners in implementing the daily programme for the different age groups. Encourage learn through play.*

### Outcomes of Workshop

This workshop will enable you to:

- better understand the Integrated Daily Programme
- apply the requirements per play area in the ECD classroom
- use specific resources to enhance the daily programme
- implement proper rotation within the daily programme of focus and side activities
- recognise the value of the integrated approach towards the holistic development of the child.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

ECD practitioners and support staff, community support services and child minders



## EFFECTIVE LAYOUT AND USE OF THE ECD CLASSROOM



**SKU:** ECD0704-F (Face-to-face)

**SKU:** ECD0704-O (Online)

*Teachers are guided to develop a classroom where distractions are minimised, access to resources is maximised, learn through play is encouraged and synergy is developed between the lesson plan and the classroom layout.*

### Outcomes of Workshop

This workshop will enable you to:

- establish a baseline knowledge of the National Curriculum Framework (NCF)
- understand the Integrated Daily Programme to encourage learn through play
- recognise and apply the correct terminology within the ECD classroom
- understand and apply the requirements of each play area within the ECD classroom
- utilise specific resources within the various play areas in a creative way
- understand and implement proper rotation within the daily programme of focus and side activities
- plan lessons to cater for differentiation in the classroom
- understand and implement the correct ECD classroom layout
- recognise the value of the playroom towards holistic development of the child
- interact with the ECD play areas.

**Duration:** 1 day

**SACE PD Points:**

Pending

## Target Audience

ECD practitioners and support staff, community support services and child minders

## STRATEGIES TO ASSIST CHILDREN FROM BIRTH TO FOUR YEARS OLD WITH BARRIERS TO LEARNING



**SKU:** ECD0706-F (Face-to-face)

**SKU:** ECD0705-O (Online)

*This workshop is intended for ECD practitioners implementing an inclusive learning programme using a variety of differentiated methodologies, strategies and techniques. They will gain the necessary competence to facilitate a well-structured and varied programme of learning to support all learners including those who experience barriers to learning and development. This process will enable all learners to participate actively and confidently in the learning process.*

*This workshop not only deals in detail with the learning and development barriers, but also how to address them effectively in a big class. It provides practical, hands-on ideas that can be adapted for the different age groups.*

### Outcomes of Workshop

This workshop will enable you to:

- understand your responsibility as an educator to provide a fair and equal education for all the children in your class
- analyse the principles of inclusion and apply them in your classroom
- differentiate learning activities according to the needs of the children
- adapt the learning environment to meet the needs of the children in the class to ensure that there is effective learning taking place
- continually monitor the children's progress so that you can provide accurate feedback to all stakeholders
- develop relationships with all stakeholders in the best interest of the child
- reflect on your own performance so that you can improve your teaching to the benefit of all children in your class.

**Duration:** 3–4 days

**SACE PD Points:**

Pending

## Target Audience

ECD practitioners and support staff, community support services and child minders

## LEARN THROUGH PLAY FOR PRACTITIONERS



SKU: ECD0708-F (Face-to-face)

*This workshop (including an optional play kit) will equip participants with a deep understanding of the South African National Curriculum Framework (NCF) for children from birth to four, and how to create a play-based, positive learning environment. Through practical application of the Daily Programme Cards, classroom management skills, and resource integration, attendees will learn how to plan and deliver developmentally appropriate activities across all Early Learning Development Areas (ELDAs), as well as effectively assess children's progress.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the South African National Curriculum Framework for Children from Birth to Four
- understand the value of play and how to create a play-based environment
- understand the Early Learning Development Areas (ELDAs) and their link to the daily programme for the various age groups
- create a positive learning environment
- understand the Daily Programme Cards and their value
- recognise and apply the correct terminology within the daily programme
- know and apply the Daily Programme Cards effectively applicable to each age group

**Duration:** 2½ days

**SACE PD Points:**

Pending





- integrate the Parent Poster ‘Learn through Play’ with the Daily Programme Cards
- understand the classroom layout per age group
- understand and apply the requirements of each play area within the classroom
- understand and apply classroom management skills
- plan activities for mathematics (ELDA 4) using resources in the Resource Kit
- understand that resources can be made of waste material for mathematics activities
- design art activities related to mathematic skills
- understand and be able to apply communication (ELDA 3) effectively in the classroom
- apply resources for the Resource Kit effectively for the class
- use relevant posters when discussing the theme of the week
- handle musical instruments with discretion and care
- integrate music and art (creativity ELDA 5) with language
- integrate mathematics (ELDA 4) with communication (ELDA 3)
- understand what assessment is and why you need to assess children’s development
- learn how to assess using different assessment tools and resources
- be aware of learning barriers when assessing.

## Target Audience

ECD practitioners and support staff

## LEARN THROUGH PLAY FOR PARENTS AND CAREGIVERS



**SKU:** ECD0709-F (Face-to-face)

*This workshop (including an optional play kit) will provide parents and caregivers with valuable insights into supporting a child's development at home, focusing on the importance of play, communication and creativity. Participants will learn how to use everyday resources to encourage learning in areas such as maths, language and creativity, while also exploring how to foster a positive, engaging environment that supports a child's growth within the family and community.*

### Outcomes of Workshop

- A brief background of the curriculum that is used at the ECD centre
- The role of the parent(s)
- To understand the child within the family
- The characteristics of different age groups at home
- How to use resources in and around the home
- How important play is in the development of your child
- How important the mother tongue is in a child's development
- The characteristics or traits of different age groups
- How to use resources in and around the home to encourage communication
- The value of play in the development of your child
- What maths is
- Investigating many daily opportunities to expose children to maths
- How to develop mathematical vocabulary inside the house
- How to use the resources in the kit to allow children to explore maths
- What creativity is
- The importance of creativity
- How to use opportunities, inside and outside the house, to explore creativity
- To regularly encourage family and community participation
- Identify activities that will encourage your child's knowledge and understanding of the world
- Look at designing projects, making items, and using technology
- Investigate time and place

**Duration:** 2 days

**SACE PD Points:**  
Pending

### Target Audience

Parents and caregivers of children between the ages of 0 and 4 years old

## MAKING RESOURCES IN ECD



**SKU:** ECD0707-F (Face-to-face)

*This workshop will help participants understand the Early Learning Development Areas (ELDAs) within the NCF and their connection to age-appropriate teaching resources, while also exploring how to use Solutions for All: A Practical Guide to Teaching ECD effectively. Attendees will learn to plan developmentally progressive activities, create positive and play-based learning environments, and understand the crucial role of play in early childhood development.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the Early Learning Development Areas (ELDAs) within the NCF, and their link to the resources needed when teaching the various age groups
- use the Solutions for all: A Practical Guide to Teaching ECD book effectively by following the instructions provided to parents, caregivers and teachers on how to make their own resources
- share ideas on how to plan different activities using a variety of resources to show progression from one age group to the next
- create a positive learning environment
- create a play-based environment
- understand that play is important in the developmental stages of a child.

**Duration:** 1 day

**SACE PD Points:**

Pending

### Target Audience

ECD practitioners and support staff, community support services and child minders

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## KNOWING YOUR ECD CENTRE



**SKU:** ECD710-F (Face-to-face)

**SKU:** ECD710-O (Online)

*Discover the unique identity of your ECD centre. This workshop helps you assess resources, identify strengths and gaps, and create strategies for a thriving, child-centred environment.*

### Outcomes of Workshop

This workshop will enable you to:

- unpack your passion for ECD
- share your passion with other ECD owners/principals

**Duration:** ½ day

**SACE PD Points:**

Pending

- understand your role within your ECD centre
- reflect honestly on your own practise
- identify your individual challenges and its impact on your centre
- ensure access to learning and development opportunities
- lead and coordinate the centre
- identify centres' strengths, weaknesses, opportunities and threats
- professionalise the ECD sector – taking a developmental approach.

## Target Audience

ECD practitioners, departmental heads, principals and district officials

## UNLOCKING THE POWER OF HUMAN RELATIONS IN AN ECD ENVIRONMENT



**SKU:** ECD711-F (Face-to-face)

**SKU:** ECD711-O (Online)

*Build stronger connections in your centre. Learn how to foster trust, collaboration and positive relationships among staff, parents and children for a harmonious learning space.*

### Outcomes of Workshop

This workshop will enable you to:

- apply affirming and positive language whilst interacting with young children, colleagues and parents
- demonstrate politeness and courtesy and show respect for those with whom they interact
- demonstrate approachability and behave in an accommodating way towards all groups of people
- utilise conflict positively and demonstrate excellent conflict resolution skills
- model 'soft skills' (communication, active listening, self-awareness, oral feedback) effectively and successfully develop a harmonious environment
- demonstrate trust and inspire confidence in others
- build high levels of respect for others
- model high levels of ethical behaviour
- present one's own view well and appraise and respect other people's opinions
- apply a multi-dimensional approach to problem-solving.

**Duration:** 1 day

**SACE PD Points:**  
Pending

## Target Audience

ECD practitioners, departmental heads, principals and district officials

## MENTORING AND COACHING FOR ECD PRINCIPALS



**SKU:** ECD712-F (Face-to-face)

**SKU:** ECD712-O (Online)

*Become an inspiring leader. This workshop equips you with practical mentoring and coaching techniques to guide your team and nurture professional growth.*

### Outcomes of Workshop

This workshop will enable you to:

- describe the difference between mentoring, coaching, training and counselling
- identify the benefits of mentoring and coaching for the individual and the organisation
- compare the roles and responsibilities of a mentor and a coach respectively
- give the characteristics and skills of effective mentors and coaches
- define the different models of mentoring and coaching
- apply your mentoring skills
- evaluate the mentoring programme and do reflection
- give effective feedback to peers
- plan time management effectively
- establish a personal growth journal
- start a mentorship programme and/or coaching in your institution.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials



## INTERNAL POLICY DEVELOPMENT



**SKU:** ECD713-F (Face-to-face)

**SKU:** ECD713-O (Online)

*Create policies that work. Learn how to design clear, effective internal policies that support compliance, consistency, and a positive organisational culture.*

### Outcomes of Workshop

This workshop will enable you to:

- develop a comprehensive understanding of the national policy development process
- demonstrate an understanding of the guidelines for internal policy development through implementation
- evaluate a given business plan
- develop new policies that meet all the necessary requirements as per national and provincial prescriptions.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

## STAFF MORALE AND TEACHER SUPPORT FOR ECD



**SKU:** ECD714-F (Face-to-face)

**SKU:** ECD714-O (Online)

*Boost team spirit and motivation. Explore strategies to enhance staff morale, provide meaningful support, and create a workplace where teachers thrive.*

### Outcomes of Workshop

This workshop will enable you to:

- understand and explore the meaning of wellness and well-being (social, physical and mental) and staff morale in the context of school environments
- diagnose: know how to measure your own wellness and identify critical incidents impacting on the school's culture, climate and staff morale
- identify and discuss strategies which cultivate, foster and maintain personal wellness
- identify and discuss wellness strategies which enrich school culture and climate and improve staff morale.

