



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

Thandulwazi Maths & Science Academy

Annual Report for the period January to December 2014

Dear Donors, Partners & Friends of Thandulwazi

It is with pleasure that we share with you the 2014 Annual Report for the Thandulwazi Maths & Science Academy.

Overall, the Thandulwazi Maths & Science Academy had a successful year, with high numbers of interns, learners and teachers registering for the three major programmes facilitated by Thandulwazi. The Thandulwazi intern-teacher training programme trained 26 young teachers, four of whom graduated in December 2014; the Saturday School provided curriculum enrichment and extra tuition for over 1000 students from 166 high schools across Gauteng; and the teacher development programme was oversubscribed (1076 registered educators), with record numbers of principals and teachers registering for the upskilling workshops and development programme held in Gauteng. In addition, some 299 Limpopo-based teachers attended the Thandulwazi upskilling workshops, held over four Saturdays in April and August 2014, at the Future Comprehensive School in GaMasemola (Limpopo).

Education in South Africa

Ensuring that every South African child has access to and receives quality teaching in well-resourced schools, across the educational phases and particularly in core subjects, has to become a national priority for our country, as together we work to address skills shortages and boost the economy.

The current state of education, particularly Maths and Science education, remains concerning. A review of the 2014 NSC results reflects that nationally, the pass rates in Mathematics and Physical Science declined:

- the Maths pass rate dropped from 59,1% to 53,5%;
- the Physical Science rate declined from 67,4% to 61,5%.

Frans Cronje of the IRR (Institute of Race Relations) in his review on the state of South African education in 2014, summarises the situation as follows: *“(to) put it plainly, if ten children enrol in grade 1 in any given year, one can expect five of them to reach matric, three to pass, and at the most, only one to pass maths with 50%.”* Cronje adds that *“of those fortunate enough to make it to matric, only half will write mathematics as a subject¹”*.

Cronje further notes that the throughput of the Grade 10 class of 2012 was lower than that of 1995. There were 1,103,495 Grade 10s in 2012 (53% more pupils than in 1995) but only 532,860 went on to become matric or NSC candidates in 2014, i.e. just under 5% fewer than in 1997². International comparisons are

sobering and reflect that in South Africa, only 40% of a Grade 1 cohort will graduate from high school; compared to 53% in Turkey, 67% in Brazil, and 72% in Chile.³

While the proportion of young South Africans with matric increased from 29,8% in 2002 to 38,8% in 2013, the same drop out pattern persists amongst students enrolled at tertiary institutions. The IRR data indicates that 51% of higher education students who enrol for a three or four year degree never graduate⁴.

Of all the Grade 12 students enrolled nationwide in 2014, 58,5% wrote Maths Literacy. A review of the 2014 NSC Maths & Science results reflect the following statistics⁵:

Subject	Total Students writing	Fail 0-29%	Pass 30-49%	Pass 50-69%	Pass above 70%
Maths	225,458	104,924 (46,5%)	70,152 (31,1%)	33,874 (15%)	16,491 (7,3%)
Physical Science	167,997	64,644 (38,5%)	65,596 (39%)	25,784 (15,3%)	11,965 (7,1%)

Analyst Nic Spaull makes the point that *“of the 500,000 learners who wrote matric just under 80,000 passed maths and just over 62,000 science at the 40% mark. It is an indication of wasted opportunity ... Given that it takes a score of above 50% in these subjects for a learner to pursue courses useful to the economy like engineering, accountancy and commerce at tertiary level, the numbers of those with useful passes in these subjects remains miniscule⁶.”*

The release of the ANA results in December 2014 once again heightened concerns about the teaching and learning of Maths in lower grades. The results reflected a national average of 10,8% for Maths at Grade 9 level, down from 14% in 2013 and 13% in 2012. The gaps that exist in the content knowledge and skills of Maths students even before they reach the FET-phase of their education is disquieting. Professor Mellony Graven, Chair of Numeracy at Rhodes University, contends that the *“grade specific curriculum is mismatched with the majority of learner levels and the ANAs are clear evidence of this”*. Graven argues in favour of SA adopting a systematic teacher support programme that would enable recovery teaching in Maths, focus on learning the foundations, and creating spaces for effective learning to take place, so that *“learners become actively engaged in Mathematics.”*

“Performance in Maths at a senior level must be seen as a culmination of years of inadequate teaching at earlier levels...”

Prof Brahm Fleisch,
Wits School of Education
(Business Day, 05 Dec 2014)

A recent study by Nic Spaull and Janeli Kotze of the department of economics at Stellenbosch University concurred that the crisis in Maths in South Africa is rooted *“in a weak foundation at primary level”*. This study reflected that only the top 16% of Grade 3 children are performing at the required level in Maths. *“In that grade the learning gap between the poorest 60% of students and the wealthiest 20% is about three grade levels. This grows to four grades by Grade 9.”* The study recommended increased accountability for teacher training, attendance and curriculum coverage⁷.

While levels of access to education have improved and beacons of excellence can be found in schools across the country, the facts remain that overall Maths skills and student performance in that subject remain poor; half a million students are “*culled before matric*”; and a further 128,986 failed the NSC in 2014. Much more still needs to be done by all the role players (government, business, schools, educators, students and their parents) to redress the crisis in education if we are to grow the number of school leavers, with the requisite Maths and Science skills set. This is a critical imperative for our country’s future growth and development and remains the overall goal of the Thandulwazi Maths & Science Academy.

Thank you

The success of the Thandulwazi Maths & Science Academy, which celebrates its 10th Anniversary in October 2015, is founded on the effective partnerships forged between like-minded partners with a shared vision of education and a country in which all South Africans will flourish.

We thank our many partners in education (listed on page 33), which include corporates, individual donors, volunteers, educators and partner schools, for their generous support, as together we strive towards realising the South Africa described by the late Nelson Mandela. Without you the growth, reach and achievements of the Thandulwazi programmes over the last decade would not have been possible.

*”Let’s recommit to work towards our common goal:
a nation where all of us are winners,
all of us have shelter, food and education.
Let’s build a nation of champions.”*

(Rolihlahla Nelson Mandela, 16 December 2003)

With sincere thanks and kind regards.

Lee Astfalck

LEE ASTFALCK
CHAIR
THANDULWAZI TRUST

Bev Johnson

BEVERLEY JOHNSON
FOUNDATION DIRECTOR &
THANDULWAZI CO-ORDINATOR

31 December 2014

References:

1. IRR Fast Facts, No 2/2015, Editorial, pg 1
2. Ibid, page 12
3. Financial Mail, January 15, “*Weak where it counts*”, pg 26
4. IRR Fast Facts, No 2/2015, Editorial, pg 1
5. Department of Basic Education, Technical Report on NSC Examination, pg 77
IRR Fast Facts, No 2/2015, pg 11
6. Financial Mail, January 15, “*Weak where it counts*”, pg 25
7. Ibid, pg 25
8. Ibid, pg 26



Thandulwazi Maths & Science Academy

An educational project established by the St Stithians Foundation

Thandulwazi - a love of learning ...

REPORT FOR THE PERIOD JANUARY TO DECEMBER 2014

THANDULWAZI SATURDAY SCHOOL

Over the last four years, 2011-2014, the Thandulwazi Maths & Science Academy has provided curriculum enrichment and extra tuition for 4377 FET-phase students from over 160 high schools across Gauteng.

During the period under review, a total of 1170 Grade 12 students, from high schools of mixed academic quality, have attended the Thandulwazi Saturday School. Key indicators of impact are

- The overall pass rate for Thandulwazi Grade 12 students over the last 4 years was: 97%
- The overall percentage of students who achieved Bachelor Degree passes: 53%
- Total number of Maths distinctions achieved: 44
- Total number of Physical Science and Life Science distinctions achieved: 75
- Total number of Accounting distinctions achieved: 49

2014 Matric Results

Unlike similar programmes, Thandulwazi follows an inclusive policy: learners who register for the Thandulwazi Saturday School are not pre-selected based on an assessment prior to registration. The Saturday School caters for pupils of mixed ability, the bulk of whom are not necessarily the Level 6 or 7 candidates; and this is reflected in the annual baseline test results. The Thandulwazi students self-select to attend classes on Saturdays and to improve their academic results; and it is this that makes all the difference, as students are taking personal responsibility for their own education and learning.

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.”

(Brian Herbert)

Thandulwazi fosters a culture of disciplined learning and accountability. Students are provided with targeted, quality curriculum enrichment classes on 30 Saturdays a year; delivered in a structured, well-organised, learner-friendly environment; using a range of methodologies; with access to resources, learning materials and small-group tuition in core subjects. The programme strives to provide the students with the necessary skills and content knowledge to pass Maths (Core); at least one Science subject (Physical Science and/or Life Science); and to achieve a university exemption at the end of their Grade 12 year.

The 2014 Matric results bear testimony to the quality of the teaching at the Saturday School. An analysis of the National Senior Certificate (NSC) final examination results in January 2015, revealed that 94,1% of the

222 Grade 12s registered at the Thandulwazi Saturday School had passed the NSC, with 56,8% of the students achieving university exemption (Bachelor Degree (BD) certificates).

Key indicators in 2014 were:

- The overall pass rate for Thandulwazi matric students (94,1%) was well ahead of both the regional (84,7%) and national (75,8%) pass rates.
- The number of Thandulwazi student who achieved BD passes was double the national average (28,3%) and well ahead of the Gauteng rate (37%).
- The number of Level 7s (80% plus) achieved in 2014 in subjects offered at Thandulwazi was again pleasing: in total 61 subjects distinctions were achieved in Accounting (17), Maths (17), Life Science (19), Physical Science (7) and English (1).
- Overall, the 2014 Thandulwazi Matric Class achieved 139 subject distinctions.

