



# Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

## Thandulwazi Maths & Science Academy Annual Report for the period January to December 2015

Dear Donors, Partners & Friends of Thandulwazi

As we celebrate the 10<sup>th</sup> anniversary of the Thandulwazi Maths & Science Academy in 2015 and reflect on the achievements and successes of the programme over the last decade, we remain conscious of the fact that many children in our country still do not have access to quality basic education. The views expressed by leading education analyst, Nic Spaull, are sobering:

*“Although the education crisis that South Africa finds itself in has its roots in the apartheid regime of institutionalised inequality, the current administration is not absolved of its responsibility to provide quality education to every child in South Africa not only the rich. After 21 years of democratic rule, most black children still receive an education that condemns them to the underclass of South African society, where poverty and unemployment are the norm ... In short, poor school performance in South Africa reinforces social inequality; children inherit the social station of their parents, irrespective of their own motivation or ability...”*

(Nic Spaull, Stellenbosch University Research Group on Socio Economic Policy, [Sunday Times](#), 08 November 2015)

The vision of a country where all our children attend well-resourced schools, staffed with professional well-trained educators, providing quality teaching, across the phases and particularly in key subjects, Maths and the Sciences, has to become the strategic goal for all stakeholders in South Africa. To remedy the educational malaise plaguing our beloved country, all sectors of society will need to collaborate and partner to turn this crisis around. At stake is the future of our youth, arguably our country's most precious resource; our long-term economic development; and political stability.

There is little doubt that some of the major challenges facing the education system in South Africa are the capacity to train professional, competent and qualified educators capable of delivering quality teaching in schools across the phases and in all subjects; and to monitor the performance and efficacy of our teachers in the classrooms. Over the last decade, the Thandulwazi Teacher Development Programme has provided professional development and upskilling workshops for over 8,000 teachers from schools, working in under-resourced and low-income areas of Gauteng and Limpopo. The programme has grown from 80 teachers, drawn from 10 schools selected by the provincial Education Department to attend the pilot programme in 2006; to 1750 educators from over 500 schools, attending the programme in 2015. Given the demand, the programme has extended its footprint into Limpopo, facilitating six Saturday contact sessions at partner schools in the Sekhukhune District this year.

Since 2005, 111 young teachers have trained on the Thandulwazi intern-teacher training programme. In 2015, 34 teacher learnerships were offered by Thandulwazi and 7 professional young teachers graduated from the intern programme in December 2015.

The Thandulwazi Saturday School continues to be oversubscribed annually. This year, the Saturday classes provided curriculum enrichment and extra tuition for 1013 students from 180 high schools across Gauteng. The Thandulwazi Grade 12s achieved an overall pass rate of 98,2%, with more than 60% of the students qualifying with a Bachelor Degree certificate.

In summary, some 2768 HDSA FET-phase students and educators in Gauteng and Limpopo benefited from the programmes facilitated by the Thandulwazi Maths & Science Academy in the year under review. The analysis below reflects that the overall percentage of black South African beneficiaries was 99,75%:

|              |      |              |   |                 |    |                     |   |
|--------------|------|--------------|---|-----------------|----|---------------------|---|
| <b>Black</b> | 2739 | <b>White</b> | 8 | <b>Coloured</b> | 14 | <b>Asian/Indian</b> | 7 |
| Female       | 2329 | Female       | 7 | Female          | 12 | Female              | 4 |
| Male         | 410  | Male         | 1 | Male            | 2  | Male                | 3 |

### Thank you

The Thandulwazi Maths & Science Academy is testimony to how effective partnerships can impact on education. Over the last decade, Thandulwazi has forged partnerships in education with the independent and public school sectors, tertiary institutions, other NPOs and professional associations, volunteers, grant makers and corporate partners. The growth, reach and impact of the Thandulwazi programmes would not have been possible without these partnerships. We thank our partners for sharing our vision; for their generous support and commitment to education; and their contribution to the development of the South African youth. Without *you* the successes, achievements and advancements made by the Thandulwazi beneficiaries would not have been possible. *Siyabonga!*

*“Children of today are the leaders of tomorrow and education is a very important weapon to prepare children for their future role as leaders of the community.”*

(Rolihlahla Nelson Mandela, 16 December 2003)

With sincere thanks and kind regards.

*Themba Mthethwa*

**THEMBA MTHETHWA**  
HEAD  
THANDULWAZI MATHS & SCIENCE ACADEMY

*Bev Johnson*

**BEVERLEY JOHNSON**  
DEPUTY DIRECTOR OF ADVANCEMENT  
(ST STITHIANS FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS)

31 January 2016

## Overview of Education in South Africa

Dr Themba Mthethwa

The aim of the Department of Education is to develop, maintain and support a South African school education system for the 21st century; thus ensuring that all South Africans have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa. Drawing from the words of the former President Nelson Mandela *“Education is the most powerful weapon which you can use to change the world”*, it is indeed evident that education is the single most important factor in the development of any given country. Over the years, numerous international resolutions and agreements such as Millennium Development Goals<sup>1</sup> (MDGs) of the United Nations and Education for All<sup>2</sup> (EFA) put more emphasis on the advancement of equitable, equal and quality education for all. The Constitution of the Republic of South Africa places education as a fundamental human right that must be accessed by all regardless of race, creed, class, gender, disability, etc.

Furthermore, the National Development Plan (NDP) Vision 2030 which was adopted by the South African Government makes proposal on how to create a competitive system of education buttressed by the idea of providing quality education for all. The White Paper for Post-School Education and Training puts emphasis on the need to expand student access and success at Higher Education institution; as such, it estimates a total enrolment of approx. 1.6millionl by 2030. While the South African Government has put systems in place to ensure access to education, It is however unfortunate that the quality of education particularly in public school remains a major concern. There has been significant efforts put by the departments<sup>3</sup> of education to address inequalities across the system through a number of initiatives and investments, but there remain challenges that impact learners, schools, districts, provinces and the national department. Some of these challenges relate to poor infrastructure, lack of resources for teaching and learning, shortage of teachers particularly for Mathematics and Science, generally poor learner performance across all grades and many more challenges.

*“South Africa is currently short of teachers, particularly of adequately qualified and competent teachers, and crucially short in mathematics and the physical sciences”.*

**Hendrik van Broekhuizen<sup>4</sup>**

Teachers are at the core of successful implementation of curriculum ideas<sup>5</sup>. One of the key challenges in the system is teacher attrition. Teachers are leaving the system for a variety reasons, but the majority through retirement and resignation. Currently, the system is not producing sufficient new teachers to meet the needs of the schooling system. According to the research conducted by the Research on Socio-Economic Policy (RESEP) in 2015 the public schooling system needs between 20,000 and 30,000 new teachers each year just to replace the teachers leaving the system and maintain current teacher-pupil ratios. The Thandulwazi teacher intern programme, and similar initiatives in other schools, are an important step in the right direction to address the shortage of teachers.

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<sup>1</sup> Goal 2: Achieve universal primary education

<sup>2</sup> Dakar Framework of action (2011)

<sup>3</sup> Basic Education and Higher Education

<sup>4</sup> RESEP, Department of Economics, Stellenbosch University

<sup>5</sup> Todd, A. and Mason, M. (2005). Enhancing learning in South African schools: Strategies beyond outcomes-based education. *International Journal of Educational Development* 25 (2005) 221-235.

Another important aspect about teachers in South Africa is the question of “quality teachers” produced by the institutions of higher learning. South Africa needs good teachers who are competent, dedicated and committed to making a difference in classrooms. Teachers must have both content and pedagogical knowledge of the subject in order to teach effectively. Our experience and research have shown that initial teacher training programmes offered by universities do not adequately equip teachers to become good Maths and Science teachers. The Thandulwazi teacher development programme endeavours to examine the core concepts and central pedagogies that should be at the heart of any teacher education programme. The teacher development programme offered at Thandulwazi has shown great success in developing teachers’ pedagogical content knowledge over the years.

The 2013/14 Reports of the World Economic Forum (WEF) show that South Africa has the worst quality of mathematics and science education of all the countries surveyed. According to the 2014 report, South Africa’s education system is of very poor quality, ranked at 146 out of 148 countries. Even though the Department of Basic Education (DBE) maintains that the report is “*not a credible or accurate reflection of the state of education in South Africa*”, it is however evident and generally known that South Africa is not doing well in Maths and Science. The Trends in Mathematics and Science Studies (TIMSS) 2011 report ranked South Africa at the bottom out of 38 countries participated in Grade 8 Maths and Science tests. The Annual National Assessment (ANA) results on learner performance in Grade 9 in mathematics for the previous years never reached 15%. This is a serious issue and as such it requires urgent attention.

The ongoing changes in the curriculum from the Nated 550 to NCS and CAPS has negatively affected teachers, particularly those who teach Mathematics and Science in South Africa. Teachers had to adapt to a new approach of teaching and at the same time deal with new topics introduced in the new curriculum. More has to be done specially to design relevant programmes for teacher development that will sufficiently address gaps in both content and pedagogical knowledge that teachers grapple with.

Due to the challenges in Maths and science across all grades the number of learners doing Mathematics at grade 12 has decreased over the years. For example, the statistics show the following:

| <b>Enrolments in Mathematics &amp; Mathematical Literacy from 2009 to 2015</b> |               |               |               |               |               |               |               |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Subject  | 2009          | 2010          | 2011          | 2012          | 2013          | 2014          | 2015          |
| Mathematics  | 290407        | 263034        | 224635        | 225874        | 241509        | 225458        | 263903        |
| Maths Lit  | 277677        | 280836        | 275380        | 291341        | 324094        | 312054        | 388845        |
| <b>TOTAL</b>   | <b>568084</b> | <b>543870</b> | <b>500015</b> | <b>517215</b> | <b>565603</b> | <b>537512</b> | <b>652748</b> |

The above information shows that there is a problem in South Africa in as far as Maths and Science are concerned. A need for intervention programme such as Thandulwazi Maths and Science Academy is indeed essential. Notably, the analysis shows that the performance in both Maths and Science is also declining yearly.

| <b>National Senior Certificate Maths &amp; science performance</b> |             |             |             |
|--|-------------|-------------|-------------|
| <b>Total achieved at 40% and above</b>                             |             |             |             |
|  | <b>2013</b> | <b>2014</b> | <b>2015</b> |
| Maths  | 40.5 %      | 35.1 %      | 31.9%       |
| Physical Science   | 42.7 %      | 36.9%       | 36.1%       |

The above statistics reflect that for the last three years performance in Maths and science (at 40% and above) is below 43% and is decreasing. Furthermore, the overall pass rate in the National Senior Certificate has decreased from 78.5 % (2013), 75.8% (2014) to 70.7% in 2015. There is a great demand for intervention programmes to support schools particularly in Maths and Science teaching and learning programmes. It is from this background that the Thandulwazi Maths and Science Academy was created to address the critical issues pertaining to the teaching and learning of Maths and Science in South Africa.

