

GEC ADMINISTRATION – A Teacher's perspective

GEC MASTER TRAINERS

13 April 2026

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PRESENTATION OUTLINE

1. Introduction
2. Reflection on 2025 GEC Implementation
3. Additional Information
4. Conclusion



Introduction



School Information

Name of the School	Prinshof School for the Visually Impaired
Province and District	Gauteng; Tshwane West (D15)
School Type	School of Skills within a Special School for the Visually Impaired
Total number of learners	TOC Y1–4: 46 Mainstream Gr 8–12: 133
Total number of classes	TOC Year 4: 1 class Mainstream Gr 9: 3 classes
Number of learners per class	TOC: 10 Mainstream: 11
Total number of teachers	TOC: 9 Mainstream: 23
GEC Participation	since 2022



School Context

Prinshof School for the Visually Impaired – Pretoria School

- Specialised public school for **visually impaired learners** (Foundation–Grade 12)

School of Skills (TOC)

- Learners with **mild intellectual disabilities**
- Focus on **functional academics and vocational preparation**

Subjects (TOC)

- Languages
- Mathematics
- Life Skills (PSW; NS; CA & PE)
- Electives: Office Administration and Hospitality Studies
- **Subjects offered (TOC): 7 core + 2 electives = 9 total**

Timetable

- Balanced **academic and practical learning**
- Adapted pacing: **Braille and assistive technology**
- Timetable copy provided on Slide 6

Curriculum

- **CAPS** – mainstream classes
- **TOC** – School of Skills
- **DCAPS** – SID learners

School Context

Prinshof School

"The roots of education are bitter, but the fruit is sweet."



Year 4 Class 1 (Borea M)

26 Nov 2025

	Monday	Tuesday	Wednesday	Thursday	Friday
Per 1	Hospitality Practical -Hos Schultz D -Off Heyns Z	Hospitality Theory -Hos Schultz D -Off Heyns Z	Afrikaans Roux E V6 Roux E	English Jansen van Vuuren M V4 Jansen van Vuuren	Hospitality Practical -Hos Schultz D -Off Heyns Z
Per 2	Hospitality Practical -Hos Schultz D -Off Heyns Z	LS: PSW Gunter M V 5 Gunter M	Hospitality Theory -Hos Schultz D -Off Heyns Z	English Jansen van Vuuren M V4 Jansen van Vuuren	Hospitality Practical -Hos Schultz D -Off Heyns Z
Per 3	Hospitality Practical -Hos Schultz D -Off Heyns Z	Assembly	Mathematics Fouche H Fouche	Hospitality Theory -Hos Schultz D -Off Heyns Z	Mathematics Fouche H Fouche
Break	Break	Break	Break	Break	Break
Per 4	Hospitality Theory -Hos Schultz D -Off Heyns Z	Mathematics Fouche H Fouche	English Jansen van Vuuren M V4 Jansen van Vuuren	Hospitality Practical -Hos Schultz D -Off Heyns Z	English Jansen van Vuuren M V4 Jansen van Vuuren
Per 5	English Jansen van Vuuren M V4 Jansen van Vuuren	Afrikaans Roux E V6 Roux E	LS: PSW Gunter M V 5 Gunter M	Hospitality Practical -Hos Schultz D -Off Heyns Z	LS: NS Heyns Z V8 Heyns Z
Per 6	Mathematics Fouche H Fouche	Afrikaans Roux E V6 Roux E	LS: PE Magagane E Swimming pool Field	Hospitality Practical -Hos Schultz D -Off Heyns Z	Afrikaans Roux E V6 Roux E
Break	Break	Break	Break	Break	Break
Per 7	Afrikaans Roux E V6 Roux E	Hospitality Practical -Hos Schultz D -Off Heyns Z	Occupational Therapy Occupational Therapists OT Room	Mathematics Fouche H Fouche	LS: CA Nthunya M Nthunya
Per 8	LS: PSW Gunter M V 5 Gunter M	Hospitality Practical -Hos Schultz D -Off Heyns Z	Occupational Therapy Occupational Therapists OT Room	Afrikaans Roux E V6 Roux E	Registration
Per 9	LS: PE Magagane E Swimming pool Field	English Jansen van Vuuren M V4 Jansen van Vuuren	Occupational Therapy Occupational Therapists OT Room	LS: NS Heyns Z V8 Heyns Z	Detention



GEC Implementation



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Our Journey

- Phased in from 2022 to full implementation by 2024-2025
- Early uncertainty for staff & learners due to lack of formal TOC curriculum and no standardised textbooks; inconsistent materials
- Initial uncertainty about GEC and 21st century skills
- Major barrier: accessibility of papers for Visually Impaired learners
- Through our participation in GEC ,being part of the training, provincial engagement & clear protocols adaptations were done



