

Thandulwazi Trust
MATHS AND SCIENCE ACADEMY

2018 ANNUAL REPORT





THANDULWAZI MATHS AND SCIENCE ACADEMY



@TeamThandulwazi



www.thandulwazi.com



@Team Thandulwazi



Thandulwazi Maths and Science Academy

EST.
2005

SOME OF THE CHALLENGES FACING SOUTH AFRICAN PUBLIC SCHOOLS:

2019

- Poor Mathematics, and Science skills
- Low literacy levels
- Shortage of skilled teachers
- Under-resourced schools

OUR SOLUTION:

- An inclusive programme, where students and teachers self-select to attend the Academy
- Targeted interventions aimed at improving the quality of teaching and learning in gateway subjects
- Best practice, innovative teaching, new learning technologies and methodologies, and curriculum enrichment
- A caring, empowering, confidence-building environment - Thandulwazi is "Ubuntu in action"



THANDULWAZI
SATURDAY SCHOOL | EST. 1991

Quality tuition for Grades 9 to 12

10110

Historically disadvantaged students who have benefited directly, since 2011

150+

Participating
Gauteng high schools

2027

Matric students assisted since 2011 (all taking Maths and a Science subject)

CURRENT ENROLMENT:

students

1219



To change a life and to give a gift of educational upliftment visit our giving page at www.thandulwazi.com or contact us at donations@thandulwazi.com or at 011 577 6193



THANDULWAZI
TEACHER DEVELOPMENT
PROGRAMME

EST.
2006

13506

Pre-primary and primary school teachers upskilled to date

CURRENT ENROLMENT:

785

teachers
(Gauteng)

228

teachers
(Limpopo)



THANDULWAZI
ACADEMIC SCHOLARSHIPS

14 scholarships awarded to date, to historically disadvantaged, high potential students for Grades 10 to 12

7

Scholarship Students currently
at St Stithians College



THANDULWAZI
INTERN-TEACHER TRAINING
PROGRAMME

1st Intern
in 1996

164

Young intern teachers trained since 2005

93

Participants who went on to graduate with a professional qualification



80%

Graduates still in teaching

CURRENT ENROLMENT:

47 interns

Thandulwazi
= "the love of
knowledge" in
isiZulu

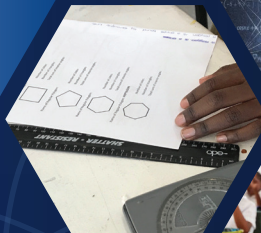
Established
in 2005 by
St Stithians
College

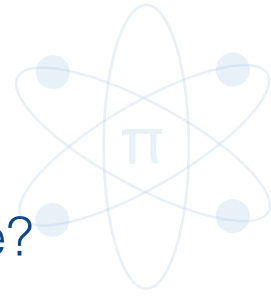
A Nation
Building
Educational
Outreach
Programme

Assists in
addressing critical
issues pertaining
to the teaching
and learning of
Mathematics and
the Sciences

In schools
located around
Gauteng Province
and in the towns
of Modimolle and
Sekhukhune in
the Limpopo
Province

Supported
by generous
donors and
partners



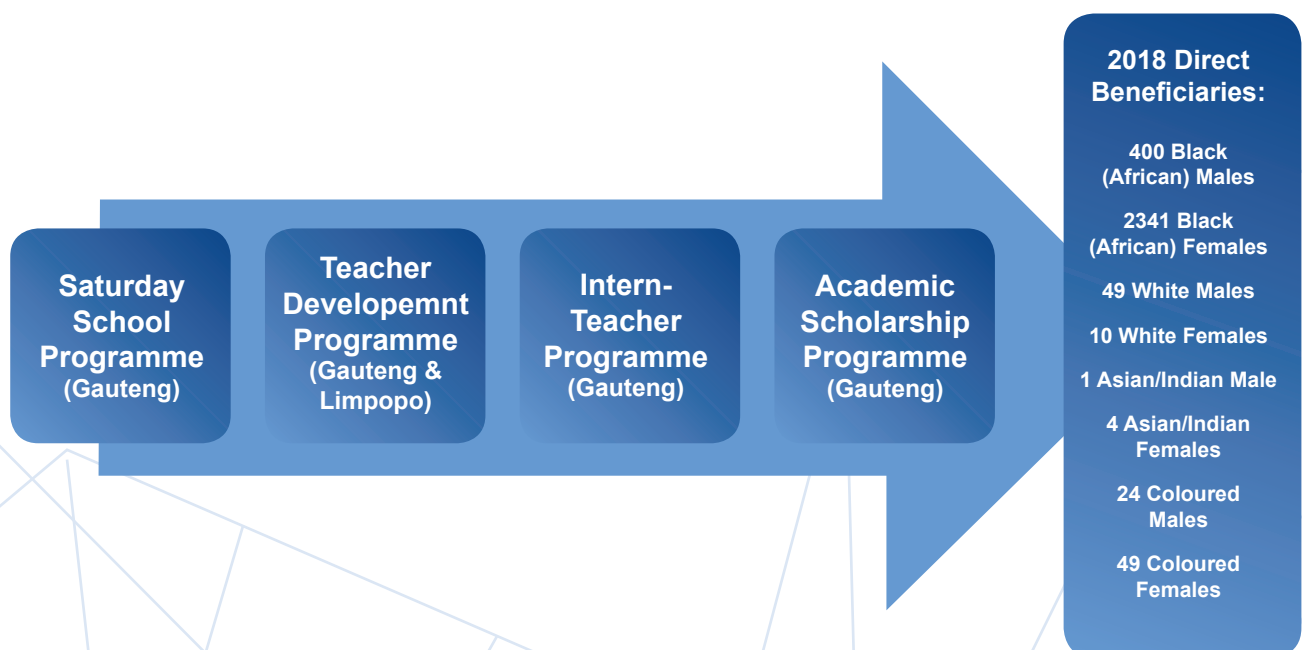



What does Thandulwazi aim to achieve?

Thandulwazi's overall vision is a South Africa where quality education is available to all young South Africans irrespective of their socio-economic circumstances; delivered by Teachers who are professional, competent and confident in their subject knowledge, with practical and interactional skills that will ensure the effective delivery of the curriculum to their Learners.

The Thandulwazi Maths and Science Academy's mission is to contribute towards improving the quality of Mathematics and Science teaching and learning, among the group described as Historically Disadvantaged South Africans (HDSAs), mainly from under-resourced schools located within the Gauteng Province through targeted interventions.

The Thandulwazi Maths and Science Academy undertakes this calling through four pillar programmes which reached 2878 direct beneficiaries in 2018:





Mr Velaphi Gumbi
Head of the Thandulwazi Maths
and Science Academy



Mr Alistair Stewart
Head of the St Stithians College
Advancement Office



Dear Thandulwazi Partners and Friends

The Thandulwazi Trust Maths and Science Academy is honoured to share highlights of the activities undertaken in 2018 in our four nation-building and educational upliftment programmes.

Globally the education sector remains under the microscope, with quality and redress still being major focus areas in all the education phases of the basic education sector in South Africa - from Early Childhood Development right through to the Further Education and Training Phase. Strong concerns continue to reign in South Africa over the urgent need for the schooling system to improve in order to contribute to much needed economic growth and transformation in the country.

The Thandulwazi Trust Maths and Science Academy is proud to be part of, and aligned to, the intervention strategies that are being undertaken by the South African Government, Private Sector and Civil Society to assist in addressing the critical areas that are in dire need of improvement and attention within the schooling system. For the last thirteen years, with the generous support of all our partners, the Thandulwazi Maths and Science Academy has provided much needed support to more than 13,900 historically disadvantaged South African Learner and Teacher Beneficiaries through our four key programmes, which impacted on more than 509,207 learners across South Africa.

The Thandulwazi Trust Maths and Science Academy looks forward to continuing with the work that is being done until the day that the education system in South Africa has improved to a point where interventions such as ours are no longer necessary. But until such time we will carry on pursuing partnerships with a range of stakeholders to be able to continue making a world of difference to one and all through our four intervention programmes.

2018 has seen a change in leadership in the Thandulwazi Maths and Science Academy, with Mr Velaphi Gumbi being appointed and welcomed as the new Head to take the Academy forward, and Ms "TC" Nkosi being a welcome addition to the Team as the full-time Programme Director. The year also saw a total of 1284 Grade 9 to 12 Learners being assisted with extra tuition in Mathematics, the Sciences, Accounting and English in the Saturday School Programme; 1650 Teachers being upskilled in the Gauteng and Limpopo Teacher Development Programmes, the majority of whom teach in the Early Childhood Development/Foundation Phase; 8 Learners being provided with the opportunity to complete their school careers in a good-performing, well-resourced school through the Academic Scholarship Programme; 43 Student Teachers undertaking the journey to becoming effective, well-trained, professional Teachers through the Intern-Teacher Programme.

The end of 2018 also brought a sense of loss to our team as we had to say farewell to Mrs Bev Johnson. Through her combination of management, organisational and fundraising skills, Bev enabled Thandulwazi to grow from the first seeds that were planted at the initial development stages of the Trust to the life-changing educational intervention programmes that are being delivered today. To assist the Thandulwazi Trust Maths and Science Academy with the transition of Bev's departure, Mrs Charné Haak, joined the St Stithians College Advancement Team in December 2018 to assist in building on Bev's legacy.

We continue to be inspired by the stories of our beneficiaries and how their Thandulwazi journey has assisted them in achieving their goals and reaching their true potential despite the difficult circumstances they face daily. It is with these stories that we know that we must continue working with our generous partners in order to ensure that there are more good narratives that flow out of the South African education system into our South African communities. But it is also with these stories that we thank our generous partners for their donations, their gifts, their counsel, their time and their resources, because it is with all of you that we can make a world of difference to one and all.

