



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

Thandulwazi Maths & Science Academy Interim Report for the period 01 January to 31 July 2016

Dear Donors, Partners & Friends of Thandulwazi

Earlier this year, the Minister of Basic Education, Angie Motshekga, described the South African education system as a “*national catastrophe*” and spoke of “*pockets of disaster*” – a gloomy view indeed of education in the country.

In contrast, the Thandulwazi Maths & Science Academy remains a “pocket” of hope: a centre of excellence offering teacher training opportunities and access to quality education programmes for teachers and students from under-resourced schools across the greater Gauteng region. Over the last six years, some 14646 teachers and students have benefited directly from the Thandulwazi programmes offered (refer to *Annexure A*). This year, 2799 HDSA FET-phase students and educators (from Gauteng and Limpopo) registered for the programmes facilitated by Thandulwazi. The analysis below reflects that the overall percentage of black South African beneficiaries in 2016 is 98,9%:

Black		White		Coloured		Asian/Indian	
Female	2314	Female	6	Female	12	Female	4
Male	457	Male	0	Male	3	Male	3

It is our pleasure to share with you the 2016 interim report on the Thandulwazi Maths and Science Academy.

Overview of education in South Africa

“Education should prepare children for their and not our lifetime ...”

(Madhay Chevan, Co-founder & CE-President of Pratham addressing the Trialogue Conference, 2015)

Education plays a critical role in building successful nations and, internationally, is seen as one of the most important factors in reducing inequality and breaking cycles of poverty. The GINI Coefficient cites South Africa as one of the most unequal societies in the world. In July 2016, Stats SA revealed that some 2,2 million South Africans had not attended school and were completely illiterate; and that almost 36% of young people (aged 15-35) were unemployed, with little hope of finding employment. High levels of unemployment amongst the youth, described as the “*single most urgent crisis confronting our country*”¹, have been blamed on the structural defects of the economy and “*a shockingly poor public education system that is unable to provide the majority of young South Africans with the skills they need.*”¹

The CDE (Centre for Development and Enterprise) Report, *The Growth Agenda: Priorities for mass employment and inclusion* (2016), found that unemployment is a much greater problem for the unskilled than the skilled:

- 77% of the 4.2 million adults who have tertiary qualifications are employed;
- 52% of the 9.6 million adults whose highest qualification is matric are employed;
- 34% of the 22 million adults who have not completed high school have jobs;
- So while only 11% of adults have tertiary education, they account for 21% of all those employed in SA.

“That so many South Africans have received such limited education (22,4 million adults lack a matric) is a result of a long history of apartheid education and the present weakness of the education system. That employment is so heavily dominated by those with formal education qualifications, is however a reflection not just on the education system but also on the fact that economic activity is too-skill and too-capital intensive for a country with so many people who have not completed high school.”

Clearly, the South African education system is failing our youth and is not preparing young people for their future. The statistics released by the Institute of Race Relations (IRR)² reflect an education system that is characterised by:

- High dropout rates, with 50% of a cohort of students dropping out of school between Grade 1 and 12;
- Under-resourced schools that “do not cater adequately for students learning in an increasingly high-tech, high-skilled economy”² (only 4 in 10 schools have a computer facility; only 3 in 10 a library; and only 2 in 10 a laboratory);
- Poor Mathematics and numeracy skills, which continue to be a feature of South African schooling. The number of students passing Maths with 70% or higher has dropped by 30% over the last 8 years; and numeracy test scores indicate that at the Grade 9 level only 11% of children are at the standard required;
- Shortages of skilled professional teachers: at the end of 2015 there were vacancies in schools for 34,705 teachers; but only 7,641 new graduates entered the profession at the end of 2014.

Despite improved access to schooling over the last 22 years and increased expenditure on education since 1994, the South African Education system continues to falter, with South African students lagging behind their counterparts in both developed countries and developing African states in key subjects (Maths, Sciences and Language/Literacy). Reasons for this are varied and complex, but all are agreed that the findings of McKinsey Report (2007) that “No education system can exceed the quality of its teachers” remain a truism. Leading education researcher, Dr Nic Spaull, places teachers at the centre of the educational crisis noting that they “are fundamental to the quality of schooling in South Africa.”³

A research report published by the University of Stellenbosch (RESEP) in May 2016, entitled *Identifying the Binding Constraints in Education*⁴, found that almost 60% of South African children do not read with meaning by the end of Grade 3; and identified four factors, which inhibited improved educational outcomes for students from indigent circumstances, and which needed to be addressed if “meaningful improvement” in their learning was to be achieved. The “binding constraints” identified were:

1. Weak institutional functionality
2. Undue union influence, which was particularly prevalent in Quintile 1 schools
3. Weak teacher content knowledge and pedagogical skill
4. Wasted learning time and insufficient opportunity to learn

South African education analysts are in agreement that “Matric starts in the Foundation Phase” and earlier; and that the success of basic education should be measured not at just the Grade 12 level, but through the performance of students from Grade R to Matric. The research undertaken by the Joint Education Trust (JET)

has heightened concerns: tracking children between Grade 3 to Grade 5 (2007-2009), the study revealed that *“by the age of 8, the poorest 80% of learners were already 20% behind the richest in terms of performance on the same tests.”*⁵

Prof Servaas van der Berg (University of Stellenbosch) researching learner performance in the 2012 & 2013 ANAs (Annual National Assessments) also concluded that *“by the time most learners in poor schools reached the end of grade 3 the chances of them achieving a good matric pass”* was unlikely; and that the gap at grade 4 level between children from rich and poor schools was already significant. Van der Berg notes that:

*“Most disturbingly by grade 4 results across the system look similar to those for the bachelor’s pass in matric. This implies that potential access to university with all the advantages that such access confers in the labour market, is largely predetermined in grade 4.”*⁶

In summary: it would seem that the chasm between rural and urban education appears to be widening (as reflected in the 2015 NSC results, where the largely rural provinces of Limpopo, Eastern Cape and KZN were the worst performing regions). Socio-economics circumstances still determine the quality of the education a South African child will receive. Twenty two years after the demise of apartheid, many schools still face challenges relating to: effective infrastructure; access to resources and teaching materials; *“skills upgrades for teachers to negate low impact teaching”*⁷; and effective school management and leadership.

Thank you to our partners in education

From the above, it is clear that there is still a lot of work to be done, if we are to achieve Thandulwazi’s vision of a South Africa where every child has access to quality teaching in well-resourced schools, across the educational phases and particularly in core subjects, viz. Mathematics and Science. We remain grateful to our many partners in education who share this vision. Thank you for your generous support; your commitment to education; and for helping the Thandulwazi Maths & Science Academy to make a positive contribution to South African education. Together we can *make a world of difference*.

With sincere thanks and kind regards.

Themba Mthethwa

Bev Johnson

THEMBA MTHETHWA

HEAD
THANDULWAZI MATHS & SCIENCE ACADEMY

BEVERLEY JOHNSON

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

Sources

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6. Mail & Guardian, 20 May 2016, Prega Govender, *Poor children doomed in early grades*
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Annexure A: Direct Beneficiaries

The summary below details the total number of direct beneficiaries of the Thandulwazi programmes for the period 2011-16

INDIVIDUAL THANDULWAZI PROGRAMMES			2011	2012	2013	2014	2015	2016	TOTAL
1	Thandulwazi Saturday School	No. of direct beneficiaries (HDSA FET phase students registered for the programme in February)	1133	1100	1122	1022	1013	1045	6435
2	Thandulwazi Teacher Development Programmes <i>Gauteng</i> numbers <i>Limpopo</i> numbers	No. of direct beneficiaries (HDSA educators)	688	971	1081	1076	1341	1262	8035
			Nil	Nil	448	299	417	452	
3	Thandulwazi Intern Teacher Training Programme	No. of direct beneficiaries (*period of study between 2-5 years)	25	21	27	28	34	37	172
4	Thandulwazi Learner Sponsorship (Bursary) Programme	No. of direct beneficiaries (*period of study 3 years)	1	1	0	1	2	3	4
TOTAL NUMBER OF DIRECT BENEFICIARIES			1847	2093	2678	2426	2807	2799	14646



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 2016

THANDULWAZI SATURDAY SCHOOL

The Thandulwazi Saturday School is one of the largest Saturday schools in the province. Since its inception many thousands of students have benefited from the programme. The quality of the programme is reflected in the Matric results over the last five years, which reflect an overall pass rate of 97% with 55% of the Thandulwazi students achieving a Bachelor certificate, with Maths and at least one Science subject. The demand for places on the programme remains high.



Registration, Orientation Day & Prize Giving – 16 January 2016

- Registration took place on Saturday 16 January 2016. Some 895 FET-phase students (Gr 10 -234; Gr 11 – 368; Gr 12 - 393 students) registered on that date. Late registrations were accommodated on Saturday 23 January 2016. Thereafter registration for both Gr 11 and 12 was closed and the names of late applications

were placed on the waiting list. In total 1045 students have registered for the Saturday School this year and requests for places on the programme continue to be received.



Thandulwazi registration day, 16 January 2016

- On 16 January, Thandulwazi held a prize-giving at which the top achievers of the Thandulwazi Matric Class of 2015 (pictured below) were acknowledged and awarded certificates of excellence and prizes.



2016 Thandulwazi Saturday School Programme, beneficiaries, staffing and attendance

Beneficiaries (as at 30/06/2016)

In 2016, a total of 1045 students registered for the Thandulwazi Saturday School, from 175 high schools across greater Gauteng.

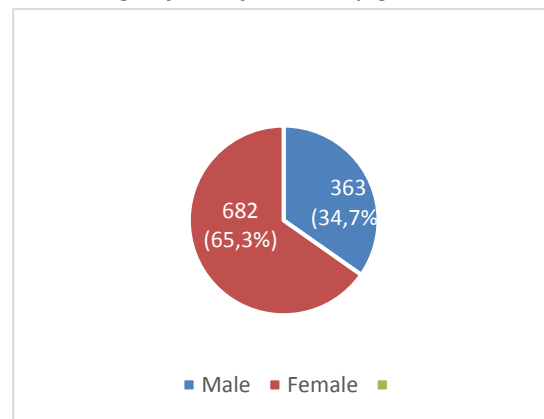
The breakdown of beneficiaries by race and gender

Black		White		Indian/ Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
359	675	0	0	3	2	1	5

Registration per grade

Grade	Students registered	Percentage
10	325	31,1%
11	342	32,7%
12	378	36,2%
Total	1045	

Percentage of beneficiaries by gender



Staffing

- Dr Themba Mthethwa, the academic head of the Thandulwazi Maths & Science Academy, manages the four programmes facilitated by the Thandulwazi Maths & Science Academy, including the Thandulwazi Saturday School.
- The Thandulwazi Head is assisted by Mr MZ Khoza, who is the part-time programme director responsible for organizing the logistics for the Saturday sessions.
- A full complement of experienced subject specialist teachers, assisted by various academic tutors and volunteers, has been engaged for the academic year.
- The St Stithians Foundation Director, Mrs Bev Johnson, continues to drive fundraising and manages donor relations for all the Thandulwazi programmes. Her role includes drafting all fundraising proposals, donor reports, interim/annual reports and newsletters; interfacing with stakeholders, funders and partners; and facilitating donor employee volunteerism at the programme.

Summary of the Saturday School Staffing

- 1 part-time programme director (Mr Mahlathi Khoza)
- 28 freelance Subject Teachers (paid, subject specialists)
- 21 Academic Tutors (paid, part-time university students, who assist teachers as tutors in the subject classes)
- 2 part-time Database Administrators (paid, responsible for monitoring attendance and the database)
- 18 Volunteers: Volunteers include members of JACASS (Johannesburg Article Clerk Association); St Stithians alumni and parents. Participation varies, depending on the time availability of the volunteers;
- 11 Peer Tutors: Gr 11 & Gr 12 students from St Stithians Girls' College (volunteers: participation varies depending on the student's school commitments and availability);
- Thandulwazi FET-Phase Intern Teachers: 10 Intern-Teachers from the Thandulwazi Intern-Teacher Training Programme are completing 40 hours of community service tutoring in their major subjects at the Saturday School this year.

Programme for the year

- 29 Saturday School sessions are scheduled for 2016, 18 of which have been facilitated to date.
- Maths Focus Days were held on Saturday 09 and 16 July 2016 and attended by Matric students. Probability; the fundamental counting techniques; and working through Past Papers were the main focus areas.
- In addition the Top Maths Set (comprising 33 Gr 12 students from 11 high schools across Gauteng) attended a weekend Maths Camp at the Heronbridge Retreat Centre from 22-24 July 2016. Three Maths Teachers and three Tutors accompanied the students. The Maths programme focussed on problem-solving skills;

Probability; Euclidian Geometry; working through Past Papers; as well as Maths Quizzes, Financial Management (“*Money Talk*”) and soft skills workshops.