***“Rigorously conceptualised and designed high quality academic development programmes to support academics and students are urgent and important tasks in order to ensure equity of opportunity and outcome, especially for students of working-class and rural poor social origins<sup>6</sup>”.***

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<sup>6</sup> Saleem Badat (2010) DBSA



## REPORT FOR THE PERIOD JANUARY TO DECEMBER 2015

### THANDULWAZI SATURDAY SCHOOL

Further to the Interim Report circulated in July 2015, which is available on the link below, it is our pleasure to share with you the final report on the Thandulwazi Saturday School for the 2015 academic year.

([http://www.stithian.com/uploads/files/Thandulwazi/2015\\_ThandulwaziInterimReport\\_20082015\\_1.pdf](http://www.stithian.com/uploads/files/Thandulwazi/2015_ThandulwaziInterimReport_20082015_1.pdf))

### 2015 Matric Results

The Grade 12 Class of 2015, comprising 221 Matric learners, achieved an overall pass rate of 98,2%. As in previous years, this overall pass rate was well ahead of both the Gauteng (84,2%) and national (70,2%) pass rates. Of greater significance, however, was the quality of these results:

- 61,9% of the Thandulwazi students achieved Bachelor Degree (BD) passes. This figure is more than double the national BD pass rate of 25,8% and well ahead of the regional rate.

| 2015 Matric results                   | Thandulwazi | Gauteng (GDE) | National (DoBE) |
|---------------------------------------|-------------|---------------|-----------------|
| National Senior Certificate pass rate | 98,2%       | 84,2%         | 70,7%           |
| Bachelor Degree pass rate             | 62,3%       | 35,7%         | 25,8%           |

- The Thandulwazi Matric learners achieved 71 Level 7s (80% and above) in subjects offered by the Thandulwazi Saturday School:
  - 18 distinctions in Core Maths
  - 21 distinctions in Life Sciences
  - 12 distinctions in Physical Sciences
  - 11 distinctions in Accounting
  - 9 distinction in English
- Of the 30 students comprising the Maths Top Set Class, 14 achieved Maths distinctions and 7 Level 6 (70% or higher).
- An analysis of the subject results reflected that:
  - 100% of the Thandulwazi students attending English and Life Sciences sessions passed the NSC Exams in 2015.
  - Pass rates for Mathematics (83,71%), Physical Sciences (85,31%) and Accounting (96,87%) were also pleasing.
  - 89% of the Thandulwazi matriculants passed English with above 50%;  
70% of our students achieved 50% or higher for Life Sciences and 39% for Physical Sciences;  
75% of the Grade 12 Accounting students achieved 50% or higher; and  
40,7% of Thandulwazi students achieved 50% or higher for Maths..

- The top achievers were recognized at a Prize-Giving held at the Thandulwazi Saturday School on 16 January 2016.



### Overview of the 2015 Thandulwazi Saturday School Programme

The Saturday School programme remained on track and ran smoothly in the second semester; the budget remained in line with anticipated expenditure; and demand for places on the programme remained high throughout the year.

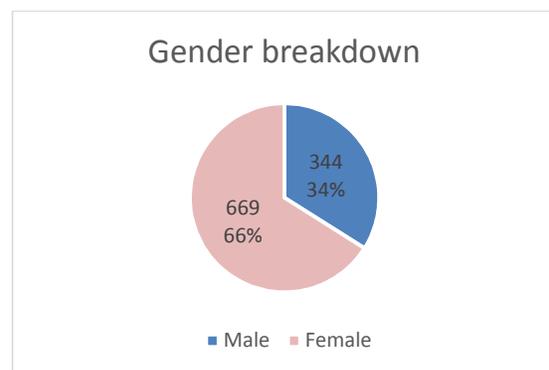
#### Beneficiaries

Initially, 1010 students registered for the Thandulwazi Saturday School on 31 January 2015. Following irregular attendance, 76 students were deregistered at the end of April 2015 and students on the Waiting List were invited to register for the programme. The year ended with 1013 students registered at the Saturday School. The statistics are as follows:

#### Registration per grade (at 24 October 2015):

Total no. of students: 1013

| Grade         | Students registered |
|---------------|---------------------|
| 10            | 318                 |
| 11            | 363                 |
| 12            | 332                 |
| <b>Total:</b> | <b>1013</b>         |



The breakdown of beneficiaries by race:

| Black |        | White |        | Indian/ Asian |        | Coloured |        |
|-------|--------|-------|--------|---------------|--------|----------|--------|
| Male  | Female | Male  | Female | Male          | Female | Male     | Female |
| 339   | 664    | 0     | 0      | 3             | 3      | 2        | 2      |

### *Staffing*

- There have been no staff changes this year. 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 Zeph Khoza, who is the part-time programme coordinator 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.
- Following a review session with the Saturday School teachers and tutors, staffing appointments for 2016 have been confirmed.

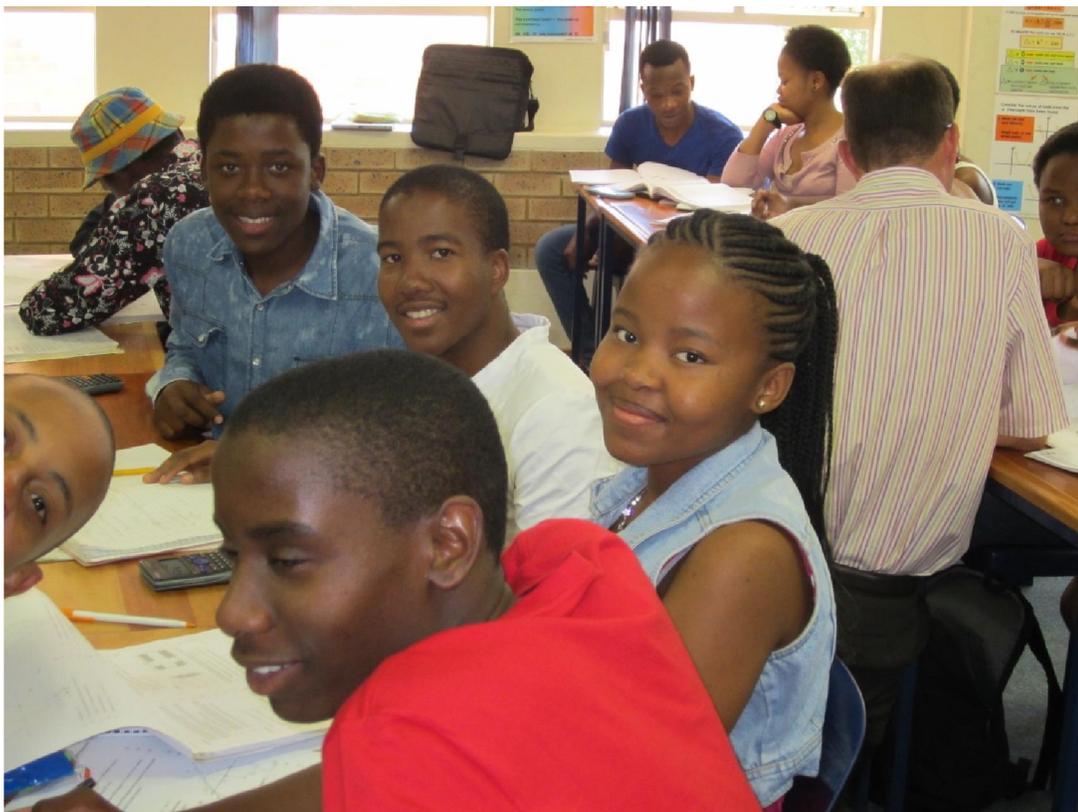
### *Summary of the Saturday School Staffing*

- 1 part-time Programme Coordinator (Mr Mahlathi (Zeph) 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)
- Volunteers: 29 - participation varies, depending on the time availability of the volunteers, who included JACASS members; St Stithians alumni; St Stithians parents; and a Standard Bank employee;
- Peer Tutors: Gr 11 & Gr 12 students from St Stithians College (volunteers: participation varies depending on the student's school commitments and availability);
- UJ Final Year Education Student Teachers – eight 4<sup>th</sup> Year Bachelor of Education students from UJ have completed 90 hours of community service each tutoring at the Saturday School in 2014;
- Thandulwazi FET-Phase Intern Teachers – six 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 2015.

### *Programme for the year*

The 30 Saturday School sessions scheduled took place this year. In addition the Top Set Gr 12 Maths students attended a weekend Maths Camp; and a Maths Focus Day and Calculator training session were facilitated to assist the Grade 12s in their exam preparations:

- Following the Baseline Testing, a Top Set of Maths students (learners who achieved 70% or above) were identified in Grade 12 and extension classes were held on Saturdays for this group. 33 Top Set students attended a Maths Camp at the Kamoka Bush School (Modimolle) from 10-12 July 2015. Three days of dedicated Maths teaching, focused on Euclidean Geometry and theorems tested in Paper II of the NSC exam; interspersed with Maths quizzes, Maths Olympiad sessions, and walks in the bushveld, resulted in a most productive and enjoyable weekend.
- The Grade 12 Maths Focus Day was held on 08 August 2015 and attention was given to working through past papers and preparing Matric students for their preliminary exams.
- Astrid Scheiber (Manager: CASIO Calculator Training & Promotions) facilitated a second calculator training session on 05 September 2015 for all the Grade 12 learners on Statistics, which forms part of the Maths syllabus. In addition, Astrid took the Grade 12 learners through some past examination questions with the purpose of helping them to make use of their calculators to arrive at the correct answers.



