



arts & culture

Department:
Arts and Culture
REPUBLIC OF SOUTH AFRICA



south african
cultural observatory

NELSON MANDELA
UNIVERSITY

AUG 2018

ARTISTS IN SCHOOLS AN OUTLINE OF A WORKBOOK AND COMPONENTS OF A TOOLKIT

Submitted to the Department of Arts and Culture

MEASURING & VALUING SOUTH AFRICA'S CULTURAL & CREATIVE ECONOMY

South African Cultural Observatory

Artists in Schools

An outline of a Workbook and Components a Toolkit
August 2018

Submitted to the Department of Arts and Culture:



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Introduction

A training framework defines the knowledge, skills and attributes that people need to fulfil a job effectively within an organisation.

This framework needs to be based on a thorough analysis of the training needs of the role players. The framework should be simple, not perfect. There is no perfect plan. Training needs to happen according to the identified needs and the framework adjusted to accommodate the process of learning in the AiS programme and its various contexts.

The framework presented here is based on *the Appraisal of the implementation of the Artists in Schools Programme in selected provinces in South Africa*.

Role Players and Training Processes

The role players referred to in this training framework are represented in the graphic below.

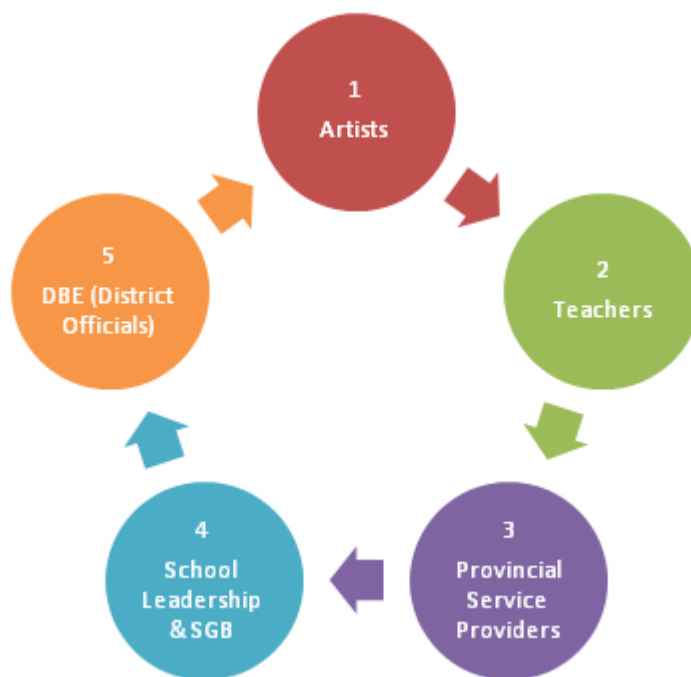


Figure 1: The Role Players

1. Artists

Artists should have a clear understanding of AiS objectives and know their responsibilities in the process.



- Step 1:** It is recommended that that, after recruitment, artists participate in a joint Advocacy Session where the programme aims and objectives are unpacked and roles and responsibilities are clearly defined. See Appendix C.
- Step 2:** Artists, should be given opportunity by the AiS programme to develop their facilitation skills and to, either attain credits towards a full SAQA qualification or complete a non-credit bearing facilitation course.
- Step 3:** It is recommended that face-to-face Professional Learning Communities for artists are established. These communities will allow artists to share best practices and stay abreast with latest developments in the AiS programme. See Appendix D.
- Step 4:** It is recommended that the above training is backed up with the establishment of a virtual learning community through social media platforms such as WhatsApp groups. For example, reminders about reports that are due, upcoming workshops and events that would be of interest can be shared on this virtual learning community. Vlogs (Video Logs) can also be employed in this virtual community. Vlogs do not require much data for downloading, are quick to view, can be used to convey standardised information and can easily be shared. Such platforms will be easily accessible by all parties concerned. See Appendix D.

Formal training

It is suggested that the artist complete through an accredited provider the unit standard 117871 “Facilitate learning using a variety of given methodologies”. In this way, the artist can obtain 10 credits towards fulfilment of the National Certificate: Occupationally Directed Education Training and Development Practices. Refer to Appendix A.

Informal training

A non-credit bearing learning programme has been developed called Facilitating Creative Arts in a Variety of Contexts. This programme can be offered by training agencies, including Siyawela – Ready to Succeed and relevant universities. See Appendix B for further information.