Kind Regards

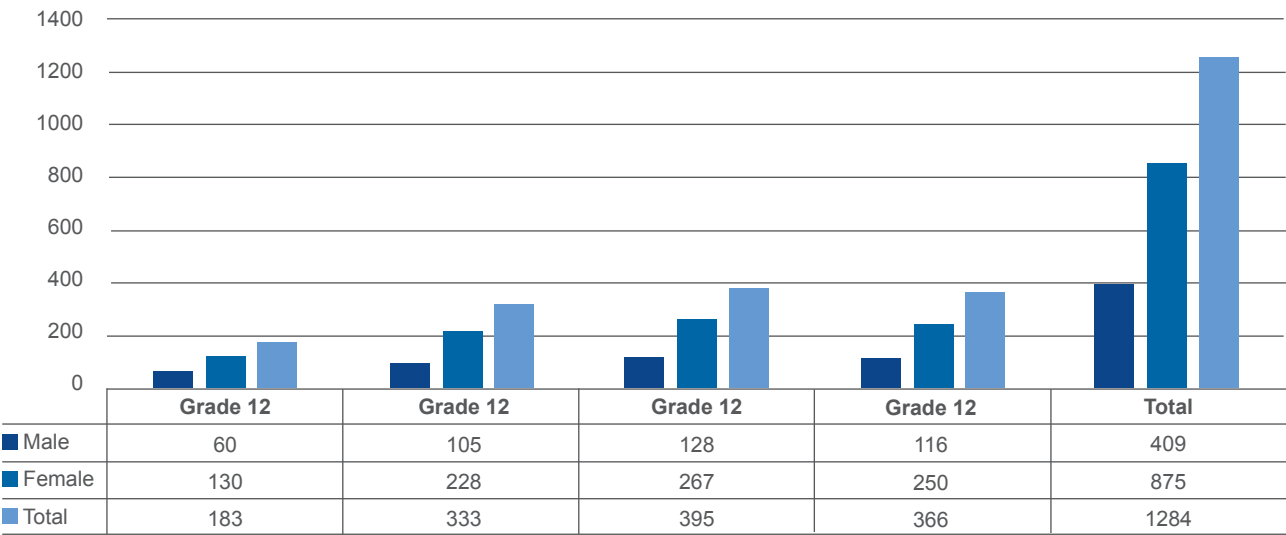
Mr Velaphi Gumbi
Head
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Head
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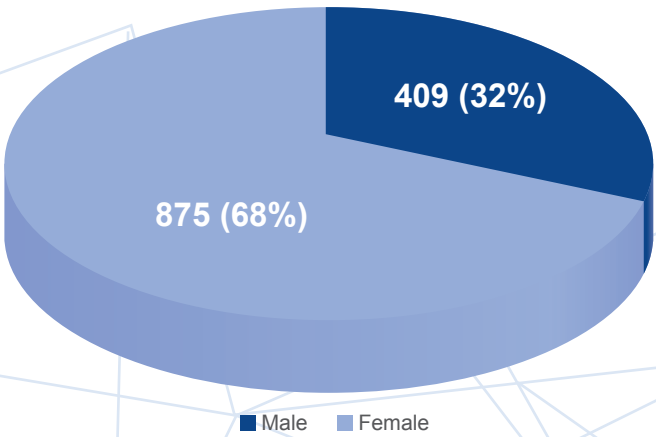
Thandulwazi Saturday School PROGRAMME

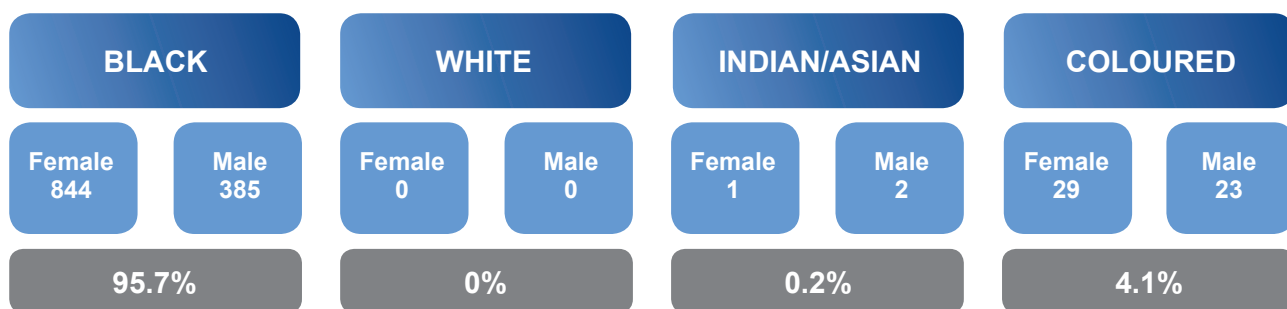
Beneficiaries Profile as at 31 July 2018

Thandulwazi Saturday School Beneficiaries per Grade



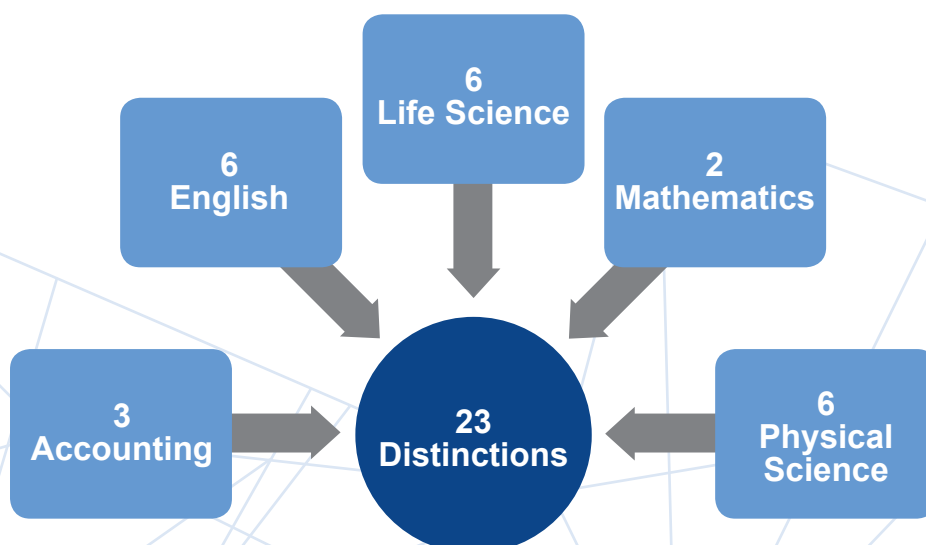
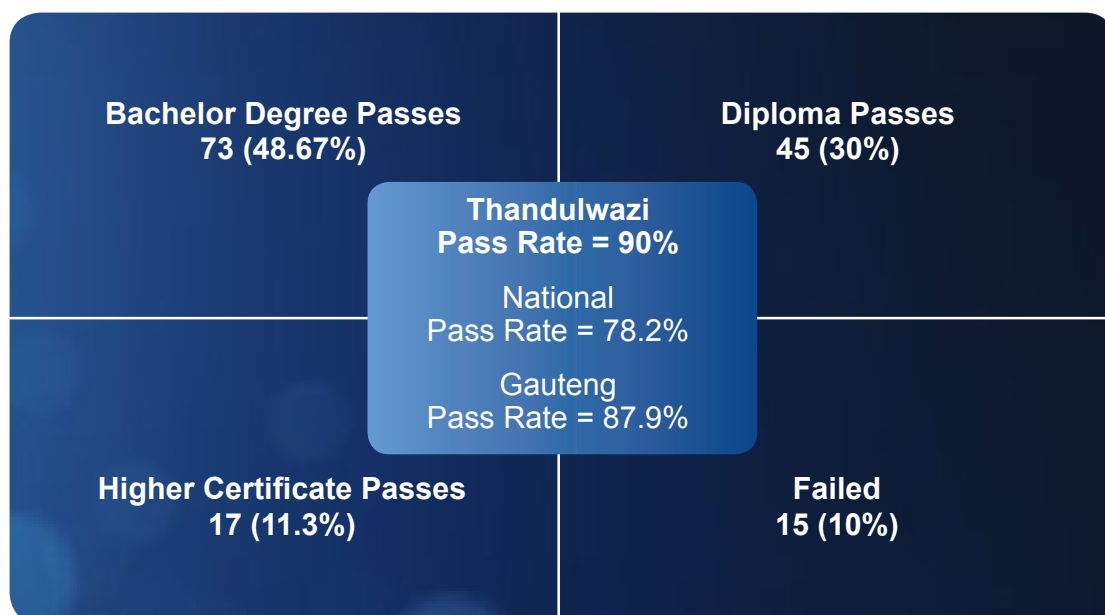
Thandulwazi Saturday School Programme
Beneficiaries 2018
Gender Ratio





2018 Matric Results

150 Grade 12 Thandulwazi Saturday School candidates wrote the 2018 National Senior Certificate Examinations and achieved the following results:



Accounting

Thandulwazi
84%

Gauteng
83.2%

National
72.5%

English FAL

Thandulwazi
100%

Gauteng
99.7%

National
97.2%

Life Science

Thandulwazi
98%

Gauteng
85.9%

National
76.3%

Mathematics

Thandulwazi
79%

Gauteng
74.7%

National
58%

Physical Science

Thandulwazi
79%

Gauteng
83.5%

National
74.2%

The Top 2018 Thandulwazi Maths and Science Academy Saturday School Grade Learners are:



Malakhiwe Mahlulo, Wendywood High School

- Top Thandulwazi Learner in Accounting
 - 6 Distinctions, 3 of which are in English HL, Accounting and Physical Science
- (Malakhiwe is represented by her Mother in the photograph)



Hitekani Mzimba, Vuwani Secondary School

- Top Thandulwazi Learner in English FAL
- 4 Distinctions, 2 of which were in English FAL and Life Science



Tania More, Parktown Girls' High School

- Top Thandulwazi Learner in English HL
- 3 Distinctions, 1 of which was in English HL

Caroline Thinandavha, Cosmo City Secondary School

- Top Thandulwazi Learner in Physical Science
- 3 Distinctions in Mathematics, Life Science and Physical Science



Zwelakhe Mfundisi, Ivory Park Secondary School

- Top Thandulwazi Learner in Mathematics
 - 1 Distinction in Mathematics
- (Zwelakhe is represented by his Mother in the photograph)



Silindile Sithole, Hoërskool Birchleigh

- 4 Distinctions, 2 of which were in Life Science and Physical Science



Namhla Hermans, Ibhongo Secondary School

- Top Thandulwazi Learner in Life Science
- 5 Distinctions, 2 of which were in Life Science and Physical Science

Romeo Ndimande, Vuwani Secondary School

- Tied Top Thandulwazi Learner in English FAL
- 2 Distinctions in English FAL and Physical Science



Nkateko Maluleke, Vuwani Secondary School

- 3 Distinctions, 1 of which was in Life Sciences



Boitumelo Mashaba, Meridien Cosmo City

- Distinction in Life Sciences
- (Boitumelo is represented by her Mother in the photograph)