Independent Review of the 2014 NSC Results

As part of an ongoing effort to determine the impact of the Thandulwazi Saturday School, the Thandulwazi Maths & Science Academy (TTMSA) commissioned an independent review of the impact this programme had on the Matric learners in 2014. The analyst, Mr Paul Roux-De Kock, defined his brief as: *“Impact is operationalized as a positive effect on the aptitude and final results of the students attending the programme... This report aims to show the measurable impact within the current data constraints and makes recommendations on how to improve future tracking of the impact of the programmes.”*

Key findings of this review concluded that:

- *“Thandulwazi Saturday School attendees are significantly more likely to pass and achieve a Bachelor’s pass than their peers nationally and provincially.*
- *An estimated 45 students who would not have achieved a Bachelor’s pass under normal circumstances will potentially have access to university education due to the higher quality pass rate achieved by the Saturday school attendees.*
- *The Mathematics programme was successful (56% success rate) in helping to nudge students in the 80% region over the distinction line.*
- *Isolated big turnaround success stories are observed where students with baseline scores of less than 70% obtained distinctions in the subjects where baseline tests are done (Mathematics, Physical Science and English).”*

Saturday School - Comparison between Baseline Data and NSC Distinctions

De Kock noted that although not a true like-for-like or granular enough comparison, overlaying the distribution of the baseline test results (at registration) with the distinctions obtained in the NSC exam offered some insight into the improvements some of the students experienced.

Baseline data was available and could be linked to NSC results using SA ID numbers for 138 of the 222 students. The baseline test results that could be linked to NSC results per subject are as follows:

Maths Baseline data available	131
Physical Science baseline data available	72
English baseline data available	25

Distribution of baseline scores and final distinctions achieved

Mathematics			
	Total number of matched students	NSC >80%	Success rate
Baseline <50%	90	1	1%
Baseline between 50% and 69%	28	2	7%
Baseline between 70% and 79%	9	5	56%
Baseline over 80%	4	2	50%

There was a noticeable improvement in the group of students (Baseline between 70% and 79%) that required a “nudge” to get a mathematics distinction with a success rate of 56%. Unfortunately 2 of the 4 students who were already in distinction territory did not manage to get the distinction in the end. The huge improvements by 3 students with a baseline score of less than 69% that ended up with mathematics distinctions are testament to the possibility of the substantial turnaround effect for students enrolled in the programme.

In Physical Science and English, the programme did not manage to “nudge” the students close to a distinction over the line, but the data indicates isolated success stories of big turnarounds.

Physical Science			
	Total number of matched students	NSC >80%	Success rate
Baseline <50%	50	1	2%
Baseline between 50% and 69%	20	2	10%
Baseline between 70% and 79%	2	0	0%
Baseline over 80%	0		

English			
	Total number of matched students	NSC >80%	Success rate
Baseline <50%	9	1	11%
Baseline between 50% and 69%	13	0	0%
Baseline between 70% and 79%	3	0	0%
Baseline over 80%	0		

De Kock concluded that:

“It is clear that the students attending the Saturday school are more likely to achieve a passing mark in the NSC exam. More encouragingly, the higher potential students attending the Saturday School are also significantly more likely to achieve a Bachelor pass and saliently attaining university admission. The 19.8 percentage points higher Bachelors pass rate translates to 45 of the 222 students potentially gaining access to university education that would not have had that opportunity under normal circumstances. Although not a pure measure of improvements in aptitude, the comparison between the baseline tests done and the distinctions achieved indicates that there are isolated positive turnaround events and that the mathematics programme in particular is very successful in pushing high potential students into distinctions.”

OVERVIEW OF THE 2014 PROGRAMME

Staffing

There were no changes to the staffing complement in 2014:

- Mr Mahlathi Khoza, MSc (Wits), an experienced senior Maths educator, has been the programme coordinator of the Thandulwazi Saturday School since January 2011. Mahlathi co-ordinates the logistics

for the Saturday School sessions.

- A full complement of experienced subject specialist teachers, assisted by academic tutors, were engaged for the academic year.

Summary of the Saturday School Staffing

- 1 part-time Programme Coordinator (Mr Mahlathi (Zeph) Khoza)
- 20 freelance Subject Teachers (paid, subject specialists)
- 14 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)

RACE	WHITE		BLACK		COLOURED		INDIAN	
GENDER	M	F	M	F	M	F	M	F
Sub-Total	9	10	12	4	0	0	1	1
TOTAL	19		16		0		2	

Volunteers:

- Volunteers: 25 - participation varied, depending on the time availability of the volunteers, which included JACASS members; St Stithians alumni; St Stithians parents; and a Standard Bank employee;
- Peer Tutors: 20 Gr 11 & Gr 12 students from St Stithians College served as peer tutors (participation varied depending on the student's school commitments and availability);
- UJ Final Year Education Student Teachers – four 4th Year Bachelor of Education students from the University of Johannesburg (UJ) each completed 90 hours of community service tutoring at the Saturday School in 2014;
- Thandulwazi FET-Phase Intern Teachers – 8 Intern-Teachers from the Thandulwazi Intern-Teacher Training Programme completed 40 hours of community service tutoring in their major subjects at the Saturday School in 2014.



Programme to date, beneficiaries and attendance

- 30 Saturday School Sessions took place in 2014.
- In total 1037 students registered for classes at the Saturday School in 2014 and the breakdown is detailed below.

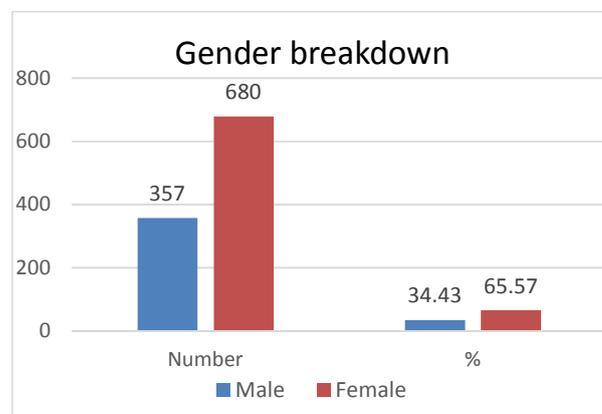
Registration per grade:

Grade	Students registered	Percentage
10	338	32,6%
11	375	36,2%
12	324	31,2%

Racial breakdown

Black	1012	(97,6%)
Coloured	13	(1,2%)
Indian/Asian	11	(1,1%)
White	1	(0,1%)

HDSA: 100%



- In March and late September, students who did not attend regularly, were sent an SMS advising that failure to attend would result in de-registration. 220 students were de-registered at the end September 2014 and the year-ended with 817 registered students.
- In October 2014, the focus was on revision and exam preparation; and the final teaching session for the year took place on Saturday 01 November 2014. The highlight of the day was the prize-giving for the winners and runners up of the annual *Mathletics* Challenge Competition and the inaugural English Reading Competition.
- The average attendance rate for the year was 51,5%. Up until the end of June, attendance averaged at 67%. Thereafter, there were no Saturday classes for five consecutive weeks (due to the July school holidays and Women's Day on 09 August) and this impacted on attendance in the last quarter. This long mid-year break was reviewed when planning the 2015 calendar.

New Features of the 2014 Programme

- Thanks to dedicated funding from a number of individual benefactors and donors (Growthpoint Properties, Kentz (Pty) Ltd, IDTek Solutions) in 2014, each Saturday School student (Grade 10-12) was provided with a copy of the *Answer Series* Maths 2-in-1 Workbooks. These CAPS aligned workbooks were used in the Maths Tutorial sessions and proved to be a very useful study guide for the students; as well as a source of past examination papers and memoranda. The students found these workbooks beneficial in guiding their studies.
- Dedicated funding from Ms Pippa de Wet, JACASS, Liberty, Kentz and Discovery Marketing, allowed Thandulwazi to provide every student with a new CASIO scientific calculator. Ms Astrid Scheiber of CASIO, facilitated a professional calculator training session for each grade over three Saturdays in February, March and May.
- The NOKIA Mathematics Intervention Project developed a mobile/cellphone based Maths programme for the FET-phase, called MOMaths. This additional resource was made available to the Thandulwazi students.
- A Maths Focus Day was held for the Grade 12 Maths Top Set class on Saturday, 14 June 2014.

- The Maths Top set was invited to attend a Thandulwazi Maths Camp at the St Stithians Kamoka Bush School (Modimolle) during the GDE school holidays from 11-13 July 2014.
- In February 2014 a Study Skills Workshop was held for all the students. Later in the year, Ms Carolyn Grainger, an English specialist, facilitated grade workshops for all the Thandulwazi students on effective techniques and methods to use when studying English (May 2014). In October the Maths specialist teachers ran a series of workshops focusing on exam technique and tips for the students.
- A new initiative in 2014 was the Thandulwazi English Reading Competition. The purpose of the competition was to instil in learners not only better comprehension skills, but also cultivate other benefits of reading, which would strengthen academic skills and encourage a culture of reading. The top achievers were recognised at the annual prize-giving held on 01 November.

Highlights of the year

- The St Stithians Boys' College drama students performed *Hamlet* for the Thandulwazi Grade 11 English students on 08 March.
- The Grade 12 Careers Day was held on 15 March; and in August 2015 the Grade 10 & 11 Careers Day was linked to National Science Week and related vocations.
- Our corporate partners offered the Thandulwazi students a number of opportunities. For example:
 - Ernst & Young invited the Grade 12s to apply for their Recruitment Programme for 2015;
 - Standard Bank invited the Thandulwazi students to apply for their bursary programme.
 - KPMG offered ten Grade 11 Thandulwazi accounting students the opportunity to participate in their accounting School Programme in the July and October school holidays;



(KPMG Schools Programme, October 2014)

- The first English Reading Competition was championed this year by the Head of English at Thandulwazi, Ms Natasha Ravyse, and proved to be a great success. Natasha reported that:
“The reading competition was initiated to instil in learners not only better comprehension skills, which will aid them in every academic field and school subject, but also to cultivate other benefits of reading. Studies

have shown that reading offers mental stimulation, memory improvement, stronger analytical thinking skills, improved focus and concentration, and better writing skills. These benefits of reading will strengthen academic skills which lends itself to the broader contexts constituting a real-world existence. The aim of the reading competition is thus to enable a culture of reading to develop – resulting in better skilled learners. The English Reading Competition ran throughout the Thandulwazi sessions. It is important to note however, that the sessions themselves were not interrupted by this competition since English as a subject still needs to obtain its outcomes related to core competency skills. The competition consisted of various rounds, scheduled according to available times in the calendar. Learners received a short-story (or a suitable text) and comprehension test which they had a week to read and complete by the following session. The comprehension questions were set in such a way to test different skills concerning the ability to comprehend, analyse and evaluate information. Records of their overall marks were kept and at the end of the year, the students with the highest overall average for each grade won. As our first year running the competition, our learners seem to have embraced and taken on the challenge in dealing with a variety of texts and skills needed to respond appropriately. Our winners (listed below) each received an Exclusive Book voucher and Ster Kinekor cinema vouchers donated by Sarah Wharton-Hood on 01 November 2014.”

