



Thandulwazi Trust
MATHS AND SCIENCE ACADEMY

Thandulwazi Maths & Science Academy
Interim Report for the period 01 January to 31 July 2018

“The quality of education of a nation is directly correlated with the prosperity of its people...”

(President Cyril Ramaphosa, Nov 2017)

Dear Donors, Partners & Friends of Thandulwazi

Thanks to the generous support of Thandulwazi’s partners in education, this year over 3000 HDSA teachers and students have benefitted from the educational programmes facilitated by the Thandulwazi Maths & Science Academy in Gauteng and Limpopo. Since 2011, the academy has contributed towards the education, training and professional development of more than 20 000 beneficiaries from under-resourced schools across the province and beyond (see Annexure A).

This quarter, we have welcomed on board a new Head of Academy, Mr Velaphi Gumbi, and a full-time Thandulwazi programme director, Ms Thobile (“TC”) Nkosi, who oversee and manage the academic programmes. The Head of the Thandulwazi Maths & Science Academy, writes as follows:

“Education is my passion, specifically Mathematics and Science education, and I am committed as Head of the Thandulwazi Academy to impact the lives of teachers and students as we create the future of our beautiful country.

The Thandulwazi Maths and Science Academy was created in 2005, a pioneering initiative of St Stithians to provide educational growth opportunities for students and teachers based in public schools in greater Johannesburg. The Academy has evolved around four programmes, or ‘buckets’ as I prefer to call them: an intern-teacher training programme; a Saturday School from Grades 9 to 12; a teacher development programme; and Thandulwazi learner scholarships for high potential students to attend an institution of academic excellence. Each of these programmes has a significant educational impact, operating in synergy with St Stithians College.

The focus on Maths and Science provides the opportunity to make a signal contribution in the public education sector and in scarce skills development. It is necessary to ensure a clear flow from the work buckets so that there is continuous improvement in the execution of the expected deliverables for the Academy, as identified in our goals and objectives.”

It is our pleasure to share with you the interim report for the period ending 31 July 2018.

With gratitude and kind regards.

Velaphi Gumbi

VELAPHI GUMBI

HEAD
THANDULWAZI MATHS & SCIENCE ACADEMY

Bev Johnson

BEVERLEY JOHNSON

DEPUTY HEAD OF ADVANCEMENT
(ST STITHIANS FOUNDATION, THANDULWAZI & PROJECTS)

Annexure A: Direct Beneficiaries

The summary below details the total number of direct beneficiaries of the Thandulwazi programmes for the period 2011-2018

INDIVIDUAL THANDULWAZI PROGRAMMES			2011	2012	2013	2014	2015	2016	2017	2018	TOTAL
1	Thandulwazi Saturday School	No. of direct beneficiaries (HDSA FET phase students registered for the programme in February)	1133	1100	1122	1022	1153	1013	1045	1303	8891
2	Thandulwazi Teacher Development Programmes <i>Gauteng</i> numbers <i>Limpopo</i> numbers	No. of direct beneficiaries (HDSA educators)	688	971	1081	1076	960	1341	1262	1090	8469
			Nil	Nil	448	299	426	417	452	561	2603
3	Thandulwazi Intern Teacher Training Programme	No. of direct beneficiaries (*period of study between 2-5 years)	25	21	27	28	40	34	37	43	255
4	Thandulwazi Learner Sponsorship (Bursary) Programme	No. of direct beneficiaries (*period of study 3 years)	1	1	0	1	2	3	4	6	189
TOTAL NUMBER OF DIRECT BENEFICIARIES			1847	2093	2678	2426	2581	2808	2800	3003	20 236

Thandulwazi Maths & Science Academy

An educational programme established by the St Stithians Foundation

Thandulwazi - a love of learning...

REPORT FOR THE PERIOD 01 JANUARY TO 31 JULY 2018

“Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies”

(Kofi Annan (1938-2018), 7th Secretary-General of the United Nations, from January 1997 to December 2006)

THANDULWAZI SATURDAY SCHOOL PROGRAMME

Stats SA reported a rise in the national expanded unemployment rate to 37,2% in the second quarter of 2018, with the majority of those unemployed in the youth sector. Growing the number of school leavers, with the necessary Maths and Science skills set, is a critical imperative for our country's future growth and development, and this remains the overall objective of the Thandulwazi Saturday School. Thandulwazi is of the view that good progress has been made in this programme in the period under review.

Overview of the 2018 programme

- The year commenced on a high note with Thandulwazi celebrating the top achievers of the Thandulwazi Matric Class of 2017 on Saturday, 27 January 2018.
- Registration for the 2018 Saturday School Programme took place the same day. Again this year, large numbers of students either taking Maths Literacy or not taking a Science subject had to be turned away. Registration was capped at 1300 students and learners who applied after the 27th were placed on a waiting list.
- As at 28 February 2018, 1314 students (Gr 9-12) had registered for the Thandulwazi Saturday School. The students are drawn from 160 high schools from across Gauteng. Registration was completed online and this highlighted the poor computer literacy skills of some of the Grade 9s. This has been factored into the programme.

Profile of the beneficiaries

As at 31 July 2018, 1284 students (Gr 9-12) are registered at the Thandulwazi Saturday School. The students are drawn from 160 high schools from across Gauteng. The breakdown of students is as follows:

Grade	Male	Female	Total
12	60	130	183
11	105	228	333
10	128	267	395
9	116	250	366
Total	409	875	1284

Gender ratio: Female - 875 (68%)
Male - 409 (32%)

Black		White		Indian/Asian		Coloured	
Female	Male	Female	Male	Female	Male	Female	Male
844	385	0	0	1	2	29	23
95,7%		0%		0,2%		4,1%	

Attendance

Communication with the registered students is via SMS. Each week students and their parents are sent an update of the programme planned for the Saturday ahead; and reminded that attendance is being monitored. This appears to have been effective as overall attendance has improved this year. As at 31 July 2018, student attendance averaged at 70%.

Discipline

A cornerstone of the Saturday School, all students are required to commit to a Code of Conduct on registration. Discipline is strict, students are encouraged to show respect to teachers and fellow students, and to recognise that with the right to education comes accountability. This year:

- Three Grade 9 students were deregistered in February 2018 for breaching the Code; and another student was excluded in the second term following the theft of a cell phone. verified by CCTV.
- 80 students were deregistered for poor attendance on 30 April 2018 and students on the waiting list were invited to register.
- In order to make students more visible on campus, the new Head has requested that all Saturday School students attend classes in their school uniforms going forward.

Programme to date

- Baseline testing took place on 03 February; and thereafter “The Nutty Scientist”, Kevin Koz, presented Physical Science experiments for each of the grades in Mears Hall.
- Students have all been given grade appropriate, curriculum-aligned *Answer Series* workbooks for Mathematics and workbooks for the relevant Science subjects taken.
- All the registered students have been allocated individual log-ins for *Mathletics*. Students attend a dedicated *Mathletics* session each week. In addition, they have access to WiFi at the Saturday School and so are able to download the *Mathletics* App onto their phones for use on and off site.
- On Saturday 23 June 2018, 30 Grade 12 students participated in a Life Science excursion to The Cradle of Humankind. Transport was arranged from 4 agreed schools (Sandton View, Vuwani, St Stithians and Thatlogang). In the Cradle of Humankind, the students participated in archaeological activities; field work (botany and zoology activities) related to the Gr 12 Life Sciences curriculum; and in an anti-snare exercise. Sincere thanks to Tim Nash and his team for making this excursion possible.
- On the same weekend, 30 Matric students were selected to attend a residential Physical Science enrichment camp at St Stithians College (23 & 24 June). The camp commenced after the normal Saturday School classes and students were accommodated in the St Stithians boarding houses. The students worked

through various curriculum related experiments, and explored questions from previous Physical Science exam papers.

- The Grade 12 Maths enrichment camp took place on 30 June and 01 July 2018. Sixty Grade 12 students attended the two-day residential Maths Camp at St Stithians College. Again the students were accommodated in the St Stithians boarding houses and the Maths Camp focussed on inquiry based learning and exploration of selected question types from previous exams papers.
- Students were required to apply for the various excursions and camps. The selection process was as follows:
 - The Maths camp students were selected according to the highest attendance in the grade.
 - The Life Science and Physical Science students were those with the best results in the subject assessments conducted by the Thandulwazi departments.

Satellite Maths Programme for Grade 10 students in Westbury

Working with a longstanding Thandulwazi partner, Tim Nash (Galactic Unite) and ADET (African Digital Education Trust), this year Thandulwazi is piloting a distance learning initiative, whereby lessons are taught via Google hangouts to 40 students at the ADET community centre in Westbury. The Gr 10 Maths lessons are presented by one of the Thandulwazi Maths teacher: while he is teaching his Gr 10 Thandulwazi class at St Stithians College, the lesson is broadcast to the students at the Westbury centre. At the centre, learners are assisted by a Thandulwazi Maths Teacher and tutor. The students at Westbury also have *Mathletics* logins, so their morning consists of a one-hour Maths lesson and a topic-aligned *Mathletics* session for an hour thereafter.

Additional opportunities offered to Thandulwazi students during the period under review include

- The Thandulwazi Careers Day took place on 17 March 2018. More than 16 tertiary institutions, training providers, professional associations and corporate funders exhibited at this event. Guest speakers included Iris Cupido (a motivational speaker and Executive Director of the SABC Foundation); representatives from Harambee Youth Employment Accelerator, Hill + Knowlton Strategies, SAICA and KPMG; as well as the St Stithians facilities manager talking on behalf of the Artisans Institute; a PhD student addressed research opportunities in the field of Science; and a Thandulwazi Intern-Teacher, spoke about his journey from Limpopo, to the City of Gold, to becoming a Maths teacher.



- Five of the top Grade 12 Maths students at Thandulwazi were invited by Deloitte to attend a workshop on Actuarial Science as a career on 10 April 2018;
- Scientific calculators donated by JACASS and H+K Strategies were distributed to all the Grade 9s and to the new intake of FET-phase students on 14 April. Ms Astrid Scheiber (Casio trainer) facilitated dedicated

calculator training sessions for each grade on 14 & 21 April 2018. An additional session was provided for Grade 12s on 26 May, with special focus on key Maths topics (e.g. stats)

- On 19 May 2018, published poet and senior English teacher, Ruth Everson, facilitated creative writing workshops for the Grade 10, 11 and 12 students.
- The Market Theatre put on a special performance of the play “*Hani*” for the Thandulwazi students at St Stithians on 26 May 2018.
- Thandulwazi FET-phase students have been offered the opportunity to participate in FIMO (Financial Investment Management Olympiad) commencing 14 April 2018. 50 students signed up and printed learner guides were provided, as well as access to on-line tutorials. Students wrote the 1st Round of the Olympiad on 26 May 2018; and four Thandulwazi students made it through to the second (and final) round written on 24 July 2018. This is a wonderful achievement and we congratulate the following Thandulwazi students:
 - Eugene Kotlollo Matemane, Diepsloot Secondary School
 - Michelle Chirembe, Fourways High School
 - Mpho Kere, St Matthew’s (Soweto)
 - Shellin Masimula, Eqinisweni Secondary School
- Members of the St Stithians PTAs have provided refreshments and a mid-morning snack for the Thandulwazi students on four Saturdays this year. The Thandulwazi Team are grateful for the generous donation received from Mr Pete Backwell; fruit supplied by the Limpopo Citrus Co-Op courtesy of Mr Andrew Kirk; and the fundraising efforts of the St Stithians PTA mothers who have championed this new offering for the students.



Our “Thandulwazi Angels”, Saints mums who have provided refreshments for the Saturday School students this year

- Thanks to a donation of geometry sets by an individual donor, all the Grade 9s were issued with a Maths set on 21 July 2018. Interactive, co-operative geometry classes were held for the Grade 9s on Saturday, 21 July.
- A Mandela Centenary Celebration took place in the St Stithians Chapel on Saturday 21 July, at the end of the school day. The event included both the Thandulwazi teachers and Saturday School students, and showcased the talents of an informal Thandulwazi “choir”. Student poets, Ashley Moyo and Nasreen Mngoma, performed tributes that they had written to celebrate the life of Madiba.



- In June, the Thandulwazi students were issued with pre-printed cards and called upon on to find the “Madiba in You”, by recording on their cards acts of service and kindness to others. At the Mandela Day Chapel Service students were able to share what they did for others during Mandela month. The service was led by Rev Janet Verrier, who called on the Thandulwazi Saturday School students to contribute meaningfully to South Africa and to build a “household” in which all could share.



Bursary opportunities for Grade 12s

- Tertiary bursary opportunities for 2019 have been advertised via the Facebook page to the current Matric cohort (e.g. Career Wise, Investec, Allan Gray, and the 2019 Thandulwazi Intern-Teacher Training Programme) and to graduates of the programme (e.g. Education Africa, Growth Institute, and a Consolidated Power Projects bursary for current engineering students).

- During break on Saturdays 21 and 28 July, the Deputy Head of Advancement met with the Top Set Grade 12 students and shared information about tertiary scholarships offered by partners as well as training opportunities that have been made available to Thandulwazi students by funders of the programme.
- The Deputy Head of Advancement, Bev Johnson, assisted the Thandulwazi students with completing tertiary bursary applications for the StudieTrust, Investec and the Moshal Scholarship Programme (MSP). The completed forms were delivered on behalf of the students to the various organisations. The new partnership with MSP offers a wonderful opportunity for Thandulwazi Saturday School students and we are delighted to report that of the 11 Matric students who submitted applications to MSP, 9 have been shortlisted to attend the recruitment camp at the end of September 2018.