Training process

The formal- and informal training programmes will run concurrently and deal with the same topics.

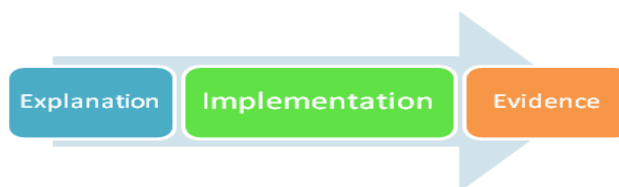


Figure 2: Training Process (Artists)



Table 1: Workshop Term Programme (Artists)

Session	Topics	Duration
Term 1		
Workshop 1	The South African Education and Training Framework	1 day
Workshop 2	Facilitation as an approach	1 day
Workshop 3	The training cycle – Part 1	1 day
Workshop 4	The training cycle – Part 2	1 day
Workshop 5	Assessment of learners – Part 1	1 day
Workshop 6	Portfolio of Evidence	2,5 hours
Term 2		
Workshop 7	Effective facilitation skills and strategies – Part 1	2,5 hours
Workshop 8	Group dynamics	2,5 hours
Workshop 9	Assessment of learners – Part 2	2,5 hours
Term 3		
Workshop 10	Effective facilitation skills and strategies – Part 2	2,5 hours
Workshop 11	Challenging learner behaviour	2,5 hours
Workshop 12	Assessment of learners and Portfolio building	2,5 hours
Term 4		
Workshop 13	Reflection on school based programme	2,5 hours
Workshop 14	Submission of Portfolio of Evidence	2,5 hours

The programme will focus on providing opportunities for artists to learn skills needed to facilitate arts training in different contexts.

Artists will also acquire skills to deal with the unique challenges experienced when training in a development context.

2. Teachers

Teachers should have a clear understanding of AiS objectives and know their responsibilities in the process. In addition, teachers should be encouraged to expand their professional knowledge of the creative arts.

Step 1: It is recommended that that, after recruitment of schools, teachers participate in a joint Advocacy Session where the programme aims and objectives are unpacked and roles and responsibilities are clearly defined. See Appendix C.

Step 2: Teachers, should be given opportunity by the AiS programme to enhance their professional knowledge and creative arts. This can be done either formally via a South African Council of Educators accredited programme or informally, via a non-credit bearing learning programme.



- Step 3: It is recommended that face-to-face Professional Learning Communities for teachers, or between teachers and artists, are established. These communities will allow the parties to share best practices and stay abreast with latest developments in the AiS programme. See Appendix D.
- Step 4: It is recommended that the above training is backed up with the establishment of a virtual learning community through social media platforms such as WhatsApp groups. For example, reminders about reports that are due, upcoming workshops and events that would be of interest can be shared on this virtual learning community. Vlogs (Video Logs) can also be employed in this virtual community. Vlogs do not require much data for downloading, are quick to view, can be used to convey standardised information and can easily be shared. Such platforms will be easily accessible by all parties concerned. See Appendix D.

Formal training

It is suggested that the AiS develop and register a creative arts learning programme with the South African Council of Educators. AiS could then appoint a training agency to present the programme to teachers and in this way, assist them towards collection of Continual Professional Development points as required by legislation.

Informal training

A non-credit bearing learning programme has been developed for creative arts teachers, called “Teaching Creative Arts in Schools”. This programme can be offered by training agencies, including Siyawela – Ready to Succeed and relevant universities. See programme below.

Training process

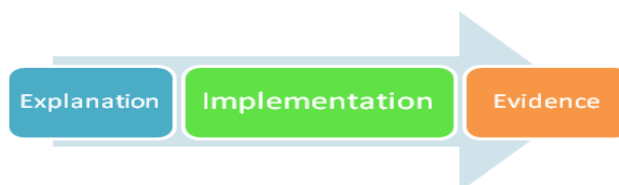


Figure 3: Training Process (Teachers)



Table 2: Workshop Term Programme (Teachers)