The winners of the Thandulwazi Reading Competition in 2014 were:

- Grade 12: Darlene Dube (Basa Tutorial College)
- Grade 11: Zama Twala (Eqinisweni Secondary School)
- Grade 10: Priscilla Makwala (Wendywood High School)



(The programme director, Mr M Z Khoza, addressing the Thandulwazi Saturday School students at the Prize-giving held on 01/11/2014)

- The *Mathletics Challenge* was run at the Saturday School between 01 May and 30 October 2014. The two students who achieved the most points in *Mathletics* per grade were recognized at the Thandulwazi Saturday School prize-giving held on Saturday 01 November 2014. The 2014 winners of the *Mathletics Challenge* were:
 - Grade 12: Matsebe Mabela (Eqinisweni Secondary School) – Winner of a cash prize
Runner up: Millicent Mncube (Basa Tutorial College)
 - Grade 11: Nigel Sibusiso Hove (Cosmo City Secondary School 1)- Winner of a cash prize
Runner up: Ramaloti Ramaboea (Tersia King Learning Academy)

- Grade 10: Thabo Mbatha (Itierele-Zenzele Comprehensive High School) - Winner of a cash prize
Runner up: Noko Maphoto (Sunrise Combined School)



(2014 Thandulwazi Prize winners and sponsors)

The winners of the *Mathletics* Challenge were assisted with opening Standard Bank Student Achiever accounts into which their prize money (donated by *Mathletics Africa*) was paid.

Key challenges

The key challenges faced by the Saturday School include:

- **Soaring transport costs** which have impacted on the regular attendance of students, with 22% of the students surveyed indicating this as a reason for non-attendance every week.
- **Mixed ability classes:** learners are coming from 166 high schools across Gauteng, of varying educational quality. Teaching a range of pupils of such mixed ability poses a challenge for the Thandulwazi teachers, who implement an array of teaching strategies and methodologies to assist students at all levels.
- **Tardiness:** As in most government schools this remains a challenge. Thandulwazi continues to stress the importance of punctuality and time on task with students. Access to the school is closed at 09:00 and students arriving late have to swipe in at the admin block and explain their tardiness to the programme director. However, we are cognizant of the fact that 84% of Thandulwazi students rely on public transport (mainly taxis) and many travel long distances to attend classes (56% of students spent 20-40 minutes travelling to Thandulwazi on Saturdays; with 38% reporting on a journey of between 40-120 minutes to Thandulwazi).
- **Regular attendance:** Attendance averaged at 51,5% for the year. Matric attendance dropped off in the last term of the year. The programme director made contact with some of the non-attending students and partner schools and established that many of the Grade 12 students were required to attend compulsory Saturday sessions at their own schools or participate in the GDE's SSIP programme; and that some schools had introduced Cycle Tests on Saturdays. The Grade 12 Maths Top Set students continued to attend each week.

- **Instilling a culture of discipline:** A disciplined learning environment prevails at the Thandulwazi Saturday School. Many of the students come from dysfunctional schools, where discipline is lax. At the beginning of the year all students signed a Code of Conduct; four dedicated security guards patrol the Saturday School each week; and discipline is monitored by the programme coordinator. During the period under review no serious disciplinary incidents were reported at the Thandulwazi Saturday School.
- **Tracking graduates:** The Thandulwazi Saturday School sent out an SMS to all past-students at the end of January 2015 asking for them to update their status and via the Facebook page, but the response was poor. Finding an effective way to stay in touch with and track the Thandulwazi graduates remains on the Thandulwazi Director's agenda.

Successes

This year we were delighted to be able to assist three Thandulwazi graduates in sourcing tertiary bursaries:

- The Sir Percy Hunting Foundation granted funding in 2014 and again in 2015 to Ms Dipono Bamba (Matric 2013), who is currently studying towards an MBBCh (2ndYear) at the UFS.
- Mazi Capital has awarded a 2015 bursary to Mr Hector Nkosi (Matric Class of 2013), who is currently studying Accounting at Wits. Hector tutors Accounting and Maths at the Saturday School.
- A Standard Bank Bursary was awarded to Reneilwe Lynnette Ntlatleng. Reneilwe was the top Matric achiever at Thandulwazi in 2014 and attended Reitumetse Secondary School. She travelled from Soshanguve each Saturday to attend the Thandulwazi Saturday School.

Another success story was Ms Vuyolwethu Ndaleni, who attended Thandulwazi classes for two years (Grade 11 and 12), and matriculated in December 2014. Vuyo lives in Alex with her mother, who is a single parent. Through hard work and regular attendance at Saturday School, Vuyo achieved a Level 7 for Maths (up from 69% at the end of Grade 11), and Level 6 passes in Physical Science (up from 51% in Grade 11) and Life Sciences (up from 58%, Grade 11). In 2014, Vuyo was awarded one of only 20 national bursaries offered by the Department of Water Affairs and will be studying at the Nelson Mandela Metropolitan University in 2015.

Social Media

Thandulwazi has joined Twitter (handle: @TeamThandulwazi) and the Thandulwazi Saturday School Facebook page is being used to communicate details of useful learning resources and websites; bursary and career opportunities to current students; and to network with graduates, who are encouraged to provide details of their post-Matric studies or employment status.

(www.facebook.com/ThandulwaziSaturdaySchool).

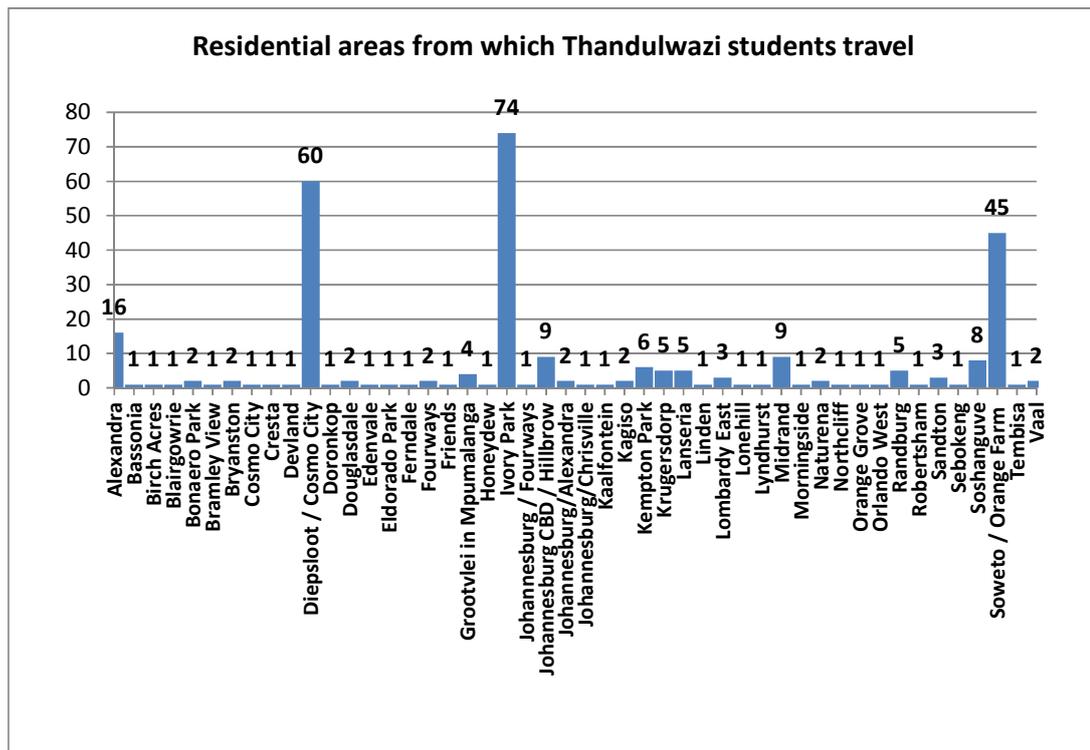
Assessment, Monitoring & Evaluation

Over the last few years, greater emphasis has been placed on monitoring learners' progress (mainly through the Baseline Test and *Mathletics* programme); evaluating the programme through a biennial, independent evaluation; an on-line survey of Saturday School learners (this data informs the programme coordinator's planning for the year ahead); and attempting to track individual learner's results.

2014 On-line survey of students

Annually learners are surveyed and asked to evaluate the Saturday School and to detail the impact that the tuition has had on their school results. Key statistics emerging from the 2014 Saturday School on-line survey are indicated below:

- The students surveyed came from suburbs across Gauteng: with the highest numbers from Ivory Park (25%), Diepsloot/ CosmoCity (20%) and Soweto/Orange Farm (15%).



- 84% of the students relied on taxis/ public transport to get to Thandulwazi; with 51% of students reporting a daily cost of between R25-R51 and 11% paying in excess of R50 per Saturday for transport.
- The top three reasons for non-attendance each week were listed as:
 - School commitments: 43%
 - Family commitments: 26%
 - Transport costs: 22%
- 98% of learners felt that the Thandulwazi Saturday School was administered effectively and efficiently; and 99,7% indicated that they would recommend the Thandulwazi Saturday School to other learners.
- 90% of the learners surveyed reported that their marks had improved overall at school since attending the Thandulwazi Saturday School; with 84% reporting on improved Maths results, 87% on improved English marks, and 84% on improved Science results.
- 54,8% of students shared the Thandulwazi worksheets, resources and learning materials with their teachers; and 77% with other students, which would indicate that the reach of Thandulwazi goes well beyond the registered students.
- 92% of the students found the *Answer-Series* Maths Workbooks beneficial; and 86% of the students reported that *Mathletics* had helped with their understanding of Maths. However, only 30% of students made use of this programme outside of Thandulwazi.
- 96% of learners found the Thandulwazi study skills/exam technique workshops helpful.
- 82% of the students found the Careers Days helpful in determining tertiary study and career choices. 89% of the Grade 12s surveyed hoped to attend university in 2015, with 65% indicating that they would be reliant on bursaries or student loans. In terms of career choices the range was broad.