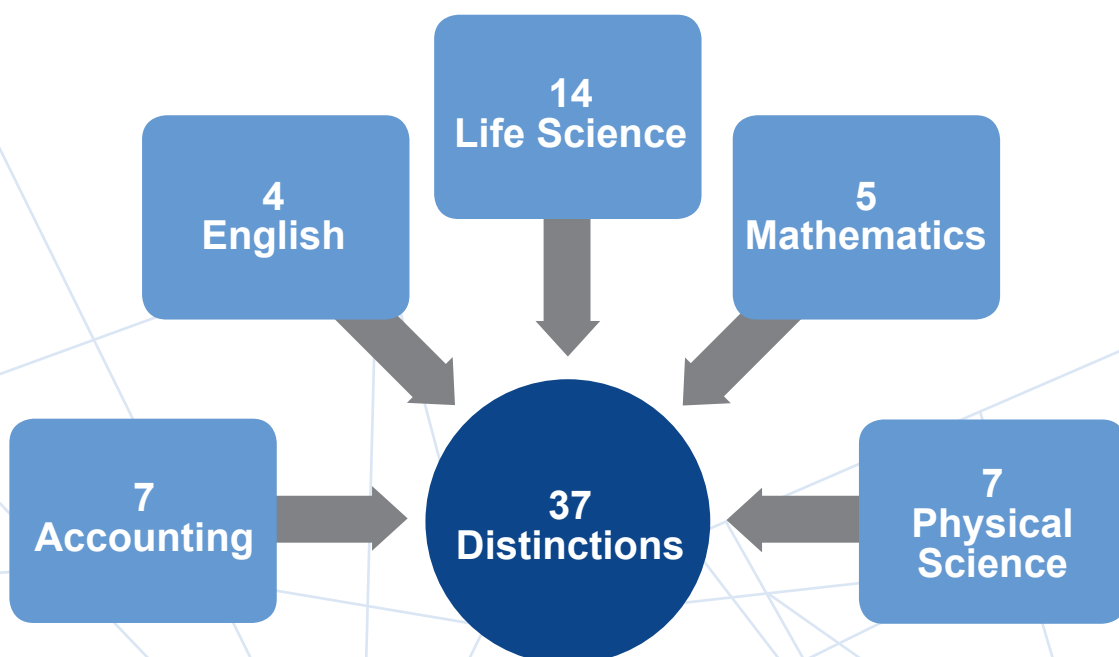
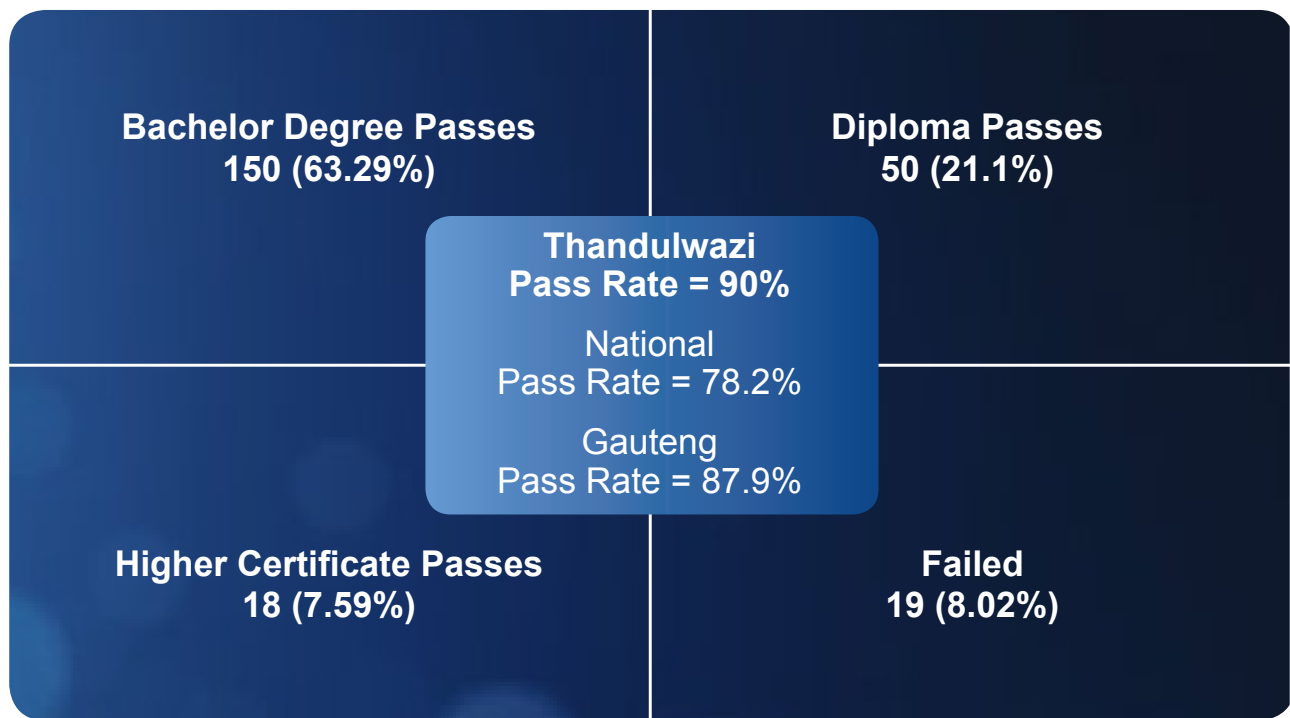


Mufunwa Alidzulwi, Liberty Community School

- Distinction in English FAL

2017 Matric Results

Through the assistance and partnership of the Department of Basic Education the Thandulwazi Saturday School Grade 12 Class of 2017 National Senior Certificate Results were obtained in January 2019. Of the 237 Grade 12 Thandulwazi candidates who wrote the 2017 National Senior Certificate Examinations:



2018 Thandulwazi Saturday School Programme Overview

The Thandulwazi Maths and Science Academy's Saturday School Programme provided a curriculum enrichment and extra tuition programme in Mathematics, the Sciences, Accounting and English to Grade 9 to 12 Learners from communities across the Gauteng Province. The year commenced on a high note with Thandulwazi celebrating the top achievers of the Thandulwazi Matric Class of 2017 on Saturday, 27 January 2018.

Registration for the 2018 Saturday School Programme took place the same day with many Learners having to be turned away due to the demand for places far outstripping the number that were available for the year. As a result of Learners also not registered for pure Mathematics or any of the Sciences at their schools, they could not be afforded places at Thandulwazi. The lack of ICT skills amongst the Learners was highlighted when they were required to register using an online platform, therefore basic ICT skills training was then factored into the programme.

29 Contact sessions, including two residential Grade 12 curriculum enrichment camps took place with the overall attendance averaging 57.56% for the year. The Gauteng Department of Education's compulsory Secondary School Improvement Programmes at schools, the cost of transportation and the seasonal winter slump all impacted on the overall attendance of the programme between February and October 2018. Learners who were found guilty of breaching the Code of Conduct and of also not attending contact sessions for more than three consecutive Saturdays without tendering an apology, were removed from the Programme.

Baseline tests throughout the year again reflected the mixed academic abilities of the Learners and the inconsistency of foundation knowledge and skills in the gateway subjects offered. However, the Thandulwazi Maths and Science Academy prides itself on being there to assist all Learners within the Saturday School Programme, regardless of their academic abilities. The poorest baseline performance was seen in Physical Science out of all the subjects offered by the Academy.

Satellite Mathematics Programme for Grade 10 learners in Westbury

This year saw the piloting of a distance learning initiative for Grade 10 Learners, in partnership with Tim Nash (Galactic Unite) and the African Digital Education Trust (ADET). Grade 10 Mathematics lessons were broadcast via Google Hangouts from a Thandulwazi Saturday School Classroom Session, taught by a Thandulwazi Teacher at St Sithians College, to 40 Learners at the ADET Community Centre located in Westbury, a suburb located west of Johannesburg that is being ravaged by gang-related crime. Further on-site support was also provided by a Thandulwazi Mathematics Teacher and Tutor to assist the Learners at the centre with hands-on tuition. The Westbury Learners were also provided with Mathletics logins, allowing their extra tuition mornings to consist of an hour Mathematics lesson and another hour of a topic-aligned Mathletics session.

Grade 9 Programme

Another pilot in 2018 saw the start of the Thandulwazi Grade 9 Saturday School Programme. The aim of changing the intake year from Grade 10 to Grade 9 is to assist Learners in strengthening their skills in Mathematics, Science, English and Accounting for them to be confident enough to continue with these gateway subjects when they do their final subject selections for the Further Education and Training Phase. In support of the roll-out of this pilot programme, transport was provided for Learners from 7 High Schools that were identified as partner schools in 2017 – Blue Eagle High School, Cosmo Secondary School 1, Eqinisiweni Secondary School, Ivory Park Secondary School, Kaalfontein Secondary School, Far North Secondary School and Sgodiphola Secondary School. The Grade 9 Learners were also provided with a light snack and juice at each contact session. The overall attendance for the Grade 9 pilot programme averaged 79.8%; better than the overall Thandulwazi Saturday School attendance rate because of the transport and catering that is provided to this group on every contact session day. However, their attendance was also affected by the compulsory Saturday classes for Learners at their schools in the run up to their mid-year examinations.

The Grade 9 Learners were provided with *Answer Series* Workbooks in Mathematics and Natural Science

Mathematics

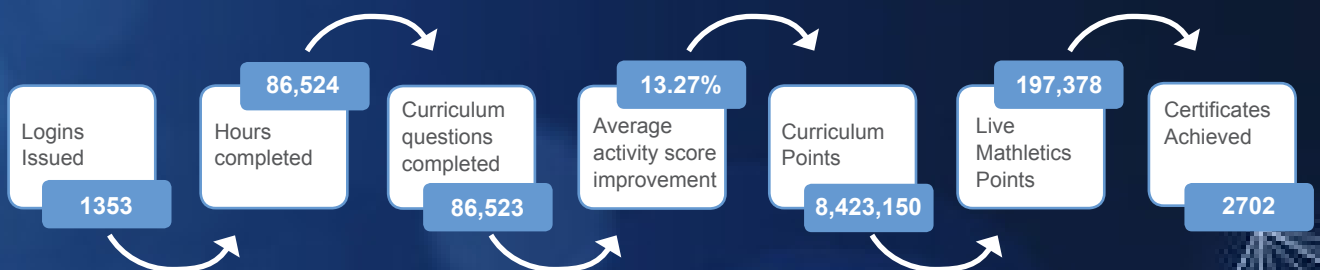
A subject choice/careers focus session took place on 08 September 2018

Geometry sets were donated by an individual donor

All Learners were provided with Mathletics logins and access to the WiFi at the Saturday School. They were also encouraged to use the App off-site during the week.

Scientific Calculators were donated by H+K Strategies and JACASS

The Grade 9 Mathematics and Natural Science Baseline Assessments were written on 3 February 2018. The highest mark in Mathematics = 68% with only 2 Learners achieving >50%. 3 Learners achieved ≥80% in Natural Science, 34% achieved >50% and 41% scored <39%





Baseline Testing
took place on
03 February 2018

"The Nutty Scientist",
Kevin Koz presented
Physical Science
Experiments

All Learners were
provided with *Answer
Series* Workbooks for
Mathematics and the
Sciences

All Learners were
allocated with individual
logins for *Mathletics* and were
encouraged to use the
App offline during
the week

All Learners were
provided with free
WiFi Access at the
Saturday School

30 Grade 12 Learners
participated in a Life Science
Excursion to The Cradle of
Humankind on 23 June 2018.
Learners participated in
archaeological, botany and
zoology activities as well as an
anti-snare exercise. Thank
you to Tim Nash and his
Team for making this
possible

30
Grade 12 Learners
attended a residential Physical
Science enrichment camp at
St Stithians College on 23 & 24
June 2018, where they worked
through various curriculum related
experiments and explored
questions from previous
exam papers

60
Grade 12 Learners
attended a residential
Mathematics Camp at
St Stithians College on
30 June and 1 July 2018.
Inquiry-based learning and
exploration of selected
question types from previous
exam papers was
the focus of the activities
for the two days

Thandulwazi
Career Days took place
on 17 March and
08 September 2018. More than
16 tertiary institutions, training
providers, professional
associations and corporate
funders exhibited.