Session	Topics	Duration
Term 1		
Workshop 1	My role as a creative arts teacher	2,5 hours
Workshop 2	CAPS and visual arts, Part 1	2,5 hours
Workshop 3	Building and planning creative arts subject file	2,5 hours
Workshop 4	CAPS and visual arts, Part 2	2,5 hours
Workshop 5	Assessment of learners in creative arts (Part 1)	2,5 hours
Term 2		
Workshop 7	CAPS and performing arts (drama), Part 1	2,5 hours
Workshop 8	Building and planning creative arts subject file	2,5 hours
Workshop 9	CAPS and performing arts (drama), Part 2	2,5 hours
Term 3		
Workshop 10	CAPS and performing arts (music), Part 1	2,5 hours
Workshop 11	Assessment of learners in creative arts, Part 2	2,5 hours
Workshop 12	CAPS and performing arts (music), Part 2	2,5 hours
Term 4		
Workshop 13	CAPS and performing arts (dance), Part 1	2,5 hours
Workshop 14	Submission of Portfolio of Evidence (subject file)	2,5 hours

The programme will focus on providing opportunities for teachers to learn skills needed to teach creative arts effectively in their classroom.

3. Provincial Service Providers

Provincial Service Providers should have a clear understanding of AiS objectives and know their responsibilities in the process.

- Step 1:** It is recommended that that, after the recruitment, selection and appointment process, service providers participate in a joint Advocacy Session where the programme aims and objectives are unpacked and their service provider roles and responsibilities are clearly explained. See Appendix C.
- Step 2:** Service providers, should be given a distinct role in supporting the training of artists and teachers. This could include monitoring activities at schools, mentoring artists, co-ordinating reporting processes, co-ordinating provincial – and / or international performances by participating schools. Service providers should be given opportunity by the AiS programme to develop their mentoring, monitoring and reporting skills through completion of a non-credit bearing training programme.



4. School Leadership and School Governing Bodies (SGBs)

School Leadership (principals, etc) and members of School Governing Bodies should have a clear understanding of AiS objectives and know their responsibilities in the process. The success of the programme hinges on the principals' knowledgeable support and co-operation which is further endorsed by the SGB.

- Step 1: It is recommended that that, School Leadership and School Governing Body representatives of participating schools, participate in a joint Advocacy Session where the programme aims and objectives are unpacked and their respective roles and responsibilities are clearly explained. See Appendix C.

5. Department of Education / District Officials

The role of District Office officials is indispensable in ensuring the success of this programme. When officials have a clear understanding of the AiS objectives and know their responsibilities, they are able to play a crucial role in the programme roll-out. Officials need to play an advisory role to schools, service providers and artists.

- Step 1: It is recommended that that, District Officials in relevant provinces, participate in a joint Advocacy Session where the programme aims and objectives are unpacked and their respective roles and responsibilities are clearly explained. See Appendix C.
- Step 2: Departmental officials need to be available to training agencies to explain implementation, mentoring, monitoring and reporting protocols, so that the training agencies can include this in their formal and informal learning programmes for artists and teachers.



Concluding Thoughts

Efficient and effective achievement of AiS goals and outcomes is dependant on the capabilities of the artists, teachers and officials involved in the implementation of the programme. Capacity building, which is central to organisational excellence, requires systematic planning and implementation. This proposed training framework is a first step towards the development of the knowledge, skills and attributes of the AiS role players.

An investment in this training will contribute directly to improvements in the achievements of learners at their schools as well as the professional development of artists and teachers.



Appendix A: SAQA Unit Standard 117871

Facilitate learning using a variety of given methodologies

SAQA US ID		UNIT STANDARD TITLE		
117871	Facilitate learning using a variety of given methodologies			
ORIGINATOR				
SGB Occupationally-directed ETD Practitioners				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 05 - Education, Training and Development			Adult Learning	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	10
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
9957	Facilitate learning using a variety of methodologies	Level 5	Level TBA: Pre-2009 was L5	18	Complete

Purpose Of The Unit Standard

This unit standard will provide recognition for those who facilitate or intend to facilitate learning using a variety of given methodologies. Formal recognition will enhance their employability and also provide a means to identify competent learning facilitators.

People credited with this unit standard are able to:

- ☐ Plan and prepare for facilitation;
- ☐ Facilitate learning; and
- ☐ Evaluate learning and facilitation.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in the learning area in which they will provide training.