- Under discussion with the Standard Bank is facilitating a Science Focus Day, aligned with National Science Week in August 2016, to give the students greater access to the science labs and experiments; and introduce them to career opportunities in IT and agriculture.

Subjects offered in 2016

- Mathematics Core (Grade 10, 11 and 12)
- Physical Science (Grade 10, 11 and 12)
- Life Sciences (Grade 10, 11 and 12)
- Accounting (Grade 10, 11 and 12)
- English (Literacy, comprehension and questioning techniques used in assessment, for Grade 10, 11 & 12)

Each subject has an appointed Head of Subject (HoD), who prepares a scheme of work for the year, as well as the weekly topics/curriculum sections to be taught, and guides the teachers in the work to be covered. Thanks to funding received from **Charities Unlimited** in late 2015, this year all students were provided with copies of the *Answer Series 2-in-1 Workbooks* for both Mathematics; Life Sciences and Physical Science. An additional Thandulwazi Life Science booklet was also printed and distributed to the students.

Two hours of Mathematics, Physical Science, Life Science and Accounting are timetabled for each Saturday (one formal lesson and a one hour Tutorial or *Mathletics* session). Each learner is provided with an individual log-in for *Mathletics*, which can be accessed at the Saturday School or at home/Internet Café/high school if the internet is available. Academic Tutors and volunteers assist students during the tutorial sessions, which are guided by the subject-workbooks provided. One hour of classroom English is provided at the weekly sessions.

Weekly attendance

18 Saturday School Sessions have taken place to date. Attendance rates in the first quarter averaged at 89,3 %; but second quarter attendance dropped. For the period 16 January to 02 July 2016, the overall attendance averaged at 52%. Historically attendance tends to dip in the Winter term. Due to the government school holidays, only one Saturday session was held in July for all three Grades; with special Maths focus sessions arranged for selected Matric students for the rest of the month.



Thandulwazi Saturday School classes in action, April 2016

Engagement with the Gauteng Provincial Department of Education (GPDE)

In 2015, the Thandulwazi Head identified as a critical priority engaging with the HOD in the GPDE to discuss the role of Thandulwazi in the Gauteng Province. The Head has since had several discussions with the HOD and the CEO of Sci-Bono regarding the Thandulwazi programme. Aligned with the Constitutional provision of Section 29(3) (c), in 2016 the HOD endorsed the Thandulwazi Saturday School as an official service provider for Saturday classes; and in this regard, he has allowed Thandulwazi to conduct Saturday tuition while the department is running its own official programme the Secondary Schools Intervention Programme (SSIP). The Thandulwazi Head is of the view that having received approval from the GPDE HOD to exempt Thandulwazi students from attending the compulsory SSIP classes, learner attendance will improve significantly.

Additional opportunities offered to Thandulwazi Saturday School Students

- *Donation of Calculators and Calculator Training* - Thanks to a donation of scientific calculators from **JACASS** and **AGSA** (Auditor General of South Africa) all the new Grade 10 students were provided with a CASIO scientific calculator on 16 April 2016. Ms Astrid Scheiber ran CASIO calculator training workshops for all three grades on that day.



- The *English Comprehension and Language Competition* is underway. Two of the three tasks have been completed to date. The winners of the competition will be announced in October.
- The *Mathletics Challenge*, which aims at encouraging greater use of *Mathletics*, is underway again this year (May to October 2016).
- *Thandulwazi Careers Day* - The Thandulwazi Saturday School Careers Day (Grades 10 – 12) was held on Saturday, 05 March 2016 in Mears Hall. The event was well attended (676 learners). Thirteen invited speakers addressed the learners on a variety of career paths. It was interesting to note that 10 of the 13 speakers came from backgrounds similar to that of the Thandulwazi students, but despite the fact that they lived in disadvantaged communities and attended schools where there was inadequate teaching and learning resources, they succeeded in their studies and have prospered in their chosen careers. 18 exhibitors were invited to attend the event, but only 8 actually exhibited on the day. The following exhibitors were in attendance: Standard Bank of SA; Wits University, University of Pretoria, Boston College, South African Actuary Development Programme (SAADP), Ernst & Young (EY), Anglo American, and the Twenty 31 Movement.

Thandulwazi Careers Day



- *Take a Girls Child to Work Day, 26 May 2016 - Hill + Knowlton Strategies* hosted two Thandulwazi students at their Bryanston offices for this annual event. H+K Strategies is part of a global company and a leader in Public Relations, Communication strategy and Media. H+K designed a one-day programme to introduce Kutlwano Letlape (Coronationville High School) and Itumeleng Nhlabi (Sir Pierre van Ryneveld), to key aspects of working in this sector.



- “Soft skills”/ life skills workshops are facilitated by various partners. In support of Mandela Day, staff members from H+K Strategies workshopped with Gr 11 & 12 students on 02 July 2016, focusing on preparing a curriculum vitae and drafting a covering letter that would stand out and catch the attention of prospective employers/ bursary committees.
- *CareerXplora App* - this App, available on Smartphones or via MixIt, has been offered free of charge to the Thandulwazi students.
- *Accessing tertiary bursaries* - Thandulwazi students have been offered the opportunity to apply for university bursaries offered by the **Standard Bank**, the major funder of the Saturday School, and application forms were distributed to all the Gr12s on 25 June 2016. Additional bursary and training opportunities have been advertised via the Thandulwazi Saturday School Facebook page (e.g. Transnet & Denel bursaries; MooCs post-school online courses offered by Wits University free of charge). The Foundation Director has engaged with Ms Sharon Ramborosa of the STUDIETRUST a bursary organisation working with a number of corporates and foundations, including the Standard Bank; and requested assistance for the Thandulwazi matric students wishing to source funding/bursaries for tertiary studies.
- *KPMG Schools Accounting Programme* – Six Thandulwazi accounting students (Gr12) were invited to the annual schools programme hosted by KPMG at their Parktown offices on 29 June 2016.
- *Knowledge Partners* has offered the Saturday School an on-line resource for English students. The HOD of English is keen to trial this programme with the Grade 10s in the latter half of the year.
- *Roede School for Girls* – The Interact Committee donated over 1000 Easter Eggs, which were distributed to the Thandulwazi students on 02 April 2016.
- *St Stithians Girls’ Drama Production “Each One, Teach One”* – a Thandulwazi Gr 11 student, Enoch Salumu (Ferndale High School), was invited to join the cast of the St Stithians Girls’ College production of *Each One, Teach One*, which was performed for the Thandulwazi Saturday School and at the SANAA Festival on 21 & 27 May 2016 respectively.



Key Challenges

Some of the key challenges include:

- **Technical problems** impacted on the scanners at the gates, which monitor attendance, on two Saturdays this year (13 February and 23 April). This meant that attendance was not accurately recorded on these dates.
- **Transport:** Soaring transport costs remain a challenge and continue to impact on students' attendance.
- **Mixed ability classes** challenge the Thandulwazi teachers. The Thandulwazi learners are drawn from over 170 high schools, of varying educational quality, across Gauteng. The Thandulwazi teachers use a range of methodologies to ensure that all students benefit from the extra tuition provided.
- **Tardiness:** Is a school-wide problem in South Africa (as reflected in the research undertaken by Dr Nick Taylor (JET Education Services). Thandulwazi continues to stress the importance of punctuality with students and measures have been put in place to deal with late-comers.
- **Discipline:** All students are expected to abide by the Code of Conduct signed at Registration and discipline and security remain tight on Saturdays. Six students were de-registered in Term 1 for disciplinary offences.
- **Regular attendance** remains a challenge. It is hoped that the endorsement by the GPDE will assist with this.
- **Retention of students:** A nationwide challenge, the IRR statistics (February 2016) reveal that between Grade 1 and 12, more than 50% of a cohort of students will drop out of school.

Strategic Partners

- 3P Learning – The licence holder of the *Spellodrome* and *Mathletics* programmes
- JACASS (Johannesburg Articled Clerks Association)
- CASIO (James Ralph (Pty) Ltd)

Assessment, Monitoring & Evaluation

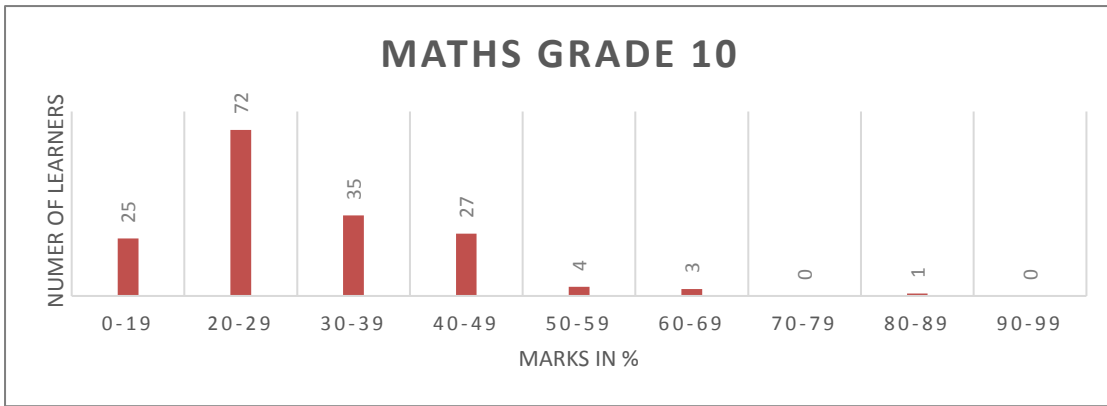
Over the last few years, greater focus has been placed on Monitoring & Evaluation. Learners' progress in Maths is monitored mainly through the *Mathletics* programme; and the Saturday School is evaluated through an independent biennial evaluation of the programme and an annual survey of the students.

Baseline Testing

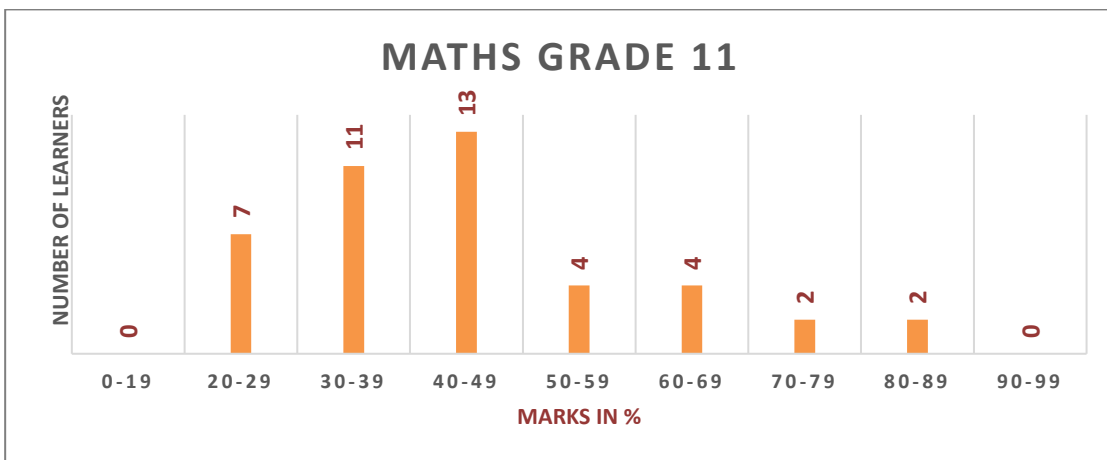
Baseline testing took place on 23 January 2016. Baseline assessments were conducted gauge students' prior knowledge of Maths and Science. Given the fact that Thandulwazi follows an inclusive model and the Saturday School draws learners from 175 schools, the students join Thandulwazi with different levels of Maths and Science knowledge. The results from the baseline are particularly useful in determining knowledge gaps across all critical themes of Mathematics and Science, thus informing the design of our curriculum for the intervention.

The 2016 Baseline assessments have indeed confirmed that our learners come with a wide range of scientific and mathematical proficiencies. In Mathematics for example, the average performance of Grade 10 learners was 29.4% with only 21 % learners able to pass the Maths assessment. The majority (43%) of Grade 10 learners obtained marks between 20-29%. This reflects the low level of learner preparedness from Senior phase to FET phase. Similarly, though Grade 12 students performed much better than other grades in the Baseline Mathematics assessment, the average performance and overall performance is lower than the final results Thandulwazi Grade 12 students obtained in the 2015 NSC Maths assessments. This demonstrates the value added and contribution made by the Thandulwazi intervention to students' Maths results.