**Duration:** 1 day

**SACE PD Points:**  
Pending

## Target Audience

ECD practitioners, departmental heads, principals and district officials

## CONFLICT MANAGEMENT IN THE ECD ENVIRONMENT



**SKU:** ECD715-F (Face-to-face)

**SKU:** ECD715-O (Online)

*Turn challenges into opportunities. Gain tools to manage and resolve conflicts constructively, ensuring a peaceful and productive environment for all.*

### Outcomes of Workshop

This workshop will enable you to:

- understand and define the term conflict and the terminology used during conflict handling
- determine and identify obstacles during the conflict handling process from a personal point of view
- identify and interpret personal conflict handling style and suggest uses for the other conflict handling styles
- understand the importance of attitudes, perceptions and positive behaviour during conflict handling
- identify and state positive communication practices during conflict handling
- identify and apply effective listening techniques during conflict handling
- identify the workplace culture and understand the influence of the individual and workplace culture on the conflict handling process
- identify and apply the steps in the suggested conflict handling model in the workplace and future conflict situations
- draw up a conflict handling action plan and apply conflict handling techniques within the workplace and future conflict situations.

**Duration:** 1 day

**SACE PD Points:**

Pending

## Target Audience

ECD practitioners, departmental heads, principals and district officials

## THE PRINCIPLES OF LEADERSHIP AND MANAGEMENT



**SKU:** ECD716-F (Face-to-face)

**SKU:** ECD716-O (Online)

*Lead with confidence. Understand the core principles of leadership and management to inspire your team and achieve organisational excellence.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the difference between leadership and management
- identify your own leadership style
- understand the roles and responsibilities of an ECD centre principal
- know what it means to be professional
- know how to compose effective teams
- be able to use your team for effective problem solving
- be able to develop a strategic plan using a SWOT analysis
- be able to apply change management skills
- understand the importance of ethics.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

## CURRICULUM MANAGEMENT AND PROGRAMME PLANNING FOR ECD PRINCIPALS



**SKU:** ECD717-F (Face-to-face)

**SKU:** ECD717-O (Online)

*Plan with purpose. Learn how to design and manage engaging programmes that meet developmental needs and align with curriculum standards.*

### Outcomes of Workshop

This workshop will enable you to:

- understand what ECD management is and how to implement Early Childhood Development Programmes
- understand the characteristics and competencies of the ECD principal

**Duration:** 1 day

**SACE PD Points:**  
Pending

- identify the core duties and responsibilities of the ECD principal
- understand risk and implement stress management strategies
- implement management planning strategies and interventions
- demonstrate an understanding of an ECD centre policy
- demonstrate an understanding of the quality assurance procedure for an ECD centre
- understand how to control the quality of ECD programmes
- implement the principles of quality ECD programmes
- understand how to manage administration
- know how to plan and manage productive meetings
- understand how to manage learners and learner behaviour
- apply assessment of observation techniques
- implement assessment record keeping
- manage ECD administration
- identify the different HOD files required
- capture and analyse statistics
- know and apply meeting procedures.

## Target Audience

ECD practitioners, departmental heads, principals and district officials

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## EFFECTIVE FACILITIES MANAGEMENT FOR ECD LEADERS



**SKU:** ECD718-F (Face-to-face)

**SKU:** ECD718-O (Online)

*Create safe and inspiring spaces. This workshop covers practical strategies for maintaining and improving your centre's facilities to support learning and play.*

### Outcomes of Workshop

- Identify key components of effective facilities management
- Understand how well-maintained facilities support quality early childhood development
- Proactive versus reactive facilities management
- Skills needed to manage an ECD centre's facilities successfully
- The facilities management process
- Understand emergency and risk management at an ECD centre
- Manage the centre's inventories

**Duration:** 1 day

**SACE PD Points:**  
Pending

- Understand budgeting for maintenance and expenditure
- Involve the community and business in maintenance.

## Target Audience

ECD practitioners, departmental heads, principals and district officials

## STRENGTHEN COMMUNICATION IN THE ECD WORKPLACE



**SKU:** ECD719-F (Face-to-face)

**SKU:** ECD719-O (Online)

*Communicate with impact. Discover techniques to improve clarity, collaboration, and trust in your centre through effective communication practices.*

### Outcomes of Workshop

This workshop will enable you to:

- explain the role of effective communication in ECD leadership
- describe the elements of verbal and non-verbal communication and the impact they can have on a message
- differentiate between the communication styles and identify your own style
- understand how each style influences the workplace culture, staff morale and team dynamics in the ECD centre
- understand and apply the principles of active listening and empathy to foster trust, reduce conflict and support inclusive communication
- explain the value and process of giving and receiving feedback, including the sandwich approach to promoting learning, confidence and open dialogue
- demonstrate knowledge of professional written communication practices, including notes, WhatsApp and emails to engage parents and stakeholders
- identify the essential elements of a communication culture and plan that promote two-way, respectful and inclusive communication within the ECD centre community.

**Duration:** 1 day

**SACE PD Points:**

Pending

## Target Audience

ECD practitioners, departmental heads, principals and district officials

## BUILDING AND MAINTAINING POSITIVE PARTNERSHIPS WITH PARENTS



**SKU:** ECD720-F (Face-to-face)

**SKU:** ECD720-O (Online)

*Strengthen family engagement. Learn practical strategies to build trust and maintain positive relationships with parents, creating a supportive network for children's growth.*

### Outcomes of Workshop

This workshop will enable you to:

- list at least two different strategies that can be implemented to build positive home-school partnerships
- recall at least one practical action or task related to each strategy listed
- explain the benefits of building and maintaining positive partnerships with parents
- develop a Home-School Partnership Plan to use in your school.

**Duration:** 1 day

**SACE PD Points:**

Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

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## CLASSROOM MANAGEMENT IN THE ECD ENVIRONMENT



**SKU:** ECD721-F (Face-to-face)

**SKU:** ECD721-O (Online)

*Create calm, productive classrooms. This workshop equips you with techniques to manage behaviour, organise spaces, and foster a positive learning atmosphere.*

### Outcomes of Workshop

This workshop will enable you to:

- have a basic understanding of foundational classroom management theories
- learn proactive and responsive behaviour strategies
- know how to build inclusive, relationship-centred environments
- create a personalised classroom management plan

**Duration:** 1 day

**SACE PD Points:**

Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

## PROJECT AND EVENT MANAGEMENT FOR ECD PRINCIPALS



**SKU:** ECD722-F (Face-to-face)

**SKU:** ECD722-O (Online)

*Plan with confidence. Discover how to organise successful projects and events that enrich your centre's culture and engage the community.*

### Outcomes of Workshop

This workshop will enable you to:

- explain why projects and events matter at an ECD centre
- differentiate between a project and an event and describe similarities in their management
- demonstrate leadership as a principal in guiding projects and events
- delegate responsibilities effectively and support team collaboration
- use strategies to motivate staff, even when projects or events require extra time
- follow and apply the full project cycle (initiation, planning, execution, monitoring, closure, sustainability)
- conduct structured planning sessions with clear objectives
- develop objectives, target audiences, and assign roles and responsibilities
- prepare and manage budgets, including sponsorships and contingency planning
- create event concepts and programmes suited to ECD communities
- coordinate event logistics to ensure smooth execution
- promote events to maximise participation and support
- manage events confidently on the day
- monitor and evaluate outcomes for improvement
- plan for closure and sustainability to secure long-term benefits
- identify potential risks and understand the compliance requirements that apply to projects and events.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

## FINANCIAL MANAGEMENT FOR ECD LEADERS



**SKU:** ECD723-F (Face-to-face)

**SKU:** ECD723-O (Online)

*Take control of your finances. Learn budgeting, cost control and financial planning skills to ensure sustainability and growth for your centre.*

### Outcomes of Workshop

This workshop will enable you to:

- understand core financial management principles
- develop and monitor budgets
- keep accurate records
- comply with legal and donor requirements
- strengthen financial sustainability.

**Duration:** 1 day

**SACE PD Points:**

Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

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## PLANNING AND NAVIGATING YOUR PROFESSIONAL GROWTH JOURNEY



**SKU:** ECD-724-F (Face-to-face)

**SKU:** ECD724-O (Online)

*Invest in yourself. Explore strategies for career development, goal setting and continuous learning to advance your role as an ECD professional.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the importance of continuous professional development (CPD) in ECD
- reflect on your current skills, qualifications and experiences
- identify professional growth goals aligned with personal aspirations and sector needs
- explore development opportunities (formal and informal)
- create a personal professional development plan (PDP).

**Duration:** 1 day

**SACE PD Points:**

Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

## PROFESSIONAL ETHICS IN THE ECD ENVIRONMENT



**SKU:** ECD725-F (Face-to-face)

**SKU:** ECD725-O (Online)

*Uphold the highest standards. Understand ethical principles and how to apply them in everyday decisions to maintain trust and integrity in your centre.*

### Outcomes of Workshop

This workshop will enable you to:

- demonstrate a clear understanding of what ethics means
- define ethics in the context of education and leadership
- understand what shapes our ethics
- understand how values act as the foundation for ethical conduct
- explain why ethical behaviour is essential in ECD environments
- identify common vices and influences that can lead to unethical practices
- distinguish between ethical and unethical actions in real-life scenarios
- use the ethics decision-making model to resolve dilemmas
- apply the SACE Code of Professional Ethics to everyday challenges
- build and promote an ethical culture at your centre
- develop an ethical culture checklist.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials

## CREATING A STIMULATING AND CHILD-CENTRED LEARNING ENVIRONMENT



**SKU:** ECD726-F (Face-to-face)

**SKU:** ECD726-O (Online)

*Inspire curiosity and joy. Learn how to design spaces and activities that encourage exploration, creativity and holistic development for young learners.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the principles of a child-centred approach to learning
- be able to list and explain the three key elements that should be considered when creating a stimulating, child-centred environment
- understand the importance of print-rich environments and how to create one
- learn how to use low-cost/no-cost materials to enrich the learning environment.