Unit Standard Range

1. Practitioners are required to demonstrate that they can perform the specific outcomes with understanding and reflexivity. However, at this level they will have internalised the "rules" or principles, which inform what they do, and will no longer be operating consciously with such rules.
2. The specific outcomes should be performed in line with an established approach for facilitating learning using a variety of methodologies. At this level practitioners should be able to describe two alternative facilitation methodologies, to explain how their performance would differ when using the different methodologies, and to justify their choice of methodology.
3. At this level, practitioners should be able to relate knowledge beyond their occupational and ETD competences to the performance of the ETD competence described in this standard.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Plan and prepare for facilitation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Analysis of learners and learning needs reveals the key elements of learning required to achieve defined outcomes. The learning outcomes are confirmed to meet stakeholder objectives.

ASSESSMENT CRITERION RANGE

Stakeholders may include but are not limited to - learners, trainer, colleagues, supervisors, management, quality assurance staff, health and safety staff.

ASSESSMENT CRITERION 2

Plans cater for the needs of learners and stakeholders, possible learning barriers, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles.

ASSESSMENT CRITERION 3

Resources, locations, and personnel are arranged to suit intended delivery.

ASSESSMENT CRITERION 4

Learning material is prepared to suit the purpose of the facilitated activities and the agreed outcomes.

ASSESSMENT CRITERION RANGE

Learning material could include notes, diagrams, worksheets, audio and visual aids and models

ASSESSMENT CRITERION 5

Facilitation methods selected are appropriate to the learners and agreed learning outcomes. Descriptions are provided of a variety of facilitation methodologies in terms of their essential approach and purpose, and selected methodologies are justified in terms of applicability to the identified learning needs.

ASSESSMENT CRITERION 6

Preparation of the facilitation process ensures the facilitator is ready to implement the process. This includes the availability of key questions, scenarios, triggers, challenges, problems, tasks and activities as is appropriate to the situation.



ASSESSMENT CRITERION 7

The learning environment is arranged to meet organisational and legislative requirements for safety and accessibility.

ASSESSMENT CRITERION 8

Review criteria are established and documented in accordance with organisation policies and procedures.

SPECIFIC OUTCOME 2

Facilitate learning.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Learning is facilitated in a coherent manner using appropriate methodologies in line with established principles associated with selected methodologies.

ASSESSMENT CRITERION 2

The learning environment and facilitation approach promotes open interaction and ensures learners are aware of expected learning outcomes and are active participants in their own learning.

ASSESSMENT CRITERION 3

The facilitation approach and use of facilitated activities enables learners to draw from and share their own experiences and work out and apply concepts for themselves.

ASSESSMENT CRITERION 4

Facilitation contributes to the development of concepts through participation and provides opportunities to practise and consolidate learning. Facilitation promotes the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience.

ASSESSMENT CRITERION 5

Groups are managed in line with facilitation principles and in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members.

ASSESSMENT CRITERION 6

Questioning techniques are consistent with the facilitation approach, promote learner involvement and contribute towards the achievement of learning outcomes.

ASSESSMENT CRITERION 7

Opportunities are created to monitor learner's progress in terms of the agreed outcomes, and where possible facilitate the gathering of evidence for assessment purposes. Where necessary, modifications are made to the facilitation approach to ensure the learners' needs are addressed.

SPECIFIC OUTCOME 3

Evaluate learning and facilitation.



ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Learner and stakeholder feedback on facilitated learning is sought and critically analysed against review criteria.

ASSESSMENT CRITERION 2

The review reveals strengths and weaknesses of the planning, preparation and facilitation of learning.

ASSESSMENT CRITERION 3

Review includes useful recommendations for improvement in future interventions, including the possibility of remedial actions.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

1. Assessors for this unit standard must be registered with the relevant ETQA.
2. Providers of learning towards this unit standard must be accredited through the relevant ETQA by SAQA.
3. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following knowledge is embedded within the unit standard, and will be assessed directly or implicitly through assessment of the specific outcomes in terms of the assessment criteria:

- ☐ The sector and workplace skills plans.
- ☐ At least three methodologies for facilitating learning.
- ☐ Strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies.
- ☐ Methods for evaluating learning and facilitation.
- ☐ Psychology of group dynamics.
- ☐ Outcomes-based approach to learning.
- ☐ Forms of practice that promote the values described in the Bill of Rights and the principles underpinning the National Qualifications Framework and Employment Equity Act.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Solve problems - dealing with issues of diversity and potential conflict in learning situations, including different rates of progression for different learners and cultural and linguistic diversity; Identifying the limitations of particular methodologies or activities and developing alternative ways of dealing with these.