*Maths Top Set Class, October 2015*

#### *Subjects offered in 2015*

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

Two hours of Mathematics, 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; and Academic Tutors and volunteers assist students during the tutorial sessions, which are guided by the subject-workbooks provided. One hour of English teaching is provided at the weekly sessions.

#### *Weekly attendance*

- The attendance rates have varied on Saturdays, with an overall attendance average of 48,2% in 2015. Historically attendance tends to dip in the Winter-term and then pick up again. However, in 2015 this was not the case and overall attendance dropped from the previous year (51,5%).
- Matric attendance largely dropped off after September due to the fact 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 on Saturdays. (In the annual survey more than 90% of students cited school related commitments such as Secondary School Intervention Programme (SSIP) by the Department of Education (DoE), extra lessons arranged by the school and school sport commitments as the reason for non-

attendance at the Saturday School). The Thandulwazi Director is hoping that the letter of endorsement requested from the GPDE will alleviate this problem in 2016.

- The Grade 12 Maths Top Set students continued to attend the sessions each week. .

### **Engagement with the Gauteng Provincial Department of Education (GPDE)**

As previously reported, the Thandulwazi Director has engaged with the organisers of the SSIP Programme at SciBono and the Gauteng Provincial Department of Education (GPDE) to request that the Thandulwazi Saturday School be formally endorsed, so that learners can select to attend Thandulwazi rather than SSIP on Saturdays. Following a successful engagement with the GPDE, where officials offered to “assist Thandulwazi in all possible ways”, the Director presented a formal proposal for the endorsement of the Saturday School programme. The GPDE letter is still waited and it is hoped that the endorsement of the Saturday School programme will not only assist with improved attendance.

### **New features of the 2015 academic programme**

- Students were able to register for curriculum enrichment in both Physical Science and Life Science this year (previously they had to choose one of the sciences).
- This year, all students were provided with copies of the *Answer Series 2-in-1 Workbooks* for both Mathematics and Physical Science. The Grade 12s also received *Answer-Series* workbooks for Life Science; and Grade 10 and 11 students were given printed Thandulwazi Life Science booklets. The workbooks guide the students’ studies in the tutorial sessions and at home.
- In 2015, the Thandulwazi students were provided with access to the *Spellodrome* programme, sponsored by 3PLearning, to assist students with improving their English spelling skills. Students have been given log-ins and to date mainly Grade 10 students have used this resource. *Scrabble* was also introduced to the English classes to improve vocabulary and spelling and this proved popular.
- The HoD of English at the Thandulwazi Saturday School, Ms Natalie Arndt, and her team facilitated an *English Comprehension and Language Competition* this year.
- “Soft skills”/ life skills workshops were facilitated by the members of the Mbewu Movement on five Saturdays this year and included a focus on public speaking, leadership and effective communication.

### **Highlights of the year**

- *English Comprehension and Language Competition*

The following students were named as the Grade winners on 24 October 2015. Each student received a certificate and a book, *The Authorised Portrait of Bishop Desmond Tutu*.

- Grade 10: Mpho Mahlakazela won the English comprehension prize and Bridgett Dikhoba the prize for language;
- Grade 11: Phuti Malebana was the top English student for both comprehension and language;
- Grade 12: Thompho Mulaudzi won the English comprehension prize and Linnet Chikonhi the prize for language.

- *Thandulwazi Chess Challenge*

On 12 September 2015, the inaugural *Thandulwazi Chess Challenge* was held at the Saturday School. 25 members of the St Stithians Girls’ Prep and Boys’ College chess teams, challenged the Thandulwazi students to test their chess skills in a friendly game. The matches were hotly contested and in the end the Thandulwazi students emerged victorious scoring 14<sup>1</sup>/<sub>2</sub> points versus the Saints Team’s 13<sup>1</sup>/<sub>2</sub>.



- *Mathletics Challenge*

To encourage greater use of *Mathletics*, the Mathletics Challenge was run again this year from May to October 2015. It was hotly contested and the winning students per Grade were as follows:

- Grade 12: Nigel Hove was named as the winner of the Grade 12 *Mathletics Challenge*. Currently a Matric student, Nigel has attended the Thandulwazi Saturday School for the last two years. He was the Grade 11 *Mathletics Challenge* winner in 2014 and this year he repeated this achievement when he was awarded the prize for the top Grade 12 *Mathletics* student. In acknowledgment of his efforts, Nigel was awarded a Thandulwazi certificate of excellence and a cash prize sponsored by 3PLearning/*Mathletics* Africa. Nigel is a hardworking and committed student, who hails from Cosmo City. He attends the local secondary school and hopes to study a BComm (Accounting) at the University of Johannesburg in 2016.
- Grade 11: Thabo Mbatha attends Itirele Zenzele Comprehensive School in Diepsloot. In 2014 Thabo won the Grade 10 *Mathletics Challenge* and repeated this feat again this year when he was announced as the Grade 11 winner for 2015.
- Grade 10: Noxolo Khubeka, from Letsibogo High School for Girls in Soweto, was the Grade 10 *Mathletics Challenge* Winner this year.



*Thabo Mbatha & Nigel Hove have won the Mathletics Challenge two years in a row*

### *Additional opportunities provided for Thandulwazi students*

- Thanks to dedicated funding from Moto-Engil Construction SA (Pty) Ltd, JACASS and James Ralph (Pty) Ltd each Thandulwazi student, who did not have a calculator, was provided with a CASIO scientific calculator on 18 April 2015. Ms Astrid Scheiber ran CASIO calculator training workshops for all three grades.
- Thandulwazi students were given the opportunity to apply for bursaries offered by the Standard Bank; Barloworld Trust; General Electric, Nedbank and the STUDIETrust.
- Learner scholarships for places at the UWC international schools were advertised by a former scholarship-holder (Ms Nobuhle Ndlovu) to the Grade 10 and 11 students on 23 May.

### **Key Challenges**

Some of the key challenges remain:

- **Loadshedding** impacted both on the scanners, which monitor attendance, and the computer labs and prevented access to *Mathletics* on three Saturdays this year.
- **Transport:** Soaring transport costs continued to impact on some students' attendance. In the annual survey of students some 40% of students cited transport costs as a reason for non-attendance on Saturdays; 85% of students rely on taxis to travel to Thandulwazi; 50% indicated at a weekly transport cost of between R25-R50; and 51,3% of the Thandulwazi students travel for over 40 minutes (one way) to attend Saturday classes.
- **Mixed ability classes** remain a challenge for the Thandulwazi teachers. The Thandulwazi learners are drawn from more than 180 high schools, of varying educational quality, across Gauteng. Teachers use a range of methodologies to ensure that all students benefit from the extra tuition and to "fill in" the gaps in their subject knowledge and skills.
- **Punctuality:** A school-wide problem, Thandulwazi continues to stress the importance of punctuality with students. The access at the gate is closed from 09:00 onwards on Saturdays and learners arriving late have to swipe in at the Computer Lab in order to be marked present, thus having to explain why they are late. Students wishing to leave early on Saturdays have to obtain a "Pass Out" signed by the programme coordinator.
- **Discipline** All students are expected to abide by the Code of Conduct signed at Registration and discipline and security remains tight on Saturdays. To date there have been no serious disciplinary issues.
- **Regular attendance** remains a challenge.
- **Retention of students:** The IRR statistics reveal that between Grade 10 and 12, more than 50% of a cohort of students will drop out before Matric and/or fail a grade.

### **Strategic Partners**

- 3P Learning – The licence holder of the *Spellodrome* and *Mathletics* programmes
- JACASS (Johannesburg Articled Clerks Association)
- University of Johannesburg (UJ), Faculty of Education
- CASIO (James Ralph (Pty) Ltd)
- Mbewu Movement

### **Assessment, Monitoring & Evaluation**

- Over the last few years, greater effort has been placed on monitoring learners' progress (mainly through the *Mathletics* programme); and evaluating the programme (through an independent biennial evaluation of the Saturday School and an annual survey of the students).
- In October 2015, the students completed an on-line survey and evaluation of the programme, the summary of which is attached. Key indicators of this report are as follows:

- 84,7% of students reported that their Maths marks had improved since they started attending the Thandulwazi Saturday School.
- 99% of the students endorsed the Tutorial Sessions and found these beneficial.
- 84% of the students surveyed indicated that *Mathletics* had assisted their understanding of Maths concepts and enhanced their skills in this subject.
- 85% of Thandulwazi students shared the Saturday School worksheets and learning materials with other students in their schools or neighbourhoods.
- 93,8% of students were of the view that the Thandulwazi Saturday School was managed and run efficiently; and the majority of those surveyed advised that there was “nothing they would change” at Thandulwazi. Some of the students wrote wonderful letters of thanks to the Thandulwazi Director and funders of the programme.
- In the survey, learners were asked to list three things they liked about Thandulwazi Saturday school. The following comments had the highest ratings:
  - *The programme is free of charge*
  - *Resources are provided free of charge*
  - *Teachers were very committed, dedicated and helpful*
  - *Mathletics*
  - *Motivation*
  - *Being able to interact with learners from the other schools*
  - *Physical Science experiments*
- What students did not like about Thandulwazi Saturday School:
  - *Transport to Thandulwazi is costly*
  - *Distance between the main gate to where classes are conducted*
  - *No refreshments or Tuckshop*
  - *Some subjects are not offered*
- The data from the annual survey will inform Thandulwazi with the planning for the year ahead and improving on the programme offered.
- Thandulwazi looks forward to working with the external evaluation team from the University of Johannesburg in the year ahead.