2025 GEC Implementation Reflections



Administration of Inclination

- 2024: Phones/PCs – worked well
- 2025: WhatsApp changes → phone-only
- Not all learners have smartphones
- Manual tests not accessible for VI learners
- Some suggested careers misaligned with TOC pathways



Inclination Test

Challenges	Mitigation Strategies
Device and connectivity limitations	Used available devices; managed time; supported learners individually
Inaccessibility of manual tests	Avoided manual formats; advocated for accessible digital options
Unrealistic or misaligned career suggestions	Screened results; removed unrealistic options; guided learners
Test only in Year 4	Used results cautiously; added teacher insight and learner context

Administration of the integrated project

- Two booklets:
 - Core subjects (Languages, PSW)
 - Elective subjects (e.g., Office Administration, Hospitality)
- Subjects integrated across booklets
- 21st century skills embedded in tasks
- Phased in with GEC implementation

Integrated Project

Process	Procedure
Writing	Booklets were kept in classes – never taken home. Books were split by subject.
Booklets	Adapted into Braille and enlarged print, then split by subject.
Marking	Each teacher marks their own subject.
Overlaps	Co-assessment where tasks span across subjects

Integrated Project

Challenges	Mitigation Strategies
Adapting integrated booklets for Braille and enlarged print	Early access; careful adaptation; splitting per subject
Managing overlapping assessment	Co - assessment and collaboration between teachers
Ensuring security	On-site adaptation and storage; controlled access
Maintaining standard	Close alignment with original; internal & provincial moderation

Assessment of the 21st century

- Integrated into everyday tasks (chosen because 21st Century Skills are best observed authentically in normal classroom/project activity, and the approach is manageable, fair, and accessible for visually impaired and MID learners)
- Assessed during the writing component through discreet observation of observable behaviours; recording was done immediately after the session so controlled conditions were not



Assessment of 21st Century Skills

How the Skills Were Assessed

- Rubric-based observation during Integrated Project activities and related practical tasks (authentic classroom/project evidence; manageable and fair; accessible for visually impaired and MID learners)
- Focus skills: problem-solving, communication, collaboration (and entrepreneurship)
- Observations linked to group work, discussions, task completion, and presentations
- During the writing component, skills were assessed through discreet observation of observable behaviours; recording happened immediately after the session to avoid disrupting conditions
- MID adaptation agreed in TOC Gauteng schools: meta-cognition removed; replaced with entrepreneurship

Source: Templates come from the GEC Training Programme booklet (2024), pp. 37–41.

Assessment of the 21st Century

Process	Procedure
Model adopted	Integrated Project observation (MID: meta-cognition → entrepreneurship; Agreed within TOC schools in Gauteng)
Observation	Observe problem-solving, communication, collaboration, entrepreneurship
Recording	GEC Template 1; rubric-aligned (GEC 2024 pp. 37–41)

Source: Templates come from the GEC Training Programme booklet (2024), pp. 37–41.

21st Century Skills

Challenges	Mitigation Strategies
Understanding and interpreting skills	Staff training and ongoing discussions
Embedding skills meaningfully	Designing tasks where skills are genuinely required
Recording and evidencing skills	Shared rubrics and criteria across subjects
Balancing content and skills	Integrating skills into existing tasks, not adding anything extra

4. Curriculum Test

- Gauteng: collaborative paper development
- Strict GEC protocols at school level
- Access: Braille, large print, audio
- Time and fatigue challenges
- Adjusted schedule approved by province



Curriculum Test

Challenges	Mitigation Strategies
Reduced extra time for Braille learners	Discussions with Assessment and Accommodations
Long papers for MID learners	Adjusted schedule; built-in breaks; maintained security
Accessibility of papers (Braille/LP/audio)	Required early access; adapted on-site under strict security
TOC not fully integrated into DBE accommodation systems	Worked through provincial team; flagged system gaps

Additional Information



Additional Information

Plans for 2026 - Prinshof School for the Visually Impaired intends

- Refine TOC processes and documentation
- Strengthen alignment between assessment and accommodations
- Work towards national TOC curriculum and test alignment
- Maintain principle: standard stays; access adapts

Additional Information

Early access, security & adaptation

- Early access essential for VI (visually impaired) learners whether mainstream or any other of the available educational streams.
- Braille & large print adaptation on-site
- Visuals reviewed/redescribed without giving answers
- Strict security throughout the process

Additional Information

TOC: Call to standardisation

Currently:

- No standardised TOC textbooks
- Schools develop their own materials
- Inconsistent preparation across schools
- Language policy adds complexity



Conclusion



Recommendations for GEC

- Integrated Project: continue secure, adapted, co-assessed model
- 21st Century Skills: embed in real tasks; refine rubrics
- Inclination: advocate for accessible, realistic tools
- Curriculum: protect standard and security and insist on early access in order to adapt for fair access to all learners.

Every child is a National Asset

Thank you!

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