Guest Speakers
at the Thandulwazi
Career Days
included: Ms Iris Cupido,
motivational speaker and
Executive Director: SABC
Foundation; Harambee Youth
Employment Accelerator;
Hill + Knowlton Strategies;
SAICA; KPMG; Artisans
Institute; a PhD Science
Student; Thandulwazi
Intern-Teacher

5 of the Top Grade 12 Mathematics Learners were invited to attend a workshop on Actuarial Science at Deloitte on 10 April 2018

Ms Astrid Scheiber (Casio Scientific Calculator Trainer) facilitated dedicated calculator training sessions for each Grade on 14 and 21 April 2018

Ms Astrid Scheiber also provided a special calculator training day to all Grade 12 Learners on 26 May 2018, with a focus on Mathematics topics (e.g. stats)

On 19 May 2018, published poet and Senior English Teacher at St Stithians Girls' College, Ruth Everson, facilitated creative writing workshops for Grade 10, 11 and 12 Learners

The Market Theatre put on a special performance of the play "*Hani*" at St Stithians College on 26 May 2018

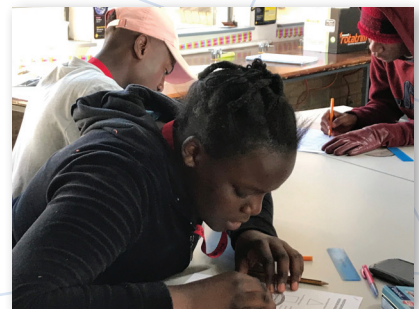
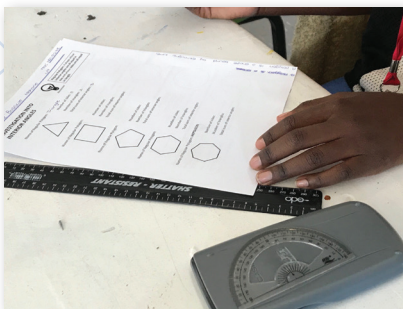
50 Learners volunteered to participate in the Financial Investment Management Olympiad (FIMO). The first round was written on 26 May 2018 and 4 Learners made it through to the second and final round on 24 July 2018.

Our Thandulwazi FIMO finalists were:
- Eugene Kotlollo Matemane, Diepsloot Secondary School
- Michelle Chiremba, Fourways High School
- Mpho Kere, St Matthews School
- Shellin Masimula, Eginisweni Secondary School

St Stithians Preparatory Schools' Parent Teacher Associations provided refreshments for the Grade 10 to 12 Learners on selected Saturdays this year. We are grateful to Mr Pete Backwell for the fruit supplied by the Limpopo Citrus Co-Op and the fundraising efforts by the PTA mothers in support of this great initiative

A Mandela Centenary Celebration took place in the St Stithians College Chapel on 21 July 2018. The event included beneficiaries from both the Thandulwazi Teacher Development and Saturday School Programmes. The programme showcased the talents of our Teachers and Learners in Celebration of Madiba.

The Thandulwazi Saturday School closing ceremony was held on 22 September 2018 and deserving Learners were awarded with certificates and prizes.





Namhla Hermans is the youngest of five siblings living in Pimville, Soweto. She matriculated from Ibhongo High School in Soweto at the end of 2018. Namhla is raised by her dad who is a single parent to her and her older brother. She always worked hard at school and enjoyed all her subjects. Amongst several academic achievements, in her Grade 10 year she entered the Mathematics Olympiad and was placed second overall in her school. It was her love of Physics books and movies that sparked her interest in Astronomy when she was in Grade 9. She found out about the Thandulwazi Saturday School Programme through her cousin who resides in Alexandra and she decided to join the programme. She found that the teachers were patient and allowed her to ask the questions she needed to when she did not understand. The programme also reinforced the concepts she covered in the week at her school and she gained a deeper understanding of the content. In 2018, Namhla matriculated with distinctions in IsiXhosa, Life Orientation, Geography, Life Sciences and Physical Sciences. She has been accepted at Wits University to study a BSc degree in Astronomy Astrophysics.

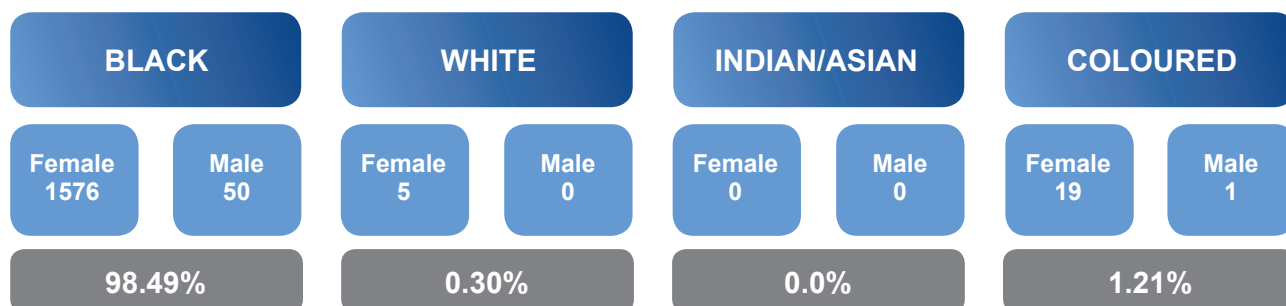
Meet two of the Grade 12 Thandulwazi stars



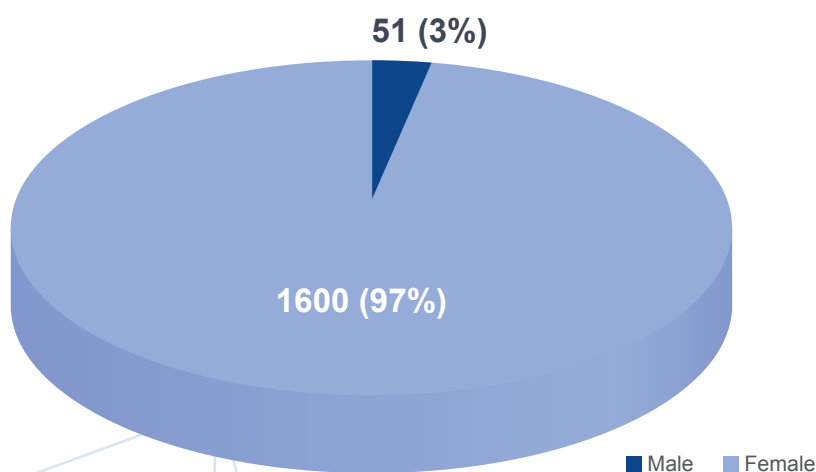
Malakhiwe (Mala) Mahlulo has a passion for Science and Art - she considers herself a lover of things that are polar opposites. Mala is the youngest of three children who are raised by Xolisa Mahlulo, their single mother. When she was in primary school, Xolisa lost her job so finances were tight but Mala says she never went without because her mom tried her best. A friend of Malakhiwe started attending Thandulwazi Saturday School classes in Grade 9 and introduced Mala to the programme. She had always wanted to attend extra classes but knew this would put financial strain on her mom as extra lessons are expensive. Mala could not believe that at the Thandulwazi Maths and Science Academy she would be able to get assistance in the critical subjects of Physical Science, Mathematics and Accounting for free. Her school, Wendywood High School, did not offer extra classes so she was very grateful for the opportunity offered by the Thandulwazi Saturday School. She found the programme to be beneficial to her as she was given an opportunity to practice the content she covered at school during the week. She is particularly grateful for the exercises she got in the Accounting classes. Malakhiwe matriculated in 2018 with distinctions in English, Home Language, IsiZulu, Life Orientation, Accounting, Physical Science and Visual Arts. One of the highlights for Malakhiwe was being selected for the Moshal Scholarship Selection camps at the Thandulwazi Academy in 2018. During the camp she completed thinking tests and personality tests and those results affirmed that her sights are set on the right career field. Malakhiwe will be pursuing a degree in Graphic Design at Stellenbosch University.

Thandulwazi Teacher Development PROGRAMME

Beneficiaries profile as at 31 July 2018



Thandulwazi Teacher Development Programme
Beneficiaries 2018
Gender Ratio



2018 Thandulwazi Teacher Development Programme Overview

The Thandulwazi Teacher Development workshops continue to focus on improving Teachers' content knowledge in Numeracy/ Mathematics, Literacy and Language (English First Additional Language) and Natural Science. As well as up-skilling them in Classroom Management Skills, Teaching Methodologies and the Integration of Technology into teaching. Over and above the workshops presented to the beneficiary teachers, Thandulwazi also offered accredited courses to selected groups of educators in the Gauteng and Limpopo Provinces.

The Thandulwazi Maths and Science Academy follows an inclusive, self-selecting programme where all beneficiaries opt-in to attend the workshops on a voluntary basis. By choosing to register as a beneficiary, Teachers make a personal commitment to attend the workshops on the scheduled days in order to become better educators and to improve their teaching skills. There is no registration fee or charge for any of the Thandulwazi Beneficiaries to attend workshops.

Thandulwazi Gauteng Teacher Development Programme UNISA ECD Management Course Pilot (Year 2)



For many of the selected cohort, this pilot programme has offered teachers their first opportunity to study at a higher education level, to improve their teaching, management skills and content knowledge. Feedback and classroom visits have indicated that beneficiaries have grown in confidence in their classrooms; are teaching in new and innovative ways and have a better understanding of how young children learn.

Thandulwazi Gauteng Teacher Development Leadership PROGRAMME



Although the Thandulwazi Facilitators highlighted irregular attendance, unpunctuality, not submitting assignments on time and problematic competency with writing in English (mainly due to the fact that English is not a Home Language for the majority of Thandulwazi Beneficiaries in the programme) as challenges, they did highlight that the groups demonstrated consistent interest and enthusiasm, that the Pre-School Heads appreciated being accepted as an important part of the professional educators' cohort and that they were encouraged to see how the school leaders were growing in self-confidence and self-esteem, and of their own volition started sharing ideas, resources, contacts and experiences.

Dr Richard Hayward commented that "For most assignments about 20% are excellent, 25% are very good and 40% are of satisfactory quality. The remaining 15% consist of those who find it difficult to express themselves in English, misread the set questions or simply did the assignment in a rushed manner. To me personally, the best aspect of the assignments was that the answers showed the high percentage of teachers who had applied the material covered in the Thandulwazi workshops into how they led and managed their own schools."

Thandulwazi Gauteng Teacher Development Programme

The Thandulwazi Teacher Development Programme offered a series of 11 workshop sessions in Gauteng Province on Saturday mornings in different classrooms located in the St Stithians College Junior Preparatory, Boys' Preparatory and Boys' College Schools. Workshops were facilitated by experienced, specialist Teachers, all of whom are masters in their craft in their specific education phases and subject disciplines, and who work with the curriculum and Learners daily. These Thandulwazi Facilitators are well-placed to pass on methodologies and strategies that work effectively in a typical classroom.