### *Mathletics*

- The year-end *Mathletics* report reflected an overall school improvement of 39,8% for Thandulwazi learners in 2015. There was marked increase in time online for the year and the number of questions answered correctly was up significantly from 2014.

| <b>Mathletics</b>            | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|
| Overall school improvement   | 39,8%       | 40%         |
| Time on line                 | 4990 hours  | 3350 hours  |
| Questions answered correctly | 457,579     | 209,166     |

- The dedicated *Mathletics* Tutors, Mr Emmanuel Sibisi and Mr Motsamai Nonyane, both of whom are Thandulwazi Maths Interns training at St Stithians College, focused on setting specific tasks related to the topics taught in the Saturday Maths classes and this contributed to the increase in curriculum questions answered and time online.

## Thandulwazi Graduates

### Tracking Thandulwazi Graduates

The Thandulwazi Saturday School Facebook page ([www.facebook.com/ThandulwaziSaturdaySchool](http://www.facebook.com/ThandulwaziSaturdaySchool)) and Twitter are being used to communicate with current students; advertise bursary/ post-matric training opportunities; and to track graduates, who are encouraged to provide details of their post-Matric studies or employment status.

### Tertiary bursaries sourced for Thandulwazi Graduates

- Two Thandulwazi donors (Mazi Capital and the Sir Percy Hunting Foundation) have confirmed the renewal in 2016 of the tertiary bursaries granted to Thandulwazi graduates: Mr Hector Nkosi (Wits) and Ms Dipono Bambo (UFS), both from the Matric Class of 2013.
- Mota-Engil Construction (a new funder) offered Thandulwazi graduates studying engineering the opportunity to apply for a bursary, at the end of 2015, for the 2016 academic year. We are delighted to report that this bursary has been awarded to *Ms Palesa Makamole* (Matric Class of 2014). Palesa is starting her second year of Civil Engineering at the Mangosuthu University of Technology in Natal.
- Matric Class of 2015: Four Thandulwazi graduates were awarded bursaries. We congratulate *Nhlanhla Manzini* (Ivory Park Secondary School), *Tshepang Templeton Mapiti* (Reitumetse Secondary School) and *Koketso Ngoepe* (Ivory Park Secondary School), who were awarded Standard Bank CSI Bursaries; and *Sibusiso Paul Mhlanga* (Ivory Park Secondary School, who was awarded a StudieTrust Donors Bursary.

## Conclusion

Thandulwazi remains grateful to all the funders and supporters of the Saturday School programme, in particular the Standard Bank of South Africa which has been the major funder since 2010. Over the last ten years, the programme has sought to empower the youth through education. The impact of the programme is best summed up by an e-mail received from a graduate of the programme, Mbali Mahlaba, earlier this year:

*"I am a proud former Thandulwazi student, I commenced during my matric year in 2013 and the programme has been positively influential upon me. Currently studying towards a degree in chartered accountancy at NWU Vaal, I did extremely well in my first year, and also continue to do so this year. I was exposed to many opportunities through my learning experience at Thandulwazi and I am currently signed with one of the Big 4 audit firms. I would like to express my gratitude as I wouldn't be where I am today if it was not for the foundation I received at Thandulwazi."*



## THANDULWAZI LEARNER SCHOLARSHIP PROGRAMME

Over the last decade, five young people have benefited from Thandulwazi academic scholarships. 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 2015, in partnership with Thandulwazi, Virgin Galactic funded two academic scholarship for students to complete the FET-phase of their education at St Stithians College.

- The holder of the *Galactic Unite Nash Scholarship* at Thandulwazi, Rofhiwa, achieved well at the end of Grade 11 (2015) and was promoted to Grade 12 at St Stithians Girls' College. Rofhi achieved a good work-life balance over the course of the year; continued to be fully involved in the life of the Girls' College and to make the most of opportunities presented to her. She was a valued senior in the girls' boarding facility and her reports reflected a dedicated and committed student, who participated fully in the extra-mural programme. Rofhiw was selected to attend the Top Achievers student event at Tukkies; took part in the College's major drama production; was a member of both the Girls' Choir and Amazwi Africa; participated in cross-country and Saints Striders; was a member of the Saints Moviemakers Team which recently won an award at the Mzansi Short Film Festival for their film on Pixie Lowe was a member of the Movie Makers team.

- Luyanda was awarded the *Galactic Unite Mandela Day Scholarship* in November 2014 and joined St Stithians Boys' College as a Grade 10 boarder in January 2015. This multi-year academic scholarship is funded by the Virgin Galactic staff who undertake various endurance or adventure-type races to raise funds for this programme. The transition from a small, rural school in KZN, where the focus was on music rather than Maths and science related subjects, has been a challenging one for Lu. However he has shown true grit and determination and made good progress over the last year. His hard work, commitment to succeed academically, and full involvement in the life of the school are reflected both in his academic report, his Music report, and his Mentor's report. Lu made the most of all the opportunities afforded to him at the Boys' College in 2015; he has grown in confidence and a delightful sense of humour has emerged. He has been fully involved in Music and cultural events at the Boys' College; played both rugby and soccer; participated in a Zulu cultural tour to KwaZulu Natal (KZN) and successfully completed the demanding two week Grade 10 Bush Camp in the bushveld of Limpopo in November. He settled down well into the boarding house and was awarded the "Best New Comer" award at the end-of-year house dinner.

Musically, he has made great strides. Lu was awarded his Choir Tie; achieved exceptional results in his external music examinations; and has been selected to tour with the St Stithians Boys' College Choir to Russia, where they will compete against a host of international choirs at the World Choir Games in 2016.



Thanks to dedicated funding from FEM, a Thandulwazi Academic Scholarship was awarded at the end of 2015 to Kamogelo Molapisi, a resident of Soweto, who will join the Girls' College as a Grade 10 student in January 2016.

## THANDULWAZI TEACHER DEVELOPMENT & TRAINING PROGRAMMES

In an ideal schooling system, quality education for all young South Africans would be delivered by teachers who are professional, competent and confident in their subject knowledge, with practical and interactional skills that would ensure the effective delivery of the curriculum to their learners, foster a love of learning, and encourage students to become lifelong learners. Thandulwazi recognises the critical role played by teachers in schools and so provides practical up-skilling workshops for educators, currently working in under-resourced schools serving previously disadvantaged communities; and professional pre-service training for new teachers.

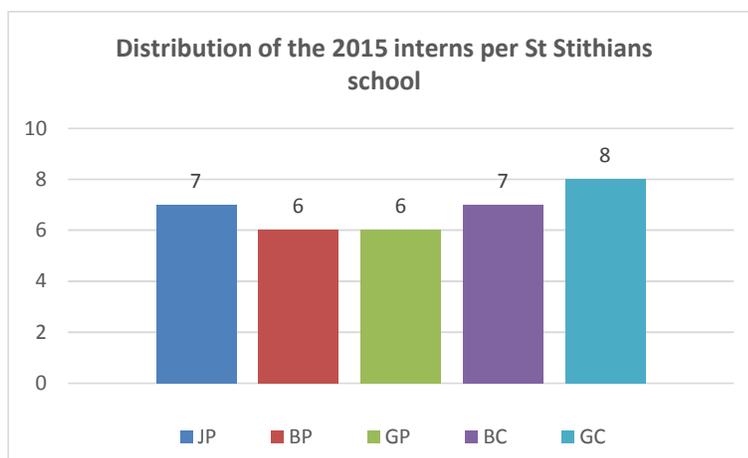
### Thandulwazi Intern-Teacher Training Programme

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 in subjects or educational phases facing critical shortages.

Thanks to the generous funding received in 2015 from the Oppenheimer Memorial Trust (OMT); Epoch & Optima Trusts; FEM; the Nesor Family; Growthpoint Properties; Babcock Group; Siyakha Education Trust; ApexHi Charitable Trust; Hill & Knowlton Strategies (Pty) Ltd; the Liberty Group and an Educational Trust that has asked to remain anonymous, Thandulwazi was able to offer teacher learnerships to greater numbers of intern-teachers and to enhance the quality of the training provided. The Thandulwazi intern programme grew from 26 interns in 2014 to 34 interns undertaking pre-service training in 2015. Seven new teachers graduated from this programme in December 2015.

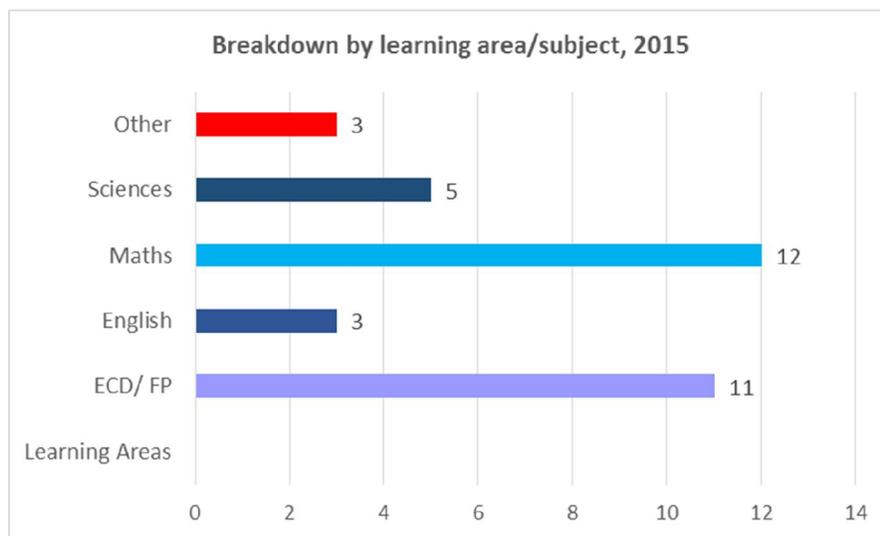
#### 2015 Statistics

- The Thandulwazi Interns undertook training across the educational phases and were based in all five St Stithians schools.