In response to the question: **What did you like most about the Thandulwazi Saturday School, some of the responses included?**

- *“What I liked about the Saturday School is that we are taught in many different ways, in which we could understand; and the teachers make sure that we understand when we leave the class room. That is why I love coming to Thandulwazi Saturday school.*
- *It really helped improve my understanding of Maths, Science and English. It opened my brain to many more career paths and helped me understand what they are all about. It helped me get more resources to enhance my thinking and exposed me to Athletics which helped me think faster.*
- *Mathletics, the facilities and associating myself with people who have direction.*
- *The teachers are accommodating and listen to your opinion. You learn different ways of solving problems. I was able to know about Mathletics and loved it!*
- *In this school there is a lot of freedom, so I feel free to ask any question I’ve been asking myself about in any subject and get the answers. The teachers seem to understand us, even if I have a question which is not so clear, they can anticipate what I am trying to ask. There is sufficient time for every subject and every Saturday seems to be a week-long of work. I also like the technology, the school is very efficient and the place looks lovely too.*
- *We have understanding teachers who explain so that you can be able to understand. The careers day was the greatest. The tutors are also helping us a lot.”*
- While many students indicated that there was *“nothing they would change”* at the Thandulwazi Saturday School, some of the negatives highlighted in the survey included:
 - Having to choose between Physical Science and Life Science classes.
 - No tuck-shop or food supplied.
 - Limited subjects on offer and not offering Maths Literacy.

As far as possible, the issues identified in this survey have been factored into the planning for 2015. For example, the 2015 timetable has been adjusted and the school day lengthened so that students no longer have to choose between Physical Science and Life Science classes, but can attend lessons in both subjects; tutorials are now offered in Maths, Accounting, Physical and Life Sciences, so that each week students get two hours of extra tuition in these core subjects.

Baseline Assessments 2014

Baseline testing in Maths, Physical Science and English took place on 01 February 2014. The purpose of this assessment was to ascertain the academic levels of the learners, so that the teachers could pitch their lessons at the right level; identify where the gaps were in the learners’ content knowledge, understanding of concepts and skills; and so implement a targeted intervention in that subject.

The Baseline Test results reflected just how mixed the abilities of the Thandulwazi learners were. For example the Grade 12 Maths marks ranged from 12% to 100%, with the grade average being 41,3%; the Grade 11 Physical Science marks reflected a range of 5,7% (lowest) to 74,3% (highest mark) with an overall grade average of 30,7% on the Baseline Test.

Monitoring of students in class is ongoing, as teachers assess the students’ understanding of concepts, content and skills development; as well as their ability to work through the worksheets or workbooks provided.

Mathletics

Mathletics is used to monitor students' progress in Maths. Two Thandulwazi Maths Intern-Teachers, Messrs Njabulo Mhlongo and Emmanuel Sibisi, were appointed as dedicated *Mathletics* Tutors, which ensured that greater content focus was implemented. The year-end-report received from *Mathletics* reflected an overall school improvement of 40%; with students spending a total of 3350 hours online and answering a total of 209 166 questions correctly. To encourage greater use of *Mathletics*, the *Mathletics Challenge* was run again in 2014.

Strategic Partners in 2014

- 3PLearning (Mathletics)
- University of Johannesburg (UJ)
- CASIO (James Ralph (Pty) Ltd)
- JACASS (Johannesburg Articled Clerks Association)
- Nokia MOMaths

The 2015 programme

30 Saturday School sessions are planned for 2015. Registration was held over two Saturdays: 24 January for returning students; and 31 January 2015 for new students. A total of 1009 students were registered and there is a Waiting List for Grade 11 and Grade 12 students.

The breakdown of beneficiaries as at 21/02/2015 was:

Black		White		Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
332	667	0	0	3	3	2	2

New features of the 2015 programme include

- The timetable has been revised to include two hours of tutoring for Maths, Life Science, Physical Science and Accounting (1 formal lesson x 1 hour; and a tutorial or Mathletics Session).
- Students are able to register for curriculum enrichment in both Physical Science and Life Science.
- In 2015, the Spelldrome programme (3PLearning) has been offered free of charge to Thandulwazi students to help with their English spelling skills.
- Some "soft skills" workshops will be facilitated during the course of the year by the members of the Mbewu Movement.

Thanks

The Thandulwazi Trust remains grateful to all the individual donors who sponsor students through the "Each One, Sponsor One" campaign; our corporate funders who make the Saturday School programme possible; and our growing number of volunteers whose passion for education and youth development are greatly appreciated. In particular we acknowledge and thank the Standard Bank of South Africa, which has been the major sponsor of the Thandulwazi Saturday school since 2010.

THANDULWAZI LEARNER SCHOLARSHIP PROGRAMME

Over the last 8 years, five young people have benefited from this programme. Growing this initiative remains dependent on Thandulwazi's ability to source dedicated multi-year funding, to ensure that the bursary students' fees are fully covered for three years during the FET Phase (Grade 10, 11 and 12), of their education.

In 2014/5, in partnership with Thandulwazi, Virgin Galactic has funded two scholarship for students to complete their FET-phase of education at St Stithians College. Both scholars are HDSA and both show great potential academically. Given their family circumstances, the view was that both students would benefit from boarding; and that mentorship (both Thandulwazi and Virgin Galactic mentors have been appointed) and pastoral support would be critical to their success.

The holder of the *Galactic Unite Nash Scholarship* at Thandulwazi, Rofhiwa, continues to make good progress at St Stithians Girls' College. She has settled in well in the boarding facility and her academic reports reflect a dedicated and committed student. She achieved pleasing results in all her subjects at the end of Grade 10 and was successfully promoted to Grade 11. Rofhi continues to make the most of the opportunities offered to her at the College. She writes of her first year at the College:

"I welcomed the year of 2014 with little knowledge of what the year would bring. Prior to the beginning of the school year I was certain I was prepared but the first few months proved otherwise. I was in a "foreign" environment trying to fit in and make friends as soon as possible while embracing the new IEB curriculum. Fortunately the amount of support I received from my family, classmates, teachers, mentors and the Foundation Director(Bev Johnson) carried me through. I also found comfort in knowing that grade 10 was just as foreign to my peers as it was to me since we were all equally new to the FET educational phase.

Academically the year was definitely a learning curve. Maintaining consistency in terms of study patterns and term averages, while meeting my external commitments was a challenge but eventually I became accustomed to the unconventional routines. Certain subjects were much easier to comprehend nevertheless I was able to proceed and improve with exceptional assistance. My academic abilities continue to develop as they are well nurtured by myself and my teachers. In the process, I continue to pursue my love for the arts and culture. I am a committed member of the school choir and part of a very creative group of students interested in the art of film known as the Movie-Makers.



Rofhiwa (centre) on stage

In 2014 the Movie-Makers worked on a big project which highlighted the history of St Stithians College in a documentary style film focussing on some common school myths, viz. the ghost of Pixie Lowe. It has been a great experience and I have acquired many skills since joining the group. At the same time I found myself enticed by the activities of the drama department, but to my dismay I was disadvantaged by the fact that drama students take preference. However, through persistence, I was finally able to persuade a teacher to accommodate me in their activities.

One of the biggest highlights of my year was being selected to attend the Round Square Africa Regional Leadership Conference which was held at the Oprah Winfrey Leadership Academy for Girls. It was a life changing experience solely because of the people that were present. Although we all had wild dreams of meeting the extraordinary Oprah Winfrey the speakers we heard were nothing short of extraordinary themselves. Being graced by the presence of Dr Imitiaz Sooliman, a great philanthropist and founder of the organisation "Gift of the Givers", was my favourite and most cherished memory. He brought new light to the way I envisioned giving and serving others. I was inspired by the way he made giving a lifestyle. He found common ground in his passion for giving and medicine and he delivered the gift he had been given to those that needed it most. I was extremely moved by his story and I left that conference motivated to live by a new custom that giving is not just giving what you have but giving what is needed, something people are quick to neglect.

They say change is inevitable and last year I grew because of the drastic change in my environment which resulted in a change of lifestyle and growth spiritually, mentally and obviously physically. The encounters I have had with the people around me every day bring that change. Encountering people from different walks of life and people that are the extreme opposite of me is what will make me a better person.

I view this wonderful scholarship as an opportunity to change my life and the life of the people I know now and those I knew before. Knowledge is not only acquired by the books we read, it is by the things we see, the people we meet, and the stories we hear. In this way we come to know more and become wiser. 2014 marked the beginning of my journey in becoming a wiser and more influential being, and I thank Thandulwazi, Virgin Galactic, Tim Nash and St Stithians for this opportunity."

Luyanda was awarded the *Galactic Unite Mandela Day Scholarship* in November 2014. In partnership with Thandulwazi and St Stithians Boys' College, this multi-year scholarship is funded by the Virgin Galactic staff who undertake various endurance or adventure-type races to raise funds for this scholarship. Lu was previously schooled at the Drakensberg Boys' Choir School and joined the Boys' College in 2015 as a Grade 10 boarder. A gifted musician, Lu has settled in well and is receiving wonderful support from the designated Director/Mentor, Ms Noma Shange, his housemaster and the Boys' College teachers. On 12 February 2015, Lu met one of the future Virgin Galactic astronauts, Mr Kevin Weinerlein, (photographed right, with Lu and Noma, Shange) who will be running in the London Marathon in April 2015 to raise funds for this scholarship.



THANDULWAZI TEACHER DEVELOPMENT & TRAINING

Thandulwazi's vision is to ensure that quality education for all young South Africans, is delivered by teachers who are professional, competent, 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 as it strives to achieve this goal:

- The Thandulwazi Intern-Teacher Training Programme – 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.
- Thandulwazi Teacher Development Programme – a voluntary, in-service upskilling programme for current teachers 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.