Beneficiary Teachers of the programme attended three workshops per session and are encouraged to register on the South African Council of Educators (SACE) Personal Development Portal to obtain Continuous Professional Development (CPD) points:

Communities of Practice (CoP)

Facilitated discussion aimed at developing CoP amongst teachers working in the same phase, to foster greater collaboration, sharing of resources and skills, and build informal support groups for Teachers

Curriculum

Workshop to improve understanding of the curriculum and CAPS, content knowledge, learning strategies and pedagogical skills to effectively deliver the curriculum in the classroom to Learners

General Topics Encountered in Education

Workshop targeting a range of topics: dealing with children who have learning difficulties, effective discipline strategies in the modern classroom, classroom management skills, improved computer literacy skills, integrating technology into lesson delivery and managing resources effectively

The Thandulwazi Maths and Science Academy's objective is to empower, build confidence and improve the morale of practicing Teachers through the provision of an effective and hands-on professional development programme, facilitated "by Teachers for Teachers", in a caring, non-judgmental and inclusive environment. Beneficiary Teachers are made to feel valued, respected as professionals, empowered through improved knowledge and skills and encouraged to become the best professional educators they can be.

Through the workshops, Teachers are exposed to best practice, new educational trends, how to effectively teach difficult topics or themes in the curriculum, and introduced to new ICT/technologies that can be implemented in their classrooms and in their teaching practice. All participating Teachers receive teaching materials and files providing information on CAPS and educational resources that are available for them to utilise. The average attendance for the programme was 70.19% over 12 contact days (the last of which was the closing ceremony).

World-wide recognition has been given to the fact that the quality of an education system starts with the quality of its Early Childhood Development (ECD) Education Phase. To improve early childhood development is not only a priority of the Department of Basic Education but it is also endorsed by the United Nations as part of the Millennium Development Goals. Significantly, the majority of the Thandulwazi Teacher Development Programme Beneficiary Teachers (both in the Gauteng and Limpopo Provinces) work in the ECD/Foundation Phase of education.

Some highlights of the year include:

Thanks to dedicated funding, 9 Selected Thandulwazi School Leaders attended the St Stithians College Raising Boys and Girls Conference in May 2018.

Thandulwazi Teachers were exposed to an Introduction of Coding and Robotics, providing them with an opportunity to explore 21st Century teaching tools and develop strategies to enable their learners to be creative, solve problems and think critically.

Phillippa Bragge took Thandulwazi Teachers through the various ways of teaching drama, whilst emphasising the pedagogical value of each activity in teaching literacy & language

Thandulwazi partnered with Cell4Change to upskill and empower ECD Practitioners through technology. Cell4Change donated mobile devices loaded with *Wordworks*, to a selected pilot group. *Wordworks* is an interactive early learning mobile application designed by The Reach Trust, with activities to make it easy for Teachers to stimulate curiosity and excitement for learning in class. Each Teachers' journey is tailor-made through messaging and push notifications that prompt effective ongoing early learning and development by providing them with daily lessons and tips to improve their teaching and engagements with the children in their care. This APP assists the ECD Practitioners to develop their Learners' skills in numeracy, literacy and logical thinking.

The School Principal, Ntombekhaya Saphula, and all three ECD Practitioners took part in the Thandulwazi Gauteng Teacher Development Programme in 2018. Phumzile Hlomuka and Nomvula Chiume registered for the UNISA ECD Management Course and Jeanette Khanyile enrolled for the Thandulwazi Finance Leadership Workshops. Ntombekhaya also attended the Thandulwazi ACE Leadership Workshops this year. Nomvula received an award at the Thandulwazi Closing Ceremony for achieving an average of 98.5% in her UNISA Assignment Results.



Thembelihle Day Care (est. 1994)
is situated in Meadowlands, Soweto and serves 38 children, ranging in age from 18 months to 6 years old.



Nomvula reflected that since enrolling in the Thandulwazi Teacher Development Programme she has implemented procedures, rules and classroom displays which include breaking the Learners up into smaller groups and focussing on skills and assessments with three or four Learners at a time, creating themes per term and sharing them with the parents for the concepts to be reinforced at home and using student displays in the classroom that are relevant to the theme for a specific period of time



Through what the School Principal and the three ECD Practitioners have learnt at Thandulwazi, Thembelihle Day Care has now implemented a sign-in-and-out register for parents and transport drivers to complete and sign on a daily basis, all the Learners have been given a communication book which the parents and Teachers use daily, a controlled WhatsApp Group was started during a formal Parents' Meeting, the Centre uses the communication books to place notices and general information in and the Centre now also requests parents to sign indemnity forms for school trips, which was not done before.



As the Practitioner responsible for the 18 month - 2 year old group, Phumzile says that Thandulwazi taught her the importance of a positive classroom climate. She says that she now knows to allow the toddlers to have body breaks after they have been working for some time. Positive language is now used with the children and praise is given for good and improved behaviour.

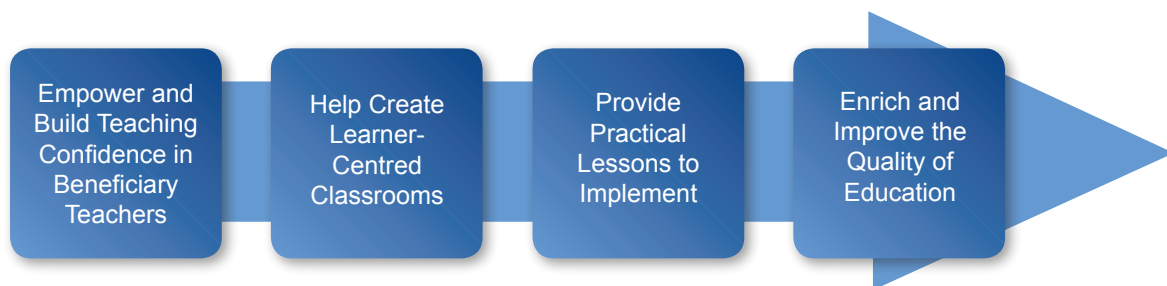


Ntombekhaya credits the positive changes that have been made and her success in improving the effective management of the ECD Centre to the skills that she has been taught in the Thandulwazi Leadership Courses from 2016 to 2018. Thembelihle Day Care now also remains connected to their Learners and calls upon past Learners to perform at the Annual Graduation Ceremony. Some of the former Learners, who are now parents themselves, bring their own children to the Centre. The Alumni also support the school by connecting it with potential sponsors and donors, such as Unlited Child who sponsored books and learning resources.



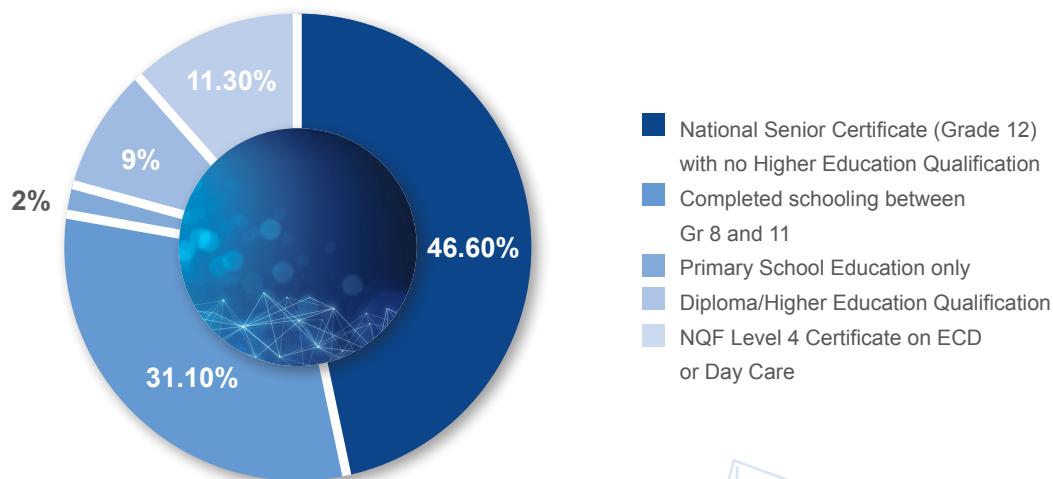
Thandulwazi Sekhukhune Teacher Development PROGRAMME (Limpopo)

2018 saw the final year of a three-year Teacher Development Programme presented by the Thandulwazi Maths and Science Academy in the Sekhukhune District of Limpopo with the assistance of donors and partners. The programme targeted Teachers working in the pre-Grade R and Foundation Education Phases and workshops were facilitated over 12 contact sessions between February and August. The objectives of the three-year programme were to:



100% of the Beneficiary ECD Practitioners/Teachers of this Programme are Black (African) Historically Disadvantaged South Africans aged between 19 and 66 years old, with the majority in their 40's. An analysis of the 2018 beneficiaries' qualifications revealed the following:

Thandulwazi Sekhukhune Teacher Development Programme 2018 Beneficiaries' Qualification Analysis



All the registered Sekhukhune Thandulwazi Teachers are from the Sekhukhune Region in Limpopo Province; teaching in rural schools/pre-schools. This district covers a vast rural area with the major towns being Groblersdal, Marble Hall, Burgersfort, Jane Furse, Ohrigstad, Steelpoort and Driekop; surrounded by 605 villages. Low levels of education and high levels of unemployment and poverty prevails in this area of South Africa.

The 11 Saturday workshops focused on:

- Selected sections of the ECD/Foundations Phase Curriculum and Assessment Policy Statements (CAPS)
- Classroom Management and Creating a Learner-Friendly Teaching Environment
- Lesson Preparation
- Teaching Numeracy/Mathematics, Literacy/Language, and awareness of the Environment/Natural Science.

ESKOM also partnered with Thandulwazi to present two workshop sessions to the Beneficiary Teachers on energy and electricity awareness. They shared teaching and learning resources with the Teachers to use in their classrooms.

Some ECD Centres in Sekhukhune that benefitted from the programme in 2018



Thobela Primary School services just under 100 Learners in the area of Hlalanekatile and 2018 saw three of their Teachers attending the Thandulwazi Workshops. Agnes Ragosoba teaches Grade 2 and has attended the Thandulwazi Workshops over the past three years. She has taken everything she has learnt and implemented the teachings in her classroom, including using cut-out numbers and dots for Mathematics Lessons which she uses in interactive learning experiences for the Learners incorporating recycled bottle tops as well. She uses her copy of the CAPS document that she received from Thandulwazi on a daily basis to set and manage her termly objectives.