UNIT STANDARD CCFO WORKING

Work effectively with others and in teams - this outcome will be demonstrated by:

- ☐ Interacting with learners in a manner which promotes effective learning; and
- ☐ Identifying team roles to plan own participation

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively - this outcome will be demonstrated through the general and specific activities related to planning and organising the facilitation sessions.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information - this outcome will be demonstrated when candidates analyse information on learner needs in order to plan appropriate facilitation sessions.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills -- this outcome will be demonstrated by:

- ☐ Ensuring the learner clearly understands the role he/she is to play and what is expected of him/her; and
- ☐ Being culturally sensitive when communicating.

UNIT STANDARD CCFO SCIENCE

Use science and technology - Understanding the education and training potential of various technologies and demonstrating their effective use in promoting learning.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

This unit standard replaces 9957, "Facilitate learning using a variety of methodologies", Level 5, 18 credits.



Qualifications Utilising This Unit Standard:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	57428	Further Education and Training Certificate: Youth Development	Level 4	NQF Level 04	Reregistered	2018-06-30	ETDP SETA
Core	61349	National Certificate: Heritage Resource Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	CATHSSETA
Core	49626	National Certificate: Landcare Facilitation	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	AgriSETA
Core	50334	National Certificate: Occupationally Directed Education Training and Development Practices	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	ETDP SETA
Core	57427	National Certificate: Youth Development	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	ETDP SETA
Core	58802	National Diploma: Disability Employment Practice	Level 5	NQF Level 05	Reregistered	2018-06-30	SABPP
Core	61592	National Diploma: Human Resources Management and Practices	Level 5	NQF Level 05	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual
Core	50333	National Diploma: Occupationally Directed Education, Training and Development Practices	Level 5	NQF Level 05	Reregistered	2018-06-30	ETDP SETA
Core	50330	Bachelor: Occupationally Directed Education Training and Development Practices	Level 6	NQF Level 07	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual
Core	50331	National Certificate: Occupationally Directed Education, Training and Development Practices	Level 6	Level TBA: Pre-2009 was L6	Reregistered	2018-06-30	ETDP SETA
Elective	61669	Further Education and Training Certificate:	Level 4	NQF Level 04	Reregistered	2018-06-30	EWSETA

		Community Water, Health and Sanitation Facilitation					
Elective	65989	Further Education and Training Certificate: Human Settlements Development	Level 4	NQF Level 04	Reregistered	2018-06-30	CETA
Elective	61509	Further Education and Training Certificate: Lifeguarding	Level 4	NQF Level 04	Reregistered	2018-06-30	CATHSSETA
Elective	57713	Further Education and Training Certificate: Specialist Security Practices	Level 4	NQF Level 04	Reregistered	2018-06-30	SAS SETA
Elective	83446	National Certificate: Electronics	Level 5	NQF Level 05	Reregistered	2018-06-30	MICTS
Elective	58978	National Certificate: Journalism	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	MICTS
Elective	57805	National Certificate: Public Sector Employment and Skills Development Practices	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	PSETA
Elective	57631	National Certificate: Radiation Protection	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	EWSETA
Elective	60309	National Certificate: Sport Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	CATHSSETA
Elective	63249	National Diploma: Agricultural Extension	Level 5	NQF Level 05	Reregistered	2018-06-30	AgriSETA
Elective	22902	National Diploma: Environmental Education, Training and Development Practice	Level 5	NQF Level 05	Reregistered	2018-06-30	ETDP SETA
Elective	59256	National Diploma: Flight Dispatch	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA
Elective	66109	National Diploma: Aircraft Performance Engineering	Level 6	NQF Level 06	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA



Appendix B: Training Programme for Artists (informal / non credit-bearing)

Facilitating Creative Arts in a Variety of Contexts

1. Purpose of the Short Learning Programme

The programme will provide facilitation skills to artists who facilitate or intend to facilitate arts training in different contexts.

Artists will also acquire skills to deal with the unique challenges and limitations presented when training in a development context. Facilitation skills training will enhance the artist's position to benefit from initiatives such as facilitating art training programmes which will in turn, assist and develop new potential artists and expose the trade to a wider audience. Training of this nature is advisable to ensure the sustainability of any such initiatives undertaken by the artist.

Furthermore, completion of this training by artists will ultimately provide a wholesome and developmental mechanism for the South African community as a whole and could well lead to the pioneering of individual entrepreneurial development.