**Duration:** 1 day

**SACE PD Points:**  
Pending

### Target Audience

ECD practitioners, departmental heads, principals and district officials



## ASSESSMENT IN GRADE R



**SKU:** GRR0800-F (Face-to-face)

**SKU:** GRR0800-O (Online)

*This workshop introduces assessment in Grade R in a practical manner.*

### Outcomes of Workshop

This workshop will enable you to:

- understand principles and types of assessment in Grade R
- apply the requirements for assessment through the daily programme
- utilise specific activities to integrate assessment
- understand the six steps of the assessment process
- implement proper observation skills
- design and develop a rubric and checklist.

**Duration:** 4 days

**SACE PD Points:** 10

### Target Audience

Grade R practitioners, departmental heads and SESs

## EFFECTIVE GRADE R CLASSROOM



**SKU:** GRR0802-F (Face-to-face)

**SKU:** GRR0802-O (Online)

*Teachers are guided to develop a classroom where distractions are minimised, access to resources is maximised, and synergy is developed between the lesson plan and the classroom layout.*

### Outcomes of Workshop

This workshop will enable you to:

- establish a baseline knowledge of the Curriculum Assessment Policy Statements (CAPS)
- understand the Integrated Daily Programme
- recognise and apply the correct terminology within the Grade R classroom
- understand and apply the requirements of each play area within the Grade R classroom
- utilise specific resources within the various play areas in a creative way
- understand and implement proper rotation within the daily programme of focus and side activities

**Duration:** 1 day

**SACE PD Points:** 10

- plan lessons to cater for differentiation in the classroom
- understand and implement the correct Grade R classroom layout
- recognise the value of the playroom towards holistic development of the child
- interact with the Grade R play areas
- understand and implement the Grade R activity rings
- develop a classroom where distractions are minimised, access to resources is maximised, and synergy is developed between the lesson plan and the classroom layout.

## Target Audience

Grade R practitioners and departmental heads

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## INTEGRATED APPROACH TO THE DAILY PROGRAMME



**SKU:** GRR0803-F (Face-to-face)

**SKU:** GRR0803-O (Online)

*This workshop will assist early childhood professionals in implementing an integrated approach to the daily programme.*

### Outcomes of Workshop

This workshop will enable you to:

- better understand the Integrated daily programme
- apply the requirements per play area in the Grade R classroom
- use specific resources to enhance the daily programme
- implement proper rotation within the daily programme of focus and side activities
- recognise the value of the integrated approach towards the holistic development of the child.

**Duration:** 1 day

**SACE PD Points:** 10

## Target Audience

Grade R practitioners and departmental heads

## BUILDING BLOCKS TO SCHOOL READINESS



**SKU:** GRR0804-F (Face-to-face)

**SKU:** GRR0804-O (Online)

*This workshop unpacks school readiness: general, emotional and social development.*

### Outcomes of Workshop

This workshop will enable you to:

- understand school readiness and its different domains
- understand the difference between school readiness and school maturity
- understand the importance of the senses
- establish a baseline knowledge of the perceptual development skills
- understand how the science activity and make and bake activity forms part of the Grade R syllabus in preparation for school readiness
- acquire skills to further enhance the use of the senses in the Grade R class
- recognise the value of the child being ready for formal schooling
- reflect on your own teaching and assessment.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Grade R practitioners and departmental heads



## SCHOOL READINESS – COGNITIVE DEVELOPMENT



**SKU:** GRR0805-F (Face-to-face)

**SKU:** GRR0805-O (Online)

*This workshop will assist early childhood professionals with a variety of teaching ideas which will help the cognitive development of a child.*

### Outcomes of Workshop

This workshop will enable you to:

- understand cognitive development and its different domains
- differentiate between language and mathematical emergent skills
- understand the importance of the cognitive development activities
- establish baseline knowledge of the cognitive development skills
- understand how cognitive development forms part of the Grade R syllabus in preparation for school readiness
- acquire skills to further enhance the use of cognitive skills in the Grade R classroom
- implement an integrated approach towards language and mathematical development
- recognise the value of the child being ready for formal schooling.

**Duration:** ½ day

**SACE PD Points:** 10

### Target Audience

Grade R practitioners and departmental heads

## SCHOOL READINESS – SENSORY DEVELOPMENT



**SKU:** GRR0806-F (Face-to-face)

**SKU:** GRR0806-O (Online)

*This workshop will assist early childhood professionals with a variety of teaching ideas which will help the sensory development of a child.*

### Outcomes of Workshop

This workshop will enable you to:

- better understand sensory motor development
- understand the different domains of sensory motor development

**Duration:** ½ day

**SACE PD Points:**  
Pending

- differentiate between fine motor and gross motor development
- understand the importance of the motor development activities
- establish a baseline of knowledge of the motor development skills
- understand how fine and gross motor development forms part of the Grade R syllabus in preparation for school readiness
- acquire skills to further enhance the use of motor skills in the Grade R classroom
- recognise the value of the child being ready for formal schooling.

## Target Audience

Grade R practitioners and departmental heads

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## SCHOOL READINESS – VISUAL, AUDITORY AND SPATIAL DEVELOPMENT



**SKU:** GRR0807-F (Face-to-face)

**SKU:** GRR0807-O (Online)

*This workshop explores activities which will enhance the development of the child's visual, auditory and spatial development.*

### Outcomes of Workshop

This workshop will enable you to:

- understand visual, auditory and spatial development and their different domains
- differentiate between visual, auditory and spatial skills
- understand the importance of visual, auditory and spatial development activities
- establish a baseline knowledge of visual, auditory and spatial development skills
- understand how visual, auditory and spatial development form part of Grade R in preparation for school readiness
- acquire skills to further enhance the use of visual, auditory and spatial skills in the Grade R classroom
- implement an integrated approach towards visual, auditory and spatial development
- recognise the value of the child being ready for formal schooling.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

Grade R practitioners and departmental heads

## SHARED READING



**SKU:** GRR0808-F (Face-to-face)

**SKU:** GRR0808-O (Online)

*This course will equip teachers in doing shared reading in the classroom and value the benefits in terms of the development of reading.*

### Outcomes of Workshop

This workshop will enable you to:

- review the reasons for doing shared reading in the classroom and the benefits in terms of the development of reading
- apply practical tips and ideas to establish the building blocks of language using the shared reading strategy
- unpack the reading process when presenting a shared reading lesson
- prepare for a shared reading lesson and know how to start a shared reading lesson
- start a shared reading lesson
- read to a class using shared reading
- wrap up a shared reading session.

**Duration:** 2 hours

**SACE PD Points:**  
Pending

### Target Audience

Foundation Phase teachers





## MAKING RESOURCES IN GRADE R



**SKU:** FOU0945-F (Face-to-face)

**SKU:** FOU0945-O (Online)

*Teaching resources form an integral part of the learning process. This workshop provides a step-by-step process on how to make and utilise resources to encourage and to enhance quality teaching and learning in the classroom.*

### Outcomes of Workshop

This workshop will enable you to:

- utilise specific resources to enhance teaching and learning
- link CAPS skills to the use of a specific resource
- follow the step-by-step guide on how to make and utilise resources
- understand that play is important in the developmental stages of a child
- utilise resources to better explain concepts to learners
- ensure that resources used are relevant and age-appropriate
- reflect on own teaching practices in an attempt to enhance learner understanding.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:**

Pending

### Target Audience

Grade R practitioners and departmental heads

## ALL ABOUT ASSESSMENT IN THE FOUNDATION PHASE



**SKU:** FOU0900-F (Face-to-face)

**SKU:** FOU0900-O (Online)

*This workshop covers assessment management in the Foundation Phase starting with the planning for assessment. We then deal with the design and development of assessment activities and tasks, followed by analysis and review of assessment. Lastly, we learn how to interpret and report on assessment results.*

### Outcomes of Workshop

This workshop will enable you to:

- define assessment and explain its different purposes
- plan and prepare for assessment
- understand what moderation and quality assurance is and how to implement it
- design and develop assessment activities and tasks
- analyse and review the assessment
- interpret and report on assessment.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Grades 1–3 teachers, departmental heads and SESs



# FOUNDATION PHASE

## BALANCED LANGUAGE APPROACH – COMPREHENSION



**SKU:** FOU0909-F (Face-to-face)

**SKU:** FOU0909-O (Online)

*This workshop will show you how to assist learners with their comprehension ability and how to improve overall literacy.*

### Outcomes of Workshop

This workshop will enable you to:

- know what the Balanced Language Approach entails
- have knowledge and skills to apply the following seven steps involved in reading comprehension:
  - make connections as a pre-reading activity
  - ask effective questions to improve comprehension during reading
  - monitor the understanding of the text during reading
  - facilitate inference of the text during reading
  - summarise the text after reading
  - synthesise the text after reading and connect new information to current knowledge
  - evaluate the text after reading and give own opinion
- have knowledge and be able to use different strategies of each of the seven steps to aid learners with their comprehension ability and improve overall literacy.

**Duration:** 3 hours

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## BALANCED LANGUAGE APPROACH – PHONICS



**SKU:** FOU0910-F (Face-to-face)

**SKU:** FOU0910-O (Online)

*This workshop gives an exciting approach to how to teach phonics.*

### Outcomes of Workshop

This workshop will enable you to:

- understand how to teach phonics using the Balanced Language Approach
- differentiate between phonemic awareness and phonics
- interact with the entire class using practical phonemic awareness activities
- understand that phonemic awareness and phonics can be taught together

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

# FOUNDATION PHASE

- understand that phonics is progressive across the Foundation Phase and within a grade
- compare the phonic requirements per grade in the Foundation Phase as stipulated in CAPS
- translate the required phonics into CAPS-linked activities for Grades 1–3
- understand the phonetic vocabulary that is taught in Grade 3
- know the differences between consonant digraphs, vowel digraphs and vowel and consonant blends
- differentiate between the different phonemic awareness skills during an assessment task
- assess phonics using the Balanced Language Approach
- differentiate between beginner, intermediate and advanced phonics activities.

## Target Audience

Grades 1–3 teachers, departmental heads and SESs

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## BALANCED LANGUAGE APPROACH – SHARED, GROUP GUIDED AND INDEPENDENT READING



**SKU:** FOU0911-F (Face-to-face)

**SKU:** FOU0911-O (Online)

*This workshop focuses on how to use Shared Reading and Group/Guided Reading to improve the reading skills of learners in different grades.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

- know what the Balanced Language Approach entails
- understand and be able to use the Shared Reading technique of the Balanced Language Approach
- use the Group Guided Reading technique of the Balanced Language Approach
- use Shared Reading and Group Guided Reading to improve the reading skills of learners in different grades and on different reading levels; for example beginner readers, intermediate readers and advanced readers
- have knowledge of how to foster independent reading in your learners
- understand where Shared Reading and Group Guided Reading fit into CAPS.