*“Teaching is not a lost art
But the regard for it is a
lost tradition.”*

(Jacques Barzun)

THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

Established in 2005, the Thandulwazi Intern-Teacher Training Programme is aimed at increasing the pool of professionally trained, competent teachers in high-demand specialties, such as Maths, Science, English and ECD/ Foundation Phase. The programme has grown organically since inception when there were 5 interns training; to 28 interns training across the five St Stithians schools in 2014. Thandulwazi aims to grow this programme to 34 intern-teachers in 2015, making it the largest pre-service teacher training programme facilitated by one school in the country.

2014 commenced with 28 Intern-teachers on the programme. During the course of the year, two Interns resigned from the programme for personal reasons; and 26 Interns completed the year. The breakdown of the Interns by race, gender and learning area/subject is summarised below:

Race		Gender		Learning Area/Subject				
HDSA¹	19	Male	10	ECD	Maths	Sciences	English	Other
White	7	Female	16	9	9	3	4	1

Note 1: HDSA – Historically disadvantaged South Africans

Over the course of 2014, the interns have been involved in all aspects of school life: moving from classroom observation to teaching under the supervision of their mentors; they have participated actively in lesson planning and curriculum development meetings; been exposed to marking and assessments, assisted with setting examinations and invigilation; and been involved in the full spectrum of the extra-mural programme.

The Thandulwazi Intern Director, Ms Thobeka Mngambi, with the assistance of the mentors and school-based Intern Coordinators, continues to monitor the academic and professional progress of the Interns closely; and to provide mentorship, professional support and guidance. Good academic progress has been made by the interns this year, as reflected in the summary below:

Summary of the Interns' UNISA results (updated 17/02/2015):

1st semester: total no. of modules registered	257	Percentage
Total no. of modules passed	236	92%
Total no. of subject distinctions	102	40%
Subjects/ modules failed	15*	6%
Supplementary exams	14	5%

(In February 2015, a meeting was held with each Intern who did not perform well in the year-end UNISA examinations and support structures were put in place to provide assistance and guidance.)*

Four interns graduated at the end of 2014:

- Mr Njabulo Mhlongo (Senior Phase, Maths) secured a Maths post at St Peter's School (Mbombela) from January 2015
- Mr Musa Chauke (FET Phase, Maths) was offered a Maths post at the new Curro Meridian School in Cosmo City; and Ms Mbali Phama will be teaching Grade R at the same school in the year ahead.
- Mr Benson Mudenda will be teaching Natural Science (Intermediate Phase) and Maths (Intermediate & Senior Phase) at Randpark Primary School in 2015.



(Mr Benson Mudenda engaging with students at St Stithians Girls' Prep, July 2014)

Ms Bev Victor, a final year intern, due to graduate at the end of 2014 (with only a teaching prac module to complete), was offered a full-time post from 20 October 2014 at a dual medium school, Laerskool Nobel in Modderfontein (which serves the Alex community), and left the programme.

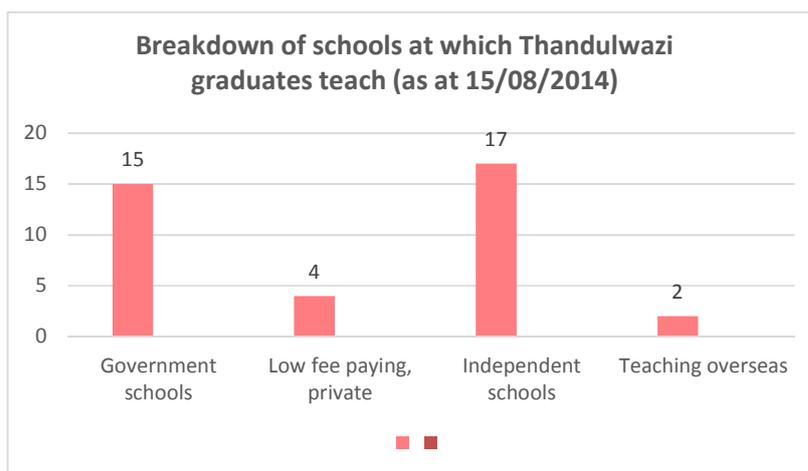
Ms Kirsten Hay, a PGCE student, decided to change careers in December 2014 and will be moving into the CSI space in the new year.

Teacher retention remains a challenge in the education sector. The shortage of skilled personnel and qualified teachers, has seen an increase in corporates and other schools 'poaching' intern-teachers from the programme before they have even graduated as educators.

Impact of the Thandulwazi Programmes (2005-2014)

An analysis of the Thandulwazi Intern-Teacher Training programme in August 2014 was enlightening. A total of 86 Intern-Teachers have trained on the Thandulwazi Intern-Teacher Training Programme over the last decade.

- Of the 86, 26 Thandulwazi Interns were still studying on the programme in 2014.
- Of the remaining 60 Intern-teachers:
 - 12 left the programme, prior to the completion of their teaching qualification
 - 1 was dismissed from the programme
 - 47 graduated as teachers
- Of the 47 Thandulwazi graduate teachers:
 - 39 are still teaching
 - 2 taught after graduation, but are now stay-at-home moms
 - 1 graduate was studying towards her BSc Honours at UCT
 - 3 had left teaching (1 is a drama therapist; 2 are librarians at the Johannesburg City & Venda University Libraries)
 - 2 could not be traced
- Of the 39 Thandulwazi graduates still teaching:
 - 1 is lecturing at an FET-College;
 - 39,5% are teaching in government schools;
 - 10,5% are based in low-fee paying private schools;
 - 44,7% are teaching at independent schools (including ISASA schools, 1 at Crawford, 1 at Newton House); and
 - 2 are teaching at international schools in Brazil and South Korea (5,3%).



The overall teacher retention rate for graduates of the Thandulwazi Intern-Teacher Training Programme is: 83%. Research undertaken by Sasol Inzalo in 2013 indicated that 40% of newly trained teachers will leave the profession within the first five years of teaching, hence the Thandulwazi retention rate is indicative of an effective teacher training and mentorship programme.

Professional development workshops attended to date

A key feature of the intern training programme offered by Thandulwazi is continuous professional development. The Thandulwazi Interns are encouraged to become lifelong learners, which is key for educators if they are to keep abreast of educational thinking and best practice; and effectively deliver the curriculum to their students.

*“Who dares to teach
must never
cease to learn”*
(John Cotton Dana)

This year, all of the Interns attended in-house computer literacy training sessions (MSWord, Excel, PowerPoint); iPad/ Tablet training; and “Business English” classes conducted by Julia Pechey in the Girls’ Prep. In addition, developmental courses/workshops attended by Interns included:

- All Senior & FET Maths interns attended the IEB User Group Conference and the Examiner’s Geometry Paper 2 Workshop in February; two interns attended the Primary School Maths Conference hosted by SAHETI in May 2014 and the Grade 7 Maths cluster meeting at Jan Celliers.
- Nine interns attended the Teachers' Upfront Seminar at Sci-Bono on the Annual National Assessments (ANA); and the seminar on Inclusive Education held at Wits on 25 March.
- One Intern attended the IsiZulu Workshop on how to integrate teaching IsiZulu with technology; 1 Intern attended a workshop on ‘Bullying’; and two ECD Interns attended the Emilio Reggio Conference on early childhood development at St Mary's in June 2014.
- At the beginning of the second term, all the interns attended a two-day workshop facilitated by Richard Pruet called *‘Unleashing the Power of your Mind’*. It covered the following aspects:
 - Self-Management and Self-Motivation
 - Developing Writing Skills that allow clear, quick, effective expression of key thoughts
 - Improving reading effectiveness so that one can manage one’s reading workload.
 - Study skills and techniques for tertiary students.

Compulsory community service

Compulsory community service for all Interns was introduced for the first time in 2012.

- Most of the FET-phase Interns tutored on Saturdays at the Thandulwazi Saturday School; and Mr Emmanuel Sibisi completed his community service at Ponego Secondary, his *alma mater*, during the April school holidays.
- The Foundation, Intermediate and Senior Phase Interns completed their 40 hours community service at the following partner schools during the August school holidays: BASA Primary School in Diepsloot; SSB (Sekola sa Borogka); Vuleka Primary (Rosebank and Northriding); and Bhukulani High School in Soweto.
- In addition, two 3rd Year Interns (Mr Sanele Ndaba and Mr Emmanuel Sibisi) spearheaded a drive to upgrade and assist a school in Katlehong, Ponego Secondary School, during the August school holidays. They organised a team of Thandulwazi Interns, Saturday School Tutors, and volunteers to paint classrooms and hang new doors (donated by Growthpoint Properties); upgrade and stock the library, which had not been used for 10 years, at the school; taught extra classes in Maths and History to the Matric students; and facilitated leadership workshops for the Grade 11s, with the assistance of teachers and student leaders from St Stithians Girls’ College.