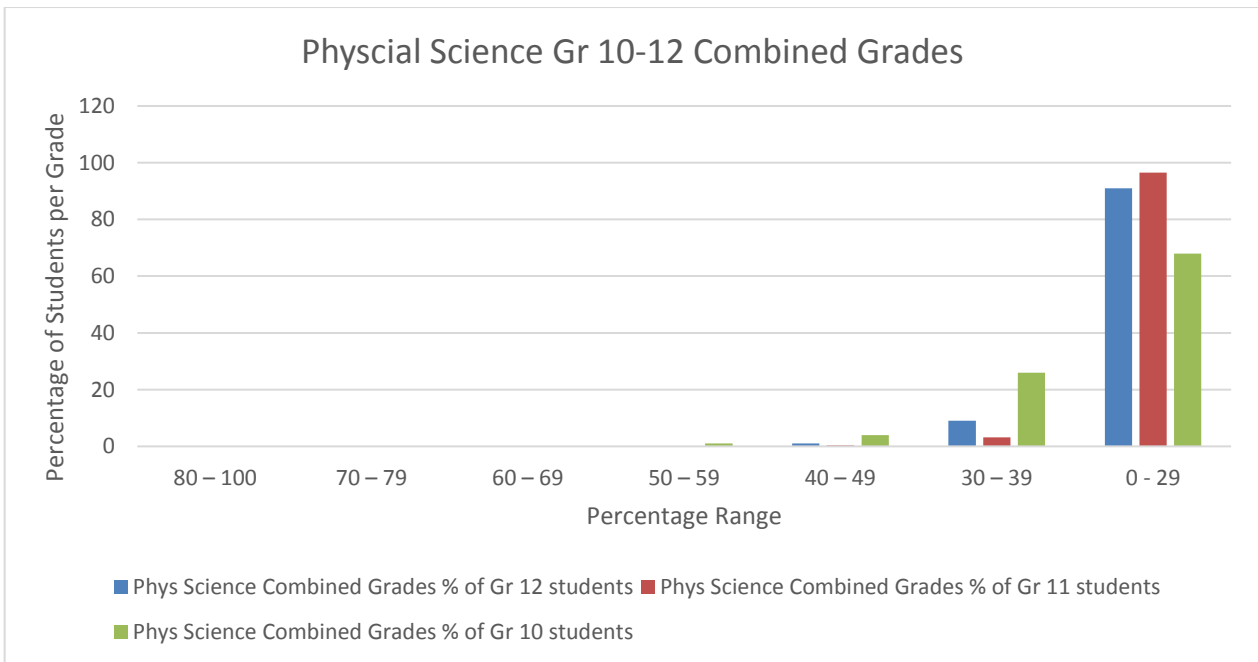
Monitoring & Evaluation of the programme

Baseline Testing

Baseline Testing took place on Saturday 03 February 2018. The Baselines again reflect the mixed abilities of the students and the inconsistency of foundation knowledge and skills in gateway subjects. The majority of students who attend the Saturday School are struggling with these key subjects and most are achieving below 50% in all the subjects assessed. The poorest performance was seen in the Physical Science baseline for the Grade 10-12 students, the results of which are summarised below.

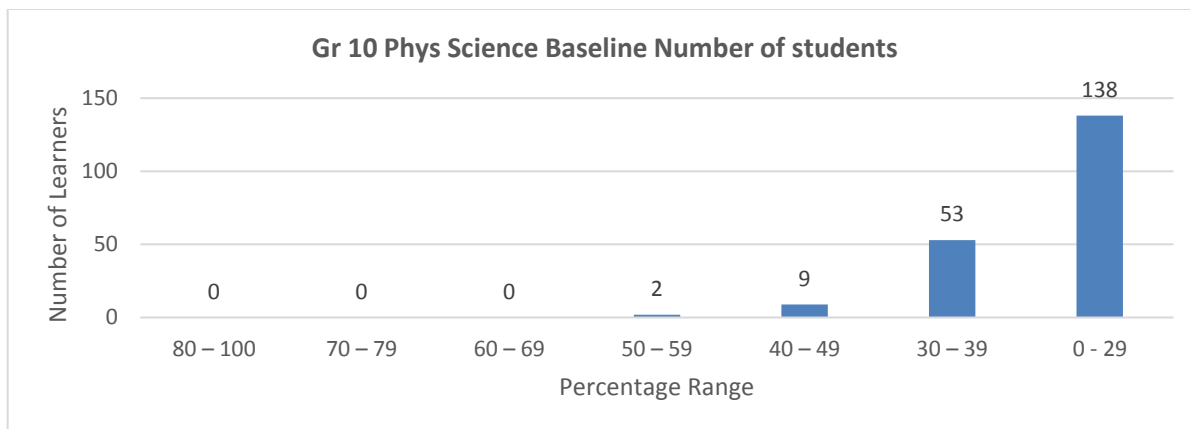
Physical Science Baselines Gr 10-12

Across the three grades, most of the Thandulwazi students achieved below 30% in the Physical Science baseline:



Gr 10 Physical Science Baseline

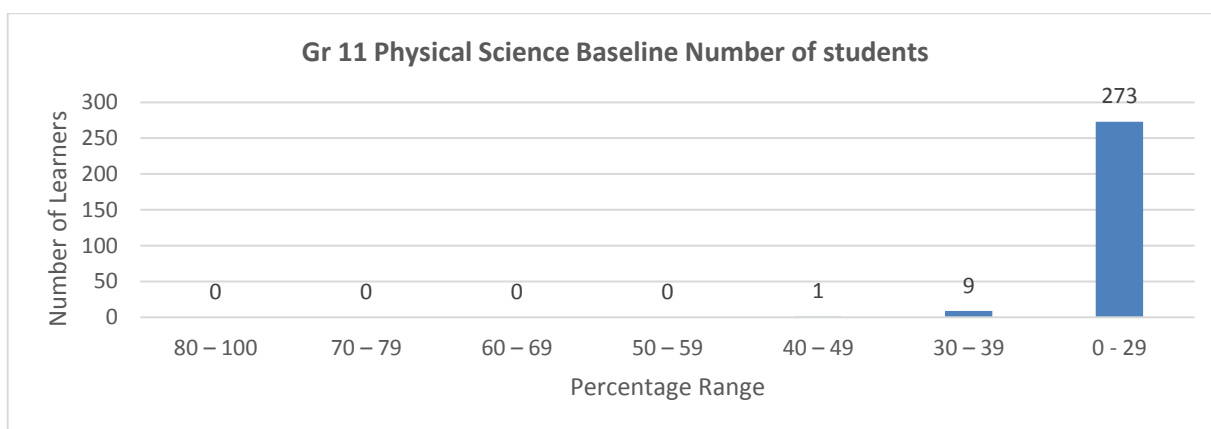
Only 2 Grade 10 students scored above 50%; and no students achieved at Level 5 or above:



Rating code	Description of competence	Percentage	Number of students
7	Outstanding achievement	80 – 100	0
6	Meritorious achievement	70 – 79	0
5	Substantial achievement	60 – 69	0
4	Adequate achievement	50 – 59	2
3	Moderate achievement	40 – 49	9
2	Elementary achievement	30 – 39	53
1	Not achieved	0 - 29	138

Gr 11 Physical Science Baseline

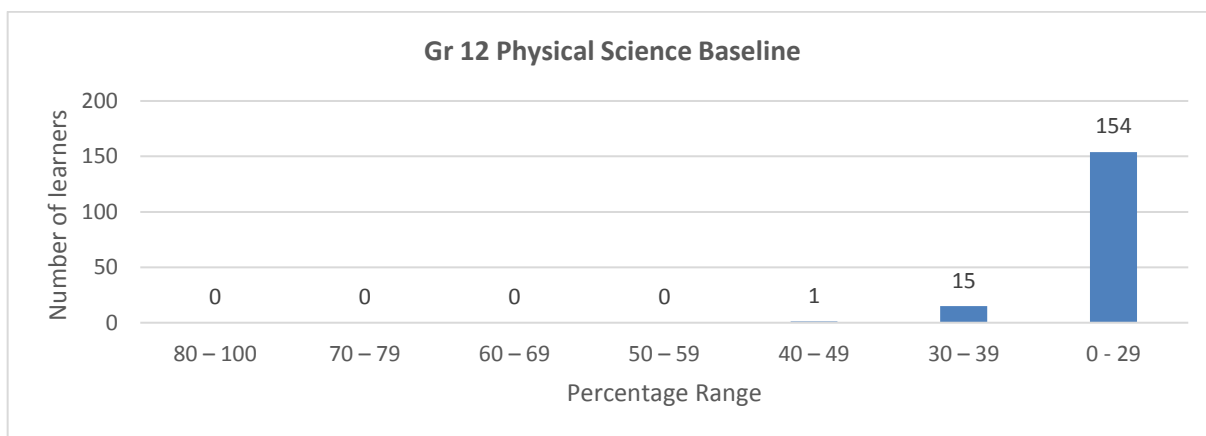
All the Grade 11 students scored below 50% on this assessment:



Rating code	Description of competence	Percentage	Number of students
7	Outstanding achievement	80 – 100	0
6	Meritorious achievement	70 – 79	0
5	Substantial achievement	60 – 69	0
4	Adequate achievement	50 – 59	0
3	Moderate achievement	40 – 49	1
2	Elementary achievement	30 – 39	9
1	Not achieved	0 - 29	273

Gr 12 Physical Science Baseline

All the Matric students scored below 50% in the baseline; with 91% of students failing the assessment (below 30%, which is the pass rate in the government schools):



Rating code	Description of competence	Percentage	Number of students
7	Outstanding achievement	80 – 100	0
6	Meritorious achievement	70 – 79	0
5	Substantial achievement	60 – 69	0
4	Adequate achievement	50 – 59	1
3	Moderate achievement	40 – 49	15
2	Elementary achievement	30 – 39	154
1	Not achieved	0 - 29	154

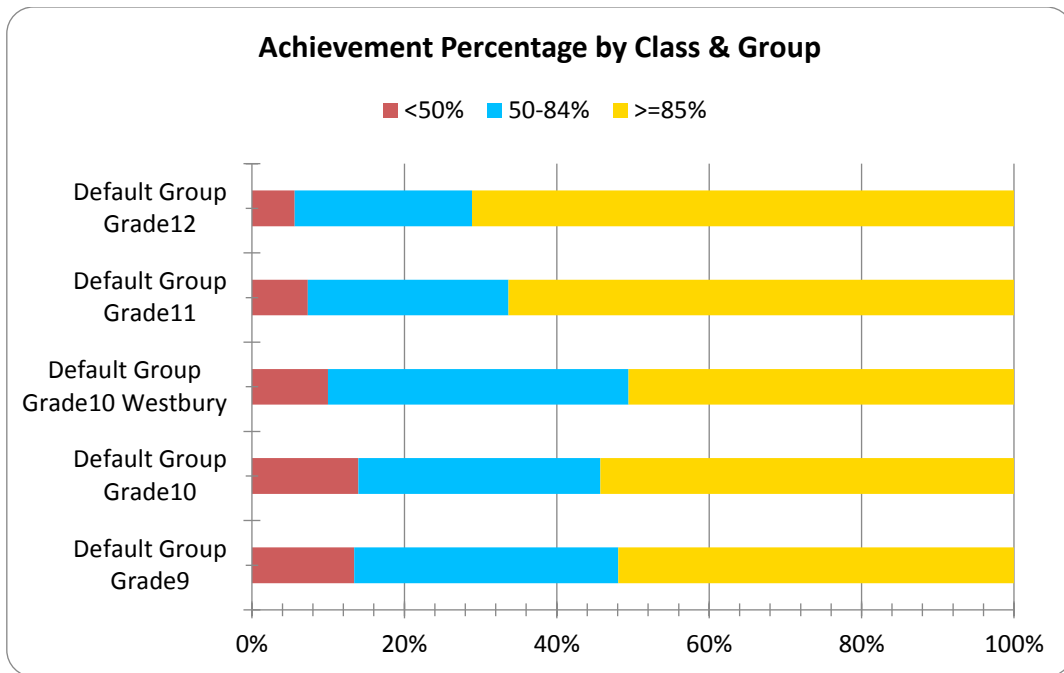
Mathletics

The mid-year report from Mathletics indicates that:

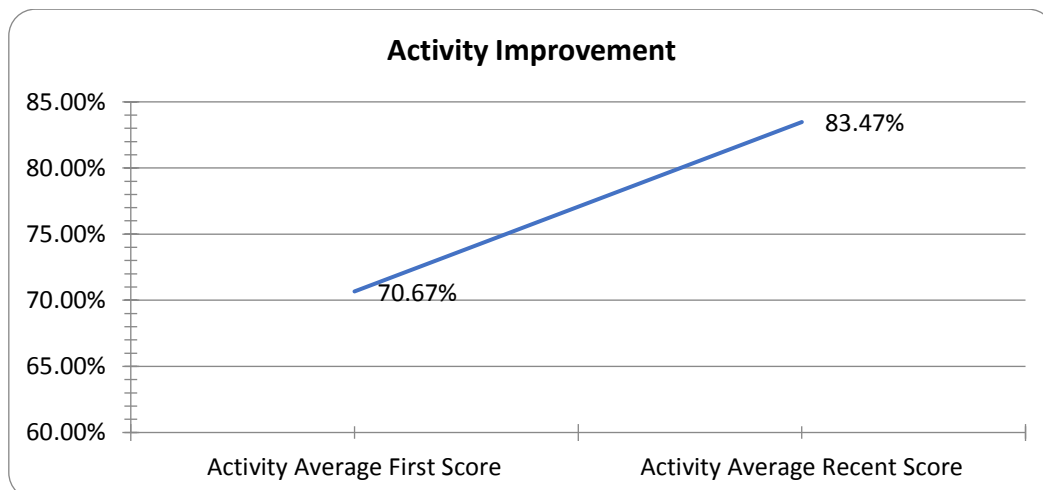
- 1341 log-Ins have been issued to Saturday School students and staff this year.
- The participation of the learners at the Thandulwazi Saturday School, on Mathletics, for the first half has been outstanding, with Thandulwazi students spending a total of 5125 hours on the programme. Each Grade has participated for double the amount of time and completed double the number of activities compared to the full year 2017. If this usage continues it would mean by the end of 2018 they would spend 4 times the amount of time online than they did in 2017.
- On average each learner at Thandulwazi has spent 3h50m online completing their Maths tasks. This time is over and above what they are doing in class, which can only benefit the students and their results. On average, the learners Maths improved by 13% for each activity done more than once.
- In total, Thandulwazi students have completed 45 331 curriculum questions: 38% of these were assigned by the Thandulwazi teachers/tutor and 62% completed voluntarily. The activity improvement score on average for all activities completed is up by 12,8%.
- In addition learners have correctly answered over 135 000 mental arithmetic questions.
- In total, the Thandulwazi students have achieved 1213 certificates.