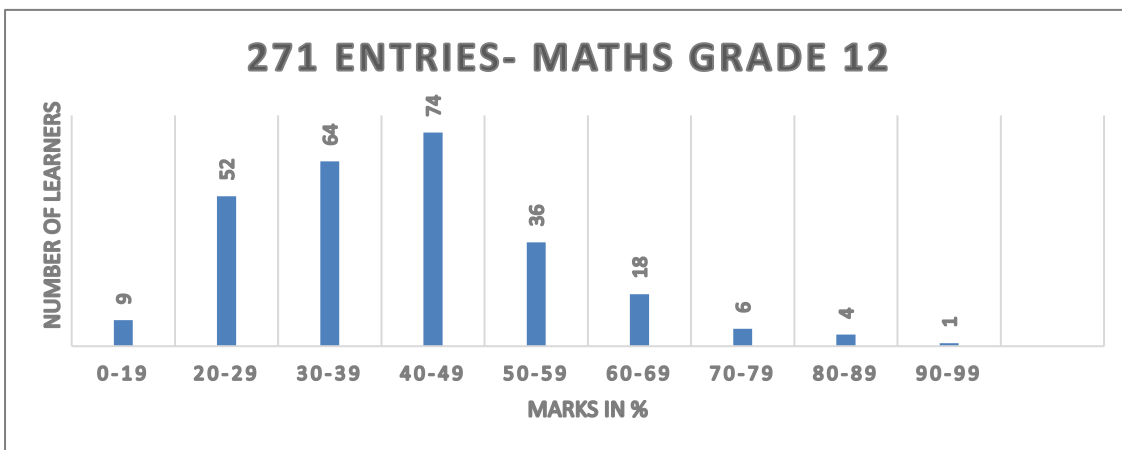
Summarised below are the results of the 2016 Maths Baseline Tests:



Pass	21%	Fail	79%	Average	29,4%
Lowest	8%	Highest	80%	MODE	24%



Pass	58%	Fail	42%	Average	45%
Lowest	12%	Highest	84%	MODE	45%



Pass	53%	Fail	7%	Average	41%
Lowest	8%	Highest	92%	MODE	45%

Mathletics

- The mid-year *Mathletics* Report reflected an overall school improvement of 38,8% for Thandulwazi learners in 2016. The results of the report are summarized below:
 - *Number of learners issued log-ins* 1040
 - *Average of Initial Scores* 64.3%
 - *Average of Maximum Scores* 89.3%
 - *Overall School Improvement* 38.7%
 - *Time Online* 526 hours
- The dedicated *Mathletics* Tutors, Mr Emmanuel Sibisi and Mr Motsamai Nonyane, both of whom are Thandulwazi Maths Interns training at St Stithians College, have focused on setting specific tasks related to the topics taught in the Saturday Maths classes. This has contributed to more focused *Mathletics* sessions, an increase in curriculum questions answered, and time online.

Annual on-line survey of students

The annual on-line survey is scheduled for October 2016.

External Evaluation

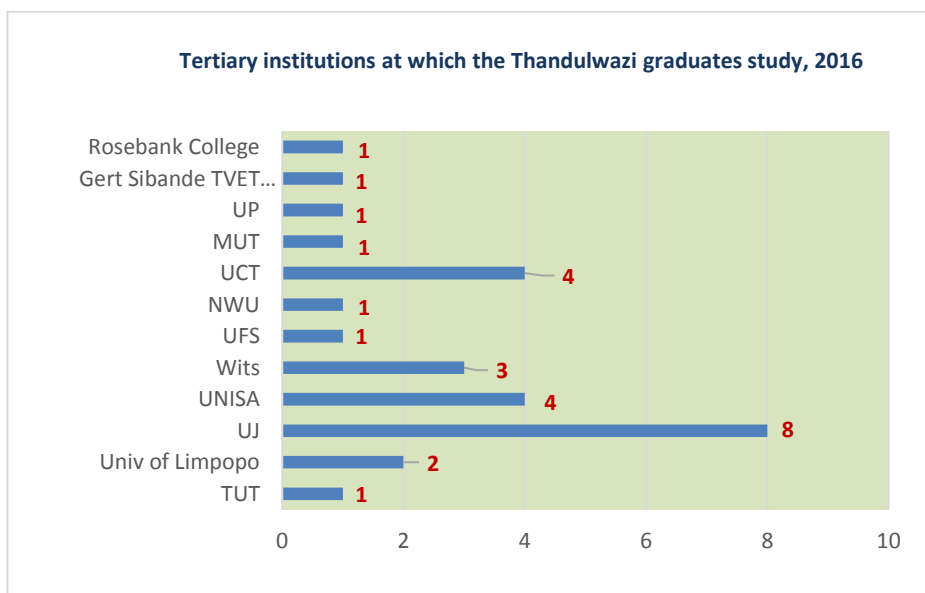
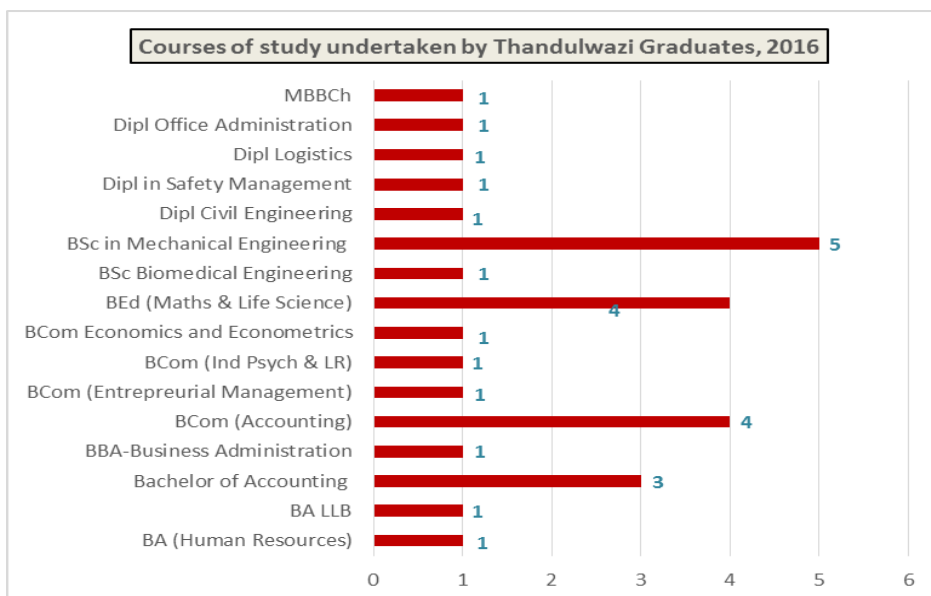
Thandulwazi is currently working with the evaluation team from the University of Johannesburg, commissioned by the Standard Bank, to evaluate the programme and monitor progress made by the Thandulwazi Saturday School students in 2016/17.



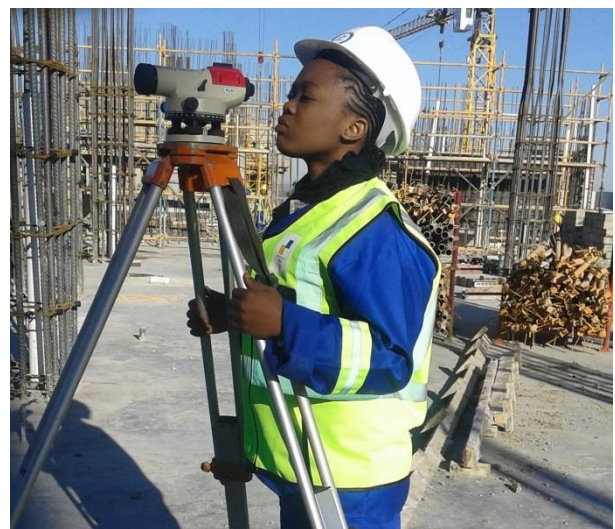
Thandulwazi Saturday School, Grade 12 English class in action, April 2016

Tracking Thandulwazi Graduates

- The Thandulwazi Saturday School Facebook page (www.facebook.com/ThandulwaziSaturdaySchool), SMS and Twitter are being used to communicate with current students; advertise bursary/ post-Matric training opportunities; and to track graduates.
- In 2016, three Thandulwazi graduates are volunteering their services and skills at the Saturday School: Mpho Lebethe (JACASS Tutor, Thandulwazi Matric Class of 2011), MJ Shika (Class of 2012), and Hector Nkosi (Class of 2013).
- Three former Thandulwazi students are in their final year of training on the Thandulwazi Intern Teacher Training Programme and due to graduate from UNISA with a Bachelor of Education in December 2016.
- Tracking Thandulwazi Saturday School graduates remains a challenge for the Academy. In April, the database administrator circulated an SMS to all the matriculants of 2012, 2013, 2014 and 2015 (in total 1184 students) and via FaceBook, requesting students to update Thandulwazi on their tertiary studies/ career paths. Only 25 students responded to this appeal. An analysis of the feedback reveals that most of the Thandulwazi graduates who responded are studying courses that require Maths, Science or both; and are studying at a range of tertiary institutions. A summary is detailed below:



- In January 2016, four Thandulwazi graduates (Matric Class of 2015) were awarded bursaries by the **Standard Bank** and the StudieTrust. Feedback on their progress is most encouraging. All four students passed their first semester and are currently awaiting the results of their mid-year exams.
 - Nhlanhla Manzini (Standard Bank Bursary) is at the University of Pretoria, studying BSc Mechanical Engineering
 - Tshepang Templeton Mapiti (Standard Bank Bursary) is at UCT studying BSc Mechanical Engineering
 - Koketso Ngoepe (Standard Bank Bursary) is at UJ studying BCom Accounting
 - Sibusiso Paul Muhlana (StodieTrust Bursary) is studying at Wits in the field of BSc Biomedical Engineering
- In 2016 two Thandulwazi donors (**Mazi Capital** and the **Sir Percy Hunting Foundation**) confirmed the renewal of the tertiary bursaries granted to Thandulwazi graduates from the Class of 2013:
 - Mr Hector Nkosi is a third year BCom (Accounting) student at Wits
 - Ms Dipono Bambo is a third year medical student (MBBCH) at UFS.
- **Mota-Engil Construction (SA)** offered Thandulwazi graduates studying engineering the opportunity to apply for a bursary, at the end of last year, for the 2016 academic year. We are delighted to report that this bursary was awarded to Ms Palesa Makamole (Matric Class, 2014). Palesa is completing her second year of Civil Engineering at the Mangosuthu University of Technology in Natal. Palesa (pictured right) has been given the opportunity by her funders to work on site during her university holidays.



Thanks

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. In particular we highlight the generous support and commitment to education of the **Standard Bank of South Africa**, which has been the major funder of the Thandulwazi Saturday School since 2010.

The impact of the programme is summed up in the words of graduates of the programme:

"I'm Siboniso Ndlovu class of 2015, I'm currently studying BSc in Mechanical Engineering at the University of the Witwatersrand, I wouldn't be here if it weren't for Thandulwazi. Keep the good work up. YOU GUYS ROCK!!!"
E-mail: 29/03/2016

"I am now in 2nd year at UJ and I'm doing a BA in Human Resources Management. I have also started my own company that aims to create an informed society by providing relevant information to high school students. Thandulwazi has created this confidence in me that burns to this day."
Ntokozo Masilela, Email 23/03/2016

THANDULWAZI LEARNER SCHOLARSHIP PROGRAMME

Thanks to multi-year funding from FEM, the Nash Family Trust and Virgin Galactic three academic bursaries have been offered by Thandulwazi to FET-phase students studying at St Stithians College.

Federated Employers' Mutual Assurance Company (FEM) - FEM Academic Scholarship (2016-2018)

Kamogelo was awarded this three-year academic scholarship at the end of 2015. She is to be commended on making the transition from a government high school to an independent school "seamlessly"; on her positive attitude; and on the value that she adds to both the classes and extra-mural activities in which she is involved. Currently in Grade 10 at St Stithians Girls' College, Kamo has had an excellent start to the academic year and is fully involved in the life of the Girls' College. Most pleasing are the comments made by her teachers, which reflect a diligent, committed and conscientious student, who is making the most of the all opportunities offered to her. This term, Kamo moved into the Girls' boarding facility; gave her first Bible reading in Chapel; attended the Grade 10 *Halfway There High Tea*; played Hockey for the first time; and co-organised the election process for the 2017 student leaders at the Girls' College.

She proved herself to be an exceptional dramatic performer in the annual Girls' College *Night of the Stars Competition* and was awarded a silver medal for her monologue.



Galactic Unite Mandela Day Scholarship at Thandulwazi (2015-2017)



Currently in Grade 11, Luyanda hails from KZN and joined St Stithians Boys' College in 2015, where he is a termly boarder. As reflected in the comments of his academic tutors and Boarding Housemasters, Lu is well-liked, adds value, and is seen as a committed "team-player". Lu has immersed himself into the life of St Stithians Boys' College and continues to make the most of the opportunities afforded to him. A talented musician, Lu was selected for the Boys' College Choir that participated in the World Choir Games in Russia in July 2016, where they won two Silver Medals.