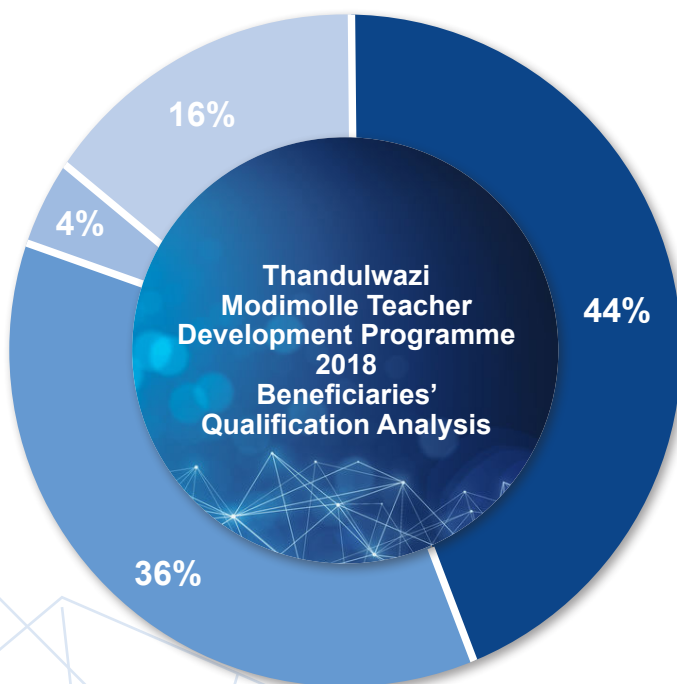


Mamelatso Crèche and Primary School was started by a group of women in a house located in Mphanama in an effort to look after children whilst their primary caregivers went to work. Eunice Mamejja has been an ECD Practitioner at the school for 6 years and attended the Thandulwazi Workshops this year. The poverty in the area that they are serving is astounding and the school has very little furniture and most of it has been ruined by the weather as the building has fallen into disrepair over time. The Thandulwazi Workshops have assisted them to start improving the quality of the learning interactions that are taking place at the school, with Eunice reporting that she now collects bottles and cardboard boxes to make toys with her assistant over the weekends through the skills that she has learnt at the workshops.

Sweet Home Crèche, located in Jane Furse, was started in 2011 and serves 38 children between the ages of 1 and 6 years old. The ECD Centre consists of 2 classrooms and a garden. Thandulwazi Beneficiary Teacher, Lindah Matladi manages one group of 19 children and she is assisted by another ECD Practitioner that manages the other group of 19 children. The children attend the centre from 7am to 5pm during the week and eat there during the day. Lindah adapted the colour song, taught to her by one of the Thandulwazi Facilitators, in order to create a full sensory learning experience for her Learners. She says that her confidence in classroom arose from the Thandulwazi Workshops that she attended and added that the use of routines as well as daily planning, which she also learnt at the workshops, allowed her to improve the learning experience for the children in her class. Lindah reflected that the centre always used to be quiet with no activities taking place, but that it is now active and busy as the children learn through play.

Thandulwazi Modimolie Teacher Development PROGRAMME (Limpopo)

2018 is the first of a three-year Thandulwazi Teacher Development Programme presented by the Thandulwazi Maths and Science Academy in Modimolle located within the Waterberg District of the Limpopo Province. The programme targets Teachers working in the pre-Grade R and Foundation Education Phases and the 11 contact sessions were presented in three blocks of workshops – the first from 4 to 6 April 2018, the second from 25 to 28 June 2018 and the third from 9 to 11 August 2018.



- National Senior Certificate (Grade 12) with no Higher Education Qualification
- Completed schooling between Gr 8 and 11
- Primary School Education only
- Diploma/Higher Education Qualification

The Modimolle Thandulwazi Teacher Development Programme offered two courses for 2018:

- A SETA-accredited NQF Level 5 course in ECD School Training and Leadership
- A Thandulwazi ECD Proficiency Course in ECD Classroom Management and Lesson Preparation for those Teachers who do not have a National Senior Certificate Qualification.



Tsholofelo Mashishi teaches the 3-4 year old Learners at the Centre and has used the knowledge and skills she gained in creating visual memory and colour matching charts and even a birthday chart. Through the workshops she learnt how to make her own interesting and cost-effective learning material using recycled material such as cardboard boxes. Tsholofelo has also designed fantasy areas in her classrooms with a book/reading area and a blocks and puzzles area being some of the favourites for the children.

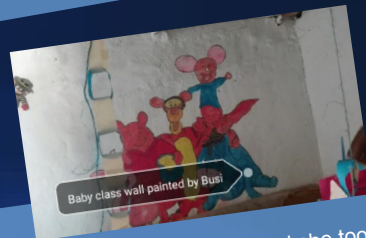
Marie Day Care Centre in Modimolle had four of their ECD Practitioners attend the Thandulwazi ECD Proficiency Course in 2018



Maria Mashishi deputises for the Principal when the Principal is not there and cares for the newborn to 18 month old babies at the Centre and says that the Thandulwazi Workshops taught her to teach the older babies how to eat with utensils (e.g. a spoon), instead of feeding them herself as it aids their development. The workshops also taught her to make toys from recycled cardboard boxes and she even made mobiles using recycled paper which she hangs from her classroom's roof so that the babies can see them and play with them when they are lying down.



Rebecca Baloyi teaches the 4 to 5 year old Learners at the Centre and has implemented a lot of what she learnt at the Thandulwazi Workshops, such as developing discrimination cards which she gives to the children in order for them to count out how many there are of each shape. The course also taught her to challenge the children with more difficult questions and not only with easy, straightforward ones. These more challenging questions aid in their learning as well as allow them to ask questions which help them to explore the topic and to take it further in the Fantasy Area that she created in her classroom. She says that she is now also attentive to assessing the learning abilities of the children, their communication skills and their level of development. She now also checks the safety of the tyres in the playground and sandpit every day.



Busi Munisi is a volunteer at the Centre and she took it upon herself to paint murals on the kitchen wall and on all the walls in the babies' classroom in order to make the environment more Learner-friendly and learning conducive. She also developed a "Big Book" in which she drew pictures of the different careers there are for the children to learn about and maybe aspire to as they grow up. The children in the centre use it to pick out different careers and to learn about what a person does in that specific career - this has become a great learning resource within the Centre.

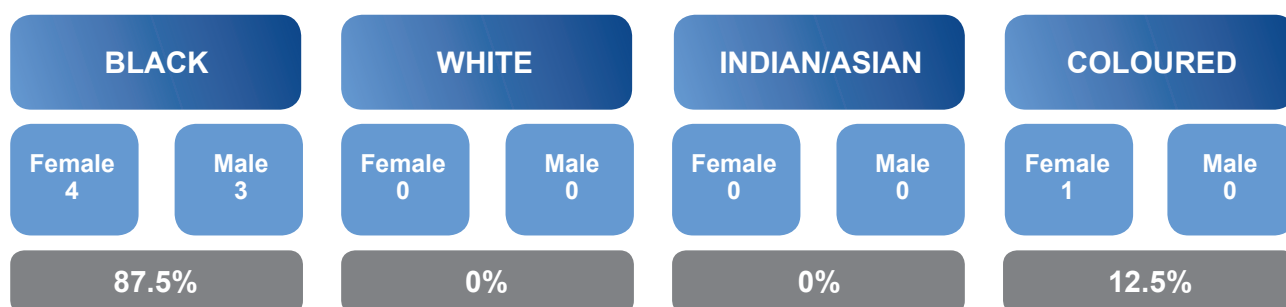
Thandulwazi Teacher Development Programme CLOSING CEREMONY

The Thandulwazi Teacher Development Programme held its closing ceremony on Saturday, 13 October 2018. Over 800 teachers, funders and partners and exhibitors attended this joyous occasion. Mr Velaphi Gumbi, the new Head of the Thandulwazi Maths and Science Academy delivered the keynote address and the theme of his address was on “The contribution and relevance of Thandulwazi Maths and Science Academy in the South African Basic Education Context”. Mr Gumbi spoke about the synergy between the Thandulwazi Teacher Development Programme and the Department of Basic Education’s Action Plan to 2019, Towards the Realisation of 2030, and the National Development Plan 2030. The sector plan has a total of 27 goals to be achieved by 2030, to which the Thandulwazi Academy is contributing, in a small way, towards the achievement of 10 of these goals. The ceremony also afforded the opportunity to award the top teachers in each group, based on feedback received from the workshop presenters.

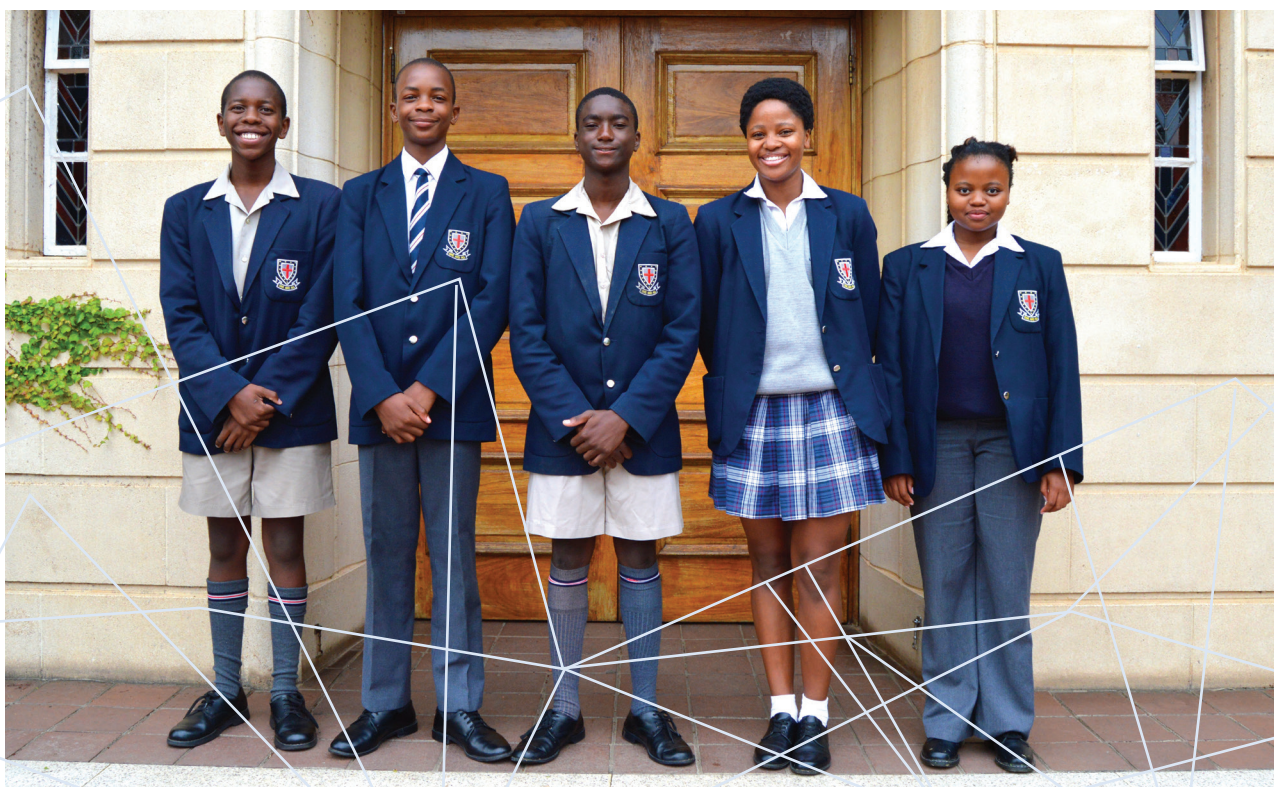


Thandulwazi Academic Scholarship PROGRAMME

Thandulwazi Academic Scholarship Programme
Beneficiaries Profile for the 2018 and 2019 Academic Years