(Thandulwazi Intern Ms Lerato Mahlangu tutoring Mathematics at the Thandulwazi Saturday School, May 2014)

Challenges

Challenges faced by the Thandulwazi Intern-Teacher Training Programme, but not unique to Thandulwazi, include:

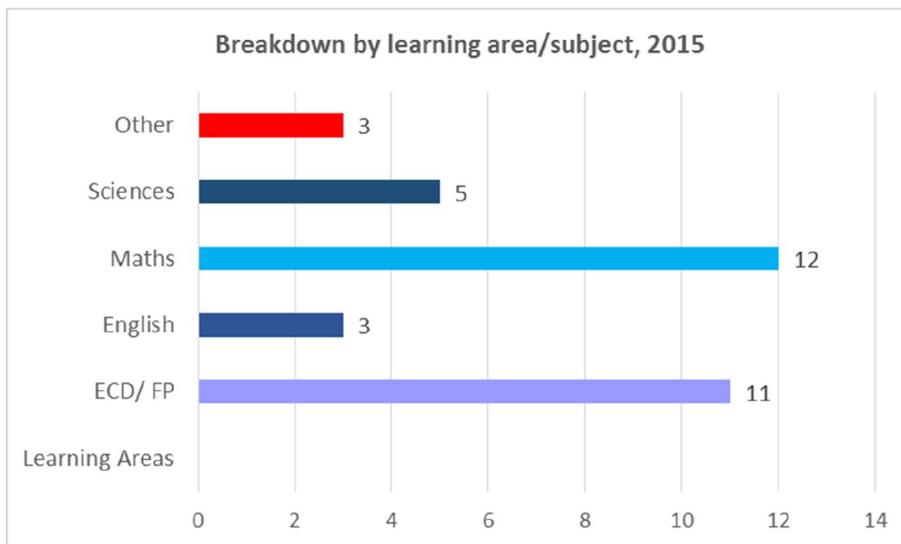
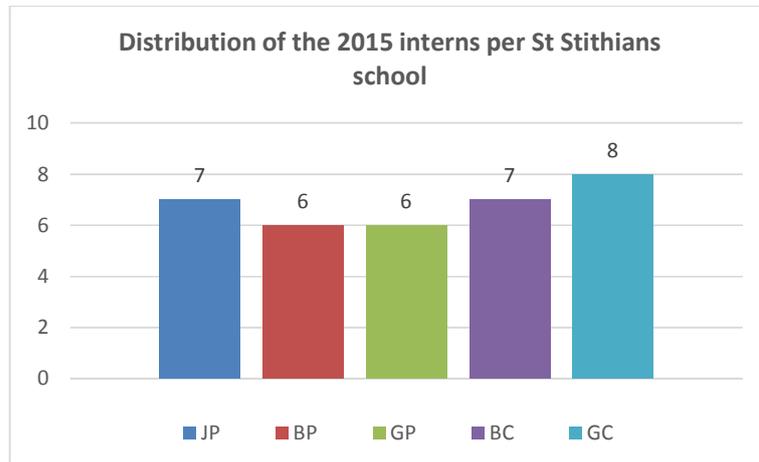
- Soaring transport and food costs, which have impacted on the stipends paid to the interns, many of whom are breadwinners. The cost of living has been factored into the budget planning for 2015.
- Sourcing affordable accommodation for the Interns close to the College remains a challenge. We were fortunate in that three staff rooms became available at the Boys' College boarding house in 2014. This accommodation was offered to three of the male interns.
- Maturity levels of Interns, who come straight out of Matric onto the programme, can be challenging as these young teachers transition from being students to professional staff members at a well-managed school. It is pleasing to watch them rise to the challenge and to witness the personal growth that happens during the first six months of their training at St Stithians.
- Poaching of teachers by the corporate sector and teacher retention rates remain a sector-wide challenge.

2015 Programme - Recruitment Process

Over 15000 on-line applications for 12 places on the 2015 programme were received by the closing date, 18 May 2014. A review of the applications reduced the number to just over 1200 applicants; and the screening and shortlisting of CVs received took place in early June. Two rounds of interviews were conducted in July by the Foundation and Intern Directors. Given the high calibre of the applicants, places were offered to 17 new Interns. Following the withdrawal of 4 applicants, 34 Interns will be training on the programme in 2015:

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	18	1	5	0	0	0	1



Thank you to our donors

Funding spent on teacher training and professional development has long-term and far reaching benefits for both learners and the South African education system in general. Hence, we are grateful to our major partner, St Stithians College, and the following donors for the funding received in support of the Intern-Teacher programme in 2014:

- Babcock Africa Services
- Babcock Nthuthuko Engineering
- Babcock Target Plant Services (Pty) Ltd
- The Epoch & Optima Trusts
- Growthpoint Properties
- The Liberty Group
- The Nesor Family
- The Oppenheimer Memorial Trust

THANDULWAZI TEACHER DEVELOPMENT PROGRAMME

In 2014, Thandulwazi facilitated eleven Saturday sessions of up-skilling workshops for 1076 Gauteng-based educators and school leaders. Teachers and principals registered for the programme from over 500 schools across Gauteng, Limpopo, Mpumalanga, and the North West Province. Interest and demand for places remained high throughout the year and 300 teachers had to be placed on a waiting list, as the programme was full. Due to budgetary and venue constraints numbers were capped at 1076. The majority of the registered teachers were in the ECD (early childhood development) phase and Grade R teachers.

The gender and racial breakdown of participating educators is detailed below:

Gender		Race			
Male	Female	Black	Coloured	Asian	White
46	1030	1060	11	0	5
4,3%	95,7%	98,5%	1,0%	0%	0,5%

In 2014 workshops were offered to educators teaching from Grade RR to Grade 9. The Thandulwazi statistics reveal the following breakdown of teachers per phase:

Teachers primary age group taught	Percentage
Preschool/ECD: 4-5 years	32%
Preschool/ECD: Grade R	32%
Foundation Phase Grade 1, 2, 3	19%
Intermediate Phase Grade 4, 5, 6	7%
Senior Phase Grade 7, 8, 9	3%
Leadership	7%

Given the growing demand from regions across Gauteng, buses were provided for delegates from the Ivory Park and Tembisa, Diepsloot and Cosmo City, as well as Soweto, from which the majority of the Thandulwazi teachers are drawn. In 2015, a bus for Alex-based teachers will be offered too.

Attendance for most of the year was excellent and averaged at 70% overall.

Programme of workshops

The programme for the 2014 Saturday Sessions was as follows:

Time	Activity
08:00 – 08:40	Optional early session for teachers: Mathletics (Computer Labs)
08:00 – 08:40	Morning Tea & Attendance Register
08:45 – 09:15	Session I: “Communities of Practice” – Principals, aspiring leaders, teachers per phase
09:20 – 10:40	Session II: Curriculum-based Workshop – Subject based workshops, per educational phase
10:40 – 11:10	Mid-morning Tea
11:10 – 12:45	Session III: Skills/ Classroom Management Workshop – a range of topics are covered (integrating technology into lessons; coping with bullying in schools, academic support for students with learning difficulties; goal-setting; Eco-education; computer literacy skills)
13:00	Session end and buses leave

The curriculum-based workshops focused on numeracy/Maths, literacy/English, Natural Science and Technology across the educational phases. This year, teachers were introduced to a range of new technologies available as resources to educators, e.g. Mxit and Google programmes; the opportunity to improve their computer literacy skills; a range of classroom management techniques and tools; eco-education through the ESKOM workshops on energy awareness and energy audits for schools; and *Mathletics* (the online web-based mathematics programme for Grades R to 12) was offered to all teachers to improve their content knowledge and mathematics skills.



(Thandulwazi workshops in action, March 2014)

Communities of Practice

Thandulwazi creates opportunities for educators working at different schools to share best practice, discuss challenges and collectively find solutions to common problems, to create networks and informal “support groups”. The presenters began the Saturday sessions with 25 minutes of facilitated discussion around a topic or issue that has been raised by the group. These discussion groups had a positive effect, as evidenced from the following feedback received from one of the Thandulwazi presenters:

“Group C (teaching ages 4-5 years), has really cottoned on to the communities of practice. All 24 participants have shared phone numbers and plan to share copies of lessons that work really well for them in their own schools. They wanted to know if Thandulwazi would be willing to do the 24 copies for them, from time to time, of shareable stuff.”

Leadership Programme

Thandulwazi recognises that school principals are key agents of change in education. Capacitating, supporting and empowering principals to take the lead in instruction and curriculum implementation in their schools are at the core of the Thandulwazi leadership programme. The latter is coordinated by three retired principals,

each of whom have many years of experience in running highly effective schools; and the school leadership team from St Stithians College. The workshops do not focus on the theory of leadership, but instead are practical, hands-on and interactive sessions, which encourage discourse, collaboration and the exchange of best practice. Principals too are encouraged to form Communities of Practice and to work collectively around common problems facing their schools.

Four Leadership Courses were offered this year for principals, Deputy Heads and HODs.

- Leadership A, was a SETA accredited course pertaining to financial planning and budgeting for schools facilitated by Mrs Cathy Fry (former Prep Head at St Andrew's School).
- Leadership B, was a combination of Dr Richard Hayward's SACE endorsed programme focusing on the Five Pillars of Leadership and Mr Alistair Johnson's course on creating a Nurturing School. (Mr Alistair Johnson is the former Head of Leicester Road Primary; and Dr Richard Hayward is the former principal of IR Griffiths and Emmarentia Primary Schools).
- Leadership Group C combined Dr Richard Hayward's SACE endorsed course (The 5 Pillars of Leadership) with workshops presented by the St Stithians Heads and Deputies, on a range of leadership related topics, such as effective mentoring of staff; implementing a staff appraisal system; designing a strategic planning process for one's school; and implementing an anti-bullying campaign.
- Leadership D was a combination course of Mr Alistair Johnson's course on the Nurturing School with workshops presented by the St Stithians leadership team, on a range of leadership related topics.

At each Saturday session, principals attended three workshops. The average attendance during the year was 75%. The leaders participated in the discussions and submitted tasks throughout the year. Richard Hayward and Alistair Johnston commented as follows on the assignments completed by the Leadership groups:

"It was very pleasing to see the level of conscientiousness with which the questions were answered. The vast majority of the participating school leaders submitted their assignments each week. The educators' ability to express themselves in written English ranged from very poor (about 10%) to very good (also about 10%). One sensed from the workshop interaction that none of them had English as a home language. Their efforts, therefore, were most commendable. A very pleasing aspect was the immediate application of what was discussed in the workshops and then implanted into their own school situation."

A similar leadership programme will be offered in 2015. Thandulwazi is grateful to Charities Unlimited and PPC Ltd for funding the leadership programme.

New features of the teacher development programme in 2014

The programme continued to offer educators a number of additional opportunities to improve their skills. New features this year included:

- MXit, which was used as a communication and monitoring tool by the teachers involved in the programme.
- Mentorship/ skills exchange: A pilot was run with Growthpoint (a new donor), in which 10 of their managers and 10 Thandulwazi principals "partnered" in the latter half of the year, to share and "exchange skills".
- Following on from the release of the 2013 ANA Report, Thandulwazi also offered teachers workshops on Handwriting Skills in 2014; and in the Literacy/English workshops greater emphasis was placed on language construction, with teachers targeting meaningful written inputs, increased vocabulary and improved comprehension skills.