High-Level Mathletics Report received, as at 25 June 2018

Grade	Participation			Certificates			Usage	
	Curriculum Points	Live Mathletics Points	Total Points	Bronze	Silver	Gold	Sign Ins	Approx. Time Online
9	2 424 220	43 613	2 467 833	696	51	0	4 559	2 303h 12m
10	990 190	27 420	1 017 610	196	13	0	2 544	1 247h 23m
11	766 690	55 421	822 111	179	17	0	2 213	1 070h 6m
12	300 420	9 055	309 475	54	5	2	1 042	505h 0m
School	4 481 520	135 509	2 155 219	1 125	86	2	10 362	5 125h 47m



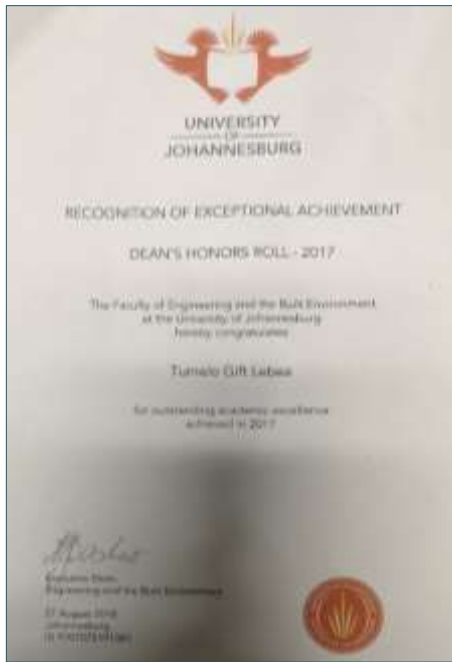
Average activity improvement across all grades



Activity Improvement	
Activity Average First Score	70,67%
Activity Average Recent Score	83,47%
Activity Average Improvement	12,81%

Tracking graduates of the Thandulwazi Saturday School

Thandulwazi endeavours to track graduates of the programme, mainly via Social Media. We are delighted to highlight news of three of our Saturday School graduates from the Thandulwazi Matric Class of 2014 in this report: Mr Tumelo Lebea; Ms Vuyo Ndalenji; and Ms Palesa Makamole.



- <http://www.stithian.com/news/entry/making-a-world-of-difference-in-education-thandulwazi-graduates-internship>
- http://www.stithian.com/uploads/files/Vuyos_Story_.pdf



Palesa on site at the Fourways Mall project, 2018

In 2016, a Thandulwazi partner, Mota-Engil Construction (SA), granted a bursary to Palesa. She completed her final year of Civil Engineering at the Mangosuthu University of Technology in Natal in December 2017 and this year is undertaking an internship at Mota-Engil, working on the Fourways Mall extension. Saints parent, Mr Stephen O'Brien, met Palesa on site and wrote as follows on 29/03/2018:

"I met Palesa today on site. What a great story - starting at Grade 10 at Thandulwazi and now a Civil Engineer. She told me she did not miss one Saturday and loved every moment of it."

"Children need to be taught how to think, not what to think."

(Margaret Mead, US Anthropologist)

Thandulwazi Saturday School, Grade 9 Pilot, Year II – 2018

Beneficiaries

- As at 30 June 2018, 366 Grade 9 students from 57 high schools (see *Annexure A*) across Gauteng have registered for the programme. The breakdown is as follows:

Black		White		Indian/Asian		Coloured	
Female	Male	Female	Male	Female	Male	Female	Male
245	112	0	0	0	1	5	3
97,5%		0%		0,3%		2,2%	

- HDSA students: 100%
- Gender: Male 116 (32%)
Female 250 (68%)

Overview of the programme to date

- 29 Saturday teaching sessions are scheduled for the year for the Grade 9s. In the period under review, 19 contact sessions have been facilitated. Grade 9 students have been allocated into 12 classes, with approximately 36 students per class.
- Grade 9 Subjects offered at the Saturday School are: Mathematics, Natural Science and English.



Grade 9 classes in action at Thandulwazi, 2018

- Transport is provided for students from 7 high schools, identified as key partner schools in 2017, viz. Blue Eagle High school, Cosmo Secondary 1, Eqinisweni Secondary, Ivory Park Secondary, Kaalfontein Secondary, Far North Secondary and Sgodiphola Secondary School.
- Juice and a snack are provided at break for the Grade 9 students each week.

Attendance

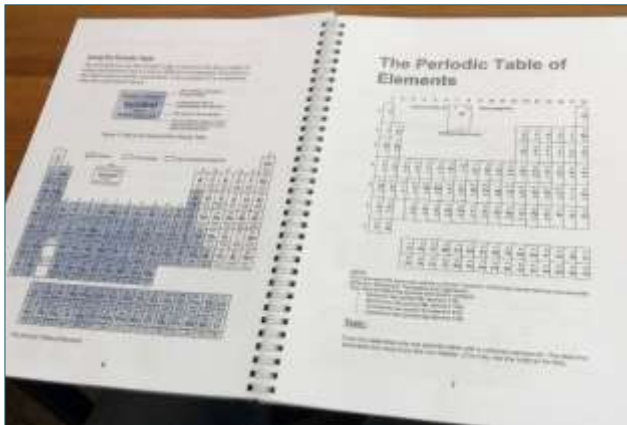
- Overall Grade 9 attendance in the period under review has averaged at 79,8%.
- Historically, attendance dips in the winter term and school holidays (June). Thandulwazi was notified by some parents that a number of the feeder high schools had implemented compulsory Saturday classes for students in the run up to the mid-year exams.

Additional resources provided to the Grade 9s

- All the Grade 9 Thandulwazi students have been given Gr 9 *Answer Series* workbooks for Mathematics; and Natural Science workbooks.
- All the registered students have been given individual log-ins for *Mathletics*. Students have access to Wi-Fi at the Saturday School and have been encouraged to download the *Mathletics* App onto their phones to make use of the programme off site. The *Mathletics* report would indicate that the majority of the Thandulwazi students are still using this resource mainly at the Saturday School, but some students are accessing the *Mathletics* programme during the week.
- Geometry sets (donated by an individual donor) have been issued to the Grade 9 students.



Cooperative learning: Grade 9 Maths Classes in action



Additional resources provided to the Grade 9s

- Casio scientific calculators (donated by H+K Strategies and JACASS) were distributed to the Grade 9s on 14 April 2018.



- The English teachers noticed that the literacy levels and reading age of the Grade 9s this year are below par. Going forward, Thandulwazi will partner with *The Literacy Planet*, and offer an online reading programme as an additional resource for Grade 9 students next term.

Careers Focus

Two Career Focus sessions are planned for 2018:

- The Thandulwazi Careers Day took place on 17 March 2018 from 10:30-14:00 and 341 Grade 9 students participated. More than 16 tertiary institutions (including Wits University, UNISA, Boston, Vega); training providers (Harambee, Growth Institute); professional associations (e.g. SAICA and JACASS) and corporate funders (Sage, KPMG, Deloitte, H+K Strategies, Growthpoint Properties, and IT solutions companies: Top-Up Solutions Trading & Projects and Open Networks) exhibited at this event. For the first hour of the programme, the Grade 9 students were able to engage with the exhibitors about courses of study, subject choice, career opportunities, and bursaries/ learnerships on offer in their sector. Thereafter, students were addressed by a range of speakers in Dace Hall.



Guest speaker, Iris Cupido, engaging with the Gr 9s at the Careers Day, March 2018

- The second Career focus session is scheduled for Saturday, 08 September, at which Grade 9s will be offered assistance with subject choices and vocational information.

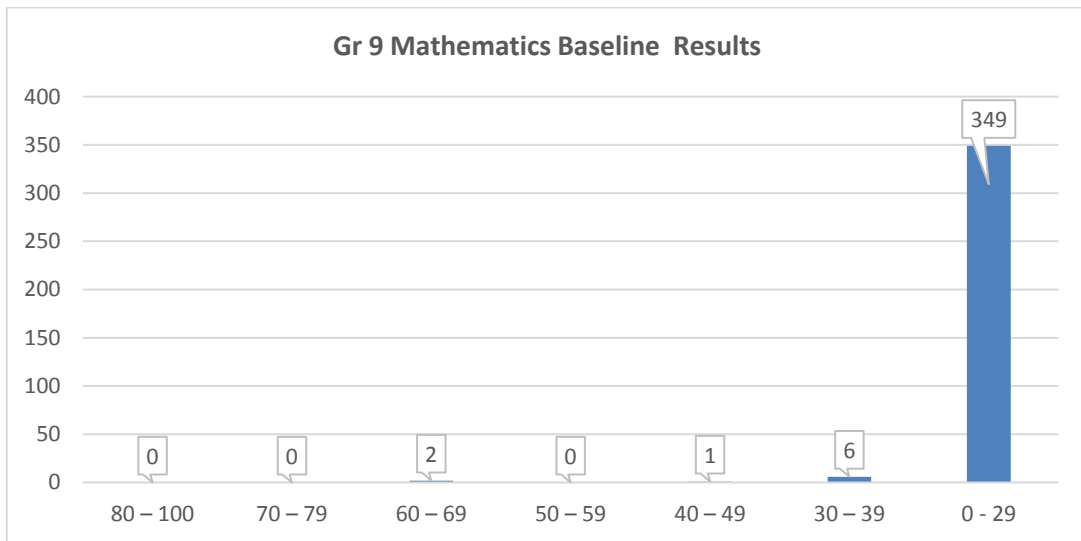
Monitoring & Evaluation of the programme

Grade 9 Baseline Assessments for Mathematics and Natural Science were written on 03 February 2018. The results reflect once again the dire need for the Grade 9 intervention.

Grade 9 Maths Baseline

The highest mark achieved for Maths on the Baseline was 68%. Only two students achieved above 50% in the assessment; with the vast majority of the Gr 9 students achieving 29% or lower. These results are in line with the 2017 Baselines and the results of the Annual National Assessments (ANA) (last written in 2014), which reflected a national average for Maths at Gr 9 level of 10,8%.

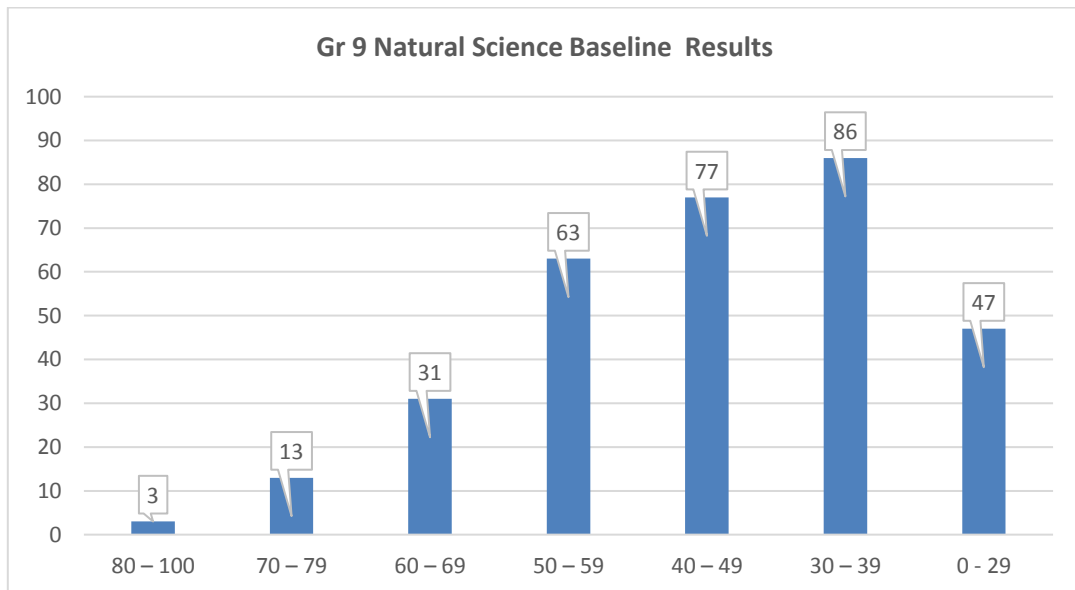
Level	Description Of Competence	Percentage	Number of students
7	Outstanding achievement	80 – 100	0
6	Meritorious achievement	70 – 79	0
5	Substantial achievement	60 – 69	2
4	Adequate achievement	50 – 59	0
3	Moderate achievement	40 – 49	1
2	Elementary achievement	30 – 39	6
1	Not achieved	0 - 29	349



Gr 9 Natural Science Baseline

Number of students who completed the task: 320

Three learners achieved an outstanding result of 80% or more; 34% (110) of students achieved above 50% on the Baseline; while 41% (133) of the Grade 9 students scored below 39%.