## Target Audience

Grades 1–3 teachers, departmental heads and SESs

# FOUNDATION PHASE



## BALANCED LANGUAGE APPROACH – SIGHT WORDS AND VOCABULARY



**SKU:** FOU0912-F (Face-to-face)

**SKU:** FOU0912-O (Online)

*How, when and why do we teach sight words and vocabulary? This workshop addresses these important questions.*

### Outcomes of Workshop

This workshop will enable you to:

- know what the Balanced Language Approach entails
- understand the role sight words play in teaching reading in the Foundation Phase
- know how to use different techniques to teach sight words to learners on the Beginner Reading Level and Intermediate Reading Levels
- understand the role vocabulary plays in teaching reading and comprehension in the Foundation Phase
- know how to use vocabulary strategies to broaden the vocabulary of a Foundation Phase learner with focus on the Advanced Reading Level
- understand where sight words and vocabulary fit into CAPS.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## BALANCED LANGUAGE APPROACH – WRITING



**SKU:** FOU0913-F (Face-to-face)

**SKU:** FOU0913-O (Online)

*This workshop will present you with the skills needed to apply the Balanced Language Approach's writing process as prescribed by CAPS Foundation Phase.*

### Outcomes of Workshop

This workshop will enable you to:

- apply the Shared Writing technique
- understand and apply the Substitution strategy to build sentences
- implement the Balanced Language Approach's writing process as prescribed by CAPS Foundation Phase:
  1. Planning
  2. Drafting
  3. Revising
  4. Editing
  5. Presenting.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESs



# FOUNDATION PHASE

## CREATIVE WRITING



**SKU:** FOU0915-F (Face-to-face)

**SKU:** FOU0915-O (Online)

*This workshop will empower you to teach creative writing using the writing process.*

### Outcomes of Workshop

This workshop will enable you to:

- understand and apply the Shared Writing technique
- understand and apply the Substitution strategy to build sentences
- learn how to use a writing frame when teaching learners to write a story
- implement the writing process as prescribed by CAPS Foundation Phase:
  1. Planning (Pre-writing)
  2. Drafting
  3. Revising
  4. Editing
  5. Presenting.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## DEVELOP ASSESSMENT TASKS (MATHS FP 2021)



**SKU:** FOU0943-F (Face-to-face)

**SKU:** FOU0943-O (Online)

*This workshop introduces a step-by-step approach to developing a quality assessment task.*

### Outcomes of Workshop

This workshop will enable you to:

- revise the purpose, types of and process of assessment
- follow the 12 steps to design an assessment task for each subject.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## DIVISION DIXIE



**SKU:** FOU0929-F (Face-to-face)

**SKU:** FOU0929-O (Online)

*Division is splitting into equal parts or groups. It is the result of 'fair sharing'. This workshop is a step-by-step guide into introducing division in the Foundation Phase.*

### Outcomes of Workshop

This workshop will enable you to teach learners to:

- share objects equally among 2, 3, 4, 5 and 10
- divide whole numbers with and without remainders
- break down large numbers into multiples and then divide them equally
- divide whole numbers using the division sign
- use multiplication and division as inverse operations.

**Duration:** 2 hours

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESSs

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## FANCIFUL FRACTIONS



**SKU:** FOU0930-F (Face-to-face)

**SKU:** FOU0930-O (Online)

*A fraction simply tells us how many parts of a whole we have. Let's have fun with fractions.*

### Outcomes of Workshop

This workshop will enable you to teach learners to:

- identify a whole and a fraction
- show parts of a whole using real objects, geo-shapes, paper shapes, models and a collection of objects
- use and name unitary fractions and non-unitary fractions
- recognise fractions diagrammatically
- write out fractions, e.g. 1 half
- match illustrations with fraction names
- recognise equivalent fractions.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESSs

# FOUNDATION PHASE

## FIRST STEPS IN TEACHING READING



**SKU:** FOU0916-F (Face-to-face)

**SKU:** FOU0916-O (Online)

*This workshop will give you clear, easy and innovative guidance about teaching reading in the Foundation Phase step by step, starting with phonemic awareness and moving through reading strategies to understanding of text.*

### Outcomes of Workshop

This workshop will enable you to:

- teach learners the foundational skills of reading – phonemes and phonics
- develop initial reading skills
- teach your learners basic comprehension skills so that their reading is meaningful
- assess pre-reading and reading skills in an objective way
- create excitement about reading for enjoyment in your classroom, at school and in homes.

**Duration:** ½ day

**SACE PD Points:**

Pending

### Target Audience

Grades 1–3 teachers, departmental heads and SESs





## FUNTASTIC FAL FORMULA



**SKU:** FOU0917-F (Face-to-face)

**SKU:** FOU0917-O (Online)

*This workshop provides teachers with knowledge and skills to teach English First Additional Language with success.*

### Outcomes of Workshop

This workshop will enable you to:

- understand and know the CAPS requirements for EFAL Grades 1–3
- apply vocabulary-building activities and strategies effectively
- use different resources to achieve effective EFAL acquisition
- recognise the value of specific resources during the language teaching process
- apply reading and storytelling activities and strategies effectively in your class
- apply phonics teaching strategies and resources effectively to maximise learner pronunciation and spelling
- understand the value of Group Guided Reading and implement effective techniques
- discover innovative ways to encourage creative writing.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

# FOUNDATION PHASE

## GAPS IN CAPS – ENGLISH FAL



**SKU:** FOU0919-F (Face-to-face)

**SKU:** FOU0919-O (Online)

*This workshop provides a Balanced Language Approach to teaching English First Additional Language. It focuses on Listening and Speaking, Reading and Phonics, and Writing and Handwriting.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the CAPS requirements for Storytelling as a methodology to teach FAL
- teach Storytelling effectively
- understand when and how to use resources for Storytelling
- understand the differences between informal and formal assessment
- apply informal and formal assessment appropriately during Storytelling and Total Physical Response
- use the CAPS-compliant DBE workbook correctly and optimally
- participate actively and use puppets successfully in the classroom
- listen to music and perform and sing an action song
- develop an oral vocabulary and make connection between the actions and gestures
- demonstrate the importance of doing the actions when singing to enhance the effectiveness of Total Physical Response.

**Duration:** 1 day

**SACE PD Points:** 5

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## GIVE AND TAKE – PLUS AND MINUS



**SKU:** FOU0937-F (Face-to-face)

**SKU:** FOU0937-O (Online)

*This workshop explores addition and subtraction.*

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 10

### Outcomes of Workshop

This workshop will enable you to:

- interpret problems within context, as well as context-free problems
- use the three levels of solving addition and subtraction problems
- choose an appropriate strategy to solve a problem

- choose relevant resources to solve different problems
- show all the steps in solving problems.

## Target Audience

Grades 1–3 teachers, departmental heads and SESs

## MAGIC MULTIPLICATION



**SKU:** FOU0933-F (Face-to-face)

**SKU:** FOU0933-O (Online)

*This workshop takes a look at repeated addition leading to multiplication through problem solving.*

### Outcomes of Workshop

This workshop will enable you to teach learners to:

- show how repeated addition leads to multiplication
- illustrate number sentences as groups or rows and columns
- solve problems on a concrete, representative, and an abstract level
- count on in multiples rather than in ones
- break down numbers and then multiply them
- use halving and doubling to solve problems faster.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 10

## Target Audience

Grades 1–3 teachers, departmental heads and SESs



# FOUNDATION PHASE

## MAKING RESOURCES IN THE FOUNDATION PHASE



**SKU:** FOU0945-F (Face-to-face)

**SKU:** FOU0945-O (Online)

*Learn how to make and use resources to enhance learning in your classroom.*

### Outcomes of Workshop

This workshop will enable you to:

- utilise specific resources to enhance teaching and learning
- link CAPS skills to the use of a specific resource
- follow the step-by-step guide on how to make and utilise resources
- understand that play is important in the developmental stages of a child
- utilise resources to better explain concepts to learners
- ensure that resources used are relevant and age-appropriate
- reflect on own teaching practices in an attempt to enhance learner understanding.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:**  
Pending

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## MASS MOMENTS – MEASUREMENT



**SKU:** FOU0934-F (Face-to-face)

**SKU:** FOU0934-O (Online)

*This workshop focuses on exploring mass using real objects.*

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 10

### Outcomes of Workshop

This workshop will enable you to teach learners to:

- choose an appropriate measuring unit
- weigh different objects to show that the size of an object does not determine its mass
- apply different strategies to solve problems
- compare, order and record commercially-packaged objects in grams and kilograms.

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

# FOUNDATION PHASE

## PERFORMING ARTS – GET YOUR GROOVE ON



**SKU:** FOU0926-F (Face-to-face)

*This workshop will show you how to implement various improvisation and interpretation activities in order to achieve the aims of the performing arts component of the Foundation Phase Life Skills programme.*

### Outcomes of Workshop

This workshop will enable you to:

- know the four study areas embedded within the Foundation Phase Life Skills programme
- understand the reasoning behind the organisation of study areas in the Foundation Phase Life Skills programme
- know the four art forms learners are exposed to in the Foundation Phase Life Skills programme
- know the two main content areas developed within the Performing Arts section of the Foundation Phase Life Skills programme
- identify and implement various activities in performing arts which develop perceptual skills
- implement various creative games and skills in order to achieve the aims of the performing arts component of the Foundation Phase Life Skills programme
- implement various improvisation and interpretation activities in order to achieve the aims of the performing arts component of the Foundation Phase Life Skills programme.

**Duration:** ½ day

**SACE PD Points:**

Pending

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

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## PHYSICAL EDUCATION



**SKU:** FOU0927-F (Face-to-face)

*This interactive workshop will equip you to teach physical education with confidence.*

### Outcomes of Workshop

This workshop will enable you to:

- understand what physical education is
- develop different activities within the various aspects of physical education
- obtain knowledge about the different sports and games
- develop an indoor obstacle course.

