Every child is a National Asset

GEC ADMINISTRATION –A Teacher's perspective

GEC MASTER TRAINERS

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PRESENTATION OUTLINE

1. Introduction to Oom Paul School of Skills
2. GEC Implementation 2025
3. Additional Information
4. Conclusion – Way forward

Introduction

School Information

Name of the School	**Oom Paul School of Skills**
Province and District	**North West, Bojananla**
School Type	**School of Skills - MID**
Total number of learners	**O1 – Year 4: 524**
Total number of Year 4 classes	**4 English Lol** **2 Afrikaans Lol**
Number of learners per class	**Average of +/- 20 learners**
Total number of teachers	**40 (incl. SMT)**
GEC Participation	**Since 2023**

Profile of our learners

- Failed two times, thus learners who are two years older than their peer group in mainstream
- Referred to us following assessment by an Educational Psychiatrist
- Learning Disabilities and developmental delays.
- Behavioral problems
- Background
- Lack of support

What the School Offers

- **TOC – "Public comment"**
- **O1 – Orientation Classes, Year 1– 4**
  SIX DAY CYCLE **30 MIN. PERIODS**

ACADEMIC	TECHNICAL/OCCUPATIONAL
Afrikaans or English HL **(6 per)** Afrikaans or English FAL **(6 per)** Mathematics (**6 per)** Life Skills: 1. PSW **(4 per)** 2. NS **(3 per)** 3. CA **(2 per)** 4. PE **(2 per)**	Girls **(30 periods)** Food Production Hair Dressing Boys **(30 periods)** Maintenance Welding Woodwork

School Timetable



	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Per 8	Per 9	Per 10
1	Arts & Crafts Moll H Room 206	NS Barnard J Room 7	Home Language Wanzi G Room 203	PSW Jacobs B Room 6	Mathematics De Lange H Room 202	Centrum	Centrum	Centrum	Centrum	Centrum
2	Centrum	Centrum	Centrum	Centrum	Centrum	PSW Jacobs B Room 6	[illegible]	Mathematics De Lange H Room 202	Home Language Wanzi G Room 203	NS Barnard J Room 7
3	Mathematics De Lange H Room 202	Home Language Wanzi G Room 203	Arts & Crafts Moll H Room 206	[illegible]	Computers Vries A Room 104	Centrum	Centrum	Centrum	Centrum	Centrum
4	Centrum	Centrum	Centrum	Centrum	Centrum	PT Malherbe M Room 4	PT Malherbe M Room 4	Mathematics De Lange H Room 202	Home Language Wanzi G Room 203	[illegible]
5	[illegible]	Mathematics De Lange H Room 202	Home Language Wanzi G Room 203	Computers Vries A Room 104	[illegible]	Centrum	Centrum	Centrum	Centrum	Centrum
6	Centrum	Centrum	Centrum	Centrum	Centrum	PSW Jacobs B Room 6	[illegible]	Home Language Wanzi G Room 203	NS Barnard J Room 7	Mathematics De Lange H Room 202

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GEC Implementation

Our journey with GEC:

2023 – Subject teachers from al the NW Lsen schools came together and took the mainstream project and created our own GEC Integrated Projects according to the TOC.

2024 – A more formal NW Lsen coordinator committee took charge over the projects and they integrated the projects from other provinces to create the NW Projects.

2025 – This Coordinator committee further refined the projects for the needs in our schools.

Oom Paul School used these projects provided by the provincial team without changing them.

GEC Implementation

Challenges we encountered at first with GEC:

- Focus was given to mainstream – Projects, curriculum and systems, the workshops, recording sheets, SA-SAMS
- Technical occupational subjects not being administered in the same way in all die SoS schools in NW.
- Moderators in 2023/2024

How did we adapt?

SoS schools in NW, as a community, had to collaborate in creating:

- Integrated projects addressing our curriculum and needs
- Creating assessment tools applicable to us.
- Technical teachers held their own meetings/workshops to address differences and needs
- Created our own recording sheets.
- SoS Moderators in 2025

2025 GEC Implementation Reflections

Inclination

We experienced lot of challenges in 2023/2024 with the online/ WhatsApp inclinations:

1. No wifi at the school – no computers that could be used

2. Learners don't have access to smartphones, and we are a "no phone" school.

3. We sent letters home with instructions, but with little response.

4. The learners who tried it at home also struggled with the questions.

- **In 2025 we used the Paper-Based Inclinations!!!**

Administration of the Inclination Assessment

In 2025 we used the Paper-Based Inclinations:

1. Learners wrote the Inclinations in a exam-like hall setting
2. The questions were read to the learners one-by-one while learners could complete it with us.
3. Difficult words and/or questions could be explained.
4. Teachers available to assist.