Level	Description Of Competence	Percentage	Number of Students
7	Outstanding achievement	80 – 100	3
6	Meritorious achievement	70 – 79	13
5	Substantial achievement	60 – 69	31
4	Adequate achievement	50 – 59	63
3	Moderate achievement	40 – 49	77
2	Elementary achievement	30 – 39	86
1	Not achieved	0 - 29	47

Mid-year Assessments

Mid-year assessments were written in Maths, English and Natural Science on 19 May 2018. The top students per subject were:

- Itumeleng Makgabo (Ivory Park Secondary)
Mathematics 98%
- Bonolo Mpete (Cosmo City Secondary)
Natural Science 93%
- Nompumelelo Shangase (Mondeor High)
English 87%



Mathletics

The mid-year report received from Mathletics SA indicates that:

- On average each Grade 9 learner at Thandulwazi has spent 2h30m online completing their Maths tasks. This time is over and above what they are doing in class, which can only benefit the students and their results.
- On average, the learners Maths improved by 13% for each activity done more than once.
- In total, Thandulwazi students have completed 45,331 curriculum questions: 38% of these were assigned by the Thandulwazi teachers/tutor and 62% completed voluntarily. The activity improvement score on average for all activities completed is up by 12,8%.
- In addition learners have correctly answered over 135,000 mental arithmetic questions.
- In total, the Thandulwazi students have achieved 1213 certificates, with the Grade 9s achieving 747 Bronze and Silver certificates.



Strategic Partners

- 3P Learning – The licence holder of the *Mathletics* programme
- JACASS (Johannesburg Articled Clerks Association)
- CASIO (James Ralph (Pty) Ltd)
- BRIDGE
- University of Johannesburg
- Westbury Secondary School Maths support programme, coordinated by Monique Bloemstein
- African Digital Education Trust

On behalf of the beneficiaries of the Thandulwazi Saturday School, we thank our many partners in education for making this programme available to Gauteng students. We concur with the view that *“children’s power to think, to imagine and to relate well to others is the nation’s source of social intelligence and human capital. Tapping that potential more effectively provides one of the greatest opportunities to transform South Africa over the next twenty years. If we fully develop the capabilities of young children so that they are able to learn when they go to school and get a decent job when they grow up, then South Africa would have fuller employment, greater economic growth, and a safer, happier society.”* (Harrison et al. 2007)

Ref:

Harrison, D (2017) Investing in children: The drivers of national transformation in South Africa. In: Jamieson L, Berry L & Lake L (eds) South African Child Gauge 2017. Cape Town: Children’s Institute, UCT)

THANDULWAZI LEARNER SCHOLARSHIP PROGRAMME

Since 2009, twelve Thandulwazi academic scholarships have been awarded. Growing this programme remains dependent on Thandulwazi’s ability to source dedicated multi-year funding, to ensure that the scholarship holders’ fees are fully covered for three years during the FET Phase (Grade 10, 11 and 12), of their education.

Thanks to the generous support of FEM, the Nash Family Trust & Virgin Galactic, Unispan Formwork & Scaffolding (Pty) Ltd, and the Team Thandulwazi/947 Cycle Challenge Fundraiser, six students are currently the beneficiaries of Thandulwazi academic scholarships and studying at St Stithians College in 2018. All six of the scholarship holders (one student in Grade 12, two in Grade 11 and three students in Grade 10), are fully involved in the life of the school and continue to make good progress academically.



FEM has once again confirmed multi-year funding for an academic scholarship in 2019. The ***Thandulwazi FEM Academic Scholarship (2019)*** was advertised in *The Star*, on various websites, circulated to partners (e.g. ADET in Westbury) and via the Methodist Churches, and distributed to the Grade 9 students who attend the Thandulwazi Saturday School. The closing date for applications was 24 July 2018. 11 high potential Grade 9 students from 10 Gauteng high schools were invited to write the scholarship assessment (covering Maths, Problem Solving, Natural Science and English) on Saturday, 28 July 2018 at St Stithians Girls' College. Shortlisted candidates and their parents have been invited to an interview on Saturday, 01 September 2018. We thank FEM for their generous support, which will make it possible to offer this three-year, academic scholarship to a high potential student for the period 2019-2021.



The Thandulwazi Scholarship exam was written on 28 July 2018



Special thanks

Thandulwazi is grateful to former St Stithians College teachers, Mesdames Johanni la Vita (Afrikaans), Jane Conradie (Maths) and Anne Bredenkamp (Life Sciences) all of whom have provided academic support and extra lessons to the Thandulwazi scholarship students (as needed) on a *pro bono* basis and assisted our scholarship students greatly in building their confidence in these subject.

(Pictured left, Johanni la Vita and David)

THANDULWAZI TEACHER PROGRAMMES

“...the success or failure of the education system in South Africa hinges on one factor broadly defined: teachers. Irrespective of whether one takes a top-down approach (provinces and the ‘Administrative Core’) or a bottom-up approach (classrooms and the ‘Instructional Core’), the conclusion is the same: the battle for improved education for the poor is won or lost on the appointment, allocation, training, supervision, competence and behaviour of teachers.”

(Van den Berg et al, RESEP report, *Identifying Binding Constraints in Education*, May 2016)

Thandulwazi subscribes to the findings of the 2007 McKinsey Report that *“that the quality of an education system cannot exceed the quality of its teachers”*. Hence a key focus of the Thandulwazi Maths & Science Academy is to equip both current and new teachers with better subject understanding, pedagogical content knowledge, and classroom management skills.

Thandulwazi's vision is a South Africa, where all our young people receive quality basic education, delivered by teachers who are professional, competent and confident in their subject knowledge, with practical and interactional skills that will ensure the effective delivery of the curriculum to their learners. Hence, the academy offers two programmes focussed on teachers to achieve this goal:

- (i) **Thandulwazi Intern-Teacher Training Programme** – a pre-service, full-time teacher training, programme offered over a maximum of 5 years, aims at growing capacity in the South African teaching corps. In 2018 43 Interns are training on this programme; and we hope to grow the programme organically to 50 by 2020.
- (ii) **Thandulwazi Teacher Development Programme** – a voluntary, in-service development/upskilling programme for current teachers offered over 11 Saturdays per annum in Gauteng and at two sites in Limpopo (Sekhukhune District and Modimolle). This is an inclusive programme and teachers self-select/opt-in to attend and upgrade their skills and hone their craft. In 2018, 1090 Gauteng teachers and 561 Limpopo teachers have benefitted from the programmes facilitated by Thandulwazi in those regions.

THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME, 2018

The 2018 Thandulwazi Intern-Teacher Training Programme, now in its 14th year of operation, is running according to schedule and overall the interns are making good progress. 16 young teachers are expected to graduate from the programme at the end of this year.

Programme to date

In 2018, 43 Interns are training on the Thandulwazi Intern-Teacher Training Programme. In line with the deliverables of the programme:

- All the Thandulwazi Interns have registered at UNISA for either a Bachelor of Education (BEd) or PGCE. They have commenced with their academic studies and assignments; formed study groups with fellow interns; and completed mid-year exams.
- The academic year commenced with an Induction Programme a week before school started, followed by Intern Workshops on Friday 12 January:
 - Mrs Lori Borello addressed Interns on *Learning to Teach*;
 - Mrs Linda Galanakis spoke on *How different accents affect teaching and learning*;
 - Ms Ruth Everson addressed the topic of personal brand and *How to have presence in the workplace*;

- Two graduates of the programme Mr Matthew Ross and Ms Noks Mpinga shared their experiences of the first year of teaching full-time and the interns were in awe of their achievements in such a short period of time.
- The interns, together with the Acting Head of Thandulwazi and Intern Director, participated in a team building session at the Kamoka Bush School on 19 & 20 January. The interns found this highly beneficial and this year's cohort seem to be working well together and offering support to each other.
- Each Intern has been assigned to a well-managed and well-resourced St Stithians School and to a mentor who offers wrap-around support: pastoral care, professional support and guidance daily, assistance and feedback to the Interns as they learn their "craft" in the classroom.
- Over the last seven months, the Thandulwazi Interns have been exposed to all facets of teaching and have attended a range of professional development and life-skills workshops to supplement their in-school and academic training. Monitoring of progress is continuous.
- The Acting Head of Thandulwazi Head and programme director continue to provide mentorship and professional guidance to the Interns; to assist interns with module choices and registration/administrative issues that may arise at UNISA; and to monitor progress both academically and in the classroom.
- All the Thandulwazi Interns have applied for provisional registration with SACE (South African Council of Educators) and have a valid police clearance certificate to ensure compliance with the legislation relating to the National Register for Sexual Offenders.

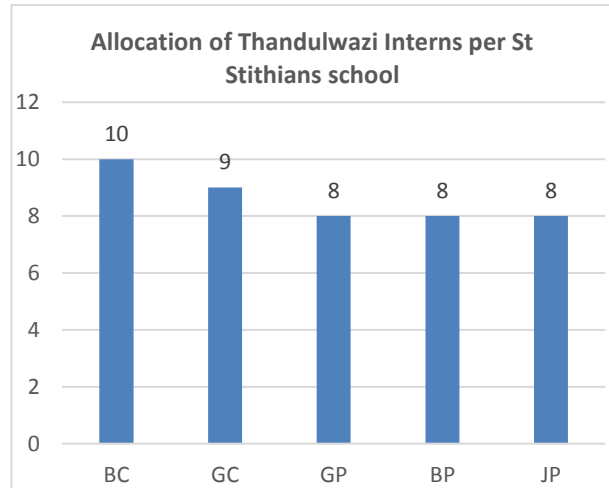
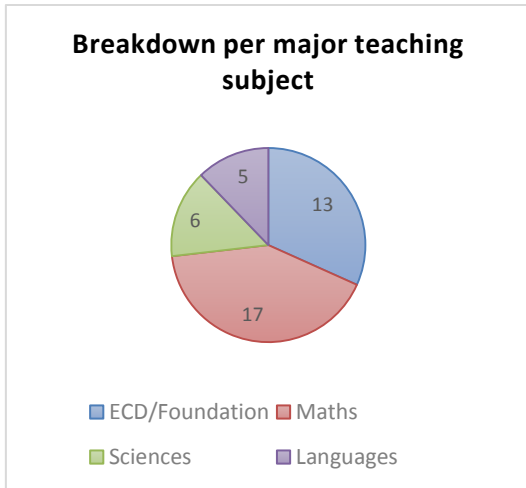
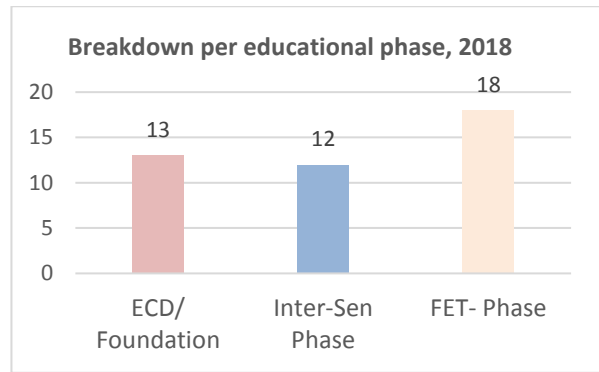
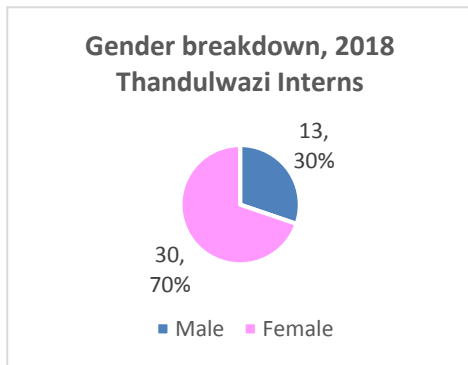


New Interns on the 2018 programme

Profile of Interns

The breakdown by race, gender, educational phase, teaching major and allocation per school is as follows:

Black		White		Indian/Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
13	21	0	5	0	2	0	02
79,1%		11,6%		4,65%		4,65%	



Reach

Interns are drawn from areas across Gauteng and beyond, including: Soweto (Pimville, Dobsonville, Naledi, Meadowlands); Johannesburg North (Randburg, Kensington B, Blairgowrie, Bryanston Ext 3, KyaSands, Hurlingham Manor; Diepsloot Ext 4, Cosmo City); Johannesburg Central (Hillbrow, Highlands North, Parktown North); Johannesburg South (Oakdene, Lawley Ext 2, Ennerdale, Peacehaven), Roodepoort (Horison, Braamfischerville); Ekurhuleni (Crystal Park, Vosloorus, Thokoza, Tembisa, Albertsdal, Phomolong); Midrand (Noordwyk); West Rand (Toekomsrus, Randfontein); Limpopo (Mutale, Mashishing (Lydenburg), Thulani); Mpumalanga (Bronkhorstspuit); and the North West Province (Steve Biko, Potchefstroom).

Community service

The programme encourages all involved to buy into the principle of “to those to whom much is given, much is expected” and paying it forward. A contractual requirement of the intern programme is that all Thandulwazi Interns have to complete 40 hours of community service in schools serving disadvantaged communities. This year, all the FET-phase Thandulwazi Interns have completed 40 hours of service, tutoring HDSA students from under-resourced schools, at the Thandulwazi Saturday School. The ECD/Foundation Phase and Inter-Sen Phase Interns are currently completing their community service during the August school holidays, where they will assist at a range of partner schools for a week (40 hours). This element of the programme is not just about “giving back”, but also to keep interns in touch with the realities of South African education and to experience some of the daily challenges faced by teachers working in under-resourced schools serving disadvantaged communities.