The Thandulwazi Academic Scholarship Programme aims to provide scholarships to talented Further Education and Training (FET) Phase Historically Disadvantaged South African Learners, who are currently studying in an environment where they will not be able to optimise their talent, with the opportunity of being placed at a school which has an excellent track record of teaching Mathematics and the Sciences for them to successfully complete their Grade 10, 11 and 12 years in. Growing this programme remains dependent on Thandulwazi's ability to source dedicated multi-year funding to ensure that the scholarship holders' school fees are fully covered for the FET Phase of their education. Through the generous support and partnership of FEM, the Nash Family, Virgin Galactic and Investec the following students have been supported through the programme during the 2018 and 2019 Academic years:

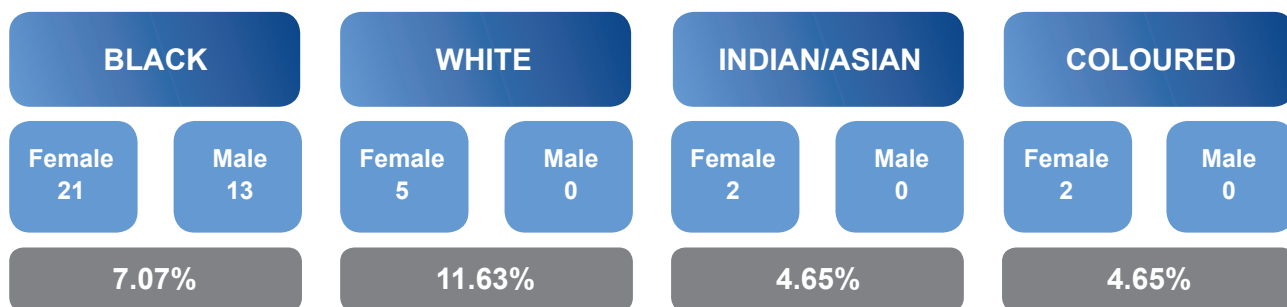




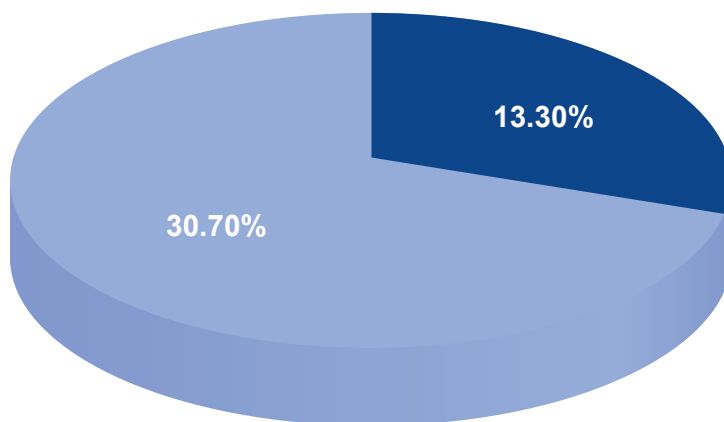
Kamogelo Molapisi successfully completed her National Senior Certificate at the end of 2018 and was featured in the Saturday Star on 5 January 2019, celebrating her success and her bright future.



Thandulwazi Intern-Teacher PROGRAMME



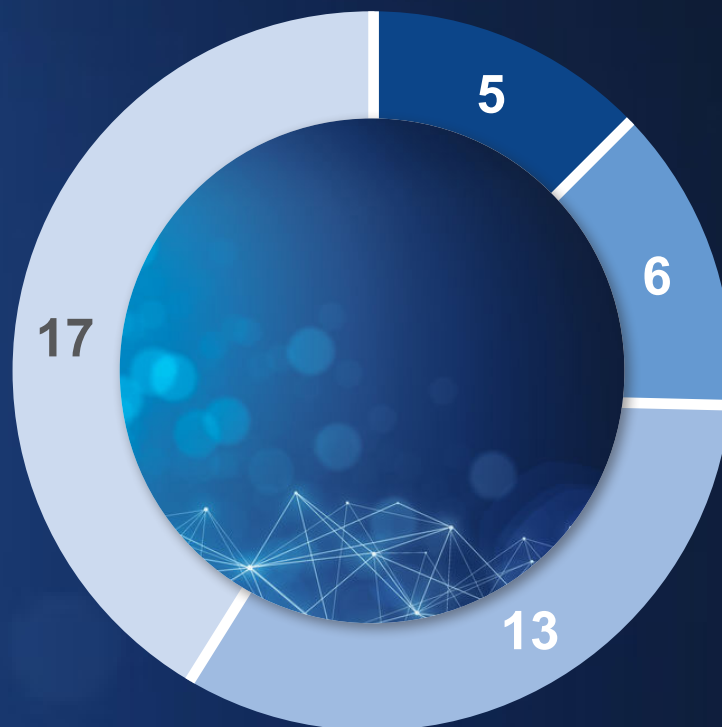
Thandulwazi Intern-Teacher Programme
Beneficiaries 2018
Gender Ratio



Thandulwazi Intern-Teacher Programme 2108
Education Phases

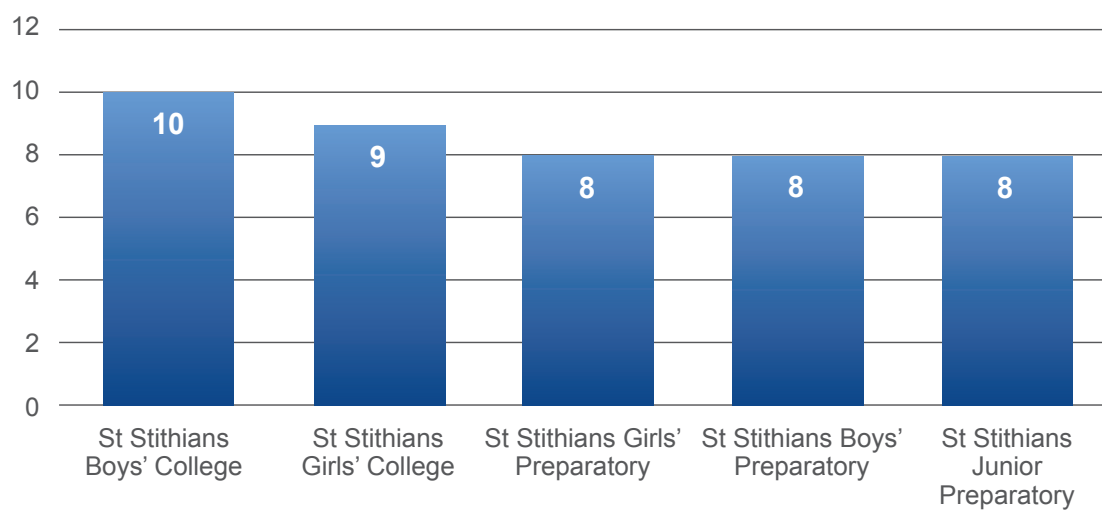


Thandulwazi Intern-Teacher Programme 2108
Major subject teaching areas



□ Languages □ Sciences □ ECD/Foundation Phase □ Mathematics

Thandulwazi Intern-Teacher Programme 2018
School Placements



Thandulwazi Intern-Teacher Programme OVERVIEW



The Thandulwazi Maths and Science Academy is testimony to how effective partnerships can impact on education in South Africa. The Thandulwazi Intern-Teacher Programme aims at growing capacity in the South African Teaching Corps with special focus on training new educators in disciplines facing critical shortages – Mathematics, the Sciences, Languages (English and Indigenous African Languages) and Early Childhood Development/Foundation Phase. This programme has its roots firmly anchored in the St Stithians College Schools and acts as a beacon of hope to the future of teaching and learning in South Africa.

The Thandulwazi Intern-Teacher Programme saw its 13th year of operation in 2018

A total number of 12 new Teachers graduated and entered the profession

43 Intern-Teachers undertook their pre service training

33.33% of these graduates are teaching in Public Schools

50% are based in low-fee paying Independent Schools

8.33% are teaching at high-fee paying Independent Schools

8.33% are still looking for a permanent teaching position

Of the overall 94 Thandulwazi Graduates, 80 (85.1%) are teaching in a range of schools across South Africa, with only 1 still looking for a permanent teaching position; 8 taught for several years but are now stay-at-home mothers; 2 left the teaching profession to become Librarians; 3 graduates are furthering their studies

We are of the view that the job-embedded, pre-service training received by the Thandulwazi Intern-Teachers, results in graduates who are confident in the classroom; professional, with the necessary classroom management skills, ICT and content knowledge needed to effectively manage their own classes and successfully teach in any school across South Africa.

Highlights

43 Intern-Teachers
Trained in 2018

All were registered
with UNISA for either
a BEd or PGCE

Study Groups were
formed with fellow
Intern-Teachers in the
Programme

An Induction Programme
offered the Intern-Teachers
some insight into *Learning to
Teach*; How Different Accents
Affect Teaching and Learning;
and How to Have Presence in
the Workplace

A Team Building Session
was held at Kamoka
Bush School from 19 to
20 January 2018

Each Intern was
assigned to a well-
managed and well-
resourced St Stithians
School

Mentors offered wrap-around
support: pastoral care, daily
professional support and
guidance and assistance,
and feedback as they
learnt their “craft” in the
classroom

All Interns applied for provisional
registration with SACE and
have valid police clearance
certificates to ensure compliance
with the legislation relating to
the National Register for
Sexual Offenders

Each Intern was assigned
to a Teacher Mentor in
the respective St Stithians
School where they
were placed

Interns were exposed to all
facets of the teaching profes-
sion and attended a range
of professional development
and life-skills workshops to
supplement their academic
training

Thandulwazi Intern-Teacher,
Ade Avela Nanti was selected
by the Global Teacher Institute
as one of the 16 South African
Student-Teachers to take part
in a month-long Student-Teacher
Exchange to the USA during
March 2018

The First Annual Thandulwazi
Intern-Teacher Alumni Network-
ing Sessions was held on 2 June
2018. It allowed for past and
present Thandulwazi Interns to
interact and share ideas and
experiences

Weekly Thandulwazi Intern
Connect Sessions were held
to allow for group collabora-
tion, additional ICT training
sessions and professional
development programmes

Mentors attended termly capacity
building workshops in addition to
three workshop sessions with Mrs
Libby Huggett focussed on defining
mentorship, relationship-building
with Interns, potential barriers;
expectations; goals setting and
strategies for engagement with
Interns

The 2018 Thandulwazi
Graduate Teachers were
celebrated on 30 November
2018 during the Thandulwazi
Intern-Teacher Graduation
Ceremony

The 2018 Thandulwazi INTERN-TEACHER COHORT were all drawn from areas across Gauteng and beyond, including:



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

Community Service

The programme encourages all involved to buy into the principle of paying it forward. A contractual requirement of the Thandulwazi Intern-Teacher programme is that all Interns have to complete 40 hours of community service in schools serving disadvantaged communities.



Meet Thandulwazi's top 2018 ECD and Foundation Phase Intern- Teacher



Anamika Reddi grew up in Durban where she attended Durban Girls' College from Grade 1 to Matric. Anamika matriculated in 2006 with an "A aggregate" and 4 distinctions in Mathematics, English, History and Art. She studied at the University of Cape Town (UCT) from 2007 to 2010 and obtained a Bachelor of Business Science Finance Honours degree in 2010. Prior to joining the Thandulwazi Academy Intern-Teacher Programme, she worked in the corporate world for 7 years.