- 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      |



#### Academic Progress, December 2015

All the Thandulwazi Interns registered at UNISA for either a 4-year Bachelor of Education (BEd) or a 2-year Postgraduate Certificate in Education (PGCE). In 2015 the Interns completed their year-end examinations and a review of the results reflected pleasing academic progress overall.

|   |           |            |
|---|-----------|------------|
| Total number of modules/ subjects, for which the Interns registered (Bachelor of Education or Postgraduate Certificate in Education (PGCE)) | 183       | %          |
| Total number of modules/ subjects passed by the Interns   | 165       | 90,1%      |
| <b>Total number of modules/ subjects passed with distinction</b>  | <b>75</b> | <b>41%</b> |
| Total number of modules/ subjects failed by the Interns   | 6         | 3,3%       |
| Supplementary Exams written   | 12        | 6,6%       |

- It is gratifying to report that one of our PGCE Interns passed the year with distinctions in all the modules for which she registered; and 26 Interns achieved distinctions in one or more modules.
- Interns who failed a module are required to repeat the module at their own expense. The Thandulwazi Director has met with each of the interns who failed a subject and a strategy has been developed to assist the individuals accordingly.

The following Thandulwazi graduate teachers are wished every happiness and success in the academic year ahead:

- Ms Thandazile Ndlovu* secured a Foundation Phase post at Knight's Preparatory School (Ferndale).
- Mr Sanele Ndaba*, an English & History Major (FET Phase), accepted a post at St George's Grammar School in Mowbray (Cape Town).
- Ms Boitumelo Kitime*, an English major (FET Phase), will be teaching at Masibambane High School in Orange Farm in 2016.

- *Mr Matthew Ross*, an English major (FET Phase) is teaching at St Stithians Boys' College in 2016.
- *Ms Elaine Botha*, a Maths specialist (Inter-Sen Phase) accepted a post at Summit College in Kyalami.
- *Ms Keri Gallan* (Foundation Phase) will join the staff at Crawford Prep in Durban in 2016.
- *Mr Thulani Masum* (Maths, FET-Phase) accepted a post at the Royal Christian Academy in Soweto.

### *Continuous professional development*



- A key feature of the intern training programme offered by Thandulwazi is continuous professional development (CPD). The Thandulwazi Interns are encouraged to become lifelong learners, which is vital for educators if they are to keep abreast of educational thinking and best practice; and effectively deliver the curriculum to their students.
- Over the course of 2015, the Thandulwazi Interns attended a range of CPD and life-skills workshops, covering various topics such as: Managing diverse classrooms; Sensory profiling; In-house iPad and Tablet training; Thinking Schools; Dealing with bullying effectively; IEB User Group Conferences in specialist subjects; a Web-based programme on developing coping tools to manage stress; a Standard Bank; Financial Literacy Workshop; Level One Cricket Coaching Course; workshops on effective communication, networking and building one's personal brand. One of the Interns also requested the opportunity to job shadow a St Stithians principal for the day.

### *2015 Challenges*

Some of the challenges faced over the last year include:

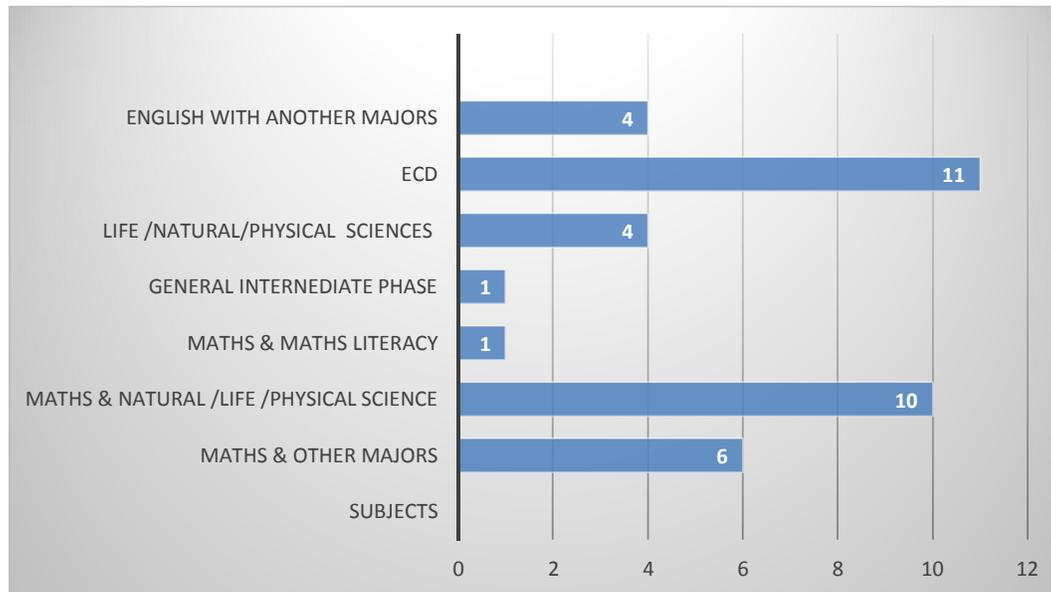
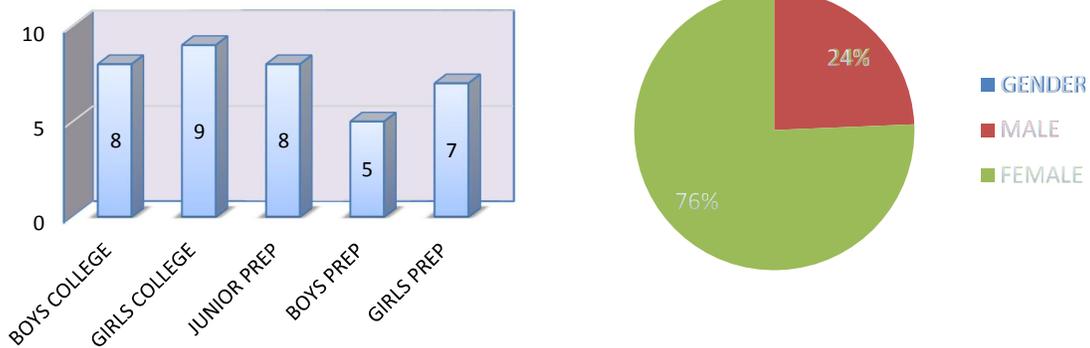
- Sourcing affordable accommodation closer to the College for the interns, particularly for the female interns. Three male interns are currently accommodated in the staff quarters at the St Stithians Boys' College boarding facility. Intern accommodation remains on the Director's agenda and options are being explored with the Thandulwazi Trustees.
- There have been some concerns around the administration at UNISA; the lack of guidance given to students relating to their courses of study and degree requirements; and the summary changes to degree requirements without adequate communication to registered students. The Thandulwazi Director is engaging with the university about some of the difficulties experienced by the Thandulwazi interns.
- Poaching of interns by schools, who are employing interns as teachers before they have completed their professional qualification, remains a concern.

*The 2016 Programme*

- In mid-2015, over 11000 on-line applications were received for places on the 2016 programme. Given the high calibre of the applicants, it was decided to target 40 Interns for the 2016 programme and places were offered to 14 new Interns. Following the late withdrawal of 3 applicants in January 2016, 37 Interns are currently training on the programme. The Interns are evenly spread across the five schools at St Stithians College. A 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      |

No of interns per school



- In line with the deliverables agreed with both the Thandulwazi interns and funders of this programme:
  - All the Thandulwazi Interns have registered at UNISA; and have commenced with their 2016 academic studies and assignments.
  - The year started on 07 January 2016 with an Induction morning and a workshop for the Interns presented by Jill Wheeler, on *Building Self Confidence in a work environment*.

- Each Intern has been assigned to a well-managed and well-resourced St Stithians School and to a mentor who offers pastoral care, daily guidance, assistance and feedback to the Interns as they learn their “craft” in the classroom.
- Monitoring of progress is continuous.
- The Thandulwazi Director and programme co-ordinator continue to provide mentorship and professional guidance to the Interns. They advise the Interns on module choices, assist with any registration issues that may arise at UNISA, work closely with the school coordinators and mentors, and monitor the progress of the individual Interns. The engagement with UNISA this year has been most time consuming given the “Fees must Fall” related disruptions at the university at the start of the academic year.
- All Thandulwazi Interns are required to apply for provisional registration with SACE (South African Council of Educators) and have a valid police clearance certificate to ensure compliance with the legislation relating to the National Register for Sexual Offenders.
- Annually, the Thandulwazi Interns are each required to complete 40 hours of community service, working with students from 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, 14 are expected to complete their studies in December 2016.

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

Tracking the Thandulwazi graduates and monitoring teacher retention rates remain 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.
- 15 Interns left the programme for a variety of reasons.
- Of the 59 Thandulwazi graduates, 78% have remained in teaching.

#### **Thandulwazi Teacher Development Programme**

South Africa has a severe shortage of professionally qualified, well trained and competent teachers. The country has an aging teaching corps, many of whom are unqualified or under-qualified; and in addition the higher education system is not producing sufficient numbers of qualified new teachers in specialist, high demand subjects and phases to meet the future needs of the country’s education system. Hendrik van Broekhuizen (Department of Economics, University of Stellenbosch) in his working paper entitled *Teacher Supply in South Africa: A focus on Initial Teacher Education (ITE) Graduate Production*, writes as follows:

*“Despite current growth trends in ITE programme enrolments and graduations, South Africa is currently not producing sufficient numbers of teacher graduates. Projections indicate that the system could begin to produce sufficient numbers of graduates to satisfy projected teacher demand within the next decade, but only if current enrolment growth can be sustained without any drop in programme throughput rates. Yet if the country manages to produce sufficient numbers of ITE programme graduates in the next ten years, it remains unlikely that the type of graduates that are produced will be the same type of teachers that are most needed in the schooling system ... To address South Africa’s teacher supply shortfall, greater emphasis is needed in ensuring that ITE students complete their programmes, specialise in high demand subject areas and phases, and transition into the teaching profession with minimal delay...”*

Given the above, as early as 2005 the Thandulwazi Maths & Science Academy identified the need to not only train new teachers, but also to provide a professional development programme and practical, interactive, hands-on workshops to upgrade the skills of the cohort of educators currently teaching in schools. Over the last decade, more than 8000 teachers in Gauteng and Limpopo have benefited from the Thandulwazi Teacher Development Programme, thus impacting positively on the teaching and learning of key subjects in schools across Gauteng and Limpopo.

### Overview of the 2015 Programme

Annually, the Thandulwazi Teacher Development Programme offers a series of eleven workshop sessions in Gauteng on Saturday mornings. Workshops are facilitated by experienced teachers all of whom are specialists in their disciplines, working daily with the curriculum and students. These facilitators are well placed to pass on methodologies and strategies that work effectively in a typical classroom.