Lifelong learning

Continuous professional development is a key focus of the intern programme. Interns are encouraged to

attend workshops, seminars and conferences which will enhance both their professional and personal development. This year, opportunities have included:

- Ed-Tech training sessions, run in-house. Skills developed include preparing effective PowerPoints, learning how to make an I-Movie, and Excel training;
- *Number Sense* and *Thinking Maps* workshops; and *Kagan Cooperative Learning* sessions for the Intermediate phase interns;
- Attendance at the IEB Maths User-Group Conference (February); IEB English User-Group Conference; ADHASA Conference at Wits; *Raising Boys & Girls’* Conference in May 2018; *AMESA Maths Conference* in Bloemfontein in June; and *GTI Axis Summit* for Educators at Wits University in July 2018.

Interns’ Academic Progress, 31 July 2018

A review of the mid-year exam results reflected excellent academic progress overall, with interns passing 87% of the modules for which they have registered.

A summary of the mid-year results is detailed below:

Mid-Year UNISA Results (final)	Number	%
Total Modules registered in Semester 1, 2018	169	
Total Passed (of)*	147	87,0%
<i>Total Modules passed with Distinction</i>	56	38,1%
Total Supplementary exams to be written	12	7,1%
Total Failed	10	5,9%
2 Interns are registered for Year-long modules to be written in November*	16	

- It is pleasing to report that four of the Thandulwazi Interns passed their first semester with distinctions in every module; and 22 interns achieved distinctions in one or more modules.
- The programme director has met with the six interns who failed one or more modules. They are required to repeat the module/s at their own expense; and an academic support programme and strategy going forward to assist the relevant Interns with improving their academic results has been determined.

Highlights

- Thandulwazi Intern, Ade Avela Nanti, was selected by Global Teacher Institute as one of 16 South African student-teachers to go on a month-long student-teacher exchange to the USA from 02 March to 03 April 2018. Avela’s story has received wide coverage in the press. In May 2018, Avela gave a report back to the Thandulwazi Interns about the experience of working in the Hamlin School (San Francisco), and presented on her research topic at the GTI AXIS Global Teacher Summit at Wits in July 2018.
- Graduates of the Thandulwazi Intern-Teacher Training Programme were invited to attend the annual Founders’ Day celebrations at St Stithians College on 02 June 2018, with the intention of touching base and the establishment of a Thandulwazi alumni organisation (TAO) for graduates. Only ten graduates attended, which was disappointing, but all were keen to establish an alumni association. Thandulwazi graduates Sian Davidson (Montrose Primary School) and Sanele Ndaba (Lebone College, Rustenburg) have agreed to champion the development of the TAO.
- *Intern Connect* is a new initiative in 2018. The interns have a timetabled weekly slot, which alternates between cross campus intern get-togethers and IT training sessions, conducted by Mrs Pam Macmillan, ICT teacher in the Boys’ College. This term the Intern Connect time has been used for a professional development course run by *Instil Education*.

2018 Challenges

Some of the challenges faced over the last seven months include:

- Poor communication, organisation and administration at UNISA remain a challenge. The programme director has established contact with Mr SM Shabangu, the Acting College Coordinator of the UNISA College of Education. Mr Shabangu has been assisting with course selection and registration queries for the Thandulwazi interns; attended a meeting at the Thandulwazi offices with the interns and addressed their queries and concerns. Continuing to build on this relationship will be most beneficial to the intern programme going forward. The delays with the release of UNISA mid-year exam results have been particularly frustrating.
- Affordable accommodation close to the College: various solutions have been investigated. Some interns have pooled resources and rented a house in Kensington B, which is shared as a communal house; some are renting flats in Randburg; one of the interns successfully applied for the assistant house-mother post in the Girls College boarding house in 2018, which provides accommodation on site; and three male interns are currently accommodated in the staff quarters at the St Stithians Boys' College boarding facility.
- Hikes in petrol costs impact on transport costs and for many of the interns living in distant townships this remains a challenge.

Mentorship Training

Mentors attend a termly workshop with the Thandulwazi Head and programme director. In addition, mentors received mentorship training on three afternoons in June 2018, conducted by Mrs Libby Huggett (former deputy Head at St Mary's and current facilitator/ trainer at TeachSA). The workshops focussed on defining mentorship; relationship-building with interns, potential barriers, expectations; goal setting and strategies for engagement with interns.

Networking

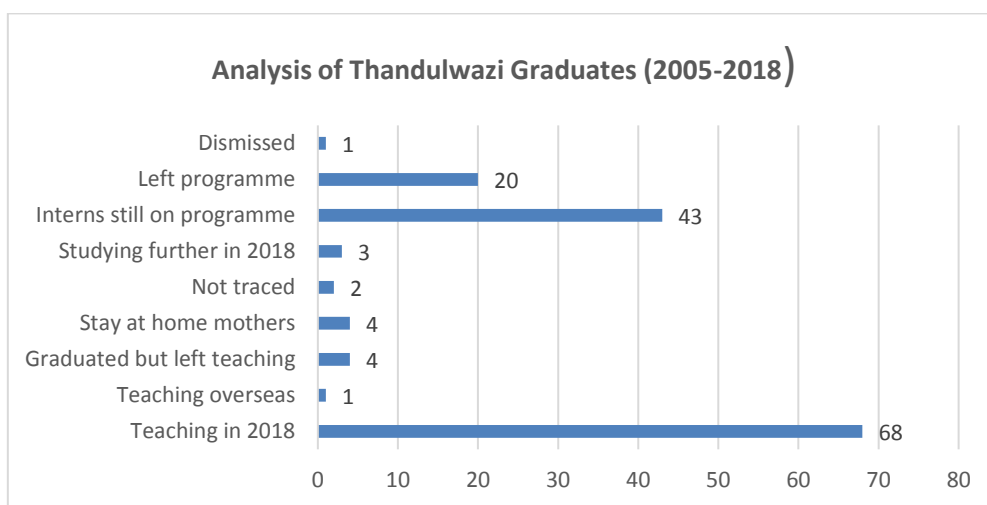
In February 2018, Thandulwazi hosted a cluster meeting of Gauteng schools, running Intern-teacher training programmes, at St Stithians College. At this forum, selected interns spoke about their journey towards becoming teachers. The forum met again in May 2017 at Kingsmead and the Thandulwazi programme director attended this meeting.

Recruitment for the 2018 Thandulwazi Programme

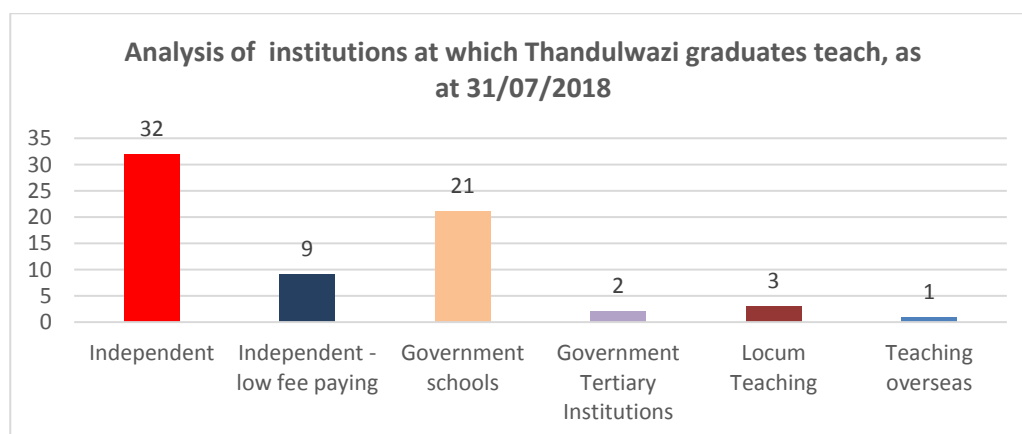
- The recruitment process commenced in May 2018. The advert was placed on key websites (St Stithians College and ISASA websites) and advertised through various partners and stakeholders. This year the online application process was streamlined to ensure that only those applicants who met the main criteria went through to the next level. In total 9296 online applications were received by the closing date, 31 May 2018.
- Assisted by a recruitment agency, the applications were processed based on agreed criteria, and 200 applicants were invited to an Open Day on 28 June 2018, which included a briefing session on the programme, online IT tasks to assess core competencies, discussion and engagement for further selection.
- Thandulwazi hopes to grow this programme to 45 Interns in 2019. Eighteen places are available on the programme for next year and 45 candidates have been shortlisted for the first round of interviews with the Thandulwazi Head and programme director in August 2018. The second round of interviews with the St Stithians Heads and final selection are scheduled for September.

Impact of the Thandulwazi Intern Teacher-Training Programme, 2005-2018 (as at 31/07/2018)

- In the period under review, a total of 146 interns have trained on the Thandulwazi Intern-Teacher Training Programme; 43 of whom are current interns.
- 1 Intern was dismissed and 20 Interns left the programme for a variety of reasons before graduating.
- 4 graduates taught for a number of years, but are now stay-at-home mothers.
- 2 graduates left teaching and work in libraries; 1 is working in education management; and 1 graduated but is still looking for a teaching post in Newcastle.
- 2 graduated but cannot not be traced.
- 3 graduates are furthering their studies in 2017.
- Of the 82 Thandulwazi graduates, 84% (69) are currently teaching at a range of schools/ institutions, in either a full-time or part-time capacity.



- Thandulwazi graduate teachers are teaching in a range of schools across the country.



The impact of this pre-service teacher training programme is best reflected in the words of one of the Thandulwazi beneficiaries, Ms Lucia Mangola, who graduated from the programme in December 2017 and was awarded her Bachelor of Education from UNISA this year. She wrote as follows to Mesdames Johnson and Mngambi on 02 August 2018:

“There’s a saying that goes: ‘It takes a village to raise a child!’ I was only 21 when I came for an interview that was about to change my life. The journey that was about to unravel in front of me was not one I was ready for. It was not always easy but with the great support of fellow interns (who have now become

friends), staff, mentors and the entire Thandulwazi family I have made it this far. I have accomplished more than I could ever imagine. From living in a tiny shack in Soweto, never did I imagine that all those sleepless nights and constant fear of failure would lead to me sitting in a classroom as an independent young teacher and moulding young minds. I did not always have the zest in me and during class observations I made tons of mistakes, but all those obstacles have helped me develop my confidence both personally and professionally. Thank you for taking a chance with me and giving me the amazing opportunity of learning from one of the best teachers and schools in South Africa. Most importantly thank you for helping me obtain my qualification, providing me with a meal a day and depositing money into my account so that I could also look presentable and be able to arrive at work each day. I would not have been able to reach this milestone by myself. For that I thank you so much and may you both be continuously blessed”

Lucia Mangola, Email: 02/08/2019

Strategic Partners

- UNISA
- ISASA Schools Intern Forum



Bernita Wahab, Intern, in action in Grade R Classroom, 2018

THANDULWAZI TEACHER DEVELOPMENT PROGRAMME

*“Teachers cannot effectively teach what they do not know themselves.
Until South African teachers are better equipped with content knowledge, learning gains
in students through other interventions will be marginal.”*

(Taylor & Taylor, 2013)

In total 1090 Gauteng educators, teaching across the educational phases, have registered for the in-service teacher development programme this year. Educators are drawn from across greater Gauteng, with the majority of the teachers working in the pre-Grade R and the Foundation Phase (Grade R-3).

2018 Gauteng Programme

- 13 Saturday sessions are planned for the year, including 2 x registration/ briefing day; 10 contact sessions of workshops (2 90 minute workshops per session); and the annual Closing Ceremony scheduled for Saturday 13 October 2018.
- Registration took place over two Saturdays (03 And 10 February 2018) and a total of 1090 Gauteng teachers registered across the phases for the teacher workshops and leadership programme.
- 96,5% of the registered teachers are female; with 99,5% of the beneficiaries being historically disadvantaged.