**Duration:** 1 day

**SACE PD Points:** 10

# FOUNDATION PHASE

## Target Audience

Grades R–3 teachers, departmental heads and SESs



## PLACE VALUE



**SKU:** FOU0936-F (Face-to-face)

**SKU:** FOU0936-O (Online)

*This workshop provides an overview on teaching place value effectively.*

### Outcomes of Workshop

This workshop will enable you to:

- know what place value is
- understand when to introduce place value
- know how to introduce place value
- understand numbers
- implement the instructional sequence of teaching place value
  - regroup, exchange, recount
  - describe numbers
  - learn the significance of 10
  - learning the place value of numbers greater than 19
  - stressing regrouping
  - counting in 10 and ordering numbers
  - working with 100
- play place value games.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

## Target Audience

Grades 1–3 teachers, departmental heads and SESs

## PROBLEM SOLVING



**SKU:** FOU0938-F (Face-to-face)

**SKU:** FOU0938-O (Online)

*This workshop provides teachers with the necessary skills to set, teach and use problem-solving activities effectively.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the role of the teacher when teaching problem solving
- know how to set appropriate word problems
- differentiate between problem types
- use different strategies to solve problems
- build confidence by solving problems.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

Grades 1–3 teachers, departmental heads and SESs

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## SECURE PLACE VALUE



**SKU:** FOU0939-F (Face-to-face)

**SKU:** FOU0939-O (Online)

*In our decimal number system, the value of a digit depends on its place, or position, in the number. Explore numbers in this workshop.*

### Outcomes of Workshop

This workshop will enable you to:

- select relevant resources for teaching place value
- apply instructional sequence when teaching place value
- regroup tens and units
- make tens full
- work with numbers greater than 19
- compare, order and describe numbers
- round numbers off to nearest ten
- work with numbers up to 100.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

Grades 1–3 teachers, departmental heads and SESs

# FOUNDATION PHASE

## SHAPES GALORE: 2D, 3D AND SYMMETRY



**SKU:** FOU0940-F (Face-to-face)

**SKU:** FOU0940-O (Online)

*This workshop focuses on working with 2D and 3D shapes.*

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

### Outcomes of Workshop

This workshop will enable you to:

- identify and analyse 2D shapes and 3D objects
- understand the relationship between 2D shapes and 3D objects
- identify results when geometric shapes undergo change
- identify and demonstrate reflection-, line- and mirror symmetry
- build 3D objects using nets
- rotate 2D shapes to make them fit into a pattern and pictures
- use 2D shapes to show the relationship between size and shape.

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## SPEEDY DISCOVERIES – MENTAL MATHS



**SKU:** FOU0935-F (Face-to-face)

**SKU:** FOU0935-O (Online)

*This workshop will explore exciting and hands-on ways to teach mental mathematics.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

- build confidence by solving problems quickly and accurately
- choose problems that reinforce a specific strategy taught
- adapt diagrams to provide for the needs of all learners
- identify how the same resource can be used for different calculations.

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## TEACHING HANDWRITING



**SKU:** FOU0924-F (Face-to-face)

**SKU:** FOU0924-O (Online)

*This workshop provides strategies to teach handwriting skills to your learners.*

### Outcomes of Workshop

This workshop will enable you to:

- understand the importance of systematic instruction of handwriting
- abide by general principles regarding the development of good handwriting skills
- apply the correct positioning of the book
- learn how to teach patterns successfully
- teach letter formation techniques and habits correctly
- follow proper techniques to teach writing on broad lines
- teach learners to write between the lines.

**Duration:** ½ day

**SACE PD Points:**

Pending

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

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## TEACHING, LEARNING AND ASSESSING ON DIFFERENT COGNITIVE LEVELS



**SKU:** FOU0942-F (Face-to-face)

**SKU:** FOU0942-O (Online)

*This workshop provides a refreshing look at Bloom's and Barrett's taxonomies and the levels of mathematical demand where the emphasis is on asking quality questions and developing quality assessments.*

### Outcomes of Workshop

**Duration:** ½ day

This workshop will enable you to:

**SACE PD Points:** 5

- understand the different cognitive levels

- apply Bloom's taxonomy / Barrett's taxonomy / levels of mathematical demand

- identify the different cognitive levels in an assessment task

- ask questions on different cognitive levels.

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

# FOUNDATION PHASE

## TICK TOCK TIME

**SKU:** FOU0941-F (Face-to-face)

**SKU:** FOU0941-O (Online)



*This workshop provides a fun way to work with time.*

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

### Outcomes of Workshop

This workshop will enable you to:

- read and show analogue and digital time
- understand fractions of an hour
- sequence events according to the time they took to complete
- calculate the passage of time on a number line.

### Target Audience

Grades 1–3 teachers, departmental heads and SESs

## 1, 2, 3, FUN COUNT MATHS



**SKU:** FOU0928-F (Face-to-face)

**SKU:** FOU0928-O (Online)

*In this workshop you will explore various counting strategies to make counting effective and fun for learners.*

### Duration:

Face-to-face:  $\frac{1}{2}$  day

Online: 3 hours

**SACE PD Points:** 5

### Outcomes of Workshop

This workshop will enable you to:

- understand the difference between rote and rational counting
- use apparatus that encourages counting in multiples
- identify patterns within a sequence of numbers
- move from teaching counting in ones to counting in multiples.

### Target Audience

Grade 1–3 teachers, departmental heads and SESs

## MULTIMEDIA IN LIFE SKILLS



**SKU:** FOU0947-O (Online)

*This interactive workshop aims to expose participants to various online platforms to use in class for all knowledge areas of life skills.*

### Outcomes of Workshop

This workshop will enable you to:

- understand what multimedia is
- understand why we should use multimedia
- know what digital tools are available
- know top tips for personalised learning
- know how to work with videos
- know how to work with animations, games and websites.

**Duration:** 1 hour

**SACE PD Points:**

Pending

### Target Audience

Grade 1–3 teachers, departmental heads and SESs

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## RAISING READERS FROM EARLY AGE



**SKU:** FOU0949-O (Online)

*This workshop empowers teachers with essential tools to nurture literacy from infancy. Explore why literacy is vital, learn about language development, and discover practical strategies for building vocabulary, teaching the alphabet, and introducing phonics. We'll cover how to engage young minds with books, connect reading and writing, and select age-appropriate materials – all while making reading a joyful part of daily life. Help set the foundation for lifelong learning and foster a love for reading early on!*

### Outcomes of Workshop

- Literacy: what it is and why is it important
- Literacy development in childhood
- Talking and communicating
- Building vocabulary
- Teaching the alphabet
- Focus on phonics
- Understanding how books work
- Understanding the bigger picture
- Connecting reading to writing

**Duration:** 3 hours

**SACE PD Points:**

Pending

# FOUNDATION PHASE

- Reading: why it is important
- Selecting age-appropriate books
- Making reading a part of daily life

## Target Audience

ECD practitioners, Grade R and Foundation Phase teachers, parents and caregivers

## SPOT IT, JOT IT! MASTERING THE FP OBSERVATION BOOK



**SKU:** FOU0950-F (Face-to-face)

**SKU:** FOU0950-O (Online)

*Are you making the most of your daily classroom observations? Join us for a practical and inspiring 2-hour online workshop designed specifically for Grade R and Foundation Phase teachers. Learn how to use your Observation Book as a powerful tool for formative assessment – helping you track learner progress, plan more effectively, and support every child's development.*

*Through real classroom examples, interactive activities, and ready-to-use templates, you'll leave with the confidence and skills to turn everyday moments into meaningful insights.*

### Outcomes of Workshop

By the end of this workshop, you will be able to:

- understand the purpose and value of the Observation Book as a formative assessment tool in the Grade R and Foundation Phase classroom
- identify key developmental areas to observe and document daily, aligned with curriculum expectations
- apply practical strategies for capturing meaningful observations during everyday classroom activities
- use observation data to inform planning, support individual learners, and communicate progress effectively
- organise and reflect on observations to enhance teaching practice and learner development
- access and use templates and tools to streamline observation and reflection processes.

### Duration:

Face-to-face:  $\frac{1}{2}$  day

Online: 2 hours

### SACE PD Points:

Pending

## Target Audience

ECD and Foundation Phase teachers, departmental heads and subject specialists

## CREATIVE WRITING



**SKU:** LAN1000-F (Face-to-face)

**SKU:** LAN1000-O (Online)

*This workshop provides foolproof strategies to teach creative writing skills to your learners.*

### Outcomes of Workshop

This workshop will enable you to:

- understand and be able to apply the Shared Writing technique
- understand and be able to apply the Substitution strategy to build sentences
- learn how to use a writing frame when teaching learners to write a transactional text
- understand and be able to apply the writing process as prescribed by CAPS Intermediate Phase.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

Grades 4–9 language teachers, departmental heads and SESs (contextualised per phase)

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## COMPREHENSION FET



**SKU:** LAN1007-F (Face-to-face)

**SKU:** LAN1007-O (Online)

*This workshop will demonstrate to teachers how to obtain knowledge and skills involved in reinforcing the ability of learners to answer comprehensions.*

### Outcomes of Workshop

This workshop will enable you to:

- obtain knowledge and skills involved in reinforcing the ability of learners to answer comprehensions.

**Duration:** ½ day

**SACE PD Points:** 5

## Target Audience

All Grade 10–12 teachers, departmental heads and SESs

## ALL ABOUT THE POEM



**SKU:** LAN1006-F (Face-to-face)

**SKU:** LAN1006-O (Online)

*This workshop is all about having fun with poetry! Use empathy when teaching poetry; set contextual questions on a poem using Barrett's taxonomy; tackle a poetry essay (Home Language), and learn about some useful electronic resources.*

### Outcomes of Workshop

This workshop will enable you to:

- use empathy as an approach to teaching poetry
- set contextual questions on a poem using the required levels of Barrett's taxonomy
- learn how to guide learners to tackle a poetry essay (Home Language)
- know of some useful electronic resources
- teach considering learners' various learning styles
- have fun with poetry.

**Duration:** ½ day

**SACE PD Points:** 5

### Target Audience

Grades 10–12 language teachers, departmental heads and SESs

## IT ALL STARTS WITH READING



**SKU:** LAN1013-F (Face-to-face)

**SKU:** LAN1013-O (Online)

*Why is reading so important?*

*A learner's reading skills are important to their success in school because it gives them access to the scope of the curriculum and improves their communication and language skills. Reading can also be a fun and imaginative time for learners and opens doors to all kinds of new worlds.*

### Outcomes of Workshop

This workshop will enable you to:

- understand why learner's reading skills are important for success at school
- understand the different genres to which learners should be exposed according to CAPS
- understand and apply different reading strategies for a novel, drama/play and poetry: pre-reading, during reading and post-reading

**Duration:** ½ day

**SACE PD Points:**  
Pending

- understand the benefits of using a graphic organiser (mind map) to organise information from the text
- understand the different literary figures of speech when teaching poetry
- apply different activities and ideas to make reading interesting.