Over two Saturdays, 07 & 14 February 2015, a total of 1341 teachers, across the educational phases, registered for the teacher workshops and the leadership programme. Registration was capped on 14 February 2015 and teachers wishing to register thereafter were placed on the Waiting List. Demand for places on the programme remained high throughout the year.

### Staffing

- Mrs Karen Walstra, MEd (Wits), an experienced senior educator, has been the part-time, programme coordinator of the Thandulwazi Teacher Development since 2007. Karen co-ordinates the logistics for the Saturday sessions with skill and insight. Karen reports to the Thandulwazi Director.
- A full complement of part-time experienced, subject specialist workshop presenters were engaged for the academic programme on annual contracts.

### Beneficiaries

The breakdown of beneficiaries is listed below:

- 96,3% of the beneficiaries are female.
- 100% are historically disadvantaged South Africans

| Black |        | White |        | Asian/ Indian |        | Coloured |        |
|-------|--------|-------|--------|---------------|--------|----------|--------|
| Male  | Female | Male  | Female | Male          | Female | Male     | Female |
| 49    | 1281   | 0     | 0      | 0             | 1      | 0        | 10     |

The table below details the breakdown of the phases in which the beneficiaries teach:

| Grades/programme          | Registered teachers | Workshop groups per phase/subject |
|---------------------------|---------------------|-----------------------------------|
| ECD Educators             | 393                 | 11                                |
| Grade R Educators         | 585                 | 15                                |
| Grade 1 Educators         | 48                  | 2                                 |
| Grade 2 Educators         | 14                  | 1                                 |
| Grade 3 Educators         | 26                  | 1                                 |
| Inter-Sen Phase Educators | 95                  | 3                                 |
| Leadership Programme      | 176                 | 5                                 |
| <b>Total</b>              | <b>1341</b>         | <b>38</b>                         |

### Saturday Programme

Thandulwazi-registered teachers attended three workshops at each Saturday session.

- The first, a facilitated discussion (30 mins), aimed at developing Communities of Practice (CoP) amongst teachers working in the same phase, fostered collaboration, sharing of resources and skills, and built informal support groups amongst the educators. Presenters began the morning session with a facilitated conversation around a topic or issue that has been raised by the group. The delegates also shared their cellphone numbers and e-mail addresses if available. One of the delegates reported that via the CoPs, teachers shared information and resources with other teachers and that they had made new friends/contacts. This is evidence that the discussion groups are working and having the desired effect.
- In the second session, a 90-minute long workshop, the focus was on the curriculum: improved content knowledge, learning strategies and teaching skills to effectively deliver the curriculum.
- The last workshop of the morning targeted classroom management skills, improved computer literacy skills, integrating technology into lesson delivery, and managing resources effectively.

| Time          | Activity   |
|---------------|--|
| 08:00 - 08:40 | Morning Tea & Attendance Register<br>Mathletics early session (optional) |
| 08:40 - 09:10 | "Communities of Practice"  |
| 09:15 - 10:45 | First session  |
| 10:45 - 11:15 | Mid-morning Tea  |
| 11:15 - 12:45 | Second session   |
| 13:00         | Buses Leave  |

One of the objectives of the Thandulwazi programme is to empower teachers to better understand the curriculum. All the workshops offered are informed by CAPS. In addition Thandulwazi provides training in a variety of skills and strategies to assist teachers to implement the curriculum effectively. Workshop learning areas include numeracy and literacy in the Foundation Phase, as well as Mathematics, Natural Science, English and Technology in the Intermediate and Senior Phase. The teachers participating in the workshops are given teaching materials, registration and log-in details for *Mathletics*, and files providing information on the CAPS curriculum and educational resources.

The Thandulwazi programme is linked to the priorities of the Department of Basic Education (DBE), which has an overall goal to improve the quality of education. Thandulwazi is driven by its vision of improving the quality of teaching and learning of Maths and Science. This vision resonates with that of DBE. The following priorities of the DBE are addressed by the Thandulwazi programmes through the teacher training workshops:

- Increase Numeracy competencies in Grade 3
- Increase Mathematics competencies in Grade 6
- Increase Mathematics competencies in Grade 9
- Improve average performance in Mathematics of Grade 6 learners
- Improve average performance in Mathematics of Grade 8 learners

Furthermore, the Thandulwazi Teacher Development Programme involves the training of ECD practitioners. This year more than 1000 ECD/Foundation Phase practitioners have attended the Thandulwazi workshops regularly. To improve early-childhood development is not only a priority of the DBE but it is endorsed by United Nations as part of the Millennium Development Goals.

The programme also caters for principals and school leaders, who are encouraged to attend the programme with their staff. The Thandulwazi leadership programme is facilitated by retired and current principals; provides practical management skills training and focuses on topics such as: budgeting; strategic planning; staff management and appraisals; how to deal with bullying; leveraging the school community; health and safety, and more.

Thandulwazi follows an inclusive programme and educators self-select to attend the workshops. There is no registration fee or charge for the Saturday workshops. To assist educators who may be struggling to cover the costs of transport to the Thandulwazi workshops hosted at St Stithians College, in 2015 a limited number of buses were provided for delegates from the Ivory Park/ Tembisa areas, Alexandra, Diepsloot and Cosmo City, as well as Soweto, from which the majority of the Thandulwazi teachers are drawn.

By self-selecting to attend the workshops on a Saturday morning, teachers make a personal commitment to become better educators and improve their teaching skills. The programme caters for educators teaching across the educational phases, in a caring, non-judgmental and inclusive environment. Teachers are made to feel special and valued, respected as professionals, empowered through improved knowledge/skills, and encouraged to become the best professional educators they can be. Through the workshops, educators are exposed to best practice; new educational trends; how to effectively teach difficult topics or themes in the curriculum; and introduced to new technologies that can be implemented in their classrooms (e.g. interactive Smartboards; iPads and apps; Google; Classmates/ tablets).



*Thandulwazi Teacher Workshops in action, September 2015*

#### *Leadership Programme*

The ancient proverb “A fish rots from the head down” can be applied to schools, which either thrive under a good principal or fail and become dysfunctional due to poor leadership. Principals are fundamental to the quality and efficacy of schooling in our country; hence the Thandulwazi Teacher Development Programme has facilitated a leadership programme for school leaders since 2009. In 2015, 176 school leaders registered for this programme.

The Thandulwazi leadership programme is facilitated by current school leaders from St Stithians College and three retired principals, all of whom have many years of experience in running highly effective schools. Four leadership options were offered this year for principals, Deputy Heads and HODs. Each Saturday, the leadership group attended three sessions. The leadership 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 are encouraged to form Communities of Practice and to work collectively around common problems facing their schools.

One of the leadership themes, facilitated by Dr Richard Hayward (former principal at IR Griffiths & Emmarentia Primary Schools), focused on *The Five Pillars of a Quality School* and covered topics such: values; styles of leadership (leadership vs management, EQ vs IQ); dealing with socio-economic challenges facing schools, influences and levels of motivation; dealing with change management (overcoming resistance to change, from staff and the parent/school community, setting goals, winning hearts and minds); conflict resolution; discipline (staffroom bullying, social media and cyber-bullying, classroom discipline and management); tools and techniques for leaders (e.g. brainstorming, benchmarking, Pareto analysis); and "*Growing Madiba's values in our classroom and school*", which focussed on Nelson Mandela's personal values and their applicability in a school. This series of workshops is SACE (SA Council of Educators) endorsed and earns 10 professional development points for school leaders.

Another leadership option focused on financial planning, resource management and budgeting for schools; and this course was facilitated by Mrs Cathy Fry (former Prep Head at St Andrew's School). Mr Alistair Johnson's (former Head of Leicester Road Primary) workshops focused on *Creating a Nurturing & Safe School Environment* and included topics such as implementing health & safety regulations, simple practices to ensure students' safety, and developing an anti-bullying policy.

One of the principles that is applied to the leadership workshops is: "*What we learn on Saturday at Thandulwazi, we apply on Monday at our schools*". The written assignments have a practical focus. The materials taught are based on school realities. Participants are expected to give case studies/incidents that support leadership and management principles discussed at workshops. A pleasing aspect is that many participants 'repeat' the workshop completed at Thandulwazi with their own staff. Such an approach has helped participants deal with initial resistance to change by certain staff members and has increased the reach of the programme.

Feedback from the principals has been largely positive this year. Delegates were very committed; willing to share and participate; and exchange ideas. A number of delegates commented that the leadership workshops had assisted them greatly when applying for promotional positions. One HoD advised that she based her preparation for her interview entirely on the Thandulwazi leadership programme materials and was appointed Deputy Principal.

#### *Attendance*

- At registration, all the teachers are given a Thandulwazi Access Card with a bar code. Teachers are required to scan their cards at the Saturday sessions and in this way attendance is monitored. The attendance was logged on the database (PencilBox). On most Saturdays the system worked very well, however at two sessions there was loadshedding so teachers completed manual registers.
- Delegates had to have an attendance record of more than 40% to receive an attendance certificate at the Closing Ceremony in 2015.
- A review of attendance figures reflected that:
  - 14% of registered teachers had 100% attendance rate;

- 8% of the teachers attended only 2 Saturday sessions;
- and the overall average attendance was 62%.