Monitoring and Evaluation

The efficacy and impact of the programme and workshops are monitored in a number of ways by the programme director and the workshop presenters.

During workshops & submission of 'evidence'

- At each session, the presenters continue to evaluate teachers' involvement and participation in the workshops.
- Teachers were encouraged to submit sample of their work or 'evidence' of implementing learnings from Thandulwazi in their classes and schools. The 'evidence tasks' submitted were discussed in workshops and overall this worked well during the year. The Thandulwazi teachers submitted evidence via WhatsApp and SMS; they were very proud of what they had done with their classrooms, the new methodologies implemented, and ideas incorporated into their lessons; and were very keen to share. Investigating.
- For 2015, Thandulwazi is investigating how to streamline this process, so that teachers can easily submit information.

Mxit

MXit was introduced in 2014 and offered teachers not only the opportunity to learn a new skill, but also to evaluate workshops and provide on-line feedback on relevant topics. MXit worked well for part of the year and momentum was slowly growing, but from July 2014 there was a technical problem with accessing MXit and therefore this initiative was not as successful as we had hoped.

Mathletics

- Monitoring teachers' understanding/content knowledge of Maths is through the internet-based *Mathletics* programme.
- This year's report reflected that teachers Maths content knowledge improved by 22%; teachers spent 152 hours online; and answered 29,676 questions.
- The *Mathletics* Report indicated that:
 - *"The teachers are more concerned with using the teaching resources to practise and understand mathematical concepts that they could take back to their school and implement there.*
 - *Although the teacher log-ins were allocated to a specific grade, the teachers chose which grade content to utilize, then signed in with the appropriate grade details. It is interesting to note that by far the majority chose to start on Grade R.*
 - *The teachers were also able to use the Mathletics resources outside of the Thandulwazi environment throughout the year. This included access to videos, e-books, Maths Dictionary, Interactives etc. to use and to "upskill" themselves as well as their learners within their formal school.*
 - *Also available were the Annual National Assessment (ANA) papers so that there could be 'practice' done on them by their learners before the September assessments were done nationally."*

School Visits

The programme director visited partner schools twice in 2014 (in July and October); to assess the impact of the workshops on the participating teachers in their classrooms; with their learners and colleagues; and the schools in general.



Ms Octavia Ndlovu a Thandulwazi registered teacher photographed with her class at Pamperlang Pre-school, 2014



Visit to Nicky's Day Care Centre, Alex, 2014

Annual survey/evaluation

- All the participating educators were required to complete an evaluation form at the end of the programme. This feedback was analysed and the results of this survey have been factored into the planning for the 2015 programme.
- Key indicators of the survey were as follows:
 - Overall rating on the quality of the workshops' content: 83% rated the workshops as *Excellent*
 - 75,8% rated the workshop presenters as *Excellent*; 21,7% rated them as *Good*; and 2,5% as *Satisfactory*
 - 97,5% of the participants indicated that they would attend the Thandulwazi workshops in 2015.

Thandulwazi in Limpopo

This pilot now in its second year, saw four highly successful Saturday Sessions of workshops for 299 Limpopo primary school teachers (Grade R-7) facilitated in April and August 2014 at the Future Comprehensive School in Masemola (Sekhukhune District, Limpopo). Overall the feedback from the delegates and presenters was positive and 100% of the delegates stated that they would attend again next year if the workshops were offered. In 2015, Thandulwazi hopes to offer six workshops, which will be run at three different school venues, in April; May/June; and August.

Some of the challenges of the pilot included: distance; having to anticipate and transport all the workshop materials required to this very rural site; intermittent electricity supply; a lack of running water and modern ablutions; and heavy rains which made road access to the venue difficult.

The St Stithians Foundation sourced donations of lever-arch files; stationery and library books; and a donation of doors from Growthpoint Properties for the new classrooms being built at the Future Comprehensive School, which hosted the workshops.

Over the course of 2015, Thandulwazi will review this pilot programme and try to identify local champions to take over the running of these workshops for Limpopo-based educators. We will continue to engage with corporates operating in the region; principals in the Limpopo area whose teachers have been involved in the workshops; and assist with finding reliable funding from businesses for the Thandulwazi Limpopo programme.



Limpopo Pilot Registration, April 2014

Closing Ceremony - Thandulwazi – *“building bridges between communities”*

The Thandulwazi Closing Ceremony for the teachers was held on Saturday, 27 September 2014 and proved to be a most inspiring and uplifting morning. The guest speaker was Professor Adam Habib, the Vice-Chancellor of Wits University, who referred to the Thandulwazi programme as a “moment of hope”, as it strove to up-skill teachers so that they could positively impact on the education of the youth, whom Habib referred to as “our most precious resource”. Habib urged teachers to be passionate about their vocation; to become lifelong learners and continuously seek to grow their content knowledge and upgrade their skills; and to understand their context and “create an enabling environment for education.” Habib went on to applaud the Thandulwazi Maths & Science Academy for “building bridges of solidarity” and “creating an educational platform for a new education system in a new world.”



(Prof Adam Habib at Thandulwazi, 27/09/2014)

Thandulwazi - “a moment of hope”

Nearly 1000 teachers, exhibitors, donors and invited guests attended the Closing Ceremony this year (see photo below). A number of companies, educational resource suppliers, donors, and ESKOM set up stands at this event. PanMacmillan SA donated books on leadership for the prize-winners; and the St Stithians Boys' Prep Marimba Band and Pampalang Pre-school choir (trained by one of the Thandulwazi registered teachers) entertained the audience.



Some of the participating teachers wrote inspiring letters of thanks:

"I now realise the responsibility that I carry as a teacher, to spark the interest of a child and most importantly to keep it there by being creative, using my voice as a tool, and engaging with the child (during reading) ...Thank you very much for this lesson. Words can not (sic) express what has been ignited in me. I have even started googling short stories for reading hour on Fridays. .. Honestly there is a bit of sadness as the workshops are complete for the year, but most importantly I must admit that I am looking forward to enhancing my skills learnt this year and using the internet as a tool namely the websites provided as my guidelines and my 'bible' to being a super star teacher. Thank you once more for this opportunity, the time that everyone takes out of their Saturdays to provide us with the much needed skills ...I look forward to next year."

Ms Dimpho Twala, 2014

"Mix it (sic) has been a great joy just to learn how to mix it. As a teacher I got informed how to download useful apps, e.g. maths and science library. Googling has helped me now I can download teaching materials, e.g. lessons plan activities suggested on various topics...I have benefited a lot, I am thankful ... Mathematics is a joy and children can learn maths through the computer. Thanks Thandulwazi Trust Maths and Science Academy, I've benefited so much, you Rock!"

Ms Judith Wangathi, 2014

Challenges in 2014

- The demand for places at the Saturday sessions has steadily increased every year (from 80 participants in 2006, to 970 registered teachers in 2012, and 1076 in 2014). The high demand for places at the Thandulwazi Teacher Development Programme has been a mixed blessing: while we are delighted that the reputation of the programme continues to grow and with it the number of teachers (marketing is purely by word of mouth); the increased demand strains resources (both in terms of venues and budgets). Based on the 2013 and 2014 numbers, Thandulwazi will budget for 1200 educators in 2015 and use venues across all three of the St Stithians prep schools.
- In 2014 demand for places at ECD/Grade R workshops was particularly heavy; and numbers had to be capped.
- Rising food costs impacted on the budget for refreshments; and high transport costs remained a challenge for both the programme and many participating teachers.
- Again the low base from which many teachers employed in pre-schools are coming from, is a challenge for the workshop presenters.

Successes

- High numbers of educators signed up for the Thandulwazi Teacher Development Programme in 2014. The growing demand for places is indicative of the need for well-run, practical and hands-on teacher development programmes and up-skilling workshops. Some 300 teachers had to be placed on a waiting list; and Saturday workshops are now run in venues across all three preparatory schools at St Stithians.
- The report received from *Mathletics* at the end of 2014, indicated that overall teachers understanding of Maths and content knowledge had improved.
- The annual review of the programme by participating teachers revealed that 97,5% of the teachers surveyed confirmed that they would register for workshops again in 2015.
- The Limpopo pilot was well supported by Limpopo-based teachers and dedicated funding for 2015 has been secured. Six workshop sessions will offered in this region in the year ahead.

Strategic Partnerships

In 2014 Thandulwazi forged strategic partnerships with:

- Eduaccess/ PencilBox database system for Thandulwazi
- 3PLearning (Mathletics)
- RENASA Literacy Programme
- Autism SA
- Ms Melanie Brummer from Dye and Prints
- MXit Reach
- ESKOM - Teaching materials and workshops on energy and implementing energy audits in schools
- Microsoft Partners in Learning (DVDs for teachers)
- BRIDGE - Linking Innovators in Education
- Gwynn Prickett Consulting (Executive Coach, who offered her services to coach one of the principals involved in the leadership programme.)



- Thandulwazi teacher workshops in action, March 2014

Planning for 2015

The feedback from the online survey completed by the 2014 participants was analysed and incorporated into the planning for the 2015 programme. Thandulwazi is targeting a total number of 1200 teachers for the 11 Saturday sessions offered in Gauteng; and 400 Limpopo-based educators for the six Saturday sessions to be facilitated in Limpopo on consecutive weekends in April; May/June; and August 2015. Registration for the Gauteng programmes is scheduled for Saturday 14 February 2015 (Grade RR & R teachers) and 21 February 2015 (Grades 1 to 9 and Leadership).

Thanks to our partners in education

Thanks to our many partners in education, much has been achieved over the last year. The Thandulwazi Teacher Development Programme will build on the successes of the past year and in 2015 will continue to strive for academic excellence by empowering teachers with the skills set needed to effectively and positively impact on education and learning in the classroom.

THANDULWAZI MATHS & SCIENCE ACADEMY STAFFING, 2014

There were no changes to the staffing complement in 2014. The three Thandulwazi programme directors Mrs Thobeka Mngambi (Intern Programme); Mr Mahlathi Khoza (Saturday School); and Mrs Karen Walstra (Teacher Development Programme) coordinated the programmes and reported directly to the St Stithians Foundation Director, Bev Johnson. The latter managed the four Thandulwazi programmes, championed the fundraising for the programmes, and was responsible for donor relations.