Galactic Unite Nash Scholarship at Thandulwazi (2014-2016)

Rofhiwa is currently in Matric at St Stithians Girls' College. Rofhi continues to participate actively in a range of activities at the College. She is a diligent and committed student, who had a pleasing start to the academic year, achieving distinctions in four subjects and Level Six in three at the end of the first term. This year, Rofhi has been actively involved in the work of the Transformation Committee on campus; participated fully in both

the Choir and Marimba Band; worked backstage for the College major production of *Grease*; and kept physically fit by walking and running with the Saints Striders Club. Most pleasing has been her involvement as a Peer Tutor at the Thandulwazi Saturday School, where she provides academic assistance to Grade 10 beneficiaries in Maths and Accounting. Over the last few months, Rofhi has submitted applications to various universities and bursary programmes; and attended the KPMG Schools Accounting Programme in June 2016.



We are delighted to announce that the funders of this academic scholarship (Nash Family Trust and Galactic Unite) have confirmed funding for another three-year academic scholarship for the period 2017-2019. The scholarship will be advertised in August for an FET-phase student, commencing Grade 10 in 2017.

“Children of today are the leaders of tomorrow ...”

(Rolihlahla Nelson Mandela, 16 December 2003)

THANDULWAZI TEACHER DEVELOPMENT PROGRAMMES

One of the major challenges facing the South African education system is the capacity to train sufficient numbers of professional, competent and qualified teachers, capable of delivering quality teaching in schools across the phases and in all subjects. The shortage of skilled Maths, Science and language teachers in South Africa has been a problem for decades. The CDE (Centre for Development & Enterprise) research report, entitled *Teachers in South Africa: Supply and demand, 2013-2025* (March 2015) concluded that the current shortages of well trained, competent teachers will persist in subjects such as languages, Mathematics and Maths Literacy; will continue to impact negatively on the delivery of quality learning and teaching; and in turn the future development and success of South Africa.

Research into poor learner performance points to poorly trained teachers, lacking in content/subject knowledge; pedagogical and classroom management skills, starting at the Foundation Phase. The RESEP research published by the University of Stellenbosch in May 2016 (*Identifying Binding Constraints in Education*) found that:

- 58% of South African children have not learnt to read for meaning in any language by the end of Grade 4;
- 44% of Grade 4 students nationally had not written any paragraphs during the entire school year;
- 79% of Grade 6 mathematics teachers have a content knowledge level below the Grade 6/7 level.

Equally alarming were the findings of the Zenex Foundation's literacy study¹⁰ (*Laying firm foundations*, May 2016) which focused on 300 teachers in 24 schools in KwaZulu-Natal (KZN), the Western Cape and Eastern Cape. The research found that the teachers participating in the study, despite having been exposed to 8 years of English at school, had not quite "reached the CAPS requirements for Grade 3 pupils":

- Most primary school teachers knowledge of English vocabulary was equivalent to that of a Grade 3 pupil;
- Foundation Phase teachers in the Eastern and Western Cape had mastered Level One (lowest level, indicating a familiarity with 2000 of the most commonly used English words), while their KZN counterparts failed to achieve this minimum standard in the assessment.
- More than 70% of ECD (Early Childhood Development) practitioners have no formal qualification.

Given the above, the chances of South African teachers adequately preparing the youth for the future described by Richard Riley are slim. Unless greater focus is given to effectively training new educators and upskilling and developing the current cohort of teachers, learning in our schools will not improve.

Thandulwazi's vision is to ensure quality education for all young South Africans, 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. Thandulwazi offers two programmes for educators to achieve this goal:

"The top 10 in-demand jobs in the future don't exist today. We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems that we don't even know are problems yet."

(Richard Riley, Former US Secretary of Education, *The Jobs Revolution: Changing How America Works*)

- (i) **The Thandulwazi Intern-Teacher Training Programme** is a pre-service, full-time teacher training, programme offered over a maximum of 5 years, aimed at growing capacity in the South African teaching corps.

(ii) **Thandulwazi Teacher Development Programme**, offered in both Gauteng and Limpopo, is a voluntary, in-service development/upskilling programme for current teachers (Grade RR- Grade 9) offered over 11 Saturdays per annum. This is an inclusive programme and teachers self-select to attend and upgrade their skills and hone their craft.

Thandulwazi Intern-Teacher Training Programme

Thandulwazi, in partnership with St Stithians College and corporate funders, offers a pre-service, full-time, teacher learnership programme, aimed at growing capacity in the South African teaching corps and training new educators in specialist subjects or phases facing critical shortages, viz. Maths, the Sciences (Physical and Life Sciences), English and African languages, and the Foundation Phase. Established in 2005, the Thandulwazi Intern-Teacher Training Programme has grown organically since inception, when there were 5 interns training, to 37 interns training across the educational phases in 2016. Thandulwazi hopes to grow this number to 40 in 2017.

Programme to date

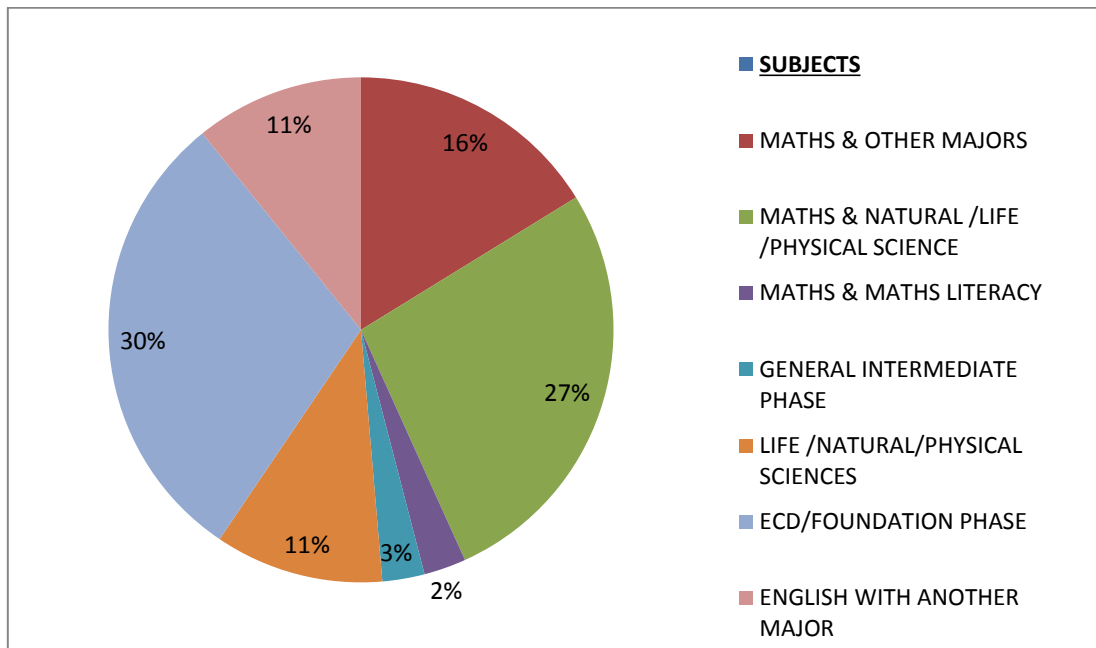
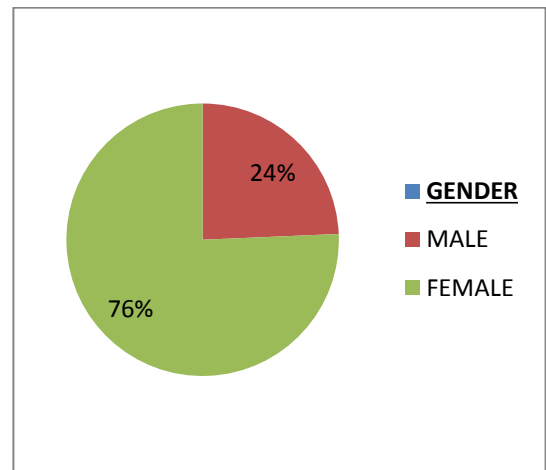
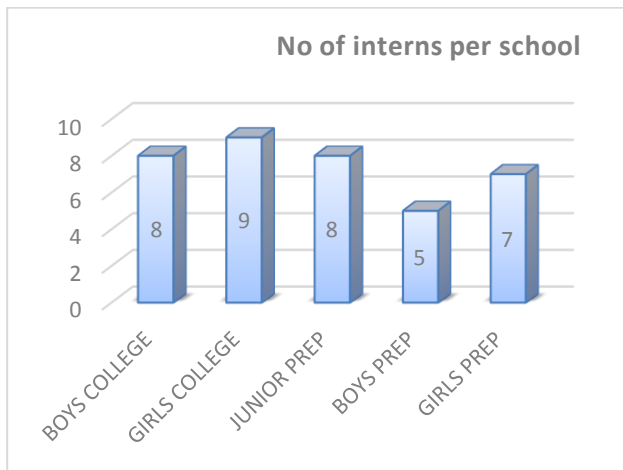
- The Thandulwazi Head and Intern Director, Mrs Thobeka Mngambi, manage the Thandulwazi Intern-Teacher Training Programme. They provide mentorship and professional guidance to the 37 Interns on the programme; advise the Interns on module choices; assist with any registration issues that may arise at UNISA; recommend affordable professional development workshops that will add value to the training offered; work closely with the school coordinators and mentors; and monitor the progress of the Interns closely.



Thandulwazi Interns, January 2016

- The breakdown of the Interns by race, gender and learning area/subject is summarised below:

Black		White		Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
9	22	0	4	0	1	0	1



- All Thandulwazi Interns are required to register 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.
- Annually, the Thandulwazi Interns are each required to complete 40 hours of community service, working in schools catering for indigent communities. In 2016, 10 FET-phase students will tutor for 8 Saturdays at the Thandulwazi Saturday School; and the remainder of the Interns will work for a week during the August school holidays at a partner school.
- Out of the 37 interns training this year, 12 are expected to complete their studies in December 2016.

Academic Progress

All the Thandulwazi Interns are currently registered at UNISA for either a Bachelor of Education (BEd) or Postgraduate Certificate in Education (PGCE). The Interns have commenced with their academic studies and assignments; formed study groups; and completed their mid-year UNISA examinations. A review of the mid-year exam results reflected pleasing progress overall. The summary of results is detailed below:

	Number	%
Total Modules registered in 2016	126	--
Total Passed	106	84,1%
<i>Total Modules passed with Distinction</i>	37	29,4%
Total Supplementary exams to be written	8	6,4%
Total Failed	11	8,7%
Results still awaited	1	0,8%

Interns who fail a module are required to repeat the module at their own expense. Interns who did not perform well have been identified and will meet with the Thandulwazi Head, to determine what academic support is needed and agree a strategy forward to assist them with improving their academic results. It is pleasing to report that four of the Thandulwazi Interns passed their first semester modules with distinctions in every subject; and 21 Interns achieved distinctions in one or more modules.

Continuous professional development

This is a key feature of the programme. Thandulwazi Interns are encouraged to become “lifelong learners”. Continuous professional development (CPD) is vital for educators if they are to keep abreast of changes to the education system, educational thinking and best practice; and effectively deliver the curriculum to their students. This year Interns have attended a range of PD and life-skills workshops, covering various topics such as:

- *Building self confidence in the work environment*
– 07 January 2016
- All Senior & FET Maths interns attended the IEB User-Group Conference and the Examiner’s Geometry Paper 2 Workshop in February 2016
- *Teaching children to read in the Foundation Phase* hosted by St John’s Prep
- Foundation and Inter-Sen Phase interns also attended Thinking Schools South Africa workshops on P4C (*Philosophy for Children*) and *How to effectively use Thinking Maps* in the classroom
- In-house computer skills courses (PowerPoint, Excel, iPads) and effective use of Smartboards in the classroom
- Workshops on *Occupational Health & Safety* in schools
- Nine interns attended the *AMESA Problem Solving Teacher Workshops* hosted by St Stithians College in March 2016. All the interns will be receiving certificates from the South African Mathematics Foundation for attending the course and passing the assessment. Both workshops were facilitated by a renowned Stellenbosch Mathematics Professor, Alwyn Olivier.

“The standard of teachers is one of the major concerns that has plagued the sector as the country strives for quality education. In the past two decades there have been several moves to improve this. Initially these were to upgrade and reskill the teachers ... more recently they have been aimed at the development of teachers throughout their careers. The teacher is now a pupil for life. The new approach is to see teaching as an ever-changing path of development.”

Prof Labby Ramrathan, University of KZN (July 2016)



Thandulwazi Interns attended the AMESA Maths Problem Solving Workshops, March 2016

- *Physics Teachers Workshop and Conference*, held at St John's College – 01 & 02 July 2016
- Two day conference on *Implementing Singapore Maths Strategies* – 20-22 July 2016
- In the second half of the year, the St Stithians HR Department will facilitate workshops on *Financial Management* for all new interns; and *How to conduct yourself in an Interview* for our graduating interns.