### *Monitoring & Evaluation*

The Thandulwazi Teacher Development Programme adopted a continuous monitoring and evaluation strategy. In accordance with this strategy every session was evaluated and monitored by the Director of the Academy and the programme coordinator. The following aspects were assessed:

- Quality of workshops presented by the facilitators;
- Quality of workshop materials, notes and study guides;
- Relevance of materials to the CAPS curriculum

The following monitoring tools were used:

- *Mathletics*: Teachers are able to access this web-based Maths programme via log-ins provided or on Saturdays in the computer labs.
- *2015 Thandulwazi Participant Nomination*: The workshop presenters completed a form after each session, to inform the coordinator of the delegates who had participated well and who had shown integration of work into their schools, by supplying evidence in their files. This was a new initiative and used throughout this year.
- *2015 Thandulwazi Workshop Feedback*: The delegates completed an online feedback form after each workshop, rating the workshop and the presenter, and giving comments. This was a new initiative, to encourage participants to engage and comment about every session.
- *Shared Online Folder*: Delegates were asked to upload evidence onto a shared Google folder, of lesson ideas and evidence of how they used skills, new ideas or methodologies learnt in the Thandulwazi workshops within their schools. This was a new initiative, to encourage delegates to share impact, and show how they are implementing workshop content, without having to give away their files and photos.
- *2015 Thandulwazi Evaluation Form*: Lastly, at the end of the year, the delegates were asked to review the programme as a whole, by completing an online survey.
- *School Visits*: As part of monitoring and evaluation, 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.

### *School Visits*



In April 2015, the Thandulwazi Director and programme coordinator visited two schools in the Mogale City Local Municipality area in April and were warmly welcomed by the principal and teachers. The Director reports that both schools were a pleasure to visit with interesting, educational information on the school walls, in well-structured spaces. Donations of stationery from the St Stithians Prep Schools were distributed to the Thandulwazi teachers on these visit.

- In September 2015, the Thandulwazi Director visited participating schools in the Limpopo region.

### *Closing Ceremony*

The Thandulwazi Teacher Development Programme held its closing ceremony on 19 September 2015. Over 1000 teachers, funders and partners, and exhibitors attended this joyous occasion. Ms Thandiwe Nxumalo, a teacher by profession and current Lecturer in Languages at Wits University, was the guest speaker.



In her address Nxumalo spoke about teachers as lifelong learners, who need to engage with students in a kind, caring and warm manner, making learning fun and stimulating, and so ensuring their student’s academic success. She spoke of *“Teaching being the art of the everyday”*, made up of a million small acts, which should be beautiful and sensitive to the feelings of students. Nxumalo went on to say: *“We can be creative but we must remember that teaching is done one thing, one step at a time. One nose wipe, one lesson plan, one check mark at a time.”*

She reminded the Thandulwazi teachers that

*“Teaching is serving and sharing. Rev. Martin Luther King Jnr. said it much better than I ever could when he said that teaching “is a calling to make the world a better place through your actions. Share yourself and your teaching and you spread a great wind of justice and good throughout the world.” I have worked with both teachers and learners in rural schools who work under extreme conditions. They use money from their own pockets to buy printers, stationery so they can be able to teach better. But they wake up every day and go to schools to make a difference.”*



*Based on feedback from the presenters, the top teacher in each group was awarded a prize at the Closing Ceremony. The Guest Speaker, Ms Thandiwe Nxumalo, is pictured in the centre of this photo*

### **Thandulwazi Limpopo Pilot (2013-15)**

Over the last three years, more than 1100 Limpopo-based teachers have registered to attend the Thandulwazi Limpopo Pilot Project and participated in upskilling workshops and a teacher development programme facilitated on 14 Saturdays in that region. The high demand for places on the programme each year; excellent overall attendance rates; positive feedback from teachers and principals alike about the impact the sessions have had on the teaching methodologies implemented, classroom management and school leadership skills; and the M&E undertaken through school visits would indicate that the objectives of this pilot have been met.

Thandulwazi has forged partnerships with three schools based in the Sekhukhune District of Limpopo, which have hosted the Saturday sessions of workshops:

- 2013 and 2014: The Future Comprehensive School (Ga Masemola)
- 2015: Kgaladi Primary School (Mamone) and Glen Cowie Secondary School (Glen Cowie)

The programme co-ordinator's report; feedback from the participating Limpopo teachers; visits to partner schools; and the M&E undertaken by the Head of Thandulwazi and programme coordinator reflect that the Thandulwazi Limpopo teacher workshops have impacted positively on the educators in the region. However, there is still much work to be done in education in Limpopo and in rural schools in general.

We are sincerely grateful to the funders of this pilot (Standard Bank of South Africa, the Solon Foundation, Afrisam South Africa (Pty) Ltd, AKA Capital (Pty) Ltd, Eskom, SA Compensators (Pty) Ltd, IGS Consulting Engineers (Pty) Ltd, Babcock Africa Services and St Stithians College) and our strategic partners.

Thanks to dedicated funding pledged by the Solon Foundation and PEP, Thandulwazi will run two programmes concurrently in 2016 in Limpopo.

- A **senior management training programme** for 60 HODs in schools based in the Sekhukhune District, aimed at improving the quality of education offered by training school management teams, building competencies and management skills. Special focus will be given to curriculum implementation and monitoring. This programme is funded by the Swiss-based Solon Foundation.
- A **teacher development programme** for 400 primary school teachers and principals facilitated over 11 Saturday sessions, with particular focus on teaching Maths, Natural Science, English and leadership. We are delighted to report that PEP has come on board as a partner and will fund the Thandulwazi-PEP Limpopo Teacher Development Programme for the next three years (2016-2018).



*Limpopo workshop held at Kgaladi Primary School, 15/08/2015*

## Challenges

Challenges this year have included:

- Loadshedding which impacted on the use of technology in the workshops and the monitoring of attendance via scanners.
- Increasingly the Gauteng Department of Education is holding compulsory meetings or workshops for school leaders on the weekends; and the SGB elections were held on Saturdays. This impacted on attendance.
- The demand for places at the Saturday sessions has steadily increased every year. While we are delighted that the reputation of the programme continues to grow and the workshops meet the needs of the educators, the increased numbers strain resources (both in terms of venues and budgets). Based on registration in 2013 and 2014, Thandulwazi budgeted for 1200 educators in 2015 and had to cap registration at 1341. The increase in numbers this year resulted in additional costs incurred for buses, catering, workshop facilitators and printing. In addition more venues were used in all five of the St Stithians schools.
- 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, is a challenge for the workshop presenters.

### Successes

- The mid-year report received from *Mathletics* indicated that overall teachers understanding of Maths and content knowledge had improved.
- A number of individuals have reported achieving promotional positions due to the skills they acquired at Thandulwazi and particularly from the leadership programme offered.
- The annual evaluation revealed that of the teachers surveyed 96,3% confirmed that they would register for workshops again in 2016; 98% indicated that they were able to implement their learnings from Thandulwazi into their classrooms and schools; and 83% rated the workshops as “Excellent”. This feedback would indicate that the teachers benefit from the programme.
- The Thandulwazi Limpopo Pilot was well supported by Limpopo-based teachers and dedicated funding for a three year programme (2016-2018), offering 11 Saturday sessions to rural-school educators, has been secured.

### Strategic Partnerships

In 2015 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
- ESKOM - Teaching materials and workshops on energy and implementing energy audits in schools
- Google and Microsoft *Partners in Learning* (DVDs for teachers)
- BRIDGE - Linking Innovators in Education

### Planning for the 2016 programme

- An annual review is scheduled to take place with the Thandulwazi workshop presenters; and the feedback from the 2015 participants’ on-line evaluation has been analysed. This will be factored into the planning for next year. Thandulwazi will be targeting a total number of 1300 teachers for the 11 Saturday sessions offered in Gauteng; and 11 Saturday sessions targeting 400 educators will be facilitated in Limpopo on consecutive weekends between March to September 2016.
- Some of the new initiatives being considered for 2016 include:
  - Giving Thandulwazi teachers Wi-Fi access on Saturdays at St Stithians to facilitate M&E and allow delegates to complete the web-based forms easily.
  - SACE accreditation for all the workshops/courses offered on the programme, to ensure that educators obtain CPD points.
  - Transferring all the Thandulwazi data and workshop material into a folder within the *Google for Education* platform. This would allow presenters to submit information to delegates online and they could complete tasks online. This would mean all data was in one place, as well as people being able to access it from anywhere and anytime.
  - Reviewing and streamlining the registration process and Saturday morning attendance registration process to ensure improved flow.

## Conclusion

We are of the view that the Thandulwazi Teacher Development Programme has impacted significantly on continuous professional teacher development in Gauteng, Limpopo and other regions. This programme has come to be recognised as offering teachers upskilling that is curriculum-relevant, hands-on, interactive and practical; offered in a caring, professional and non-judgmental environment; where teachers are valued as professionals, encouraged to hone their “craft”, and empowered to become the best educators they can be. The response from the participating teachers has been glowing and evaluations reflect a positive growth in professionalism. Those teachers who have attended our training programme for more than a year have shown great improvements in both content and pedagogical knowledge.

## STAFFING FOR 2016

- Dr Themba Mthethwa, who joined Thandulwazi as the full-time Head of the Thandulwazi Maths & Science Academy on 01 February 2015, manages this programme and works closely with the three part-time programme coordinators.
- After 10 years, Mrs Karen Walstra resigned as the programme coordinator for the Thandulwazi Teacher Development Programme, to concentrate on her full-time position at Google. Following a recruitment process, Mrs Ronelle Klinck has been appointed as the new coordinator for this programme.
- In 2016, Mrs Thobeka Mngambi and Mr Zeph Khoza will continue to coordinate the Intern Programme and Saturday School respectively.
- Working with the St Stithians Foundation Governors, Bev Johnson drives the fundraising for the Thandulwazi Maths & Science Academy and manages donor relations and partnerships

## GOVERNANCE

- The St Stithians Foundation Governors, all of whom are volunteers, work with Bev Johnson to source funding for Thandulwazi. The Foundation met 6 times in 2015 to review the progress of the Thandulwazi programmes and monitor fundraising for the Thandulwazi Maths & Science Academy.
- The founding Chair of the Thandulwazi Trust Mr Lee Astfalck resigned mid-year and Ms Khumo Morolo was appointed as the new Chair of the Trust.
- There are currently six Thandulwazi Trustees; and the Thandulwazi Trust met three times in the period under review:
  - 4 Female Trustees, 3 black and 1 Indian                      Mesdames Khumo Morolo, Munene Khoza, Thami Moatshe & Kelly Naidoo
  - 2 black, male    Dr Themba Mthethwa & Mr Mahlathi Zeph Khoza
- Given the changes to the B-BBEE Codes, which came into effect on 01 May 2015, the Thandulwazi Trust Deed was reviewed to ensure that it is fully compliant with the new legislation. The amended Deed has been submitted to the Master of the High Court.
- PwC (Pricewaterhouse Cooper Inc) has been confirmed as the auditors for the Thandulwazi Trust going forward and will commence the 2015 audit in March 2016. The firm has waived their professional accounting fee for 2015 and donated this to Thandulwazi as part of their CSI spend.
- Thandulwazi’s governance standards are high and the Thandulwazi Trust continuously looks to improve on this annually. Transparency and fiscal discipline remain hallmarks of the Thandulwazi Maths & Science Academy.