In order to bolster capacity, a full-time Director of the Thandulwazi Maths & Science Academy will be appointed in February 2015 to work alongside the Foundation Director and the three part-time Thandulwazi programme coordinators. The post was advertised in the Weekly Mail & Guardian and on key websites in August 2014; and a strong field of applications was received. Following two rounds of interviews **Dr Themba Mthethwa** was appointed as the academic head of Thandulwazi. Originally a successful and passionate Maths teacher in KwaZulu-Natal, Dr Mthethwa entered the tertiary sector as a practitioner and researcher in the field of Maths Education. He obtained his PhD in this subject at the University of the Witwatersrand. Dr Mthethwa was previously the Director of the Centre for the Advancement of Science and Mathematics Education (CASME) at the University of KwaZulu-Natal. For the past two years he has been a Content Advisor to the Select Committee on Education and Recreation in the national Parliament in Cape Town.



Dr Themba Mthethwa

GOVERNANCE

Thandulwazi's governance standards remain high and the Trust continuously look to improve on this annually. Every year Thandulwazi produces independently audited financial statements (AFS); and a formal annual report.

The St Stithians Foundation established the Thandulwazi Maths & Science Academy in October 2005 and drives the fundraising for the Thandulwazi educational programmes offered. The Foundation Governors, comprising the St Stithians Rector, parents and alumni, meet six times per annum to review the Thandulwazi programmes; the operational expenses and financial statements; and to discuss approaches to corporate funders, trusts and individual donors. All meetings are formally minuted.

Effective from 01 January 2012, the Thandulwazi Maths & Science Academy came under the control of the Thandulwazi Trust. The Thandulwazi Trust was established as a separate legal entity in October 2010. It is a registered educational trust; and, during the course of 2011, the Thandulwazi Trust was granted Section 18A and PBO tax status and registered as an NPO. The Trustees meet three times a year and all meetings are formally minuted.

At the suggestion of SARS, the Thandulwazi Trust Deed was amended in 2013 to include a reference to the Income Tax Act No 58 (1962). Minor amendments to ensure compliance with the revised B-BBEE legislation have been instituted. The amended Trust Deed is available on request.

The financial year-end for Thandulwazi is 31 December. Price Waterhouse Coopers Inc (PWC) was appointed as the independent auditors for the Trust in 2013 and 2014. PWC Inc are due to commence the independent audit in March 2014 and copies of the audited financial statements will be distributed to donors as soon as possible.

THANK YOU

Thandulwazi and its beneficiaries remain grateful to our donors and partners, who recognise that education has the power to transform lives. We thank you for your commitment to the youth of South Africa and to providing quality education, particularly in Maths and Science, for all our young people. You have made possible the growth, successes and progress of the Thandulwazi Maths & Science Academy in 2014. We thank you, one and all, most sincerely for your generous support.



BEVERLEY JOHNSON
THANDULWAZI CO-ORDINATOR &
ST STITHIANS FOUNDATION DIRECTOR

31 December 2014



(Thandulwazi teacher workshops in action, March 2014)



Thandulwazi Maths & Science Academy

An educational project facilitated by the St Stithians Foundation

Thank you to our 2014 donors

The Thandulwazi Trust is grateful for the funding received in 2014 from the following companies and trusts in support of the Thandulwazi Maths & Science Academy:

- Africa Insight Software
- AKA Capital (Pty) Ltd
- Astra Aircraft Corp (Pty) Ltd
- Babcock Africa Services
- Babcock Nthuthuko Engineering
- Babcock Target Plant Services (Pty) Ltd
- Barloworld Trust
- Cashbases SA (Pty) Ltd
- Charities Unlimited
- Ceiling & Partition Warehouse (Pty) Ltd
- Crest Information Systems
- Datacentrix
- Discovery Life Marketing
- ESKOM Holdings SOC Limited
- Epoch & Optima Trusts
- FEMA
- Flextra Engineered Products (Pty) Ltd
- Goscor (Pty) Ltd
- Growthpoint Properties Limited
- IDAD (Pty) Ltd
- IDTek Solutions
- IFAW Holdings
- Hooker Attorneys
- K2Capital (Pty) Ltd
- Ké Concepts (Pty) Ltd
- Kentz (Pty) Ltd
- Liberty Group
- Lightstone (Pty) Ltd
- Mackenzie Foundation
- Mary Nash Memorial Trust
- MFT Investment Holdings (Pty) Ltd
- Multinet Group
- Nampak
- Nedbank Limited
- Northern Electrical
- Oppenheimer Memorial Trust
- PPC Ltd
- Pro Projects cc
- Protea Chemicals (a division of OMNIA)
- Sir Percy Hunting Foundation
- Solon Foundation
- Standard Bank of South Africa
- TR Hindson Family Trust
- Uni-span Formwork & Scaffolding (Pty) Ltd
- Vintage with Love
- Virgin/ Galactic Unite

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
- Martine Baker
- Steve & Samantha Ball
- Barbara Beauchamp
- Dr Ian Beeton
- George & Judy Beeton
- Mrs M Botha
- Bowden Family
- Brad & Verity Breetzke
- Kelly & Gavin Brimacombe
- Raymond Burger & Family
- Calver Family
- Leanne Carr
- Rodney Clare
- Gillian Davies
- Dawson Family
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- Pippa de Wet
- Christine Dieltjens

- Jarrod Dodgen
- Gillian Doig
- Kate Doyle
- Louise Eichner
- Simon Ellis
- Gail Everett
- Tania Fredericks
- Alison Greenwood
- Hawinkels Family
- Chris Hitchings
- Trevor Holmes
- Hunter Family
- Tammy Jackson
- Marié Jacobs
- Kerry Jenkins
- Kay Karlsson& Family
- Keogh Family
- Aidan Kelly
- Alexander Mary Keogh
- Mr & Mrs BM Khoza
- Munene Khoza
- Liandi Kirkham
- Liz Kobilski
- James Lance
- Ntombi Langa-Royds
- Andrew Latimer
- Thabo Leeuw
- Ben & Colinda Linde
- John Lobban
- Mark Loubser
- Russell Loubser
- Paul Marten
- Matric Class of 2004 (St Stithians Girls' College)
- Siyabonga Mbanjwa
- Thando Mkatshana
- Cleo Molepe
- Lebogang Montjane
- Val Moodley
- Mamedupi Moshidi
- Mncane Mthunzi
- Lerato Mtoba
- Brian & Victor Mugoto
- Murphy Family
- Keaton Murray
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- Zandile Ngwepe
- Vusi Nkosi
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- Braam & Kyle van Niekerk
- Andrew Watt
- Linda Wedderburn
- Wharton-Hood Family
- Helene White
- Bruce Young

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:

ASIC Design Services cc; Autism SA (Teacher Workshops); Mr&Mrs John Barrow (Snr); Berlut Books; Bottle Blue Design & Advertising; The Bureau Print; Rachel Cauldwell and EduAccess (t/a PencilBox); Callie Fields and Nick Reith (YouTube video); Dr Reuel Khoza; Lorna & Andrew Kirk; Joe Keogh; KONICA (t/a Bay Trading 77 (Pty) Ltd); Microsoft SA; Pan Macmillan SA; PWC Inc; Gwynn Prickett Consulting (Pty) Ltd; James Ralph (Pty) Ltd (Casio); RENASA (Literacy Workshops); Rosewall Agencies; 3PLearning (Mathletics); Times Media; and Werksmans Attorneys.



Team Thandulwazi: 947 Cycle Challenge Fundraiser, November 2014

Volunteers

Sincere thanks to the volunteers listed below who shared their skills and expertise with the Thandulwazi beneficiaries at the Saturday programmes:

- Abigail Chisulo (Accounting, Saturday School)
- Bongani Dube (Maths, Saturday School)
- Eva Shahim (Accounting, Saturday School)
- Johannesburg Articled Clerks' Association (JACASS)
- Jill Wheeler (Workshop Presenter)
- Lee Moodley (Volunteer, Saturday School)
- Lori Borello (Leadership Workshop Presenter)
- Mogola Segooa (Accounting, Saturday School)
- Mpho Moseki (Mentor)
- Mamedupi Moshidi (Volunteer, Careers Day)
- Natasha Nadasen (Accounting, Saturday School)
- Prenisha Naicker (Volunteer, Careers Day)
- Lisa Nkosi (Accounting, Saturday School)
- Siobhan Scallan (Accounting, Saturday School)
- Tshediso Khuzwayo (Accounting, Saturday School)
- Dr Tim Nuttall (Leadership Workshop Presenter)
- Emily Wharton-Hood (Photographer)

St Stithians continues to be the major partner of the Thandulwazi Maths & Science Academy. The College provides the facilities and infrastructure for the programmes; computer labs and internet access; staff to administer/ coordinate 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.

The growth, impact and reach of the Thandulwazi programmes would not have been possible without the support and benevolence of individual donors and corporate funders, both past and present. On behalf of the Thandulwazi beneficiaries, we thank you for your generosity and commitment to providing effective quality education for all in South Africa.

31 December 2014

*“Kindness in words creates confidence;
kindness in thinking creates profoundness;
kindness in giving creates love.”*

(Lao Tse)



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

What is Thandulwazi?

The Thandulwazi Maths & Science Academy, is an educational outreach programme established by the St Stithians Foundation in October 2005. It was 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*”.

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 by “Meister” Teachers;
- 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.

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2014 Trustees

Lee Astfalck, Mahlathi Khoza, Khumo Morolo, Kelly Naidoo

Key personnel

- Foundation Director & Thandulwazi Coordinator – Bev Johnson
- Thandulwazi Teacher Development Programme – Karen Walstra
- Thandulwazi Saturday School – Mahlathi Khoza
- Thandulwazi Intern-Teacher Programme – Thobeka Zuma-Mngambi

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. Price Waterhouse Cooper Inc(PWC) has been appointed as the Trust's auditors for 2014.