Challenges

- Concerns around poor organisation and administration at UNISA have been widely reported in the media this year: the lack of guidance given to students relating to their courses of study and degree requirements; the summary changes to degree requirements without adequate communication to registered students; exam timetabling chaos; and the lack of response to queries and e-mails sent to the institution. The Thandulwazi Head has managed to resolve most of the issues encountered by the Interns via a contact in the education faculty. However, one of the new Interns only managed to register with UNISA in the second semester, due to documentation going missing and poor communication about the documents required for her to register.
- Some of the Interns live in distant townships so the cost of transport and the time spent travelling pose challenges for them.
- Sourcing affordable accommodation closer to the College for the interns, particularly the female interns, is still on the agenda. The St Stithians College Rector is in discussion with a property developer, who plans to convert an adjacent office block into apartments, about offering student accommodation in the building. Three male interns are currently accommodated in the staff quarters at the St Stithians Boys' College boarding facility.
- Poaching of interns by schools, who are employing Interns as teachers before they have completed their professional qualification, remains a concern.

Recruitment for the 2017 Thandulwazi Programme

The recruitment process commenced in late April 2016. The programme was advertised on the St Stithians College and ISASA websites and through various stakeholders. In total 3342 on-line applications were received; of which only 594 had the minimum requirements to be considered as candidates; and only 71 submitted all the required documentation. Thirty candidates were shortlisted for the first round of interviews with the

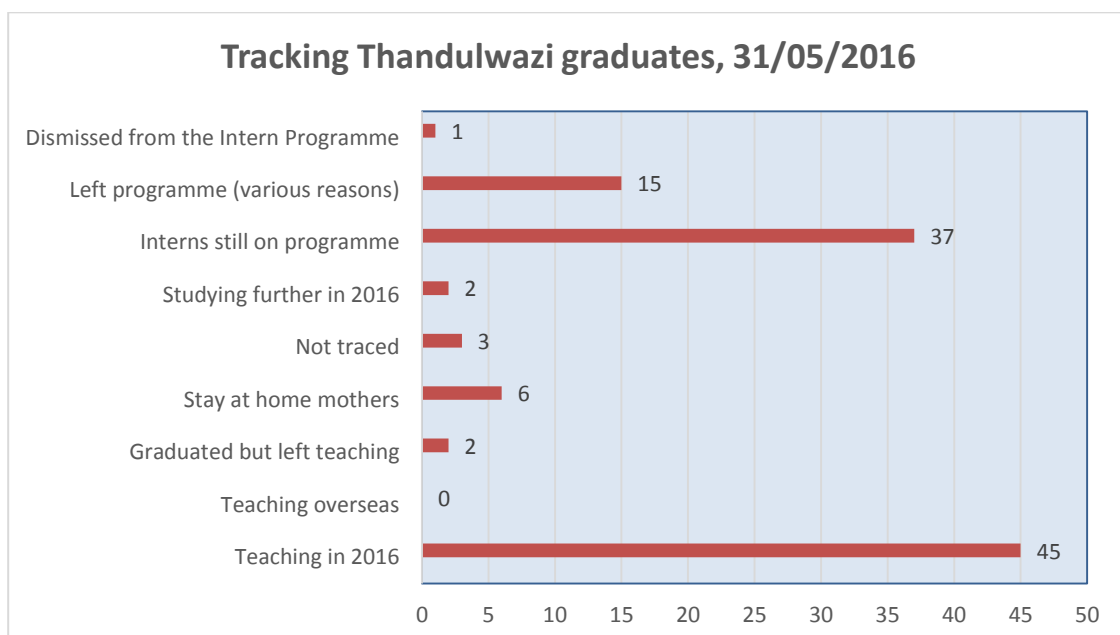
Thandulwazi Head and Intern Director in June 2016. The second round of interviews should be completed by the end of July. This will allow sufficient time for new Interns to apply at UNISA, as registration for the 2017 education courses will close in August. Thandulwazi intends recruiting at least 13 new interns for 2017.



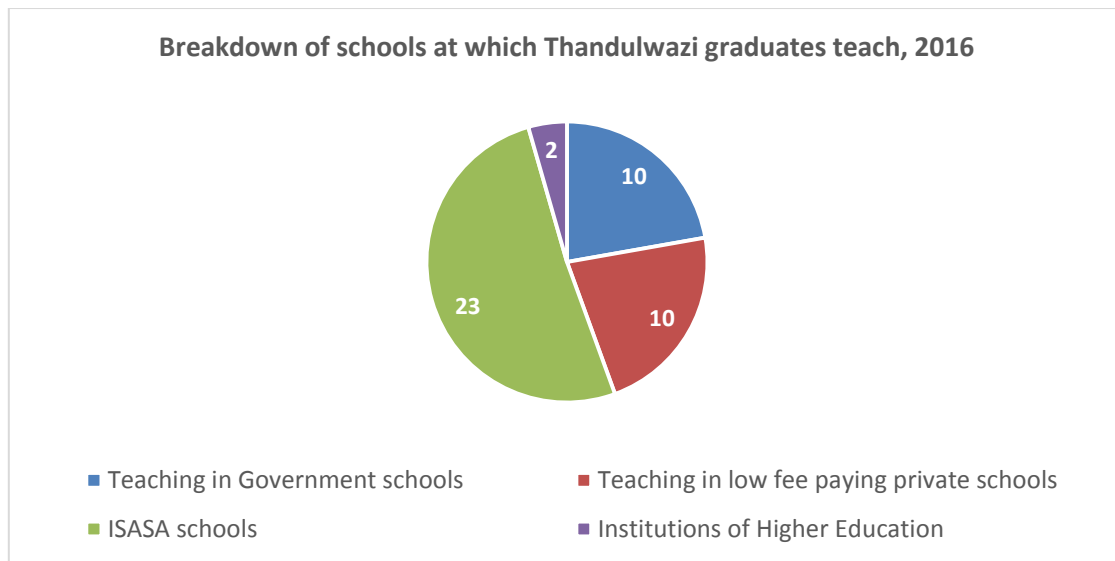
Thandulwazi interns in action, June 2016

Impact of the Thandulwazi Intern Teacher Training Programme, 2005-2016

- The database of *Thandulwazi Intern-Teachers* (2005-2016) is updated on an annual basis. Tracking the Thandulwazi graduate teachers and monitoring teacher retention rates is an area of focus. An analysis of the Internships over the last 12 years reveals that:
 - In total 111 interns have trained on the Thandulwazi Intern-Teacher Training Programme; 37 of whom are current interns.
 - In the period under review, 16 Interns left the programme for a variety of reasons.
 - Of the 58 Thandulwazi graduates, 78% (45) are currently teaching at a range of schools/ institutions.



The Thandulwazi graduates are teaching in a range of South African schools (township/ government schools; former Model-C schools; low fee paying private schools; and ISASA schools) and two are lecturing students at Rhodes University (Pure Maths and Applied Maths) and the Vereeniging FET College (Maths).



This term, a current Thandulwazi Intern, Ms Sindi Shange, was invited back to her former high school in Coronationville. On 25 July 2016, Sindi addressed the student body on her experience on the Thandulwazi programme and encouraged others from the community to consider teaching as a career.

Three Thandulwazi Interns (a current Intern and two graduates) also shared their inspirational Thandulwazi stories to motivate others to become future teachers too. These articles were published on the St Stithians website and in the Thandulwazi newsletter:

<http://www.stithian.com/news/entry/st-stithians-and-thandulwazi-change-lives>

<http://www.stithian.com/news/entry/intern-teacher-update-ms-boitumelo-kitime>

<http://www.stithian.com/news/entry/intern-teacher-update-mr-sanele-ndaba>



Thandulwazi Teacher Development Programme in Gauteng

This is a well-established programme, which focuses on up-skilling the teaching methodologies of teachers currently working in under-resourced schools serving previously disadvantaged communities in Gauteng. The professional development programme for these educators focuses on Mathematics/Numeracy, Natural Science, English/ language teaching, ICT/using technology effectively in the classroom, and leadership. The Gauteng programme is coordinated by Mrs Ronelle Klinck.



Programme to date

Registration took place on 13 February 2016 and a total of 1258 teachers registered across the phases for the teacher workshops and leadership programme. Demand for places on the programme, particularly in the Grade RR/ Foundation Phase remains high. As at 30 June, 1262 teachers and school leaders have registered to the Gauteng teacher and leadership workshops.

Black		White		Asian/ Indian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
48	1203	0	2	0	1	2	6

A breakdown of the number of teachers registered per course are reflected below:

Groups	Count
Pre Grade R (4 - 5 years)	359
Grade R	475
Grade 1 English & Maths	30
Grade 2 English	19
Grade 3 English	20
IT Skills Group (4 groups across the phases)	139
Leadership A	50

Leadership B	48
Leadership C	41
Leadership D	39
Mathematics SP (Gr 7 – 9)	6
Mathematics & Natural Science IP (Gr 4 – 6)	14
English IP (Gr 4 – 6)	19
English SP (Gr 7 – 9)	3
Total	1262

Attendance

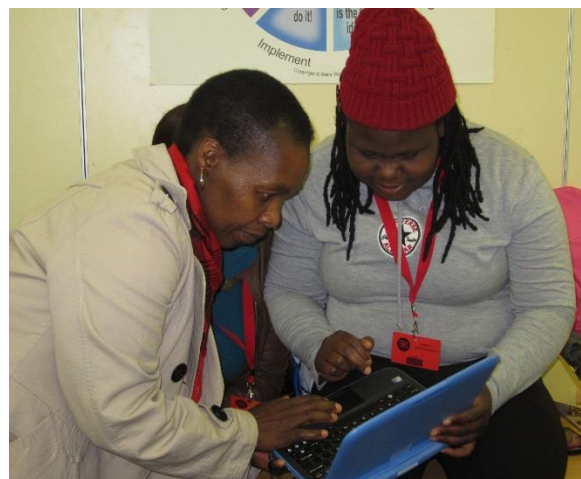
The average overall attendance at the workshops is: 70,6%

Session 1	Registration	100%
Session 2	27 February 2016	74,2%
Session 3	12 March 2016	76,3%
Session 4	21 May 2016	58,2%
Session 5	11 June 2016	50,4%
Session 6	25 June 2016	64,6%

New venues for workshops

Venues across the three Prep Schools and in the Boys' College at St Stithians are used for the Teacher Development Programme.

Due to a robbery at the Boys' Preparatory Computer Labs, the Basic Computers Course was moved to the Girls' College classrooms, where the teachers makes use of the Classmates donated to Thandulwazi. The Classmates are not connected to the network or Internet, which means that the IT Technician has to manually load the files required for each workshop, but it gives the teachers the opportunity to practice basic skills on tablets.



Basic computer skills workshop using Classmates

New features of the 2016 programme

- Thandulwazi has partnered this year with **Knowledge Partners** and secured access to an accredited an E-skilling course, which will be a piloted with 60 Thandulwazi teachers. The programme has been developed by the Vaal University of Technology (VUT) and iNesi. Sixty licences have been donated to Thandulwazi and, following a baseline assessment, 42 teachers have qualified for this advanced E-Skills Pilot. They will receive a certification for 5 computer modules, viz. Introduction to computers, Internet and Email, Word Processing, Presentations and Spreadsheets. The selected teachers are required to achieve a minimum of 75% to pass each module. Once all 5 modules have been completed, teachers will receive a certificate from VUT and earn 35 SACE PD points.
- Thanks to funding received from the **Project Group** English Teacher Handbooks have been purchased and distributed to all the language specialist teachers.



Transport

Currently, transport for teachers via bus is provided from key points in: Soweto, Cosmo-City/ Diepsloot, Alexandra, Ivory Park and Tembisa. Given the costs, transport is under review for 2017.

Saturday Programme

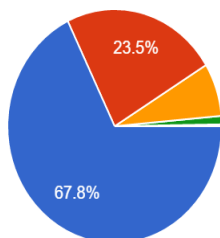
- 11 Saturday sessions of workshops are timetabled for this year, 7 of which have already taken place.
- The programme reflects the continuous professional development of teachers not only in their pedagogical content knowledge and classroom management skills, but also in the holistic development of individual teachers as lifelong learners.
- Presenters begin the Saturday morning sessions with a facilitated discussion (Communities of Practice – CoP) around a topic or issue that has been raised by the group. Sharing information, resources and best practice; collectively finding solutions to common problems; and building networks are features of these sessions.
- Thereafter teachers attend two sessions of workshops (90 minutes each): the first is curriculum focused; and the second session targets improved classroom management, computer literacy and technology skills.
- In addition teachers and leaders are encouraged to register on the SACE (South African Council of Educators) personal development portal and to obtain CPD (continuous professional personal development) points annually.



Monitoring & Evaluation

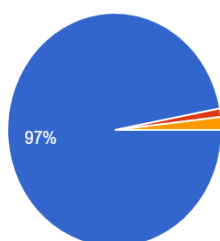
Monitoring of the programme is continuous. The focus has been on the quality of the workshops; and the usefulness of the workshop content and resources/ materials provided. A summary of the feedback on the first six sessions is detailed below:

The workshop was . .