## FUNDRAISING

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

A multi-pronged approach and a range of funding strategies are employed to ensure that the fundraising targets are achieved.

- CSI Funding and donations are sourced from over 50 trusts and corporates; and a growing number of individual donors for the Thandulwazi programmes. It is key to ensure that Thandulwazi is not dependent on only one or two funders. Funding applications to existing and new donors are submitted annually on an ongoing basis.
- To contain costs, in-kind donations of teaching materials; textbooks and professional services that will be of value to the Thandulwazi programmes are actively pursued.
- Strategic partnerships that will benefit the programmes and extend the reach of Thandulwazi have also been negotiated. Two new partnerships in 2016: Social Innovations (Thandulwazi Limpopo Teacher Development Programme) and Kagiso Trust (enrolling some of their students at the Thandulwazi Saturday School).
- In addition, new sources of funding are explored annually. For example, in 2015 Thandulwazi registered as a beneficiary for the *MySchool* Card programme; we drive an annual Christmas appeal; raise funds through various sporting events (e.g. Comrades, Momentum 947 Cycle Challenge); the *Each One, Sponsor One* campaign encourages Thandulwazi supporters and the St Stithians community to sponsor a student or educator at Thandulwazi.
- Donations to Thandulwazi can now be made via PayGate. The link to use is <https://giving.stithian.com>
- To ensure future sustainability, the Thandulwazi Trust has a BEE strategy in place to encourage companies wishing to take advantage of the BEE status of the Trust, to make scorecard compliant socio-economic development and skills training contributions to Thandulwazi; and/or explore the ownership element and donate shares to the Trust. This strategy is gaining momentum. It is hoped that in time the dividends generated from such partnerships will provide funding for the Thandulwazi programmes going forward.

The total budget for the Thandulwazi Maths & Science Academy in 2015 was R 7,718 m. The fundraising target was achieved in 2015. Any surplus of funds raised will be used towards the costs of the 2016 programmes.

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

With thanks & kind regards

*Bev*

### BEVERLEY JOHNSON

DEPUTY DIRECTOR OF ADVANCEMENT  
ST STITHIANS FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS



## Thandulwazi Maths & Science Academy

An educational project facilitated by the St Stithians Foundation

*Thank you to our 2015 donors*

The Thandulwazi Trust is grateful for the funding received in 2015 from the following companies, grant makers and trusts in support of the Thandulwazi Maths & Science Academy:

- AGSA (Auditor General of SA)
- Afrisam (South Africa) Pty Ltd
- AKA Capital (Pty) Ltd
- ApexHi Charitable Trust
- Astra Fasteners (A division of Astra Group Holdings (Pty) Ltd)
- Babcock Africa Services (Pty) Ltd
- Babcock Nthuthuko Engineering (Pty) Ltd
- Babcock Target Plant Services (Pty) Ltd
- Barloworld Trust
- Blain Projects (Pty) Ltd
- Cashbases SA (Pty) Ltd
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- Crest Information Systems cc
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- Epoch & Optima Trusts
- ESKOM Holdings SOC Limited
- FEM
- Gareli (Pty) Ltd
- Growthpoint Properties Limited
- Hill & Knowlton Strategies
- Infection Protection Products cc
- Johannesburg Article Clerk Association (JACASS)
- Joest (Pty) Ltd
- K2Capital (Pty) Ltd
- Ké Concepts (Pty) Ltd
- Leeroy Agencies
- Liberty Group
- Lightstone (Pty) Ltd
- Mackenzie Foundation
- Mary Nash Memorial Trust
- Matemeku Development Trust
- Mazi Asset Management (Pty) Ltd
- Mota-Engil Construction SA (Pty) Ltd
- Motor Music cc
- Multinet Group
- Nedbank Group Limited
- Nuangle Medical (Pty) Ltd
- Oppenheimer Memorial Trust
- Parnis Engineering
- PPC Ltd
- PPS Architects (Pty) Ltd
- Protea Chemicals (a division of OMNIA)
- Riverwalk Trading 132cc/ Trading as Westpoint Executive Suites
- Sir Percy Hunting Foundation
- Siyakha Education Trust
- Solon Foundation
- Sparcmelt (Pty) Ltd
- St Stithians Girls' College, Grade 8 Businesses
- St Stithians Girls' Prep, Grade 7 Class
- Standard Bank of SA Limited
- TR Hindson Family Trust
- Ukhozi Pipeline (Pty) Ltd
- Uni-span Formwork & Scaffolding (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
- Pete & Karen Backwell
- Steve, Heather & Samantha Ball
- Barbara Beauchamp
- George & Judy Beeton
- Bryan Biehler
- Gavin Brimacombe & Family
- Carine & Bevan Bryer
- Raymond Burger & Family
- Rodney Callaghan
- Calver Family
- Justin Cooper & Family (Base One Interiors (Pty) Ltd)
- Jeff Crewe-Brown
- Jon Crick
- Garron Dace
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- Christine Dieltjens
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- Louise Eichner
- Brenda Erasmus
- Tutty Faber
- Neil Farquharson
- Barry Fergusson
- Tania Fredericks
- Jack Frenkel
- Alicia Greenwood
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- Dylan Hobson
- Fabian Howard
- Ann Hunter & Family
- Jermain Jacobs
- Marié Jacobs
- Rudi Jansen van Rensburg
- Kerry Jenkins
- Kay Karlsson & Family
- Tim Keegan
- Munene Khoza
- Liandi Kirkham
- Liz Kobilski
- Dylan Koen
- Alan Kynoch
- Andrew Latimer
- Johanni la Vita
- Ntombi Langa-Royds
- Prudence Lebina
- Thabo Leeuw
- Ben & Colinda Linde
- Norval Lippiatt
- John Lobban
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- John MacKay
- Rob Masefield
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- Luke Miller
- Thando Mkatshana
- Cleo Molepo
- Val Moodley
- Mamedupi Moshidi
- Lerato Mtoba
- Victor Mugoto
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- Grant & Debbie Nesor
- Jade Nesor
- Joshua Nesor
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- Carel Nolte
- Robert-Reece North
- Tim Nuttall
- Joshua Nuttall
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- Zanele Nyoka
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- Hedley Pougnet
- Ria Pretorius
- Rens Rademeyer
- Etienne Rawlinson
- Erna Robey
- Selwyn Schaffer
- Schlebusch Family
- Andrew Shaw
- Alistair & Ruth Stewart
- Margaret Stoutt
- Graham & Daniel Taylor
- Ramakanyane Tladi
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- Ashley van der Walt
- August van Heerden & Family
- Johnny van Heerden
- Corrin Varady
- Marina Verbruggen
- Brandon Vermaak
- Marthinus Vermaak
- Linda Wedderburn
- Wharton-Hood Family
- Bruce Young
- Warren 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:

- Autism SA (Teacher Workshops)
- Nicki Miller & Bottleblue Design & Advertising
- The Bureau Print
- Rachel Cauldwell & EduAccess (t/a PencilBox)
- Astrid Scheiber & James Ralph (Pty) Ltd (Casio)
- Hill & Knowlton Strategies
- Victor Ngobeni & Microsoft SA
- Terry Morris & Pan MacMillan (SA) (Pty) Ltd
- PwC Inc
- Bonny Loureiro & RENASA (Literacy Workshops)
- Sarah Wharton-Hood
- Siyakha Educational Trust (Resilient)
- Snackworks
- Rob Masefield & 3P International Holdings (Pty) Ltd
- Wanda Moraka & Transcend Capital
- 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)
- Mbewu Movement Volunteers
- Kopano Mashishi (English tutor, Saturday School)
- Lee Moodley (Volunteer, Saturday School)
- Lori Borello (Leadership Workshop Presenter)
- Mogola Segooa (Accounting tutor, Saturday School)
- Mpho Moseki (Mentor)
- Munier Badat (Maths tutor, Saturday School)
- Renaldo de Gouveia (Maths tutor, Saturday School)
- Tshediso Khuzwayo (Accounting tutor, Saturday School)
- St Stithians Peer Tutors (Katie Davies, Samantha Ball, Gene Firth, Tiaan Harmse, Jesse Rabinowitz & Luca Milanesi) and Duncan Smale (SJC, Peer Tutor)
- UJ Tutors (Naledi Nong, Jodi Broadhurst, Candice Pienaar, Azra Asvat, Waseela Yusuf, Njabulo Nkabinde, Paul Segoele, Nakita de Villiers)
- Zandile Ngwepe (Mentor)

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.

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 2015

*"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, an educational outreach programme established by the St Stithians Foundation in 2006, 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;
- 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*

Physical address: 40 Peter Place, Lyme Park, Sandton

 Private Bag 2, RANDBURG 2125, South Africa

 +27 (0)11 577-6193

 +27 (0)11 577-6478

 [thandulwazi@stithian.com](mailto:thandulwazi@stithian.com)

[www.thandulwazi.com](http://www.thandulwazi.com)

## *Trustees*

Munene Khoza, Mahlathi Khoza, Thami Moatshe, Khumo Morolo, Themba Mthethwa and Kelly Naidoo

### **Key personnel in 2015**

- Director of the Thandulwazi Maths & Science Academy – Themba Mthethwa
- Thandulwazi Teacher Development Programme coordinator – Karen Walstra
- Thandulwazi Saturday School Programme coordinator – Mahlathi Khoza
- Thandulwazi Intern-Teacher Programme Programme coordinator – Thobeka Zuma-Mngambi
- Deputy Director 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. Pricewaterhouse Cooper Inc (PwC) has been appointed as the Trust's auditors for 2015.