## Target Audience

Grades 4–9 FAL teachers, departmental heads and SESs

## ALLES BEGIN MET LEES



**SKU:** LAN1014-F (Face-to-face)

**SKU:** LAN1014-O (Online)

*Waarom is lees so belangrik?*

*'n Leerder se leesvaardighede is belangrik vir hulle sukses in skool omdat dit hulle toegang gee tot die omvang van die kurrikulum en verbeter hulle kommunikasie en taalvaardighede. Lees kan ook 'n prettige en verbeeldingryke tyd wees vir leerders en maak vir hulle deure oop tot allerlei nuwe wêrelde.*

### Uitkomste van Werkswinkel

Hierdie werkswinkel stel jou in staat om:

- te verstaan waarom leerders se leesvaardighede belangrik is vir sukses op skool
- die verskillende genres waaraan leersder volgens CAPS blootgestel moet word, te begryp
- die toepassing van verskillende leesstrategieë vir 'n novelle, drama/toneelstuk en poësie: pre-lees, tydens lees en post-lees, te begryp
- die voordele van die gebruik van 'n grafiese organiseerder (breinkaart) om inligting vanuit die teks te organiseer, te begryp
- die verskillende literêre stylfigure tydens die onderrig van poësie te verstaan
- om verskillende aktiwiteite en idees om lees interessant te maak, toe te pas.

**Tydsduur:** 2 uur

**SACE Punte:**  
Hangende

### Teikengehoor

Grad 4–9 EAT onderwysers, departmentshoofde en onderwyskundiges

## ALGEBRAIC EXPRESSIONS AND EQUATIONS



**SKU:** MAT2013-F (Face-to-face)

**SKU:** MAT2013-O (Online)

*This workshop provides practical ideas for teaching algebraic expressions and equations to Senior Phase learners, focusing mainly on methodology and assessment.*

### Outcomes of Workshop

By the end of the workshop, you will be able to apply the following skills, knowledge and values:

- recognise and identify conversions for writing algebraic expressions
- identify and classify like and unlike terms in algebraic expressions
- recognise and differentiate between monomials, binomials and trinomials
- expand and simplify algebraic expressions
- determine the squares, cubes, square roots and cube roots of single algebraic terms or like algebraic terms
- determine the numerical value of algebraic expressions by substitution
- factorise algebraic expressions
- analyse and interpret number sentences that describe a given situation
- use substitution in equations to generate tables of ordered pairs
- solve equations using additive and multiplicative inverses
- solve equations using laws of exponents
- solve equations using factorisation.

**Duration:** 5 hours

**SACE PD Points:** 5

### Target Audience

Grades 7–9 maths teachers, HODs and SESs



# MATHEMATICS GRADES 4–12

## COMMON FRACTIONS



**SKU:** MAT2000-F (Face-to-face)

**SKU:** MAT2000-O (Online)

*This workshop provides a comprehensive guide to teaching common fractions.*

### Outcomes of Workshop

By the end of the workshop, you will be able to apply the following skills, knowledge and values:

**Duration:** 1 day

**SACE PD Points:** 5

- understand what is meant by common fractions and be able to use equivalent fractions to compare different fractions
- add and subtract fractions including mixed numbers
- choose the correct operation when doing contextual problems involving common fractions
- see the equivalence of common fractions, decimal fractions and percentages
- work with decimal fractions.

### Target Audience

Senior Phase maths teachers, departmental heads and SESs

## GEOMETRY OF 2D AND 3D SHAPES



**SKU:** MOT5000-O (Online)

*This workshop provides a comprehensive guide to teaching Geometry of 2D and 3D Shapes.*

### Outcomes of Workshop

By the end of the workshop, you will be able to apply the following skills, knowledge and values:

**Duration:** ½ day

**SACE PD Points:** 5

- name and describe different triangles
- solve problems involving triangles
- name and describe different quadrilaterals
- describe the properties of quadrilaterals
- identify triangles that are either similar or congruent
- classify 3D shapes
- describe the five platonic solids
- build 3D models using nets.

### Target Audience

Senior Phase maths teachers, departmental heads and SESs

## INCORPORATING ICT INTO THE TEACHING OF MATHS



**SKU:** DIG0434-O (Online)

*How do you take your maths lessons into the 21st century? Mathematics can be very exciting and trendy if you teach with tech. Attend this workshop to learn how to grab your learners' attention by incorporating ICT into your lessons.*

### Outcomes of Workshop

This workshop will enable you to:

- investigate maths features in documents
- use Collaborative Maths on digital interactive boards
- explore maths applications, such as Geogebra AR, Google Socrative
- investigate using simulation websites, such as PhET, MathsPad
- explore maths resources, such as Kahn Academy, Bettermarks
- do maths assessment or revision on a Google Form
- explore why shared Google Docs are useful for maths.

**Duration:** 3 hours

**SACE PD Points:** 5

### Target Audience

Mathematics teachers (Foundation Phase, Intermediate Phase, Senior Phase and FET Phase) and SESs

## INTRODUCTION TO FUNCTIONAL RELATIONSHIPS



**SKU:** MAT2004-F (Face-to-face)

**SKU:** MAT2004-O (Online)

*This workshop will enable you to represent functional relationship into its three representations.*

### Outcomes of Workshop

This workshop will enable you to:

- extend a growing pattern by drawing the next frame
- complete a table to indicate the relationship between input and output numbers
- find the general rule that describes the functional relationship
- draw a graph to illustrate the functional relationship
- describe the relationship between distance and time from a given graph
- distinguish between the independent and dependent variables
- reflect on the teaching and assessment of functional relationships.

**Duration:** ½ day

**SACE PD Points:** 5

# MATHEMATICS GRADES 4–12

## Target Audience

Mathematical literacy teachers, departmental heads and SESSs

## PROBABILITY



**SKU:** MAT2001-F (Face-to-face)

**SKU:** MAT2001-O (Online)

*This workshop provides practical ideas on teaching probability to Senior Phase learners, focusing mainly on methodology and assessment.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

- employ current and effective assessment practices
- develop some confidence in probability and data related to Senior Phase learners
- use hands-on techniques to setting quality probability tasks with different grades
- use practical ideas to assess data and probability topics
- effectively transfer your understanding of assessment related concepts to your learners.

## Target Audience

Grades 7–9 maths teachers, departmental heads and SESSs

## TEACHING EUCLIDEAN GEOMETRY IN THE FET PHASE



**SKU:** MAT2006-F (Face-to-face)

**SKU:** MAT2006-O (Online)

*MTC has looked at the misconceptions and we have come up with effective teaching tips to help your learners understand triangles, circles and parallelograms.*

### Outcomes of Workshop

By the end of the workshop, you will be able to apply the following skills, knowledge and values:

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 10

- identify different quadrilaterals and triangles
- answer questions using quadrilaterals and triangles

- prove the cyclic theorems
- use and answer questions involving cyclic quadrilaterals
- know and use circle geometry with all converse theorems
- solve problems and prove riders using the properties of parallel lines, triangles and quadrilaterals.

## Target Audience

Grade 12 maths learners, FET maths teachers, departmental heads and SESs

## TEACHING FINANCIAL MATHEMATICS IN THE FET PHASE



**SKU:** MAT2007-F (Face-to-face)

**SKU:** MAT2007-O (Online)

*Solve financial problems by using formulae for simple and compound growth and decay, as well as those for annuities and bond repayments.*

### Outcomes of Workshop

This workshop will enable you to:

- work effectively with simple and compound interest and decay
- handle interest rates that are compounded in different time periods
- understand the difference between effective and nominal rates and know how to calculate them
- explain how to calculate  $n$  in the compound formula
- understand annuities and bond payments and know how the formulae must be used
- explain what a sinking fund is and know what types of calculations are required.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 10

## Target Audience

FET maths teachers and SESs

## TEACHING FUNCTIONAL RELATIONSHIPS



**SKU:** MAT2008-F (Face-to-face)

**SKU:** MAT2008-O (Online)

*This workshop covers the use of maps to find real directions.*

### Outcomes of Workshop

This workshop will enable you to:

- help learners to describe directions to familiar places and draw a map of it
- use grid coordinates to describe and design a tiling pattern
- find location on a map using longitude and latitude lines
- use map scale to find real distances
- reflect with your colleagues on the teaching of this content.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

### Target Audience

FET mathematical literacy teachers, departmental heads and SESs

## TEACHING FUNCTIONS AND GRAPHS IN THE FET PHASE



**SKU:** MAT2009-F (Face-to-face)

**SKU:** MAT2009-O (Online)

*MTC has looked at the misconceptions and have come up with effective teaching tips to help your learners understand parameters of graphs.*

### Outcomes of Workshop

**Duration:** 1 day

This workshop will enable you to:

**SACE PD Points:** 10

- describe the effects of changing the parameters  $a$ ,  $p$  and  $q$  in changing the shape of graphs, making graphs narrower or wider, and shifting them up or down and horizontally
- use the technique of plotting multiple graphs to demonstrate the effects of changing the parameters  $a$ ,  $p$  and  $q$
- draw graphs given the values of  $a$ ,  $p$  and  $q$
- sketch graphs of the inverses of the straight line, parabola and exponential graph
- state restrictions on the domain of the original function for the inverse to be a function too.