Excellent - presenter well informed & content relevant	526	67.8%
Very Good - presenter prepared & content useful	182	23.5%
Good - presenter & content	57	7.3%
Average	9	1.2%
Needs to improve	2	0.3%

I could use what I learnt in my teaching environment



Yes	753	97%
No	9	1.2%
Maybe	14	1.8%

In addition, school support visits are conducted biannually. The purpose of these visits is:

- To evaluate the impact of the project at a school level;
- To provide classroom support through co-teaching and coaching;
- To identify the gaps in pedagogical practices and leadership which will then inform the design of the subsequent workshops.



During the April school holidays the Programme Director, Ronelle Klinck, and an admin assistant, Liza Rakobila, visited two of the partner schools to deliver stationery packs donated by the St Stithians Prep schools to Thandulwazi. At the first school visited, Mrs Bick the Head of Zerowa Christian Academy (Eldorado Park), welcomed the Thandulwazi staff warmly.

The next visit was to the Denver Primary School in Malvern, east of Johannesburg, where the Director met the principal, Mrs Charlotte. The principal allowed the Thandulwazi staff to visit Mrs Livhuwani Makuba's Grade 1 class.

Mrs Makuba's is a registered teacher at Thandulwazi, who according to her principal, has transformed her teaching methodology with the knowledge and skills acquired at the teacher workshops. Mrs Makuba's

transformation is evident in her classroom management and the interesting resources she has created for her lessons. When the Thandulwazi staff entered Mrs Makuba's class, they were greeted by the learners with a song of welcome.



Grade 1 Class, Denver Primary School, April 2016

More school visits are planned for August. The focus of these visits will be to target primary and secondary schools where teachers participate in the Teacher Development Programme for Grades 4 to 9. The visits will allow us to invite more teachers from Grades 7 to 9 in 2017, as well as invite the FET phase teachers to register for the 2017 programme (a new strategy).

Thandulwazi Leadership Programme

It has been said that *“a school stands or falls on its leadership”* (John McBeath¹¹). Effective school management plays a key role in the delivery of quality education in functional schools. Allegations of “posts for sale”, cronyism, corruption in the appointment of school principals, and the interim findings of the Volmink Commission in 2015 have heightened concerns around the appointment of school leaders, who play such a critical role in education. In addition research undertaken by the University of Stellenbosch⁹ in 2015 revealed that 33% of principals were 55 years or older in 2012; and that in the next decade an average of 1000 principals would retire each year. Thus highlighting the need for effective training programmes that would develop the competencies and skills needed by the next generation of school leaders. This is a key focus area of the Thandulwazi teacher development programmes offered in both Gauteng and Limpopo.

The Gauteng leadership programme has been generously funded in 2016 by **Growthpoint Properties Limited**. Thandulwazi is immensely proud of the 177 school leaders and aspiring school leaders, who have registered to attend one of 4 leadership courses facilitated by the Thandulwazi Teacher Development Programme, and who recognise that:

“Leadership and learning are indispensable to each other . . .”

(John F Kennedy)

Programme

The Saturday programme commences with a CoP session. Some of the challenges identified by the leadership groups for further discussion include:

- SGBs: Board members who aren't committed and effective
- Disengaged parents (parents who don't comply with school rules; who don't attend meetings; who don't pay fees; who don't care and carry out their responsibilities in their children's education)
- Poor communication with parents and lack of parental support
- Staff: time-keeping; lack of co-operation and dedication of staff to do their duties
- Lack of resources and funding in schools
- Insufficient space for all the school activities; classrooms that are too small for huge number of learners
- Students: discipline; poor performance of learners; lack of interest in academics; and an uncaring attitude amongst the learners

The leadership workshops focus on common issues facing school leaders and implementing practical, effective policies and solutions. The presenters are: Dr Richard Hayward (retired principal); Mr Alistair Johnston (retired principal); Ms Zie Essop (an experienced educator and workshop facilitator); and Ms Sibongile Mabena (who is employed by the Department of Education, as a facilitator for adult training, and is a Provincial co-ordinator).

Accreditation

A three year plan has been undertaken to have all four Leadership courses endorsed by SACE by 2019. Once the SACE endorsements have been secured, the Thandulwazi programme director will focus on applying for SETA accreditation. Thus far the following courses are SACE endorsed:

- Group A (Richard Hayward): Potential of 15 SACE Profession Development (PD) points:
 - Workshops 1 to 8 (*Five pillars of a Quality school*) comprise the Introduction to Total Quality Education (TQE) activity. The course is SACE-endorsed and earns eligible participants 10 PD points.
 - Workshop 9 (*Growing Madiba's values in our classrooms and schools*) is also SACE-endorsed and earns eligible participants 5 PD points.
- Group C (Zie Essop) focuses on *Management of Teaching and Learning*. This course is endorsed by SACE for 5 CPD points.
- Currently the leadership courses facilitated by Alistair Johnson (*Group B: The Nurturing School*) and Sibongile Mabena (*Group D: Basic principles of leadership, mentoring, managing expectations, conflict management, and mastering leadership skills*) are not SACE endorsed. The Programme Director intends working with the course facilitators to apply for SACE endorsement by the end of August 2016.

Assessment

Tasks are assigned based on the course work. A selection of tasks from each workshop will be selected for assessment/marketing by the facilitator. The submission and marking of a selection of tasks, serves as the teacher's portfolio of evidence to ensure that the PD points are achieved.

Challenges

The challenges noted below do not apply to all. Some of the school leaders are very capable individuals who engage fully and participate intelligently in the workshops and produce good assignments. Some of the challenges faced by the leadership facilitators are as follows:

- Two of the leadership groups consist largely of Heads of pre-schools. In consequence the course material had to be modified to ensure relevance.
- Regular attendance and punctuality.

- Submission of assignments by the due date.
- English language competence (in particular written English) is a problem experienced by many. This makes marking very time-consuming, tedious and demanding.
- Systematic recording in files of practical application in schools of the programme suggestions is very erratic



Dr Richard Hayward facilitating a leadership programme workshop, July 2016

Highlights

- Participants are required to do short written assignments. Dr Richard Hayward senses *“that there is an ever-improving level of commitment and diligence in submitting the work. The overall quality is better than in previous years. Many assignments reflect a practical application to their own school situations of what has been discussed by Alistair and myself in workshops. A number of participants have commented on how they've adapted their own school management practices to what they've learnt at workshops from both their colleagues and the presenters.”*
- Groups demonstrate consistent interest and enthusiasm.
- Pre-school Heads appreciate being accepted as important professional educators.
- Very pleasing is to see growing self-confidence and self-esteem in many school leaders.
- It is encouraging to see teachers, of their own volition, sharing ideas and resources, contacts and experiences.
- Alistair Johnston notes that: *“All appear to understand and accept the vital importance of fostering a nurturing school environment. For some, this goal appears to have become the foundation of their own, growing educational philosophy. If I am correct in this assumption, the course is adding value.”*

Thandulwazi Teacher Development Programme in Limpopo



Why Limpopo?

Prior to 2013, large numbers of teachers from Limpopo would travel, at their own expense, upwards of 4 hours on Saturdays, to attend the Thandulwazi Teacher Development Programme in Gauteng. Limpopo over many decades has been one of the poorest performing regions educationally. The IRR research¹² reveals that:

- Limpopo has over 1,7m students attending public schools (only 50,850 are enrolled in independent school in the region);
- In 2015, there were 2598 teacher vacancies in Limpopo schools, of which 2027 were senior management positions. Only 507 new teacher graduates entered the profession in the region at the end of 2014.
- In terms of resources/ facilities in Limpopo schools: only 6,5% of schools have libraries; 6% have a laboratory; and only 14,9% have a computer facility.
- The Sekhukhune District of Limpopo, where the Thandulwazi programme is focused, has a total population of 1,105,914, 36% of which is younger than 14 and of school going age. 21% of all adults (21 years & over) in the Sekhukhune District have no schooling; and only 4,9% of the population in this district have attained Higher Education.
- The official unemployment rate in the Sekhukhune District is 57,9%.

Following on a very successful pilot facilitated over three years (2013-2015) by the Thandulwazi Teacher Development Programme, a decision was taken in 2015 to continue with the professional development and upskilling workshops offered to teachers and principals working in rural schools in the Sekhukhune District of Limpopo.

Thanks to the generous support of the Solon Foundation and PEP, two programmes are running concurrently in Limpopo at our partner school, Marotobale Primary School:

- 28 HODs are attending a targeted training programme for senior management teams (SMT), funded by the Solon Foundation (based in Switzerland);
- Over 400 pre-primary and primary school teachers are attending the Thandulwazi-PEP Teacher Development Programme.

Eleven contact sessions and a closing ceremony are planned for both programmes this year.

Thandulwazi HOD/SMT Training Programme

The M&E undertaken by the Head of Thandulwazi, Dr Themba Mthethwa, in October 2015 included visits to schools in the Sekhukhune District. Based on the feedback from the teachers and principals interviewed, Themba discerned that while most schools in the region had a principal, very few had Deputies. The onus for ensuring that the CAPS/curriculum was implemented in these schools fell onto the shoulders of the HODs (Heads of Department), many of whom were underqualified and ill equipped to manage this portfolio. It was decided to facilitate a targeted senior management training for HODs, through a series of workshops in 2016.

Thandulwazi was targeting 60 HODs for this new programme. Despite engagement with the circuit office, district officials and ongoing liaison with school principals in the region, only 28 HODs have signed up for the 2016 programme. The breakdown is as follows:

- 4 females
- 24 males
- All 28 attendees are African, 100% HDSA

The workshop presenters

- The Thandulwazi Head, Dr Themba Mthethwa, is the project manager and designer of the programme.
- The HOD workshops are presented Mr Kope Malatsi, Principal of St Paul’s, who has received recognition for running a very effective school and was named Principal of the Year in 2015. He is assisted by Mr Fanwell Ntake, an able and experienced school leader who has been the Principal of Kgaladi Primary School for a number of years. Both of the presenters have a wealth of practical and hands-on experience in running effective schools in the region.

Topics covered in the workshops (March to June)

This tailor-made programme has allowed attendees to learn practical skills associated with their specific role and circumstances in schools. Topics covered to date include:

- Understanding the roles and responsibilities of SMTs
- Legislative mandates and educational policies
- Understanding school leadership and management in the South African context
- Managing effective teaching and learning in school
- Managing curriculum coverage in the school



Thandulwazi-PEP Teacher Development Programme in Limpopo

Statistics

Most participants attending the Limpopo programme come from the Sekhukhune and Mopani Districts of Limpopo, with a few teachers from the Capricorn District and two participants travelling from the Gauteng Province. As at 30 June 2016, 424 teachers have registered for the Thandulwazi-PEP Teacher Development Programme in Limpopo. The breakdown is as follows:

Black		White		Indian/Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
16	408	0	0	0	0	0	0

- The majority of the delegates attending the workshops are black females (97%).
- The majority of the teachers are working in the ECD/ Foundation Phase of education.
- The highest qualifications of the Thandulwazi teachers reflect that:
 - 66% of the teachers have a Matric Certificate;
 - 15% have a high school a certificate between Grade 8 and 11;
 - 1% of the teachers has an educational level below Grade 8;
 - 5% of the teacher have a Diploma in Education
 - 3% have a University Degree

Workshop presenters

Dr Themba Mthethwa (Academic Head of the Thandulwazi Maths & Science Academy) manages the programme; and Mr Nicky Fernandes is the Limpopo programme coordinator. Workshop presenters from both Gauteng and Limpopo have been engaged for the programme. Given the low levels of English amongst the FP teachers, we find that presenting in English is an issue as the delegates have had minimal exposure to the language; hence a lot of the workshop presenters use the language of the area. The presenters are all experienced teachers; subject specialists; and SACE accredited.

Teacher workshops

Following registration, the teacher groups were drawn up based on the educational phases taught by the registered teachers.

Educational Phase	Groups
Grade R	6
Foundation Phase (FP) (Grade 1-3)	2
Intermediate and Senior Phase	4

Each teacher attends two workshops per session. Workshops are 90 minutes in length and the focus is on: Mathematics/ numeracy; Natural Science; literacy. Workshops are interactive; practical in nature; and encourage teachers to use the resources available to them to deliver the curriculum effectively.