Profile of the registered teachers

RACE	WHITE		BLACK		COLOURED		INDIAN	
	M	F	M	F	M	F	M	F
Sub-Total	0	5	37	1029	1	18	0	0
Total/ Percentage	5 (0,5%)		1066 (97,8%)		19 (1,7%)		0	

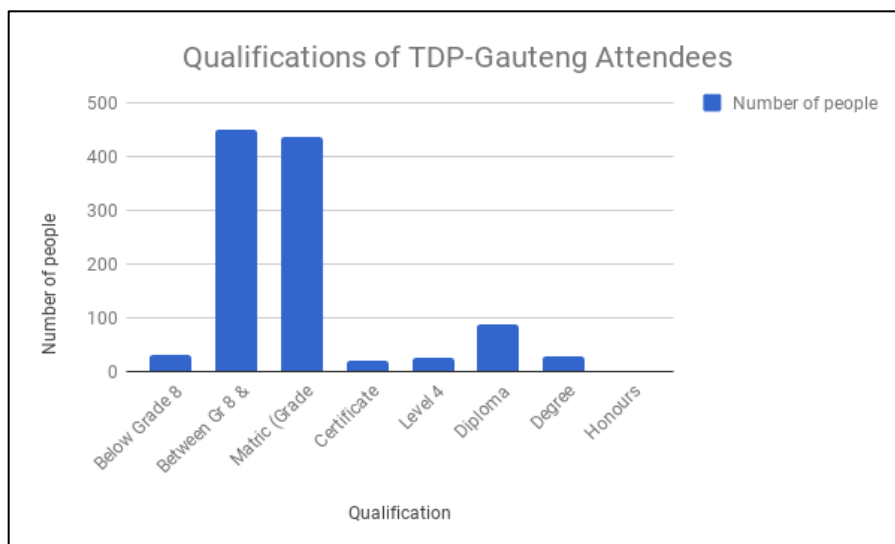
- HDSA 99,5%
- Female 96,5%
- Male 4,5%



Teacher qualifications

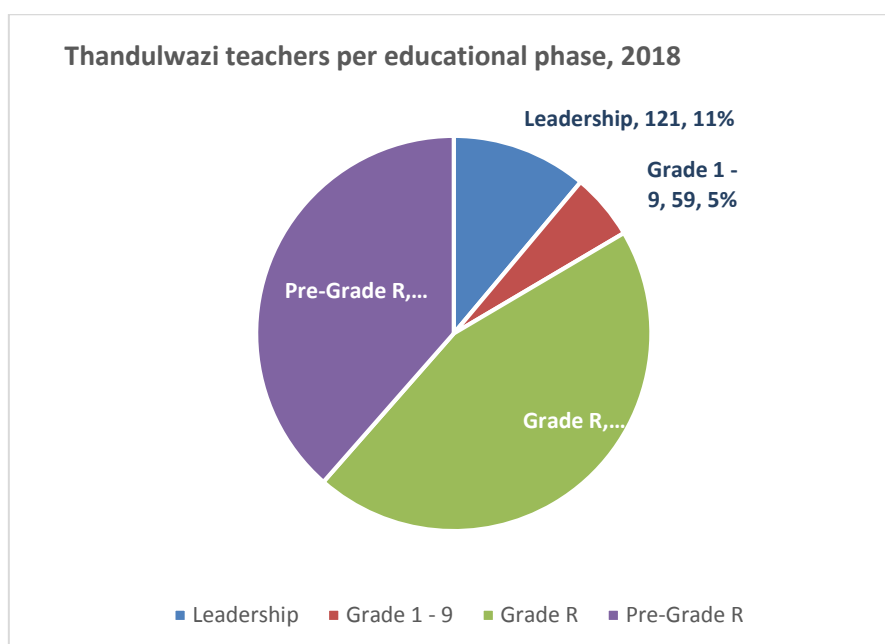
A review of the beneficiaries' qualifications reveal that of the 1090 teachers:

- 87 have a teaching diploma
- 29 teachers have Bachelor degrees
- 1 teacher has Honours in Education



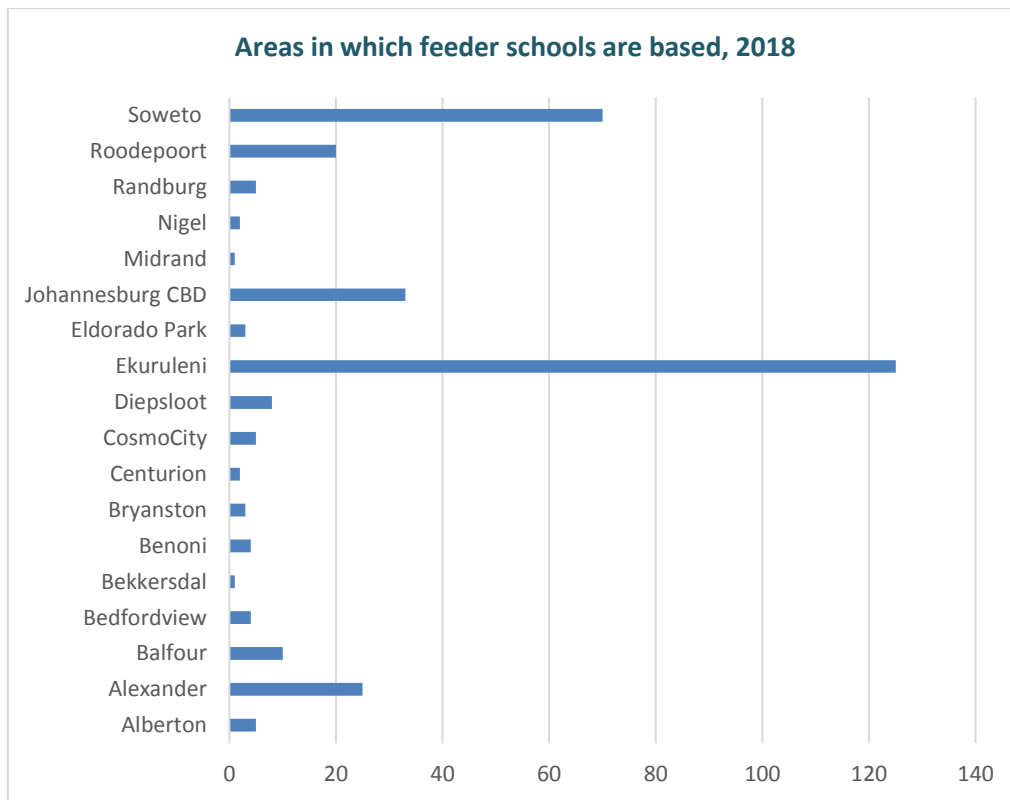
Phases in which the Thandulwazi teachers work

84% of Thandulwazi's registered teachers work in pre-Grade R and Grade R. Recognising the dire need for in-service professional, hands-on, practical and interactive teacher training programmes at this level, over the last decade the Thandulwazi Teacher Development Programme has offered a programme of upskilling workshops for large numbers of teachers working in the ECD/Foundation Phase using the facilities at the three Prep Schools at Stithians College in Gauteng.



Schools

Teachers are drawn from over 300 schools, based in suburbs and townships across greater Gauteng:



The Programme to date

The teacher workshops continue to focus on improving teachers' content knowledge, particularly in numeracy/Maths, literacy and language, and Natural Science; classroom management skills; teaching methodologies; and integration of technology into their teaching and the classroom. Over and above the workshops presented to teachers, Thandulwazi has also offered accredited courses for targeted groups of educators:

UNISA ECD Course - Pilot, Year 2 – Pax 60

- In 2018, the academy has facilitated a Thandulwazi/UNISA accredited professional development course for 57 selected, Gauteng-based, pre-Grade R and Grade R teachers. Demand for places on this pilot, which is now in its second year, was high but many applicants for this course did not have a Level 4, which is a UNISA requirement. This short course runs over a year.
- Thanks to the generous support of **Growthpoint Properties**, the cost of the UNISA course is covered by the Thandulwazi programme. The UNISA course material is complemented by targeted, module-related teacher workshops at Thandulwazi. Two dedicated Thandulwazi facilitators assist teachers with their assignments/ course work and the practical implementation of the content in their classrooms; as well as classroom support visits. Workshops have been well attended (overall attendance is running at 81%); and the tracking of assignments reflects a commitment and real effort by the beneficiaries.
- The UNISA/ECD groups are working steadily on their UNISA assignments. Thandulwazi tracks their assignment results and many of the teachers have achieved excellent marks to date, with some scoring 100% for course work submitted. These achievements are celebrated at Thandulwazi and this has done much to boost the confidence of the teachers involved.
- For many of the selected cohort, this pilot has offered teachers their first opportunity to study at the higher education level; to improve their teaching, management skills and content knowledge.
- Feedback and classroom visits would indicate that the beneficiaries have grown in confidence in their classrooms; are teaching in new and innovative ways; and have a better understanding of how young children learn.

- The workshop facilitator for the UNISA ECD Pilot groups, Prim Naidoo, reported as follows on: *“Saturday (09 June) was a momentous occasion for Bonelela and me as we celebrated with our teachers in the UNISA Group. Many of them had received their assignments from UNISA and they achieved excellent results. Many teachers attained between 80-98% in some of their assignments, the lowest mark thus far was 68%. I feel this is a fantastic achievement - Bonelela and I are so proud of the Thandulwazi ECD teachers.”*

Sylvia Chifura is the director at Joyous Kids Day Care, in Florida, Roodepoort. When the Thandulwazi Head visited her school, Sylvia commented as follows:

“I am very grateful to Thandulwazi Science and Maths Academy for giving me the opportunity to be equipped with relevant teaching knowledge and skills that will make a great impact into the lives of the young generation of South Africa.

It has been an exciting journey for me at this academy for the whole year to be sponsored with UNISA fees, learning materials. Workshops and refreshments at sessions, all these were beyond my reach. Thandulwazi ECD workshops taught me how to implement various approaches that are relevant in enriching the young generation of this modern era .and exercise appropriate leadership styles at an institution.

The topic on home school helped us as an institution to open channels of communication with the parents at large and this has seen a great improvement in children's morale.



Thandulwazi ECD workshops enlightened us on financial management such budgeting, planning and proper handling of funds which has seen our incomes and expenditures being well monitored. Learning was made more interesting by proper planning of indoor and outdoor activities.

Last but not least I would want to thank my two Thandulwazi workshop presenters, Prim Naidoo and Bonelela, who have been so good to us for the whole year assisting us on assignments and portfolio.”

Leading education researcher, Dr Nic Spaull, contends that all the research into education in SA would indicate that the poor results achieved by South African students at the Grade 12 level are rooted in weak educational outcomes much lower down in the education system, commencing in the pre-school phase and earlier. Currently, there are an estimated 6,3 million children under the age of 6 in South Africa; 63% of whom live in poverty (i.e. families earn less than R923 per month). To a large extent, a child’s socio-economic circumstances will dictate his/her access to early learning opportunities; and the quality of that child’s ECD education. The successful rollout of Grade R across SA has ensured that 90% of 5 years olds are now enrolled for Grade R; but given that poorer children are less likely to have access to effective early learning programmes, large numbers of children enter the basic education system at a distinct disadvantage and many of these students never “catch up” (Spaull).

If one accepts that the *“the foundations for lifelong learning are built in the first 6 years of life when the brain is most receptive to stimulation”* and that *“children who do not attend quality early learning programmes,*

start formal schooling at a disadvantage (and that) the gap between them and their more advantaged peers widens over time.” (The South African Early Childhood Review 2016); then it is critical to invest in programmes that seek to “remedy” the problem before students start attending primary school. Thandulwazi believes that providing effective training and professional development for educators working in the early childhood development phase is therefore critical.

Leadership Programme – Pax: 180

Research undertaken by Nuraan Davids, Associate Professor of Philosophy of Education, Stellenbosch University, indicates that in SA schools, “Women are under-represented in school leadership positions. This is despite significant shifts towards gender equity over the past two decades. Female teachers make up about 68% of the country’s teaching force. But only 36% of principals are women.”

162 school leaders registered for the Thandulwazi leadership programme in February 2018, the majority of whom are female educators. Three leadership courses are offered and there has been very positive feedback from the school leaders about the courses offered this year.

- Course 1: SETA accredited Leadership Advanced Certificate in Education (capped at 60 pax)
- Course 2: SETA accredited Fiscal Management and Aspiring Leadership Programme (capped at 60 pax)
- Course 3: SACE endorsed programme on the Pillars of Leadership (capped at 60 pax)



New features of this year’s programme

- Thanks to dedicated funding, nine Thandulwazi school leaders were able to attend the St Stithians College *Raising Boys and Girl Conference* in May 2018.
- As part of the focus on teaching literacy and language in innovative ways, Philippa Bragge, one of Thandulwazi’s most experienced presenters, who has a passion for teaching drama, takes teachers through various ways and methods of teaching drama, emphasising the pedagogical value of each activity.
- *Introduction to Coding and Robotics*: The Technology, Coding and Robotics workshops, are giving teachers an opportunity explore 21st century teaching tools, and develop strategies to enable their students to be creative, solve problems and think critically. The teachers are also taught how to integrate technology in teaching and learning.

Monitoring & Evaluation (M&E)

- Monitoring of the programme is continuous. The programme coordinator, Edward Rufu, oversees the quality assurance of the programme. After every workshop or session, participants are required to fill in the feedback forms.
- Presenters attend morning briefings prior to the Thandulwazi Saturday sessions to remind them of the core vision of the Thandulwazi teacher development programme. Workshop presenters are required to complete reflection forms indicating what worked in the session; what went wrong during the session and how they plan to solve it; and the best practices of the session. This is done to improve the quality of future sessions.
- Thandulwazi teachers are required to bring their files to each session with evidence of learning that is taking place in their schools/ classrooms. This file is reviewed at Thandulwazi on Saturdays; teachers share with colleagues what worked well and what did not; and serves as an incentive. Teachers are encouraged to go back to their schools and work very at applying what they have learnt in the workshops and to collect relevant materials as evidence of learning.
- School visits are undertaken by the programme director and Head of the Academy.
- In October, registered teachers will complete an on-line evaluation of the 2018 programme.

Challenges to date

Some of the key challenges this year have included:

- The Gauteng programme did not achieve its target of 1300 registered teachers this year. In total 1090 Gauteng teachers registered for the 2018 programme, with low Intermediate/Senior phase numbers this year.
- Demand for places from teachers working in the ECD/ Foundation Phase remains very high and numbers had to be capped due to capacity constraints at this phase.
- Year 2 of the Thandulwazi/UNISA accredited ECD practitioners' pilot is underway with 57 teachers registered for the course. For most of the Thandulwazi teachers selected for the ECD Pilot, this has been their first opportunity to study at the post-Matric/tertiary level. Hence, the Thandulwazi Team has had to provide a lot of additional support and assistance with the registration process at UNISA; with obtaining the UNISA course-work; and with the submission of assignments to UNISA.
- Administrative challenges at UNISA remain problematic. The UNISA course material did not arrive on time, resulting in delays with the ECD/UNISA pilot teachers starting their assignments. To ensure that the teachers did not fall behind and teachers were able to complete their assignments on time, Thandulwazi offered the UNISA groups two additional contact sessions on 14 and 21 April 2018 to cover the UNISA-course related topics.
- The process of preparing the modules for the courses offered at the Thandulwazi Teacher Development Programme for SACE endorsement is ongoing but slow. There have been some challenges with SACE.
- There have been calendar clashes with GPDE Programmes conflicting with Thandulwazi workshop dates on some Saturdays.
- The cost of transport is a factor impacting on regular attendance for some of the teachers.