After graduating from UCT, she joined Unilever South Africa on their graduate recruitment programme and spent time in both marketing and category operations working on major global brands. In August 2014, she joined Deloitte South Africa's Strategy & Operations department, a division of Deloitte Consulting. At Deloitte she worked on various business strategy and operating model design projects across industries such as Insurance, Consumer Business, Telecommunications as well as with South African State-Owned Enterprises (SOE's) and National Departments.

"My 7 years work experience in corporate taught me invaluable lessons about business and the world around me. More importantly, it taught me about myself – what drives and motivates me and what I want out of life. I have always had a passion for education and especially development of young children originating from my mother's profession as a pre-primary school teacher. Hence, my career change was prompted on by my own quest for a "job" which I truly love (and that doesn't feel like a job) and inspired by my mother as well other teachers that I know who are happy, fulfilled individuals who love what they do!"

Anamika joined the Thandulwazi Maths and Science Academy Intern-Teacher Programme in January 2018 whilst completing her Postgraduate Certificate in Education (PGCE) - Foundation Phase and Early Childhood Development, through UNISA. She is very grateful for the amazing opportunity she has been afforded as an intern at St Stithians College through the Thandulwazi Academy and believes that the practical experience in a world-class teaching environment will be highly beneficial to her prospects as a teacher. "I look forward to a future of helping mould, shape and inspire young minds and hearts." Anamika completed her PGCE in December 2018 with distinctions in all nine of her modules.

THANK YOU

to our partners in Education

Thank you to our Partners in Education

Collaboration and partnerships are key to running educational programmes like the Thandulwazi Maths and Science Academy. Since 2005, the Academy has actively pursued public-private partnerships with a range of stakeholders, strategic partners, individual donors and corporate funders. The Thandulwazi Trust thanks our many partners in education for sharing our vision, for their generous support again in 2018 and for their wise counsel and willingness to work together on the programmes offered by the Academy. Collectively we can make a difference to the basic education sector and contribute towards building a better future for all the citizens of our beautiful country.

The Thandulwazi Trust is grateful for the donations and funding received in 2018 from the following companies, grant-makers and trusts in support of the work that is being undertaken by the Thandulwazi Maths and Science Academy:

AGSA (Auditor General of South Africa)
Anglo V3 Crane Hire (Pty) Ltd
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HNM Attorneys
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Johannesburg Article Clerk Associations (JACASS)
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NORM Investments (Pty) Ltd
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Project Group
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St Stithians Girls' Prep School (Melting Pot Fundraiser)
St Stithians Girls' Prep School (Grade 7s)
St Stithians Boys' Prep School (947 Fundraiser)
The Roy McAlpine Charitable Foundation
TR Hindson Family Trust
Uni-span Formwork & Scaffolding (Pty) Ltd
Vintage with Love

Some donors request to remain anonymous

THANK YOU

to our partners in Education (continued)

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

Ian Amm
Dr Peter Anderson
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Sean Brown
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Raymond Burger & Family
Gavin Brimacombe
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Karen Mitchley
Lerato Mokoena
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Reghan van Heerden
Van Ryswyck Family
John van Tubbergh
Sven Vosse
Claire Watson
Andrew Watt
David Watt
Mandy Webster
John Williams
Rory Williams
Florence Wright
David Wylde
Some donors request to remain anonymous

THANK YOU

to our partners in Education

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 and Science Academy during 2018:

Dave Eadie & the Answer Series
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Jane Conradie (Scholarship Programme)
FLOW Communications
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Johanni la Vita (Scholarship Programme)
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Simplified Technology Solutions
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Rob Masfield & 3P International Holdings (Pty) Ltd
Top-Up Solutions Trading & Projects (Pty) Ltd

The Thandulwazi Trust also sincerely thanks the following volunteers who shared their skills and expertise with the Thandulwazi beneficiaries at the Saturday programmes during 2018:

Loredano Borello (Leadership workshops)
Nick and Tessa Anne de Klerk (Saturday School Tutors)
Heather Frankiskos (Leadership workshops)
Gayle Harris (Leadership workshops)
Gail Hurry (Saturday School)
Dr Sally James (Leadership workshops)
Johannesburg Article Clerk Association (JACASS)
Alison Jennings (Teacher Development Programme)
Itumeleng Monageng (Teacher Development Programme)
Dr Tim Nuttall (Leadership workshops)
St Stithians PTA-Thandulwazi Representatives
Isla Walters (Teacher Development Programme)
Sean Ward (BP Teacher, Photographer)
Gr 11 & 12 Peer Tutors:
Jedd Jacobs & Daniel Dyer (St David's College);
Yuri Govender, Inhle Sele & Catherine Dyer (Kingsmead)

St Stithians College continues to be the major partner of the Thandulwazi Maths and 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.

Team Thandulwazi 947 Cycle Challenge FUNDRAISER

**Our Team Thandulwazi Cyclists
took on the Telkom 947 Cycle
Challenge and the Streets of Joburg
on 18 November 2018 & raised in
excess of R143,000 in support
of the Thandulwazi Academic
Scholarship Programme**



Thandulwazi Trust Thandulwazi Trustees (2018)

Ms Khumo Morolo
Chairperson & Independent Trustee

Ms Munene Khoza
Independent Trustee

Mr Tshediso Khuzwayo
Independent Trustee

Ms Thami Moatshe
Independent Trustee

Ms Kelly Naidoo
Trustee

Mr Mahlathi Khoza
Trustee (Resigned effective 08 May 2018)

Governance

The Thandulwazi Trustees met five times in 2018. The Thandulwazi Trust governance standards remain high and transparency and fiscal discipline remain hallmarks of the Thandulwazi Maths and Science Academy.

Financial Management

The Thandulwazi Finance Committee was chaired by Mr Tshediso Khuzwayo (CA, SA) in 2018

The annual budget prepared for the programmes facilitated by the Thandulwazi Maths and Science Academy was approved by FinCom and Thandulwazi Trustees for 2018

The Thandulwazi Trust's financial year end is 31 December. PwC Inc are the appointed auditors for 2018.

Fundraising for the Academy

The Thandulwazi Trust pays no fees to professional fundraisers. The St Stithians College appointed and funded Fundraising Manager drives the fundraising and manages donor relations and partnerships.

The Thandulwazi Maths and Science Academy relies on partnerships and donor funding to operate the Thandulwazi Programmes offered to Learners and Teachers.

Fundraising targets are determined by the annual budget approved by the Thandulwazi Trustees.

The Thandulwazi Maths and Science Academy sources grants, CSI/CSR Funding, donations from individuals, and fundraisers to operate the programmes offered to historically disadvantaged South African Learners and Teachers in the Gauteng and Limpopo Provinces.

The fundraising target for 2018 was R12.2m. Thanks to the generosity of our partners, this target was achieved.

Any surplus of funds raised will be allocated towards the costs of the 2019 programmes.

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

FAREWELL to Mrs Bev Johnson

It was with great sadness that we said farewell to Bev Johnson at the end of 2018. After 23 years of dedicated service and inspiring excellence it was extremely difficult for us to say farewell to someone whose contribution to the College and the broader Saints community was immense, significant and lasting. In the true spirit of servant leadership, Bev gave selflessly to ensure the advancement and success of countless students and staff. The development and significance of Penryn College and Thandulwazi can also be directly linked to her involvement.

Bev's arrival at St Stithians coincided with a time of great change for South Africa and St Stithians College. The dawning of a new democracy and the opening of St Stithians Girls' Prep and College heralded a new era. David Wylde has stated regularly that the school could not have achieved what it did were it not for Bev's efficiency, dedication and professionalism in the engine room of this change.

Bev came to Saints from the office of Enos Mabuza, so she was already steeped in the Penryn and St Stithians story. This experience also prepared her with a vision of a new South Africa and an acute awareness of our history.

During Bev's time at St Stithians College the school grew from a Boys' College and Preparatory School to a College of Seven Schools. Along the way Bev was at the heart of the creation of the Foundation, the Colleges's 50th Anniversary, the founding of the Junior Preparatory School, Thandulwazi and Kamoka Bush School. In addition to this Bev organized the first African Convention of Principals and then the International Convention of Principals.

Her role as Foundation Director enabled her to utilize her myriad of skills to develop the Thandulwazi Maths and Science Academy into the significant school it is now. Combining her management and organizational skills and learning new fundraising skills Bev's enabled Thandulwazi to grow to a contribute to the education of over 1000 students, 1500 teachers, 47 intern teachers and 18 scholarship students.

Bev leaves St Stithians the richer for her time spent with us. Her contribution has been significant.

This time of change presents Bev with the opportunity to explore even more ways to make a World of Difference.

The words of John Wesley are wholly appropriate to Bev:

***"Do all the good you can, by all the means you can,
in all the ways you can in all the places you can,
at all the times you can, to all the people you can,
as long as ever you can."*** John Wesley





Thandulwazi Trust
MATHS AND SCIENCE ACADEMY

Changing Lives for One And All, Making a World of Difference

Key Thandulwazi Maths and Science Academy PERSONNEL 2018

Head of the Thandulwazi
Maths and Science Academy
Ms Karen Walstra / Mr Velaphi Gumbi

Personal Assistant to
the Head of Academy
Ms Doreen Winkel

Programme Director
Ms Thobile “TC” Nkosi

Part-Time
Saturday School
Co-Ordinator
**Ms Ruth
Everson**

Part-Time
Gauteng
Teacher
Development
Co-Ordinator
Mr Edward Rufu

Part-Time
Sekhukhune
Teacher
Development
Co-Ordinator
**Mr Nicky
Fernandes**

Part-Time
Modimolle
Teacher
Development
Co-Ordinator
**Ms Lillian
Motsetana**

Part-Time
Modimolle
Teacher
Development
Co-Ordinator
**Ms Victoria
Letoaba**

Part-Time IT
Administrator
**Mr Devan
Rheeder**

Contact Details

Operational Address | 40 Peter Place, Lyme Park, Sandton

Postal Address | Private Bag 2, Randburg, 2125

Tel | +27 (0) 11 577 6193 | +27 (0) 11 577 6353

E-Mail | thandulwazi@stithian.com

Website | www.thandulwazi.com

Facebook | @TeamThandulwazi

Twitter | @TeamThandulwazi

LinkedIn | Thandulwazi Maths and Science Academy

Nature of Legal Registration of the Thandulwazi Trust

Trust Registration No | IT No. 3025/2010

PBO Number | 930037387

NPO Number | 099/707

Section 18A Status

Approved educational institution in terms of Section 18A of the Income Tax Act.
Thandulwazi Trust Income Tax Reference No. 0772994182

Banking Details

Bank | Standard Bank
Account Name | Thandulwazi Trust
Account Number | 221043209
Branch | Randburg
Branch Code | 18005

Thandulwazi Trustees (2018) | Mahlathi Khoza, Munene Khoza, Tshediso Khuzwayo, Thami Moatshe, Khumo Morolo and Kelly Naidoo