Foundation Phase teachers: Numeracy lesson on number recognition, using the playground to practise drawing numbers in the sand

Workshop Programme for March to May 2016

ECD/Grade R

- How learning happens
- Pre-school skills
- Number recognition and basic number concepts
- Encouraging speech development
- Using art and tactile materials to encourage learning
- Types of grip and coordination; and how to incorporate this into play

Foundation Phase (Grades 1, 2 and 3)

- Moving from tactile to abstract
- Patterns and sequences
- Encouraging reading
- How to assess using CAPS
- Identifying errors in Maths understanding and learning
- Number concepts
- Identifying and addressing learning difficulties

Intermediate Phase (Grade 4, 5 and 6)

Maths	Natural Science
Understanding CAPS – curriculum, assessment	Scientific methods
The language of Maths	Encouraging scientific thinking
Teaching the basic functions (addition; subtraction; multiplication; & division)	Conducting experiments effectively in the classroom
Problem solving	Energy: focus on electricity & energy awareness
Patterns	Approaching Matter & Material
Introducing Algebraic concepts	Teaching life values in Science using the theme of Pollution
Identifying errors in Maths understanding & learning	Integrating the learning outcomes

Senior Phase (Grade 7)

Maths	Natural Science
Understanding the CAPS document	What is scientific thinking
Effective assessment	How to encourage scientific thinking in students
Identifying errors in Maths understanding & learning	Conducting experiments effectively in the classroom to reinforce the theory
Introducing Geometry	Life and living
Patterns	The periodic timetable
Problem solving	Integrating the learning outcomes
Teaching abstract concepts	How to build a portfolio of work

Attendance

The average overall attendance at the workshops is: 90,1%.

Session	Date	Attendance	Registered	Percentage
Session 1	16 April 2016	411	411	100%
Session 2	07 May 2016	371	424	87,5%
Session 3	28 May 2016	327	424	77,1%
Session 4	27 June 2016	368	424	86,8%
Session 5	28 June 2016	396	424	93,4%
Session 6	29 June 2016	407	424	95,9%
Session 7	30 June 2016	383	424	90,3%

Catering

Catering is simple and organized by the HOD at Marotobale Primary School. Tea is served on arrival in the morning; and again at 10:30, with a sandwich. Grade 7 students from the host school assist with preparing and serving the refreshments. The school is paid an agreed rate per teacher for catering on Saturdays. A contribution is made towards the electricity costs incurred by the host school.



Monitoring & Evaluation

Workshops are evaluated by the beneficiaries at each Saturday session. The focus is on three key areas:

- Quality of the presentation by the presenter
- Quality of workshop materials and workshop content
- Relevance of materials to topic and CAPS curriculum
- Attendees are also asked to comment on each workshop. Some comments from the participants include the following:

“They make sure they explain the shapes to us”

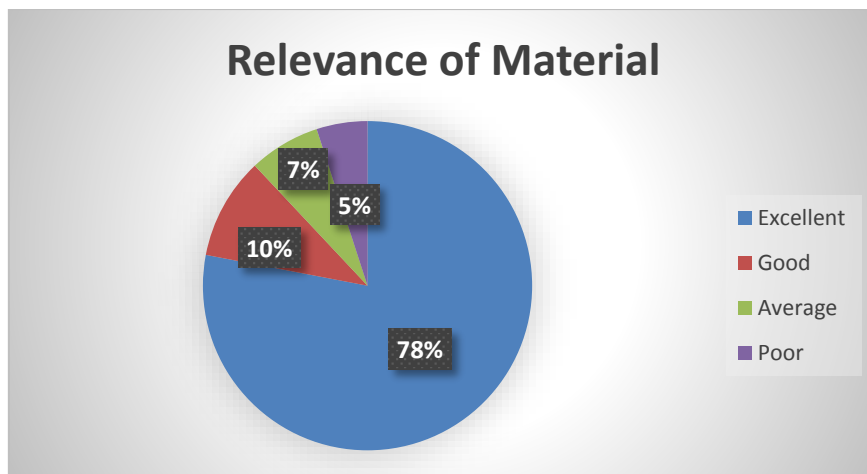
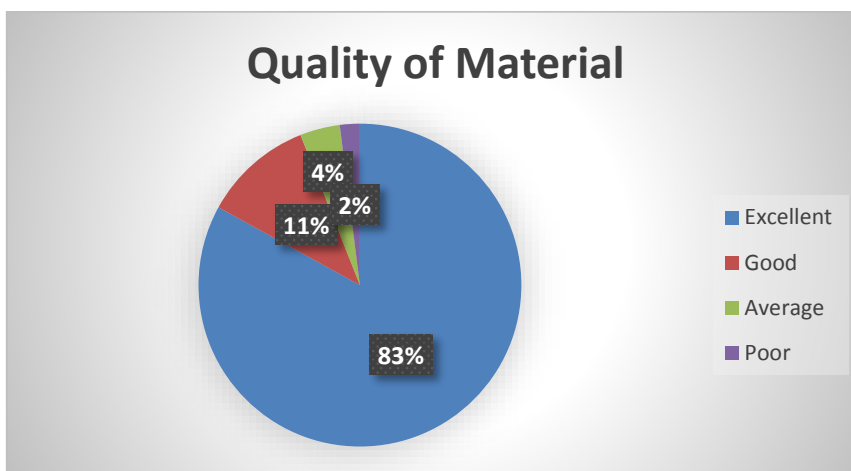
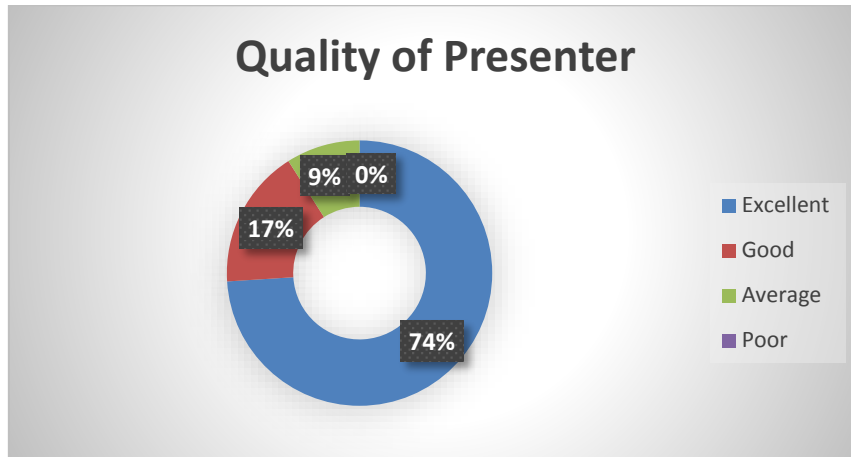
“I learnt about ordinary numbers and how to start a child with numbering objects”

“This was a wonderful workshop”

“The workshops are excellent- we improve mentally and gain more knowledge”

The feedback from the teachers in April/ May, resulted in the programme directors incorporating more facilitators presenting on CAPS (identified as a need by teachers); and fewer on language and classroom skills. The need to include more workshops on the CAPS document was particularly noted for the lower grades. Thandulwazi sourced three presenters, employed by the Department of Education, whose job involved visiting schools in the region, to help with the understanding of CAPS and the implementation of the curriculum. The printing of the notes was also reviewed, as the A5 format was problematic. Printing is now done in A4 format, which is easier to read.

Summary of feedback from the Thandulwazi Teachers: Workshops 4-7



Some feedback from the Thandulwazi/Limpopo workshop facilitators

“Thank you for a great experience at the Marotobale Primary School. I was completely overwhelmed by the enthusiasm of the teachers who pitched yesterday (16 April 2016). So many teachers wanting a meaningful training intervention. They are so grateful (for the sessions), excited and motivated by the opportunity to learn more. The Grade R teachers have clearly been left behind by the system and they need as much support as we can give them...”

“Thanks to all at Thandulwazi for a fabulous opportunity to share in this programme. I always come away feeling valued, enthused and in awe of these teachers who hunger for more learning opportunities...” (29 June 2016)

The Thandulwazi Head and Programme Coordinator will undertake an evaluation of the programme in September 2016, which will include school support visits. The purpose of the visits is:

- To evaluate the impact of the project at a school level;
- To provide classroom support through co-teaching and coaching;
- To identify the gaps in pedagogical practices and leadership which will then inform the design of the subsequent workshops.

Challenges in 2016

Many of the challenges encountered during the pilot programme remain a feature of education in Limpopo.

- Limpopo educators travel long distances to attend the professional development workshops offered by Thandulwazi.
- Communicating with delegates most of whom who do not have access to the Internet, e-mail or good cellphone reception remains a challenge.
- The classrooms provided by the host school are very basic and lack many of the resources taken for granted by teachers working in urban schools, such as classrooms equipped with data-projectors and screens (which means that such equipment needs to be transported to the host school for workshops).
- Access to printers on site is problematic at times for the organisers, who have to anticipate and transport all the workshop materials required to this very rural venue.
- Limpopo teachers deal on a daily basis with intermittent electricity supply; lack of connectivity and access to the Internet; and a lack of running water and modern ablutions.
- Many of the teachers have a poor understanding of English, which is the language of instruction at most professional training programmes, hence Thandulwazi has enlisted the services of a number of Limpopo-based workshop presenters.
- We found that teachers in most of the schools in this area have no access to the CAPS documents.
- Finding suitable and affordable overnight accommodation in this region for workshop facilitators.

Thandulwazi remains grateful to:

- The Solon Foundation and PEP for the generous support and their commitment to providing quality education for all in our country; and Mrs Cecily Salmon (Solon) and Mr Kimon Phitidis (PEP/ Social Innovations) for their support and wise counsel;
- ESKOM SOC Holdings for partnering with Thandulwazi in Limpopo and providing educational materials and resources on Energy/Electricity that can be used by Limpopo educators in their Natural Science lessons;
- Our Limpopo partners at Marotobale Primary School: the staff, Gr 7 students, and principal, Mr Lawrence Maapea, who has been such a supportive, gracious and generous host; Father Shirima and the staff at the Glen Cowie Mission who accommodate the Thandulwazi workshop facilitators.

THE THANDULWAZI TRUST

GOVERNANCE

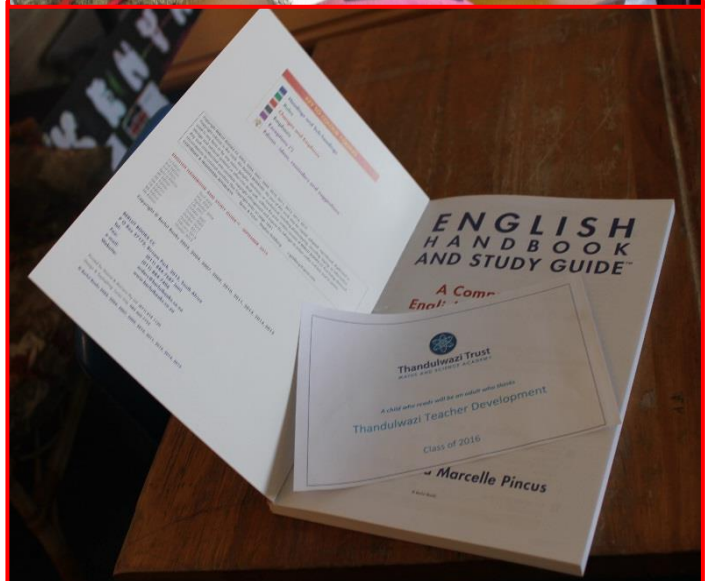
- The St Stithians Foundation Governors, all of whom are volunteers, have met twice this year. The focus of the meetings is on fundraising for the programmes and projects.
- The Thandulwazi Trustees have met three times in 2016. There are currently six Trustees and the Chair of the Thandulwazi Trust is Ms Khumo Morolo. The Thandulwazi Trust Deed was amended in January 2016 to ensure alignment with the revised B-BBEE Codes implemented on 01 May 2015.
- PwC Inc (Price Waterhouse Coopers Inc) has been confirmed as the auditors for the Thandulwazi Trust. PwC completed the audit in April 2016 and the 2015 AFS were signed off by the Trustees on 04 May. PwC waived their professional accounting fee for 2015 and donated their services to Thandulwazi as part of their CSI spend. Printed copies of the Annual Report & AFS for 2015 were made available to all donors and stakeholders in June 2016. (The soft copy of the AFS for 2015 is available on request.)
- The Thandulwazi Trust's governance standards remain high; and transparency and fiscal discipline remain hallmarks of the Thandulwazi Maths & Science Academy.

STRATEGIC REVIEW (2017)

For 2016, several strategies have been prioritised by the Thandulwazi Head and programme directors.

- The process of developing a framework for the Annual Performance Plan (APP) which caters for all the Thandulwazi programmes is underway.
- Engaging with GPDE HOD to discuss the role of Thandulwazi in the Gauteng Province.