### Target Audience

FET maths teachers, departmental heads and SESs



## TRANSFORMATION, GEOMETRY AND PATTERNS



**SKU:** MAT2002-F (Face-to-face)

**SKU:** MAT2002-O (Online)

*This workshop covers transformation of geometric shapes as well as algebraic concepts of the transformations.*

### Outcomes of Workshop

This workshop will enable you to:

- demonstrate knowledge of the transformation of shapes
- use geometric patterns to develop algebraic concepts
- draw the next frame of a geometric pattern
- draw up a table to illustrate the relationship between the input and output values
- illustrate the relationship on a graph
- determine the rule that describes the relationship.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

### Target Audience

Grades 7–9 maths teachers, departmental heads and SESSs

## TRANSLATION, REFLECTIONS AND ROTATION



**SKU:** MAT2003-F (Face-to-face)

**SKU:** MAT2003-O (Online)

*This workshop covers a wide range of transformations of geometric shapes using grid paper.*

### Outcomes of Workshop

This workshop will enable you to:

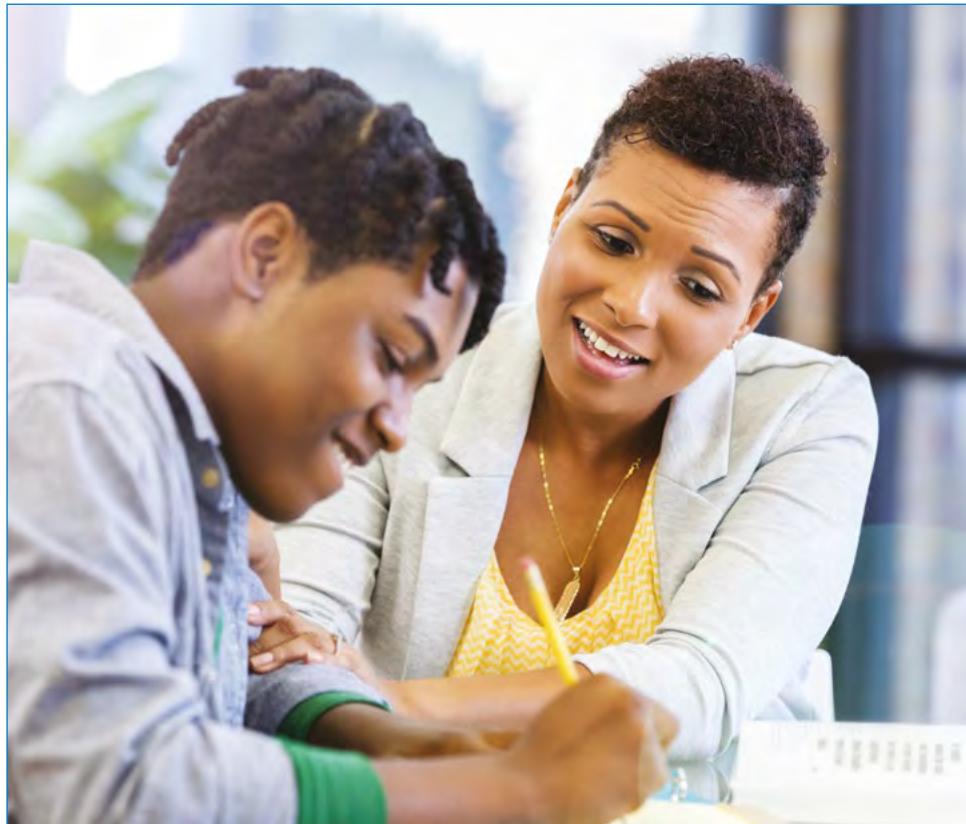
- translate a shape on a grid
- reflect a shape in a vertical, horizontal or slant line
- turn a shape through 90 or 180 degrees
- design shapes and border patterns.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

### Target Audience

Grades 7–9 maths teachers, departmental heads and SESs



## TRIGONOMETRY IN THE FET PHASE



**SKU:** MAT2010-F (Face-to-face)

**SKU:** MAT2010-O (Online)

*This workshop provides a comprehensive guide to teaching trigonometry.*

### Outcomes of Workshop

By the end of the workshop, you will be able to apply the following skills, knowledge and values:

- develop confidence in using the trigonometry facts and rules to solve triangles
- be able to teach solving triangles to Grade 10, 11 and 12 learners
- be able to differentiate between different cognitive levels of questions for evaluation of the section
- be able to set test or exam questions for different cognitive levels for solving triangles.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 10

### Target Audience

FET maths teachers, departmental heads and SESs

## USING MATHEMATICAL TAXONOMY FOR ASSESSMENT



**SKU:** MAT2012-F (Face-to-face)

**SKU:** MAT2012-O (Online)

*This workshop covers how to assess using Bloom's taxonomy.*

**Duration:** 3 hours

**SACE PD Points:** 5

### Outcomes of Workshop

This workshop will enable you to:

- use the maths literacy taxonomy for assessment in an FET classroom.

### Target Audience

FET mathematical literacy teachers, departmental heads and SESs

## CLEVER MACHINES – GRADE 9 MINI-PAT



**SKU:** SCI3014-F (Face-to-face)

*This workshop provides a step-by-step guide to constructing one of the mini-PATs in technology.*

### Outcomes of Workshop

This workshop will enable you to:

**Duration:** 1 day

**SACE PD Points:** 5

- experiment with two different sizes of syringes linked by a tube and filled with hydraulic fluid (water)
- experience force transfer with either force multiplication or division
- conduct action research
- conduct investigations about the hydraulic press (including simple calculations) and the hydraulic jack
- do practical investigations using a single wheel fixed pulley to change the direction of pull ( $MA = 0$ )
- do practical investigations using a single wheel moveable pulley to change the direction of pull ( $MA > 0$ )
- do practical investigations using a pulley block system (block and tackle) to determine the relationship between load-bearing ropes on moveable pulley wheels and mechanical advantage (multiplication)
- find out about the following mechanical control systems: ratchet and pawl, disc brake, bicycle brake, cleat
- successfully lead learners as they find out about the interactions of the following:
  - bevel gears of equal size – axis of rotation  $90^\circ$
  - bevel gears of unequal size – axis of rotation  $90^\circ$
  - velocity/force relationships
  - rack and pinion gear system as found on automatic gates and steering racks
  - worm gear system for large reduction in speed and increase in force
  - make a prototype/working model.

### Target Audience

Grades 4–9 technology teachers, departmental heads and SESs

## ENERGY AND CHANGE – INTERMEDIATE PHASE



**SKU:** SCI3004-F (Face-to-face)

**SKU:** SCI3004-O (Online)

*Explore the topic "Energy and change in the Intermediate Phase" to become an expert science teacher*

### Outcomes of Workshop

This workshop will enable you to:

- know the different forms of energy
- explain where energy for life comes from
- identify activities that require energy
- describe by means of a diagram how humans use energy from the sun
- demonstrate best practices when teaching energy concepts
- explain the basics of energy transformations
- describe by means of an example what input and output energy is
- describe what a machine is
- describe what an appliance is
- demonstrate best practices when introducing electricity to eliminate any possible misconceptions
- identify the different components that make up an electrical circuit
- build a simple electrical circuit
- describe by interpreting a diagram how a power station works
- explain how energy can be used to create movement
- explain what a circuit is
- describe through a diagram what INPUT, PROCESS, OUTPUT is in a system
- recognise basic components of an electric circuit
- make a switch for an electrical circuit using waste materials
- recognise and interpret internationally used symbols for electrical components
- draw a circuit diagram of an electrical circuit
- build a circuit from a circuit diagram
- apply best practices when teaching circuits and circuit diagrams to eliminate any possible misconceptions learners may develop
- understand the difference between conductors and insulators
- demonstrate which materials are conductors and which are insulators by conducting a practical investigation.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Intermediate Phase natural sciences teachers, departmental heads and SESS



## ENERGY AND CHANGE – SENIOR PHASE



**SKU:** SCI3003-F (Face-to-face)

**SKU:** SCI3003-O (Online)

*MTC has looked at the misconceptions and we have come up with effective teaching tips to help teachers to have a better grasp of energy and change.*

### Outcomes of Workshop

By the end of this workshop, you will be able to apply the following skills, knowledge and values:

- recognise the different sources of energy
- define potential and kinetic energy
- explain the difference between potential and kinetic energy in systems
- understand the heat transfer concept
- use appropriate insulation materials
- understand the national electricity supply system.

**Duration:** 1 day

**SACE PD Points:** 15

### Target Audience

Senior Phase natural science teachers, departmental heads and SESs

## FUNCTIONAL GRAPHIC COMMUNICATION



**SKU:** SCI3011-F (Face-to-face)

*This workshop focuses on teaching drawing techniques required in the graphic communication component of technology in the Intermediate and Senior Phases.*

### Outcomes of Workshop

This workshop will enable you to understand:

- what 2-dimensional and 3-dimensional drawing is
- what the MESS principle is
- what freehand drawings are
- what talking drawings are
- what isometric drawings are
- what oblique drawings are
- what orthographic projections are
- how to make 2D and 3D drawings
- how to label according to the MESS principle
- how to make freehand drawings
- how to make talking drawings
- how to make isometric drawings
- how to make oblique drawings
- how to make orthographic projections
- how to work neatly
- how to work accurately
- how to do something well as a matter of principle.

**Duration:**  $\frac{1}{2}$  day

**SACE PD Points:** 5

### Target Audience

Grade 4–9 technology teachers, departmental heads and SESs



## MAGNETIC CRANE – GRADE 7 MINI-PAT



**SKU:** SCI3012-F (Face-to-face)

*This workshop provides a step-by-step guide to constructing one of the mini-PATs in technology.*

### Outcomes of Workshop

This workshop will enable you to:

- recognise the different types of magnets
- conduct experiments to find out which substances stick to a magnet
- conduct tests to determine which metals are attracted to a magnet, and which are not
- demonstrate a simple electric circuit with an energy source (cell), switch, conductor and a light bulb or buzzer
- sketch the circuit showing how to use component symbols
- make a simple circuit as demonstrated
- draw the circuit using correct symbols for components
- make a simple electromagnet by winding insulated copper wire around an iron nail
- write a design brief with specifications and constraints for a crane with an electromagnet
- use an electrochemical cell, a switch, a light bulb, a 'soft' iron core and a long length of insulated copper wire to make an electromagnet
- make a model crane with a crank-and-pulley system which will carry the electromagnet
- develop a rubric to evaluate the models of other teams.

**Duration:** 1 day

**SACE PD Points:** 5

### Target Audience

Grades 4–9 technology teachers, departmental heads and SESs

# THE SCIENCES GRADES 4–9

## MAPSKILLS – INTERMEDIATE PHASE



SKU: SCI3017-O (Online)

*Map skills are important as they develop our spatial thinking. Spatial thinking is the ability to visualise data and in social sciences we do this through map skills. Enroll for this exciting workshop to learn more about how to successfully deliver the map skills content to your Intermediate Phase learners.*

### Outcomes of Workshop

This workshop will enable you to:

- have an overview of the curriculum
- investigate Grade 4 content in detail
  - side views and plan views
  - symbols and keys
  - grid references
  - compass direction
  - a map of South Africa
- investigate Grade 5 content in detail
  - world map and compass directions
  - Africa, our continent
  - a physical map of Africa
  - images of Africa.

