



PSP NEWSLETTER

Keeping you up to date with PSP teacher development

2024 TERM 1

From the Director

The emotional dimension of teaching and learning is often neglected when thinking and talking about the educational process. Emotions are inextricably involved in almost every aspect.

In the classroom human emotions, motivation, and cognition are interconnected and very complex. The way a child *feels* plays a big role in their active participation and willingness to share what they have learnt. It is therefore essential for teachers to develop a thorough understanding of each child's emotional development, and to be mindful of their emotional well-being.

Similarly, school management teams need to support and promote the emotional well-being of their staff as this contributes significantly towards a healthy school culture. When teachers feel happy, are in good health and are supported, they are more likely to be motivated in their work, productively engaged in tasks, supportive of their colleagues, and will work towards making a positive contribution to children's learning and the school's vision.

Wishing all a happy and healthy year ahead.

Dr. Zorina Dharsey

So far this year we have offered 48 courses and 74 classroom support sessions across all projects. These were attended by 1 315 teachers from 320 schools from 9 Provinces, impacting more than 51 000 learners.

PSP INVITES YOU TO...

...present your experiences and best practices in our two-hour 'TED Talk' style sessions in a collaborative and supportive environment that nurtures growth and innovation. If you would like to present, we would love to work with you.

Please submit your topic here: <https://bit.ly/3sgoDfX>

Properties of materials used for the houses of the three little pigs.

Introducing PSP Teacher 'TED Talks'



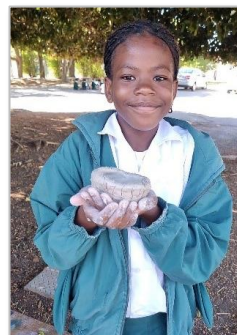
Making fossil imprints of leaves.



We are constructing the fastest car in the class.

This year saw the first of PSP's exciting 'TED Talk' style presentations. Grade 5 teacher Amy du Pisanie from Parow Inclusive Primary School gave an inspiring account of how she integrated Creative Arts with teaching Natural Sciences and Technology. She showed how her learners engaged with complex science topics using movement, dance, role-play, and art to make their learning visual. They produced beautiful drawings and models to demonstrate their own solutions to problems. This teaching technique reached more of her diverse class of learners, with their very different learning styles, enabling them to experience science concepts in various ways, and also eliciting emotional involvement. They had unforgettable encounters and so much fun!

Through our 'TED Talk' style sessions we hope to showcase teachers' innovative strategies that will inspire their colleagues with fresh ideas.



My clay bowl is ready to be dried.



We are seeds waiting to germinate.



Amy du Pisanie:
Inspiring Grade 5 teacher from Parow Inclusive Primary School.



ALL PSP COURSES ARE SACE ACCREDITED



Booking is essential for all courses
See programme for booking links or WhatsApp 071 2902 804



Research and Independent Evaluation



Visitors Prof. Dr. Corinna Hößle: Carl von Ossietzky University, Oldenburg, Germany and research student Denise Schürmann with Zorina Dharsey and Florence February of the PSP.

Teacher confidence research study

In collaboration with the Carl von Ossietzky University of Oldenburg in Germany, master's student Denise Schürmann is conducting a qualitative study on the impact of teacher confidence on the teaching practice of young science teachers in South Africa and Germany. Denise hopes to gain perspectives from young science teachers in building and maintaining their confidence throughout their careers. This international comparison between South Africa and Germany could provide beneficial insights into both systems and help to identify possible areas of improvement in teacher professional development.

Independent Evaluation study

Dr Andrew Hartnack and Ms Helen Hacksley are assessing the impact of PSP's Foundation Phase *Counting with Coronation* Project on teachers' maths content knowledge, teaching skills and use of resources.

The evaluation consists of two phases:

1. Process evaluation

The researchers have conducted in-depth, qualitative interviews with key PSP staff members and gained teachers' perspectives on the training sessions. They also compared the model to three other primary school maths programmes in South Africa to set PSP's strategy in context. Phase 1 concluded with recommendations for further enhancement of the model.

2. Outcomes evaluation

Phase 2 will focus on teachers, schools, and evaluate learner outcomes of the model to date. A comparative analysis will also be done of the schools that have participated in previous two-year project cycles.

PSP BELIEVES...

The emotional well-being of a teacher directly impacts their ability to guide learners towards developing a positive self-image.



2024 PSP REGISTRATION



SCAN ME

There's still time to register your school for 2024 to get the best value from our services. Scan QR code or click below to download the registration form.

<https://bit.ly/47eYNuH>

TIPS FOR...

Tips for teachers:

- Learning is an emotional activity, so children who have fun and enjoy lessons learn more effectively.
- Let children express how they feel about aspects of a lesson.
- Take the time to get to know each child individually and develop a supportive relationship with them. Show genuine interest in their lives, interests, and concerns.
- Celebrate achievements and efforts, no matter how small. This builds self-confidence.

Tips for parents:

- Work towards building your child's self-esteem - offer praise and encouragement regularly.
- Ask your child to tell you about ONE good thing that happened at school today.
- Let your child know that trying hard/their best is more important than the end result.
- Encourage your child to ask questions.

Good progress towards Reading for Meaning

PSP'S Language Project works with Grade 2 – 7 English teachers at five primary schools in the Nyanga and Philippi areas to assist with the development of auditory perception of English as an additional language. Teachers receive training and classroom support through demonstration and co-teaching of lessons, encouraging speaking, listening, and understanding the sounds of English. This develops oral fluency, essential for learning to read for meaning.



Learner workbook analysis (see examples of Grade 2 workbooks in photos) shows exciting progress this year in the level of questions, amount of work achieved, and an overall better understanding of the ATP themes.



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