

MEC of Education visits RHS

MEC of Education Visits RHS following the school going digital.

March 24, 2015



Gauteng MEC of Education, Panyaza Lesufi speaking at Randfontein High School.

MEC for Education in Gauteng, Panyaza Lesufi is currently at Randfontien High School (RHS) following the school buying into the digital age by getting tablets and metaphorically moving the classroom online.

The project involves changing the classroom as South Africa knows it by getting rid of old dusty chalkboards and exercise books.

RHS has managed to go digital independently of “The Big Switch On” initiative put forward by the Gauteng Department of Education as the school has come up with funding for their tablets and online learning materials themselves.

During this morning’s assembly Lesufi shared some wise words with the pupils and teachers of Randfontein High School “There is no way we can compete with the best if we are still writing in out exercise books and chalkboards. The only time your future children will see chalk is in a museum,” Lesufi joked and RHS pupils went wild.

Lesufi clearly said what he expects from this generation of pupils is “To create jobs rather than apply for jobs,” and that this generation should pay salaries rather than receive salaries.



AUTHOR



Roxy de Villiers
Journalist

RHS goes digital

Randfontein High School – a school for 21st century education.

February 20, 2015



Obakeng Seageng, Grade 11 top achiever sits with Mrs Webb, a very interested parent.

Randfontein High School (RHS) is in the process of implementing tablets into their education and are preparing their pupils for smarter learning and for life after school.

The school is promoting the brand, (I)#RHS – a school for 21st century education.

According to Jason Fischer, spokesperson and teacher at RHS, “Going digital is more than just having a tablet and working without physical books.”

The school decided to divide their digital programme into three sections; digital content, digital pedagogy and digital space.

Regarding the digital content section, pupils can access all their resources on a portal (Moodle) and can check their grades as well as previous work if they forgot a previous concept and need to familiarise themselves with it.

Moodle readies pupils for the university system as universities use Moodle to access their work.

One of the advantages of going digital is the interconnectedness that it brings; teachers now will be more accessible to pupils and vice versa.

Should a pupil be absent from school, they are able to access a teacher's lesson as lessons are uploaded daily in the form of text and recordings.

The worry that comes with such a programme is theft. RHS has put measures in place in order to combat this. Cameras are installed in every class and security has increased significantly at the school.

The school has gone completely digital; they try to print only when necessary – newsletters, announcements and notices are a thing of the past as all these can be accessed on pupils' tablets. This makes RHS a green school as well as a digital one.

AUTHOR



Roxy de Villiers

Journalist

RHS takes digital to the next level

Randfontein High transforms to digital teaching and learning. of 98 per cent of school's pupils now work on tablets

May 29, 2015



Inalize Davids teaching music on the interactive whiteboard.

Deputy principal and Geography teacher at [Randfontein High School](#), Amy Appelcryn explained the school's transformation to digital education at the GW ICT Summit on Saturday 23 May.

The summit was held as an initiative of the Gauteng West Department of Education.

A total of 43 teachers and staff members from various schools in the Gauteng West district gave digital presentations of their various subjects and fields of expertise. There were also 18 exhibitors including Microsoft, Google and Edutech. Speakers at the summit included Thea Coetzer (chief education specialist and curriculum), Martha Pule (deputy director school support), Andrew Mentor (deputy director E- learning) and Marita Henning (Randfontein High principal).

The whole transformation started when Stan Senoamadi (who won a national teacher's award in Technology and Education in 2013) inspired school management to transform from traditional teaching to digital education. The school management team and teachers formed a task team and teachers had 70 to 80 hours training within the first month of 2015. She said teachers were determined to adjust to digital education and even teachers close to retirement embraced the digital world of education.

Appelcryn also stated the school has had a 100 per sent matric pass rate for the past seven years and felt they needed to take it to the next level. The budget, normally used for textbooks was used for the digital transformation.

When asked how the parents responded, she said they held 20 meetings with them and they were very supportive as they were informed and on board. The pupils had to obtain their own tablets, but are aware of the responsibility of looking after their tablets.

Appelcryn said while teaching digitally, interactive whiteboards allow the pupils to experience the subject first hand, and it becomes more real. For instance, pupils are able to watch a cyclone or the Budget Speech on News24.

She said teachers were determined to adjust to digital education and even the six retiring teachers adapted to it easily. Appelcryn said by working with the Department of Education they are trying to show teachers and pupils that the whole process is doable.

On 14 January, they officially switched to digital use and now 98 per cent of their pupils are working on their tablets. Jerome Nicholson (IT specialist) supports pupils and teachers should problems occur. Asked about the impact of load shedding, she said when the power fails, they simply switch to traditional teaching, as education at the school was and always will be teacher-driven.

With very low school fees, and a pass rate of 100 per cent, this school is sure to grow with the rest of the world.

Pupils Masindi Masengana and Solomon Rabie commented, “We do not have to carry heavy textbooks, learning is faster and easier, and better to understand with tablets.”



Amy Appelcryn (Deputy Principal and teacher) with pupils Masindi Masengana and Solomon Rabie.

AUTHOR



Maritza van Zyl
Journalist

Digital exams going smooth at RHS

‘Despite warnings from futurists, the innovation is one year old and the impact is remarkable.’

November 9, 2015



Donnel Stellenberg, a Grade 11 pupil, writing his exams digitally.

[Randfontein High School \(RHS\)](#) for the first time ever are writing all their exams digitally since its launch in November 2014.

“In November last year RHS launched the i#RHS project to implement digital learning and teaching throughout the grades. The innovation appeared to be a huge task which posed several obstacles in terms of load shedding and other variables like the financial factor and myths around eLearning.

“Despite warnings from futurists, the innovation is one year old and the impact is remarkable,” said Jason Fischer, spokesperson for RHS.

Jason explains further,

Upon entering the school, visitors experience an unusual silence as approximately 1 300 pupils are engaged in the different dynamics of learning. All that is visible near the entrance is a charging station and signs that read: Remember to Download.”

According to Jason the project is divided into three components that make a digital school function.

First, the [digital](#) space includes technologies like interactive [white boards](#) and sound in all the classrooms, internet access, the student portal, IT specialists who offer pupil, teacher and admin support.

Secondly, the [digital](#) resources component include all the [digital](#) textbooks, unlimited multimedia clips, videos, [digital](#) presentations and administrative applications that make life easier for both pupils and teachers.

Finally, the [digital](#) teaching component is comprised of various teaching applications that transform a conventional classroom into state of the art classrooms.

Teachers are also able to monitor and control the screens that pupils can access while in class. You might argue that this scenario creates the perfect opportunity for cribbing in an exam, but this myth is busted as the applications blocks all content on the portal, social networking and the use of all applications on the device including the dictionary.

“After the exam, the teacher ‘unhides’ the restrictive application and preparation for the next exam continues as usual.

“You can now hear a pin drop as you pace the corridors. Now you swipe or slide to the next section or you can enlarge the print or size of the graphic to ensure that you’re not off the mark.

Jason added, “Teachers also remind the pupils that they have five minutes left just before the [digital](#) clock on the interactive board signals that it’s time to stop writing.”

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