**Duration:** 2 hours

**SACE PD Points:**

Pending

### Target Audience

Intermediate Phase teachers





## MAPSKILLS – SENIOR PHASE



**SKU:** SCI3018-O (Online)

*Map skills are important as they develop our spatial thinking. Spatial thinking is the ability to visualise data and in social sciences we do this through map skills. Enroll for this exciting workshop to learn more about how to successfully deliver the map skills content to your Senior Phase learners.*

### Outcomes of Workshop

This workshop will enable you to:

- identify map symbols on a map
- use co-ordinates to locate places on the map
- use lines of latitude and longitude to identify places and features on a topographical map
- understand the movement/rotation of the Earth on its own axis and around the sun (revolution)
- understand why we use South African Standard Time (SAST)
- determine distance and scale on a map
- identify and analyse topographical and orthophoto maps
- identify contour patterns on a map
- work with satellite images.

**Duration:** 2 hours

**SACE PD Points:**  
Pending

### Target Audience

Senior Phase teachers

## MATERIAL AROUND US



**SKU:** SCI3007-F (Face-to-face)

**SKU:** SCI3007-O (Online)

*Teaching natural sciences can be daunting at times. This workshop focuses on matter and materials in the Intermediate Phase.*

### Outcomes of Workshop

This workshop will enable you to:

- describe the properties of solids, liquids and gases
- understand the changes of state matter undergoes
- describe the water cycle
- explain how particles of matter are arranged in each of the three states of matter
- describe the behaviour of particles in the three states of matter
- describe the properties and uses of materials
- describe how materials can be processed
- explain what mixtures are
- explain what happens when substances dissolve
- explain what insoluble substances are
- initiate and manage an inquiry-based activity as a prescribed investigation
- investigate project-based learning ideas for topic-related activities
- explore simulation sites for phases of matter
- explore water cycle simulations
- investigate different methods of processing materials
- demonstrate saturated solutions.

**Duration:** 4 hours

**SACE PD Points:**

Pending

### Target Audience

Intermediate Phase natural science and technology teachers

## MATTER AND MATERIALS – SENIOR PHASE



**SKU:** SCI3008-F (Face-to-face)

**SKU:** SCI3008-O (Online)

*Teaching natural sciences can be daunting at times. This workshop focuses on matter and materials in the Senior Phase.*

### Outcomes of Workshop

This workshop will enable you to:

- describe the properties of acids and bases
- recognise acid and base indicators
- understand and describe the concept of pH
- demonstrate reaction of acids with bases – neutralisation
- explain the particle model of matter
- describe the atom
- explain the Periodic Table of Elements
- understand elements
- understand compounds
- explain the three states of matter
- explain diffusion
- understand density, mass and volume
- explain density and states of matter
- describe expansion and contraction of materials
- demonstrate chemical reactions and reactants and products
- use chemical equations to represent reactions
- balance equations.

**Duration:** 4 hours

**SACE PD Points:** 5

### Target Audience

Senior Phase natural sciences teachers

# THE SCIENCES GRADES 4–9

## TEACHING NATURAL SCIENCES



SKU: MOT5001-O (Online)

*Upon completion of the course Teaching Natural Sciences, the participants will have a better understanding of natural sciences as outlined in the CAPS document. They will be able to apply the different teaching methodologies used in the teaching and learning of natural sciences at Senior Phase level i.e. Grades 7–9, and they will also have a better understanding of the advantages of each of the methodologies used in the teaching of the natural sciences and therefore be able to apply them in their daily teaching.*

### Outcomes of Workshop

This workshop will enable you to:

- explain what natural sciences is
- discuss the structure of natural sciences in the CAPS curriculum
- recognise the process skills required in natural sciences
- acknowledge the language skills required in natural sciences
- apply the different methodologies used to teach natural sciences
- explain how learners can be engaged in each methodology
- describe the role of an educator in the teaching of natural sciences
- successfully conduct a scientific investigation
- use found resources / shoestring methods to substitute for missing resources

**Duration:** 1 day

**SACE PD Points:** 10



# THE SCIENCES GRADES 4–9

- explain what TPACK is
- choose the correct tech that is appropriate for specific scientific content
- understand the cognitive demands of assessment
- apply good questioning techniques to adhere to cognitive demand.

## Target Audience

Grade 7–9 natural sciences and technology teachers, departmental heads and SESS

## SCHOOL-BASED ASSESSMENT IN NS/TECH



**SKU:** SCI3006-F (Face-to-face)

**SKU:** MOT5010-O (Online)

*This workshop focuses on school-based assessment in natural sciences and technology in the Intermediate Phase.*

### Outcomes of Workshop

This workshop will enable you to:

- identify the four stages in the assessment process
- allocate assessment activities to the various stages in the assessment process
- recognise the forms of assessment used in natural sciences and technology
- identify the major process skills required for natural sciences and technology
- recognise the difference between assessment FOR and assessment OF learning
- apply various assessment strategies for assessment for learning
- apply various strategies for planned and unplanned informal assessment
- design a mark sheet for natural sciences and technology
- apply cognitive questioning techniques when setting a test or activity
- design a practical assessment task for natural sciences
- design a practical task for technology.

### Duration:

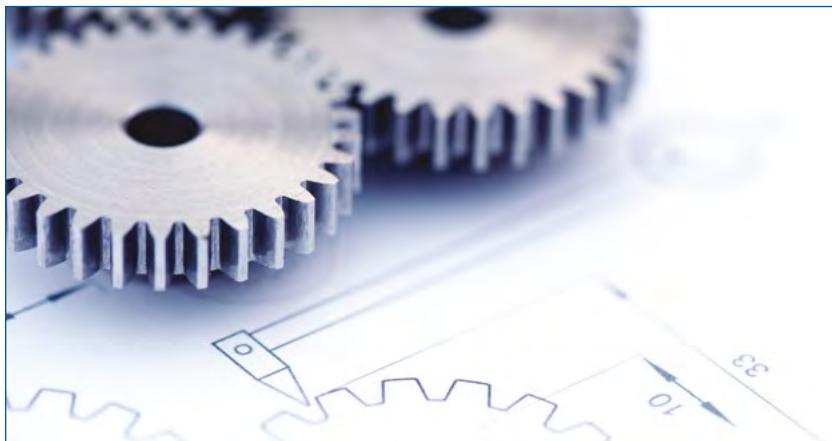
Face-to-face: 2 hours

Online: 1 day

**SACE PD Points:** 5

## Target Audience

Grades 4–6 natural sciences and technology teachers, departmental heads and SESS



## SUPER STRONG GEARS – GRADE 8 MINI-PAT



**SKU:** SCI3013-F (Face-to-face)

*This workshop provides a step-by-step guide to constructing one of the mini-PATs in technology.*

### Outcomes of Workshop

This workshop will enable you to:

- understand gear systems and their concepts (counter rotation, idler, velocity ratio, force multiplication)
- calculate mechanical advantage (MA) in levers and gears
- represent gear systems graphically using circular templates and/or a pair of compasses
- write a design brief
- draw sketches showing gear systems
- use an isometric projection using simple instruments
- conduct a system analysis for a bicycle gear system
- analyse a mechanical system by breaking it into input-process-output
- plan a mechanical system to produce a specific output
- draw the shaft headgear using a 3D isometric drawing of the selected design giving dimensions and drawn to scale
- make a 2D working drawing showing one or more views with dimensions and lines
- prepare a realistic budget
- build a working scale model using safe working practices.

**Duration:** 1 day

**SACE PD Points:** 10

### Target Audience

Grades 4–9 technology teachers, departmental heads and SESs

## BALANCE SHEET



**SKU:** ACC4000-O (Online)

*This workshop provides a comprehensive guide to learning balance sheet concepts.*

### Outcomes of Workshop

By the end of this workshop, you will be able to apply the following skills, knowledge and values:

- prepare the detailed financial statements of companies, specifically the balance sheet
- process year-end adjustments when preparing the financial statements
- report on the fixed assets of companies
- apply GAAP and IFRS when preparing financial statements of companies.

**Duration:** 2 hours

**SACE PD Points:** NA

## Target Audience

Grade 12 accounting learners, FET accounting teachers, departmental heads and SESs

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## CASH BUDGETS



**SKU:** ACC4001-O (Online)

*This workshop provides a comprehensive guide to learning cash budget concepts.*

### Outcomes of Workshop

By the end of this workshop, you will be able to apply the following skills, knowledge and values:

- understand concepts of budgeting
- know debtors' collection and creditors' payment schedule
- enable analysis and interpretation thereof.

**Duration:** 2 hours

**SACE PD Points:** NA

## Target Audience

Grade 12 accounting learners, FET accounting teachers, departmental heads and SESs

## CASH FLOW STATEMENT



**SKU:** ACC4002-O (Online)

*This workshop provides a comprehensive guide to learning cash flow statement concepts.*

### Outcomes of Workshop

By the end of this workshop, you will be able to apply the following skills, knowledge and values:

- prepare the detailed financial statements of companies, specifically the cash flow statement
- process year-end adjustments when preparing the financial statements
- comment on ethical considerations affecting companies with particular reference to directors, shareholders and other stakeholders
- apply GAAP and IFRS when preparing financial statements of companies.

**Duration:** 2 hours

**SACE PD Points:** NA

### Target Audience

Grade 12 accounting learners, FET accounting teachers, departmental heads and SESs

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## INTERPRETATION OF RATIOS



**SKU:** ACC4003-O (Online)

*This workshop provides a comprehensive guide to learning interpretation of the ratios concept.*

### Outcomes of Workshop

**Duration:** 1 hour

**SACE PD Points:** NA

By the end of this workshop, you will be able to apply the following skills, knowledge and values:

- analyse and interpret the income statement, balance sheet and notes relating to companies.

### Target Audience

Grade 12 accounting learners, FET accounting teachers, departmental heads and SESs

# PROJECTS/PARTNERS

## Our partnerships with other role-players

At *Macmillan Teacher Campus* we are keen to develop partnerships with NGOs, corporate companies, education departments, mining houses and unions, etc.

During the last decade MTC partnered with many different stakeholders to make a difference in education. Some of our partners include:

**GLENCORE**



**Royal Bafokeng Institute**  
A Company of the Royal Bafokeng Nation



**HULAMIN**



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**OLD MUTUAL**

**MINING QUALIFICATIONS AUTHORITY**



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**Save the Children.**



***The Macmillan Teacher Campus***  
*vision is to empower, motivate and develop all educators and learners in South Africa and to provide a learning pathway for continuing professional development.*

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