For the period 2017 – 2025, Thandulwazi is in the process of developing a strategy with both medium and long term goals. The overall aim is to enhance and expand the current programmes offered by the Thandulwazi Maths & Science Academy. The long term goal is to make the Thandulwazi Academy one of the best Maths and Science Academies in the country, offering a menu of diverse educational



programmes accredited by the Council of High Education (CHE) and UMALUSI. In terms of conceptualised strategy, the focus for the period ahead will be on:

- Extending the Saturday school to include Grade 9 students while maintaining the current student enrolment numbers. Introducing Gr 9 will increase numbers of potential students who will select to study core Maths in Grade 10, rather than opting for Maths Literacy. Within the Thandulwazi context, introducing Gr 9 will ensure that a sound foundation of both Mathematics and Science content knowledge is built.
- Ensuring that the Thandulwazi professional development programmes for teachers are endorsed by SACE.
- With respect to the Further Education and Training (FET) teacher programme planned for 2017, work has commenced on producing study manuals for Maths, Physical Sciences and Life Sciences. This new strategy aims at involving teachers from the high schools participating in our Saturday classes in a professional development programme in targeted subjects. This initiative is particularly necessary to create a synergy within the Thandulwazi programmes

FINANCIAL UPDATE

- An annual budget is prepared for the Thandulwazi Maths & Science Academy and for each programme; and submitted for approval to the Foundation Governors and Thandulwazi Trustees. So far the programme budgets are on target and no major overruns are anticipated in 2016.
- An appointed Foundation Governor (Mr John Williams, CA), the Thandulwazi Head and Foundation Director monitor the monthly management accounts and all expenditure. The Assistant Bursar at St Stithians College prepares the monthly financial reports for the programmes facilitated by the Thandulwazi Maths & Science Academy.
- Financial discipline remains a key feature of the Thandulwazi Maths & Science Academy. Thandulwazi is acutely aware of the need to apply donor funding responsibly and sensibly, with the focus on optimising the teaching and learning outcomes. All expenditure is carefully monitored, with a strict approvals policy in place, and financial controls that ensure that there is no wastage of donor funding and that the funds are spent directly on the programme and its beneficiaries.
- No fee is paid to professional fundraisers.
- Fundraising targets are aligned with the programme's annual budget. Any surplus at the end of the financial year-end is carried over into the Thandulwazi programmes for the following year.

FUNDRAISING

The St Stithians Foundation and Bev Johnson drive the fundraising for the Thandulwazi Maths & Science Academy; and manage donor relations and partnerships. Critical to the continued operation of Thandulwazi is funding; the development of new strategic partnerships; maintaining successful symbiotic relationships with current partners; anticipating and meeting the needs of educators and learners; and expanding the reach and impact of the programmes.

Currently, fundraising targets are determined by the annual budget for the four programmes offered by the Thandulwazi Maths & Science Academy. A multi-pronged approach has been adopted to drive the fundraising strategy to ensure that the fundraising targets are achieved:

- *CSI Funding and grants* are sourced from a range of trusts, corporate and individual donors for the Thandulwazi programmes, so ensuring that the future financial sustainability of Thandulwazi is not dependent on only one or two funders. Funding applications to existing and new donors are submitted annually on an ongoing basis.

- *In-kind donations* of teaching materials; textbooks and professional services that will be of value to the Thandulwazi programmes and help to reduce costs are also actively pursued. Strategic partnerships that will benefit the programmes and extend the reach of Thandulwazi have also been negotiated
- In addition, *new sources of funding* are explored annually, e.g. this year the *Project Group* hosted a presentation by Sean Wisedale on Everest and raised R42k for the Thandulwazi Teacher Development Programme
- *On-line donations* to Thandulwazi can now be made via PayGate:
<http://www.stithian.com/thandulwazi/donate/thandulwazi>
- To ensure future sustainability, the Thandulwazi Trust has a *B-BBEE strategy* in place to encourage companies wishing to take advantage of the BEE status of the Trust, to make scorecard compliant SED (socio-economic development contributions) and Skills Training contributions to Thandulwazi; and/or donate shares to the Trust. It is hoped that in time the dividends generated from such partnerships will provide funding for the Thandulwazi programmes going forward.

Should you have any queries or if additional information is required, please do not hesitate to be in touch.

Thank you, one and all, for your encouragement, generous support and partnership with the Thandulwazi Trust.

With kind regards.

Themba Mthethwa

THEMBA MTHETHWA
HEAD
THANDULWAZI MATHS & SCIENCE ACADEMY

Bev Johnson

BEVERLEY JOHNSON
DEPUTY HEAD OF ADVANCEMENT
(FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS)

31 July 2016

Thandulwazi Maths & Science Academy

An educational programme established by the St Stithians Foundation

Thandulwazi thanks our 2016 donors & partners

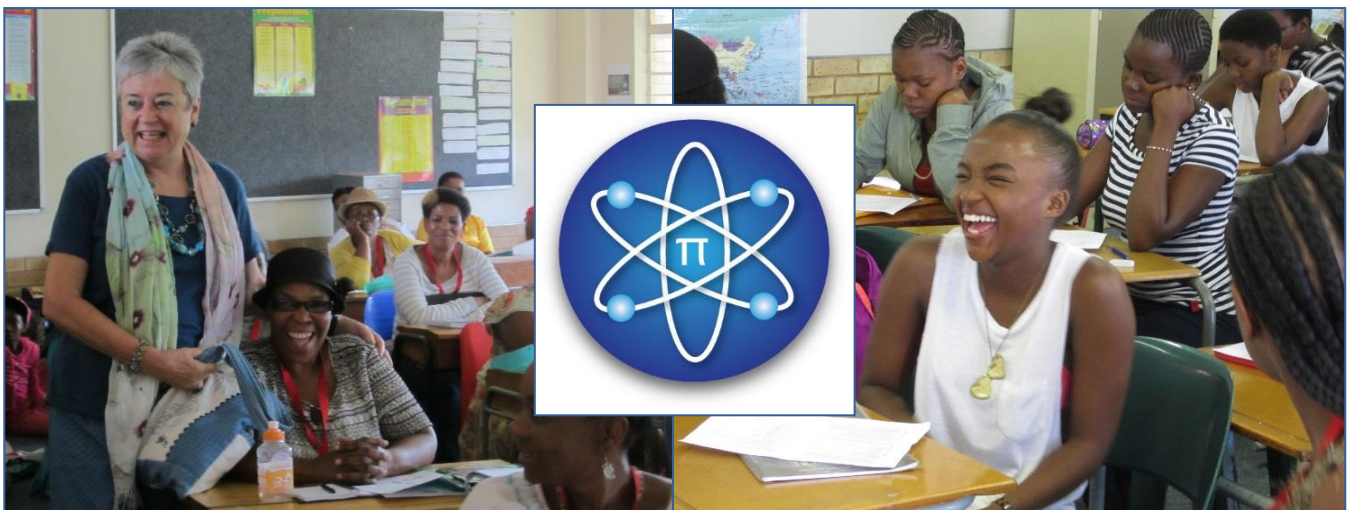


The growth, impact and reach of the Thandulwazi programmes over the last 11 years would not have been possible without the generous support and benevolence of individual donors, corporate funders and grant-makers, both past and present. On behalf of the Thandulwazi beneficiaries, we thank one and all for their generosity and commitment to providing effective quality education for all in South Africa.

The Thandulwazi Trust is grateful for the funding received in 2016 from the following companies, grant-makers and trusts in support of the Thandulwazi Maths & Science Academy:

- AGSA (Auditor General of SA)
- Anonymous - Educational Trust
- ApexHi Charitable Trust
- Babcock Africa Services (Pty) Ltd
- Babcock Nthuthuko Engineering (Pty) Ltd
- Barloworld Trust
- Datacentrix
- Epoch & Optima Trusts
- Equity Value Consulting (Pty) Ltd (t/a Futuresense)
- ESKOM Holdings SOC Limited
- FEM
- Growthpoint Properties Limited
- HNM Attorneys
- IDTek Solutions (Pty) Ltd
- JCR Equipment
- K2Capital (Pty) Ltd
- Lightstone Group (Pty) Ltd
- Mackenzie Foundation
- Mary Nash Memorial Trust
- Mazi Asset Management (Pty) Ltd
- Mota-Engil Construction SA (Pty) Ltd
- Nampak Products Limited
- Nedbank Group Limited
- NORM Investments (Johannesburg) (Pty) Ltd
- Old Stithian Association
- OMNIA Group (Pty) Ltd
- Oppenheimer Memorial Trust
- PEP
- Project Group
- Protea Chemicals (a division of OMNIA)
- Route Gaming Solutions
- Sir Percy Hunting Foundation
- Solon Foundation
- Sparcmelt (Pty) Ltd
- TR Hindson Family Trust
- Ukhozi Pipe Line (Pty) Ltd
- Virgin/ Galactic Unite

Some donors have asked to remain anonymous.



Each One Sponsor One

Our sincere thanks go to the following individual donors for their generous financial support of the Thandulwazi programmes and fundraisers:

- Mark Andrew
- Petro Asch
- Steve, Heather & Samantha Ball
- Dr Ian Beeton
- Carine & Bevan Bryer
- Raymond Burger & Family
- Calver Family
- Justin Cooper & Family (Base One Interiors (Pty) Ltd)
- G Dinesh
- Kate Doyle
- Barry Fergusson
- Alicia Greenwood
- Laurinda Hartzenberg
- Karen Hawinkels & Family
- Ann Hunter & Family
- Kerry Jenkins
- Kay Karlsson & Family
- Alexandra Keogh
- Joe Keogh & Family
- Munene Khoza
- Liandi & Ria Kirkham
- Liz Kobilski
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- Prudence Lebina
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- Ben & Colinda Linde
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- Val Moodley
- Matthew Morrison
- Mamedupi Moshidi
- Lerato Mtoba
- Stephen Murphy & Family
- Grant & Debbie Nesor
- Zandile Ngwepe
- Carel Nolte
- Ayanda & Chidi Nwosu
- Zanele Nyoka
- Ria Pretorius
- Margaret Stoutt
- Larissa van Deventer
- Joanne & Monet Villet
- Pamela Wade Lehman
- Andrew Watt

Some donors have asked to remain anonymous.

Donations in-kind

We acknowledge with thanks the in-kind donations and *pro bono* professional services received from the following donors, which have enhanced the programmes offered by the Thandulwazi Maths & Science Academy:

- AGSA (Auditor General of SA)
- Dave Eadie & the Answer Series
- Autism SA (Teacher Workshops)
- Nicki Miller & Bottleblue Design & Advertising
- The Bureau Print
- Rachel Cauldwell & EduAccess (t/a PencilBox)
- Astrid Scheiber (Casio)
- Ferndale Textbooks
- Hill & Knowlton Strategies
- Johannesburg Article Clerk Association (JACASS)
- Lindsey Fokkens & Knowledge Partners (iNesi)
- John Miller & Oakhill Cellars
- PWC Inc
- Rob Masefield & 3P International Holdings (Pty) Ltd
- Roedean School for Girls, Interact Committee
- Kimon Phitidis & Social Innovations
- Wade Eshelby
- Celeste Oates & Werksmans Attorney.

Volunteers

Sincere thanks to the following volunteers who share their skills and expertise with the Thandulwazi beneficiaries at the Saturday programmes:

- Bongani Dube (Maths tutor, Saturday School)
- Johannesburg Articled Clerks' Association (JACASS)
- Mpho Moseki (Learner Scholarship Mentor)
- Zandile Ngwepe (Learner Scholarship Mentor)
- Thizwilondi Nkhumeleni (Maths tutor, Saturday School)
- Nthabiseng Sibiyi (Admin volunteer, Saturday School)
- St Stithians Girls' College Gr 11 & 12 Peer Tutors

St Stithians College continues to be a major partner to the Thandulwazi Maths & Science Academy. The College provides the facilities and infrastructure for the programmes; computer labs and internet access; staff to administer/ co-ordinate the programmes; support staff to prepare the venues; and academic staff, many of whom teach at the Saturday School, facilitate teacher workshops and/or mentor intern-teachers.

(As at 28 July 2016)

*“You will achieve more in this world through acts of mercy
than you will through acts of retribution”.*

Nelson Mandela



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

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 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 improve 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

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www.thandulwazi.com

Trustees

Munene Khoza, Mahlathi Koza, Thami Moatshe, Khumo Morolo (Chair), Themba Mthethwa and Kelly Naidoo

Key personnel in 2016

- Head of the Thandulwazi Maths & Science Academy – Themba Mthethwa
- Thandulwazi Teacher Development Programme Director (Gauteng) – Ronelle Klinck
- Thandulwazi Teacher Development Programme Director (Limpopo) – Nicky Fernandes
- Thandulwazi Saturday School Programme coordinator – Mahlathi (Zeph) Khoza
- Thandulwazi Intern-Teacher Programme Programme coordinator – Thobeka Zuma-Mngambi
- Deputy Head of Advancement & Thandulwazi Fundraiser – Bev Johnson

Statutory details

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

Financial Statements

The Thandulwazi Trust's financial records are compiled on the basis of excellent, transparent governance and unquestionable ethics and are audited annually by independent auditors. Each year a full account of all income and expenses, including audited financial statements, is made available to donors. Pricewaterhouse Cooper Inc (PWC) has been appointed as the Trust's auditors for 2016.