Feedback from a beneficiary of the 2018 programme

The Thandulwazi programme co-ordinator reports that Mr Petrus Vuyani Ndlovu has been attending the Thandulwazi teacher workshops since 2015 and he continues to find value and benefit from the programme offered each year. Petrus commented as follows to the programme coordinator:

".....my school is called Our Legacy and based in Ivory Park. We have 10 staff members and so far, we have 174 learners and still counting because we have been receiving new learners every day since opening on the 17th of January. All the progress that I am making is an outcome of the motivation that

I have been getting from you ... yes, I mean yourself and other facilitators here at Thandulwazi. I am deeply grateful that you guys are just awesome, and I run out of words to express my heartfelt gratitude. You have been motivating me since I started with you in 2015.... If it wasn't Thandulwazi I could not be what I am today within such a short space of time..." (March 2018)

Overall the Thandulwazi Teacher Development Programme is on track in 2018. Eight contact sessions have been held to date; overall the workshops have been well attended (average attendance rate: 72%); feedback from the registered teachers has been positive; and the programme is within budget.

Strategic Partners

- Autism SA
- BRIDGE
- Ukhanyiso Ebantwini
- 3P Learning – *Mathletics* for Teachers
- Microsoft SA
- UNISA Faculty of Education: Centre for Continuing Education and Training

THANDULWAZI-PEP TEACHER DEVELOPMENT PROGRAMME IN LIMPOPO

Sekhukhune District Programme, Year III, 2018

2018 is the final year of a three-year teacher development programme facilitated by the Thandulwazi Maths & Science Academy in the Sekhukhune District of Limpopo. The Academy has valued the partnership in education with PEP, the funder of this programme, and Social Innovations over the last three years.



Registration

Registration was scheduled for two Saturdays, 10 and 17 February 2018. Prior to registration, the programme was advertised to the community via:

- Government Circulars: the district and Department of Education were asked to circulate details of the workshops and encourage teachers to attend;
- SMS: Teachers who registered for the programme in the previous years were reminded via SMS of the dates of registration and encouraged to attend the workshops this year;
- Radio: two members of the Sekhukhune team featured on the local radio stations to promote the programme;
- Community Posters : posters where put up in different community areas to encourage registration; and
- Selected Churches informed their members of the programme on offer.

Despite advertising/ marketing the programme, registration was slow and in total 360 teachers registered for the 2018 programme.

Profile of beneficiaries

Historically disadvantaged: 100%
 Black (African): 100%

Gender

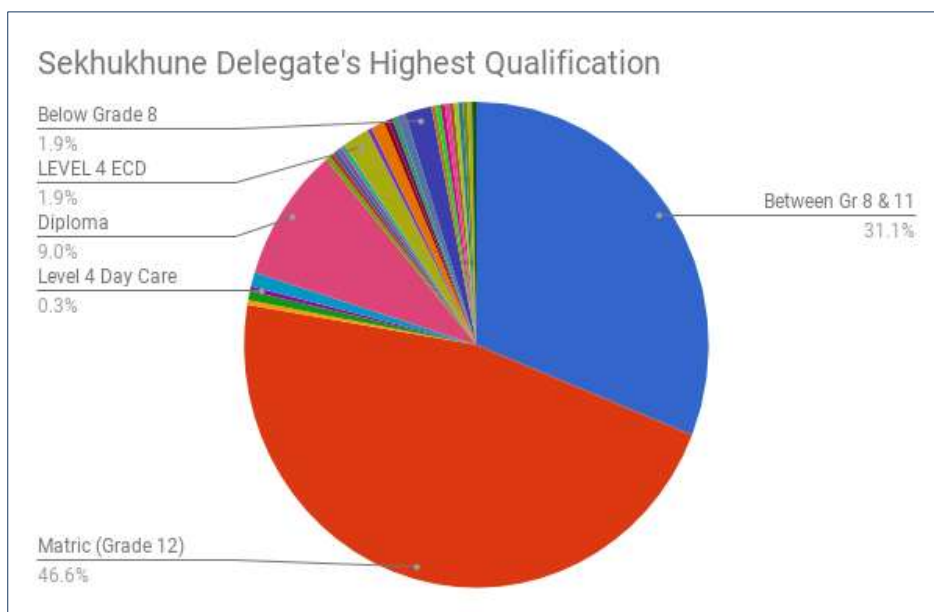
Female: 97,9%
 Male: 2,1%

The gender ratio is in the expected range. The ECD as well as Foundation Phase have a vast majority of female educators with very few males. In the last few years, we have had male delegates attending workshops (less than 10 % of all delegates), as in 2016 and 2017 Thandulwazi offered workshops for teachers in the Intermediate Phase, Senior Phase and School Leadership. This has not been the case in 2018, where a strategic decision was taken to focus on the ECD/Foundation Phase.

Age

The attendees’ age span is between 19 and 66 years of age. The majority of attendees are in their 40s.

Qualifications



- A review of the qualifications of the beneficiaries, confirms the low base from which many of the teachers in this district are coming:
- Most of the Thandulwazi teachers attending this programme have a Grade 12 certificate (46,6%) with no Higher Education qualification.
- 31,1% have only completed a grade between Grade 8-11;
- 2% of the teachers had only a primary school level of education;9% of the attendees have a diploma or Higher Education qualification; and the balance reported on a Level 4 certificate in ECD or Day Care.

Given that the programme focuses on ECD/ Foundation Phase (pre-Grade R to Grade 3), this level of education is expected. Many attendees are Limpopo women who have started their own crèche or ECD centre in their communities out of need and to make a living. These stats reconfirm the need for an ECD

focussed upskilling programme in the district; as well as the need for Thandulwazi itself to become a registered higher learning institution to assist these practitioners not just in terms of content and methodology, but with a recognised qualification.

Where do delegates come from?

- All the registered Thandulwazi teachers are from the Sekhukhune region; teaching in rural schools/ pre-schools; and all attendees are from a previously disadvantaged background.
- The Sekhukhune District of Limpopo is largely rural. The district covers a vast area of the Limpopo province. The main urban centres are Groblersdal, Marble Hall, Burgersfort, Jane Furse, Ohrigstad, Steelpoort and Driekop; and beyond that there are approximately 605 villages.
- The population is sparse and widely dispersed throughout the district.
- Low levels of education, high unemployment and poverty prevail.

Venue

The Thandulwazi-PEP Teacher Development Programme is hosted by the Malekutu High School in the Sekhukhune District of Limpopo. This is the oldest school in the area and under-resourced: while the classrooms are of an adequate size to host workshops, they are poorly maintained, with damaged windows and ceilings; desks and chairs that need replacing; and poor ablution facilities.

Like many rural schools in this region, the school has no library; no Science lab; no staffroom or sports fields; and connectivity and electricity are intermittent.



Workshop Facilitators

The Limpopo programme coordinator is: Mr Nicky Fernandes. Well qualified and experienced workshop facilitators are sourced from Gauteng and from Limpopo.

Gender profile of facilitators

Female: 66,7%

Male: 33,3%

Qualifications

- 1 – Teaching Diploma
- 3 – Bachelor of Education (BEd)
- 6 – BEd (Honours)
- 2 – Masters Degrees in Education

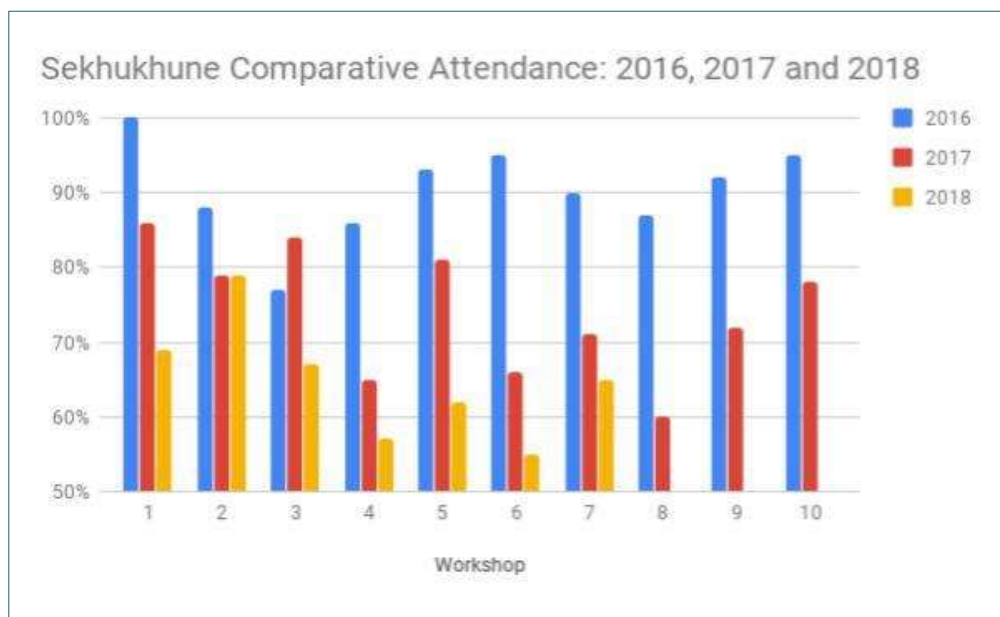
The experience of the facilitators ranges between 13 years and 36 years of practical work in school settings. Preference is also given to facilitators that can communicate in Sepedi, but Thandulwazi does provide translators if that is not the case.

Monitoring & Evaluation of Workshops

Attendance

A key indicator of a successful programme is attendance. Attendance is monitored at each workshop. This year, attendance has been lower than in previous years. If one compares the attendance for the first seven sessions over the last three years, the decline in attendance is evident.

Thandulwazi has been active in this district since 2013, so possibly it is time to look at offering the programme in another district or at an alternative site; or review the offering and focus on an accredited programme for fewer teachers who qualify to complete a Level 4 or Level 5 course.



Continuous monitoring

The programme coordinator, Nicky Fernandes, monitors the workshops at each session and he reports as follows:

“Feedback from attendees is an important aspect of the workshops. It allows Thandulwazi to better measure what is being achieved and improve on aspects that are identified as problem areas. The feedback from participating teachers was sourced at the end of each session in the period under review; it focussed on the quality of the presentations, the quality of the presenters and the relevance of the workshop material. Attendees were also asked to list what they enjoyed the most about the workshops and what could be improved.”

Overall feedback of beneficiaries

- The majority of the attendees (72 %) rated the presentation quality as excellent, 25 % of attendees rated the presentation quality as good.
- 51% of the attendees rated the relevance of the material as excellent and 43 % percent of the attendees rated the relevance as good. 6% of the attendees rated the material relevance as average.
- The attendees were asked to rate the quality of the presenters: 89% rated the facilitators as excellent. 8% of the attendees rated the presenter quality as good.
- Attendees were also asked if they had used any of the tools, skills, techniques learnt at Thandulwazi in their own classroom: 97,3% of respondents confirmed that that had implemented their learnings from Thandulwazi into their teaching/ classrooms.

Qualitative insights

Attendees were asked to note what they had enjoyed the most when attending the workshops; and what improvements they would suggest.

What did you enjoy most?

- *“We all get the chance to demonstrate before other teachers. And wherever we were left behind we worked together as a team.”*
- *“The way our presenter teaches us more especially with parables so that we understand better.”*
- *“We get different ways of approaching challenges.”*
- *“They help me how to prepare lesson plan for learner.”*
- *“We are helping one another and sharing ideas”*

What can Thandulwazi improve?

- *Extend the duration of the lessons*
- *Extending the duration or time of the lessons will be much of a benefit to us*
- *Information about next year's workshop must reach people in time.*
- *It will be better if they extend the lessons, e.g. 3 weeks in a month.*
- *At least the school must improve the certificate to diploma cause some of us is an opportunity to further our studies*



The Acting Head of Thandulwazi (Karen Walstra) noted that: *“The desire to learn by those attending the workshops is enormous, with comments such as: “Thanks very much for your help”, “I’d like to thank you for giving me this opportunity”, or “I like this program because it is fruitful and motivational”. There are many requests for accredited courses, and on the other hand comments such as “I would like to receive a certificate of transfer to teach primary school after the courses” and “I want to be a qualified Foundation Phase teacher.” shows both the desire to achieve more and the misunderstanding of what Thandulwazi is offering as an upskilling programme within one’s existing teaching environment.”*

Teacher workshops

- Each Thandulwazi workshop runs for 90 minutes; and at each session teachers attend two workshops.
- Workshops have focused on: selected sections of the CAPS document; classroom management and creating a learner-friendly teaching environment; lesson preparation; and teaching numeracy, language/literacy, and awareness of the environment/ natural science at the ECD/Foundation Phase.
- At two sessions this year, a workshop presenter from Eskom's educational unit (which has partnered very successfully with the Thandulwazi Gauteng Programme over many years), shared age appropriate teaching materials and resources on energy and electricity awareness with the Limpopo-based teachers.



Catering

Given the challenges experienced in 2016 at the partner school, Thandulwazi continues to source refreshments in Gauteng and transport this to the venue for each session. This continues to work well.

Closing Ceremony

The final session of workshops for the year was facilitated on Saturday, 21 July 2018. The Closing Ceremony is scheduled for Saturday 25 August 2018 and teachers will be awarded their certificates of attendance. Further details about this event will be distributed in due course.

Challenges

Challenges have been experienced this year with the coordination of the programme; slow registration at the start of the year; and the poor maintenance and preparation of venues prior to the Saturday sessions.

Modimolle/ Waterberg District Programme, Year 1, 2018

2018 is the first year of a three-year teacher development programme facilitated by the Thandulwazi Maths & Science Academy in Modimolle in the Waterberg District of Limpopo. The Academy has valued the partnership in education with PEP, the funder of this programme, and Social Innovations over the last year.