2. Programme Outcomes

2.1. Plan and prepare for facilitation in different contexts.

Assessment criteria

- 2.1.1. Learner and stakeholder feedback on facilitated learning is sought and critically analysed against review criteria.
- 2.1.2. Plans cater for the needs of learners and stakeholders, possible learning barriers, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles.
- 2.1.3. Resources, locations, and personnel are arranged to suit intended delivery.
- 2.1.4. Learning material is prepared to suit the purpose of the facilitated activities and the agreed outcomes.
- 2.1.5. Facilitation methods selected are appropriate to the learners and agreed learning outcomes. Descriptions are provided of a variety of facilitation methodologies in terms of their essential approach and purpose, and selected methodologies are justified in terms of applicability to the identified learning needs.
- 2.1.6. Preparation of the facilitation process ensures the facilitator is ready to implement the process. This includes the availability of key questions, scenarios, triggers, challenges, problems, tasks and activities as is appropriate to the situation.
- 2.1.7. The learning environment is arranged to meet organisational and legislative requirements for safety and accessibility.
- 2.1.8. Review criteria are established and documented in accordance with organisation policies and procedures.

2.2. Facilitate Learning in different contexts.



Assessment criteria

- 2.2.1. Learning is facilitated in a coherent manner using appropriate methodologies in line with established principles associated with selected methodologies.
- 2.2.2. The learning environment and facilitation approach promotes open interaction and ensures learners are aware of expected learning outcomes and are active participants in their own learning.
- 2.2.3. The facilitation approach and use of facilitated activities enables learners to draw from and share their own experiences and work out and apply concepts for themselves.
- 2.2.4. Facilitation contributes to the development of concepts through participation and provides opportunities to practise and consolidate learning.
- 2.2.5. Groups are managed in line with facilitation principles and in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members.
- 2.2.6. Questioning techniques are consistent with the facilitation approach, promote learner involvement and contribute towards the achievement of learning outcomes.
- 2.2.7. Opportunities are designed in the programme to monitor learner's progress in terms of the agreed outcomes, and where possible facilitate the gathering of evidence for assessment purposes. Where necessary, modifications are made to the facilitation approach to ensure the learners' needs are addressed.

2.3. Evaluate learning and facilitation in different contexts.

Assessment criteria

- 2.3.1. Criteria for the evaluation of facilitation and learning are clearly identified.
- 2.3.2. Facilitation is assessed through a self, peer and external review process.
- 2.3.3. Review includes useful recommendations for improvement in future interventions, including the possibility of remedial actions.

3. Critical Cross-Field Outcomes (CCFOs) embedded in this course

- 3.1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made –
AC 2.1.1; 2.1.2.; 2.1.3.; 2.1.4. ; 2.1.5.; 2.1.6.; 2.1.7.
- 3.2. Collect, analyze, organize and critically evaluate information –
AC 1.1.1.; 2.2.7.; 2.3.1.; 2.3.2.; 2.3.3.
- 3.3. Communicate effectively using visual, mathematical and language skills in the modes of oral and/or written presentation –
AC 2.1.5.; 2.2.1.; 2.2.6.
- 3.4. Use science and technology effectively and critically, showing responsibility towards the environment and the health of others -
AC 2.2.1.; 2.2.2.; 2.1.7.
- 3.5. Work effectively with others and in teams –
AC 2.1.5.; 2.2.2.; 2.2.5.
- 3.6. Organise and manage oneself and one's activities responsibly and effectively –
AC 2.1.1; 2.1.2.; 2.1.3.



4. Assessment practice

As the outcomes require demonstration of theoretical and practical competence, with a strong emphasis on individual performance, the assessment practice will combine written and practical assessment methods.

Preparation for assessment is undertaken by students, working independently and in groups where relevant, and according to guidelines provided by the learning programme coordinator.

Continuous and formative assessment will consist of:

- Continuous assessment, including group assignments, class work and class presentations.
- A summative assessment will be conducted.

Successful candidates will receive a non-credit bearing certificate on completion of the programme.

5. Contact details of Training Provider

Paula du Plooy
Director: Siyawela - Ready to Succeed
Upper Dickens Street, Central, Port Elizabeth
084 929 4379
ecollege@netactive.co.za



Appendix C: Advocacy / Orientation Training Programme

An Advocacy session is a crucial first step for the AiS programme, because it will lay the foundation for the whole project period. First impressions are important, because they establish the basis for all project activities that follow.