Administration of Inclination

Challenges	Mitigation Strategies
Online/WhatsApp Inclinations not accessible to our leaners.	Paper-Based Assessments
Learners poor reading abilities and understanding of the questions and words	All questions were read one-by-one to all learners and difficult questions explained.
Career results not realistic for our learners	After completion of the test, we did not hand out the set results with possible careers as given for mainstream. Teachers explained it to the learners and adapted the example careers.

Integrated Project

Process	Procedure
Writing	LO –anchor: Part of the project was done in the classes, with the specific subject teacher – More guidance and help could be given. All our formal assessment at our school is read aloud to the all the learners in the class, question-by-question. Some of the project parts are written as a test – this is done in exam-type setting Technical/Practical – Written theory is done in the elective class as well as the practical project itself. Learners sometimes struggle with the theory but the practical pulls them through.

Integrated Project

Process	Procedure
Booklets	We divide or photocopy the booklets into the individual subjects. Learners don't carry it with them; it remains in the teachers' classes and at the end we combine it into one book.
Marking	Done according to the given Marking guidelines and rubrics. Guidelines provide example pictures of expected outcomes.

Integrated Project

Challenge ACADEMIC SIDE: LO - ANCHOR	How it was addressed
Learners struggle to understand the questions	Task is written with the subject teacher Every question is read to the class Teacher assist learners who need more support individually
Initially some of the assignments in the Integrated project was set broadly e.g. Create a Business plan	Step-by-step instructions Booklets Provides templates

Integrated Project

Challenge ACADEMIC SIDE: LO - ANCHOR	How it was addressed
Oral in languages – preparation, language barriers, confidence.	Guided questions that leaners have to prepare in advance and using the questions to talk to the learner instead of an “in front-of-the-class” situation.
Question was raised regarding where NS falls in, because it forms part of the Life Skills Subject package	It was decided in NW that NS will go with the LO-anchor.

Challenge MATH and Technical/Occupational	How it was addressed
Mathematics written as a test-type assessment, not just about Term 3 content, but rather parts from throughout the year's work.	We had to do revision on Term 2 and 3 work.
Teachers from the Girls practical – For the first time their practical work is under the looking glass and has to be according to set standards	Using clear guidelines to carry out the project in the classroom and using the rubrics and marking guidelines helped the teachers set standards.
How to include evidence of the learners' work done in practical classes – cooking, hairdressing, welding	Photos taken of each learner's work

21st Century Skills

- Administration: No adaptations to the recording sheets, we used the mainstream framework.
- We use the same skills as mainstream.
- Difficult for our type of learner. They struggle a lot with skills like critical thinking, metacognition, creativity and problem solving.
- Our learners struggle with the abstract.
- Because of this our teachers struggled to with assessing the skills within the project framework

21st Century Skills

Challenge	How it was addressed
Learners find the 21st Century Skills difficult	NW Projects were adapted to provide more step-by-step guidance towards fostering these skills.
Teachers struggling to assess the skills during the project – our learners need more attention in class, classroom management.	Assess the skills over a longer period, not just during the projects but also in a general classroom setting. Practical classes could perform better assessment.

Additional Information

Integrated Project

What worked for us?

Divide the booklet to “divide and conquer”

What can we improve on?

Boys Technical – Also to include photos of all the learners’ projects.

Our Internal moderation of projects within our school has to be improved - Moderation

21st Century Skills

What worked for us?

Putting more focus on assessing the skills in the practical classes rather than in the academic classes.

What can we improve on?

Adapting the skills to our needs

Inclinations

What worked for us?

Paper-based Inclinations and administer it in the same way as we did this year.

What can we improve on?

Adapting the outcomes and recommend career path for our learners.

Term 4 Curriculum Tests

Not administered in NW.

Conclusion

Recommendations for GEC

Collaborate with other schools – Practical subjects remain a problem in the implementation between different schools.

Creating set standards for implementation and marking between the schools in more specific regards to Technical Occupational projects.

Mathematics should integrate more with the elective technical occupational subject. Not just in a test-like format, but also continuous assessment throughout the term. Practice booklets?

Inclinations – Outcomes of the test should be adapted to the SoS learners' context.

21st Century skills

- More support is need in adapting the skills for use in SoS schools.
- More focus on skills related to practical work and work readiness would benefit our context.
- Better guideline for SoS teachers on how to assess the skills.

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