Registration

- Registration took place on Saturday 10 February 2018 and in total 202 teachers registered. Thus the targeted number of teachers was achieved.
- At the request of the ECD departmental officials, the sessions planned for 11 Saturdays was rearranged into three blocks of continuous workshops:
 - Block 1: Wednesday 4 April, Thursday 5 April, Friday 6 April
 - Block 2: Monday 25 June, Tuesday 26 June, Wednesday 27 June, Thursday 28 June
 - Block 3: Thursday 9 August (National Women's Day), Friday 10 August, Saturday 11 August
- The Closing Ceremony is scheduled for Saturday 6 October 2018.

Programme offered

- The programme's focus is on pre-Grade R and Grade R teachers.
- A SETA accredited course in ECD school training and leadership is offered by Thandulwazi in collaboration with *Ukhanyiso Ebantwini*. Thandulwazi presenters travel to Modimolle to present the workshops and are accommodated overnight in Modimolle.
- Wi-Fi has been organised for both Limpopo sites, so that registration could be captured live and in real time.
- The Modimolle programme offers two courses:
 - A SETA Accredited National Diploma, Level 5 ECD (3 year course)
 - A Thandulwazi ECD Proficiency Certificate (ECD classroom management and lesson preparation workshops, 1 year course, for those teachers who do not have a Grade 12)
- Two blocks of workshops have been successfully completed to date, with much engagement and involvement by the attending teachers.
- Two local educators, Mesdames Victoria Letoaba and Lilian Sethole, have been appointed as programme coordinators for the Thandulwazi-PEP teacher development programme in Modimolle.

Venue

Dagbreek Primary School, Modimolle

Profile of the Thandulwazi Beneficiaries in Modimolle

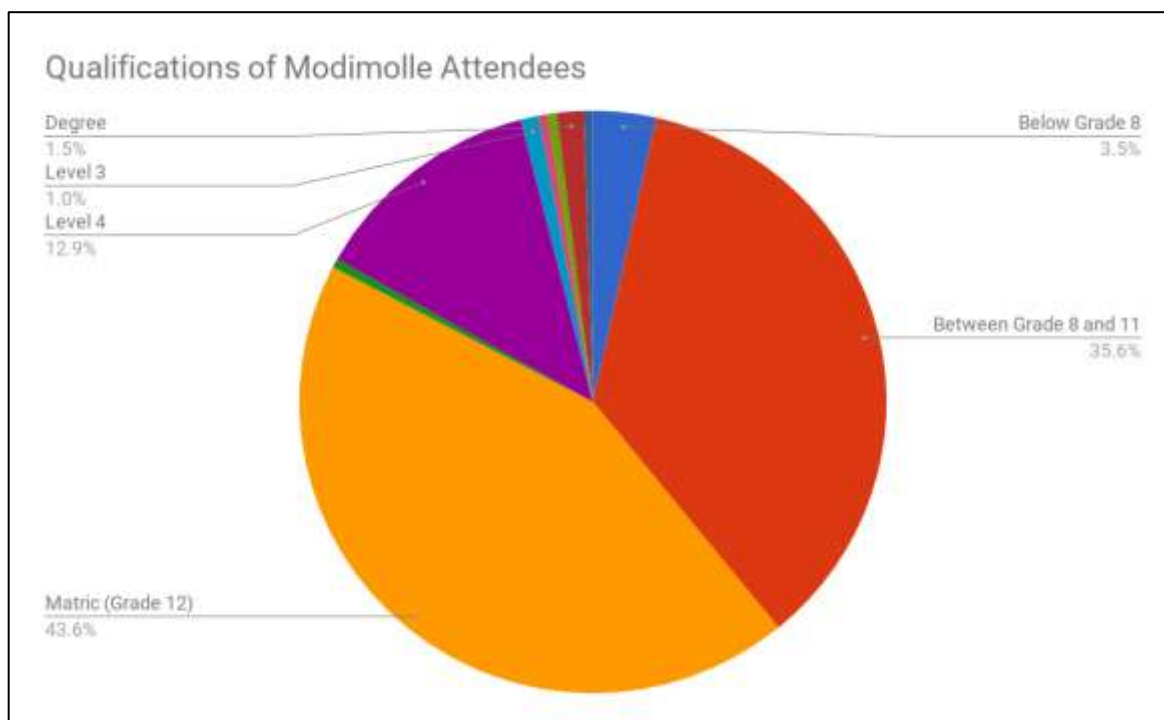
Race	Totals - Race	Race (live totals)	Females	Males
Black	201	201	194	7
Coloured	1	1	1	0
Indian	0	0	0	0
Asian	0	0	0	0
White	0	0	0	0
Total	202	202	195	7

Gender

Female: 195 (96,5 %) Male: 7 (3,5 %)

Historically disadvantaged: 100%

Educational Qualifications of beneficiaries



- 44% of the teachers on the Thandulwazi programme have a Matric;
- The highest education for 35% of beneficiaries is between Gr 8 and Gr 11;
- 4% of the beneficiaries have only a primary school level of education;
- 15,4% of the Modimolle teachers had degrees and other qualifications higher than Matric (in comparison to the attendees in Sekhukhune, this figure is higher). When speaking to beneficiaries of the programme, the Acting Head of Thandulwazi was advised that they struggled to find jobs with their higher qualifications, in areas such as Tourism, Agriculture and Business management, so became ECD practitioners/ teachers.

Block 1: 03 to 05 April 2018

The Principal of Dagbreek Primary School (Mrs Manne) and the Waterberg District ECD and Social Development officials have been most supportive of the programme. The first block of workshops ran from 03 to 05 April 2018. Attendance for the first block of workshops ran at 92%.

Date	03 April 2018 – Session 1	04 April 2018 – Session 2	05 April 2018 – Session 3
Attendees	202	187	168
Percentage	100%	93%	83%

Feedback from one of the beneficiaries at this session

One of the young ladies attending the programme, who teaches very young children at a Day Care in Phagameng said that by doing the Thandulwazi course, she would be able to keep her job, and would one day be able to start her own pre-school. She said that her Matric results were good, but she didn't have money to study further, so this was a wonderful opportunity for her and she was most appreciative.



Block 2: 25 to 28 June 2018

The Acting Head of Thandulwazi and Programme Director visited this session. Victoria Letoaba, the programme coordinator commented that a lot of “learning and fun” took place over the four days of this block, and reported as follows:

“Overall, we have had a good successful block and the team of facilitators and co-ordinators were able to handle every challenge coming up, thanks to your support. We appreciated the time Karen and TC spent with us.”

- Attendance started off lower, but improved each day. The lead workshop facilitator, Cathy Fry, addressed teachers about the importance of regular attendance at sessions to qualify for the accredited course.
- The local caterer, Bertha, arrived punctually and served the refreshments ordered efficiently and timeously.
- A lot of teachers seemed to have lost some of their course work, so requested another copy thereof at this session. In 2019 the distribution of course materials will be handed out only in Session 1 (not at registration) and beneficiaries will have to sign for the pack, so that extra printing/ photocopying costs are contained.



Monitoring and Evaluation

The programme coordinators will visit six crèches in the month ahead. Two in Modimolle, two in Bela Bela and two in Mookgophong. They have made contact with the principals/ owners of these pre-schools, who have agreed to the visit and evaluation; and the dates of the visits have still to be confirmed.

Challenges

So far the Modimolle programme is on track. Potential challenges are mainly around budgeting concerns:

- At the insistence of the Waterberg Department of Education, the Saturday sessions were changed to three, consecutive day blocks of workshops. This will have budgetary implications, particularly in terms of catering.
- A SETA accredited programme incurs moderation costs which were not factored into the original budget agreed with the major funder, PEP.

Thank you

Without Thandulwazi's many partners in education, the growth, reach and achievements of the programmes in the period under review would not have been possible. The success of the Thandulwazi Maths & Science Academy rests on the effective partnerships forged between the independent and public school sectors, educators/ learners, volunteers, individual donors and corporate partners. We thank you, One and All, for your continued support and commitment to providing quality education for all in our country.



THANDULWAZI TRUST

Governance

The Thandulwazi Trustees have met three times this year. Following the resignation of Mr Mahlathi Khoza in 2018, there are currently five Trustees. The Chair of the Thandulwazi Trust is Ms Khumo Morolo. The Thandulwazi Trust's governance standards remain high; and transparency and fiscal discipline remain hallmarks of the Thandulwazi Maths & Science Academy.

Financial Report

- The Thandulwazi Finance Committee is chaired by Mr Tshediso Khuzwayo (CA, SA). An annual budget is prepared for the Thandulwazi Maths & Science Academy and for each programme; and submitted for approval to the Thandulwazi Trustees. So far the programme budgets are on target and no major overruns are anticipated in 2018.
- PwC Inc undertook the audit of the 2017 financials in March 2018. The firm waived its professional accounting fee for this project and donated their services to Thandulwazi as part of their CSI spend. A clean audit was completed within six months of the financial year end and the 2017 AFS were approved by the Thandulwazi Trustees at the AGM held on 26 June 2018. The AFS were circulated via a printed Annual Report to all funders and partners in July 2018.
- The Thandulwazi Trust's financial year end is 31 December 2018 and PwC Inc are the appointed auditors for 2018/2019. The 2018 audit is scheduled for March 2019.

FUNDRAISING

Thandulwazi pays no fees to professional fundraisers. The Deputy Head of Advancement, Bev Johnson, drives the fundraising for the Thandulwazi Maths & Science Academy; and manages donor relations and partnerships.

Currently, fundraising targets are determined by the annual budget for the four programmes offered by the Thandulwazi Maths & Science Academy. The Academy relies on grants, CSI funding, donations from individuals, and fundraisers to operate the programmes offered to HDSA students and teachers in Gauteng and Limpopo. Critical to the continued operation of Thandulwazi is achieving the agreed fundraising targets each year; the development of new strategic partnerships; maintaining successful symbiotic relationships with current partners and sourcing new funders; anticipating and meeting the needs of educators and learners; and expanding the reach and impact of the programmes.

A multi-pronged approach has been adopted to drive the fundraising strategy to ensure that the fundraising targets are achieved. A list of the current Thandulwazi funders is available on the link below:

<http://www.stithian.com/uploads/files/website - thandulwazi donors July 2018.pdf>

Should you have any queries or if further information is needed, please do not hesitate to contact me.



BEVERLEY JOHNSON

31 July 2018

DEPUTY HEAD OF ADVANCEMENT
(ST STITHIANS FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS)
Tel: 011 577-6193 / 082 441-8025
E-mail: bjohnson@stithian.com or foundation@stithian.com



What is Thandulwazi?

The Thandulwazi Maths & Science Academy, an educational outreach programme established by the St Stithians Foundation in October 2005, developed out of the need for effective action in addressing the critical issues pertaining to the teaching of Maths and Science in schools in and around Gauteng. *Thandulwazi* derives from the isiZulu, meaning “*the love of learning/ knowledge*”.

Vision

To positively impact on the teaching and learning of Maths and Science in and around Gauteng.

Mission

The quality of education in our schools is believed to be a major factor in building a successful future for South Africa. The Thandulwazi Maths and Science Academy’s mission is to contribute towards improving the quality of Maths and Science teaching and learning, among the group described as historically disadvantaged South Africans, mainly from under-resourced schools in and around Gauteng, through targeted interventions aimed at teacher training; professional development; and the provision of quality extra tuition to FET phase learners on Saturdays.


Objectives


The overall aim of the Thandulwazi Maths and Science Academy is to actively improve the state of Maths and Science teaching and learning in schools in and around Gauteng, by:


- Facilitating the training of new teachers, with special focus on areas of critical shortage, such as Maths and Science; English; and Early Childhood Development (ECD)/ Foundation Phase, through formal training and mentorship;
- Operating a teacher development programme to assist existing teachers in improving their teaching skills and methodologies, particularly in the teaching of Numeracy/Maths, Literacy, Science and Technology;
- Providing teaching support and extra tuition to Grades 10, 11 and 12 learners on Saturday mornings to make up for the sub-optimal teaching capacity in many of the schools in under-privileged areas around Johannesburg; and
- Providing scholarships to talented learners (from the group described as historically disadvantaged South Africans) who are currently in an environment where they will not be able to optimise their talent, by placing them in schools which have an excellent record of teaching Maths and Science.

Contact Details

Operational address: 40 Peter Place, Lyme Park, Sandton

 Private Bag 2, RANDBURG 2125, South Africa

 +27 (0)11 577-6193

 +27 (0)11 577-6478

 thandulwazi@stithian.com

Website: www.thandulwazi.com

Nature of Legal Registration of the Organisation

Registered Educational Trust – Thandulwazi Trust Registration No. IT 3025/2010

PBO No. 930037387

NPO No. 099/707

Section 18A Status

Approved educational trust in terms of Section 18A of the Income Tax Act

Trust Income Tax Reference No. 0772994182

Banking details

Account Name: Thandulwazi Trust

Account Number: 221043209

Bank: Standard Bank

Branch: Randburg

Branch code: 018005

Thandulwazi Trustees

Munene Khoza, Tshediso Khuzwayo, Thami Moatshe, Khumo Morolo (Chair), and Kelly Naidoo

Key personnel in 2018

- Head of the Thandulwazi Maths & Science Academy – Velaphi Gumbi
- PA to the Thandulwazi Head – Doreen Winkel
- Thandulwazi Programme Director (Gauteng) – Thobile Cordelia Nkosi
- Deputy Head of Advancement (Thandulwazi Fundraising, Reporting & Donor Relations) – Bev Johnson

(Correct as at 31 July 2018)