The Advocacy session will last for just two hours, but it is integral to providing the participants with the following:

- Concise and accurate information about the goals and focus of AiS;
- An overview of the roles and responsibilities of the different role players in AiS;
- AiS protocols and logistics.

Participants

It is recommended that the following parties are invited to attend:

- Representatives from Department of Arts and Culture (provincial and /or national)
- Representatives from the Department of Basic Education, specifically
 - District Director
 - District Curriculum Director (GET)
 - Subject Advisors
 - Life Skills (Intermediate Phase)
 - Creative Arts (Senior Phase)
 - Languages (Intermediate & Senior Phase)
 - Natural Science & Technology (Intermediate & Senior Phase)
 - Mathematics (Intermediate & Senior Phase)
- Representatives from participating schools, specifically
 - School principal
 - Representatives of the School Governing Body
 - Life skills teacher(s)
 - Creative arts teachers(s)
 - Language teacher(s)
 - Natural science & technology teacher(s)
 - Mathematics teacher(s)
- The provincial service provider(s) relevant to the relevant education district
- The artists to be working in the schools in the relevant education district

Proposed Agenda

- Welcome and Introductions
- Overview of the AiS programme
Review of what has been done so far and goals and focus of AiS in the current project period.
- Programme Criteria
Provide an overview of the criteria to participate in the AiS programme
- Roles and Responsibilities
 - Department of Arts & Culture
 - District Office (education)
 - School principal
 - Teachers
 - Artists
 - Learners (and their parents)



- Programme Logistics and Protocols
 - *Important dates in school calendar*
 - *Key quarterly and annual activities, including training workshops*

Venue

District office hall in districts in which the programme is being implemented

Duration

2.5 hours

Presenters

Representatives from the following agencies should be encouraged to participate in the presentations.

- *Department of Arts and Culture*
- *District Office (Provincial Department of Education)*
- *Artists*
- *Schools*



Appendix D: Professional Learning Communities

A Professional Learning Community (PLC) is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students." According to Huffman and Hipp (2003) a PLC is made up of "a school's professional staff members who continuously seek to find answers through inquiry and act on their learning to improve student learning." Educators who work in highly supportive environments (including the collaboration in PLCs) tend to improve more over time than those who do not.

A PLC is typically:

- Face to face
- High accountability
- Comprised of colleagues from a face-to-face or daily environment
- Comprised of peers with similar professional responsibilities

Sometimes PLCs can experience challenges such as:

- A limited inflow of ideas
- Being a closed network including only those at the school
- Limited in real conversations about real problems by school politics
- An unwillingness to try new things or accept new ideas

Professional Learning Network

Teachers have access to a wide range of social technologies and are often active users of these technologies. A professional learning network (PLN) is a system of interpersonal connections and resources that support informal learning. (Trust, 2012). Many teachers have developed their learning by creating or joining online PLNs. These connect teachers to others across the world who offer:

- Support,
- Advice,
- Feedback, and
- Collaboration opportunities.

PLNs also allow teachers to stay up to date on the latest teaching techniques, pedagogies, and changes in the field of education.

Having a PLN is about making connections and building personal relationships with teachers, school administrators, university professors, artists and experts globally. No matter where you are in the world, there's always someone online available to answer questions, share their expertise, and simply chat about what's happening in their lives and classrooms.

The Learning

Having a PLN is about sharing ideas and resources, collaboration, and learning. We may share our learning, ideas and expertise in different ways; using different media and tools, but the essence is the same: the PLN is simply the best professional development you will ever participate in – and it's available 24/7.



The Network

The defining feature of the PLN is that it is a global learning network, enabling people to tap into and share diverse, global perspectives on teaching strategies, educational issues, and technologies. It takes time and effort to build these connections, but it's well worth the effort.

A professional learning network (PLN) are typically:

- Online and open
- More informal
- Open to a free flow of ideas
- Often welcoming to newcomers

Building a PLN

The figure below shows how a PLN can be established.



Figure 4: Building a PLN Source: <https://teacherchallenge.edublogs.org/pln-challenge-1-what-the-heck-is-a-pln/>

It is recommended that DAC and DBE establish a national PLN for both the art teachers and the artists that participate in the AiS.



References

Trust, T. (2012) 'Professional learning networks designed for teacher learning', *Journal of Digital Learning in Teacher Education*, 28(4), pp. 133–138.

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