

# 2018 ANNUAL **REPORT**

Changing schools for good



**UNIVERSITY OF CAPE TOWN**  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



Schools  
Development  
Unit

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# Message from the Director

As evidenced in this report, the Schools Development Unit once again had a most productive year. I am delighted in what we have achieved and, as always, take particular pride in the range and scope of the unit's activities – from the large-scale annual systemic testing to our various projects in primary and secondary schools. As it has since the inception of the SDU nearly 20 years ago, teacher professional and school organisational development lies at the heart of our operations.

I feel especially honoured to have served in the leadership role at the unit for the last 11 years leading up to my retirement. On a personal level, it has been a period of tremendous growth and development and I have learnt to embrace uncertainty, to listen more and talk less. I have also had the privilege of working alongside exceptional teachers, learners, principals and education department officials and, most significantly, my colleagues whose tenacity and perseverance is testimony to their desire to make a real difference in the lives of young people in this country.

***“ I feel especially honoured to have served in the leadership role at the unit for the last 11 years ... ”***

Through most of my tenure I led the Schools Improvement Initiative, one of the strategic initiatives of the former Vice-Chancellor Dr Max Price. This has been a singular honour and gave me a unique opportunity to collaborate with like-minded colleagues from across the university who seek, as we do in the SDU, to engage critically and constructively with the developmental challenges of schooling in this country. We do it because it must be done.

Sandra Adams, the SDU's Senior Finance Officer who worked alongside me for many years, has also retired and completed her tenure in early 2019. Sandra has been a stalwart of the unit and I will be forever grateful for her hard work and support and wish her well in this next chapter of her life.

While there is of course much that remains to be done, I look back on my tenure at the unit with pride, gratitude, humility and accomplishment. I'm pleased to have been able to leave the SDU in the capable hands of the new head, Ayesha Fakie, whom I know will take the unit to ever greater heights.

Dr Jonathan Clark

# Overview of SDU

The Schools Development Unit was established in 2000 with the goal of improving teaching and learning in the South African school system. As a department in the University's School of Education it draws on academic teaching and research expertise to help tackle the systemic and structural challenges that scar our education landscape and manifest in poor or inadequate teaching and learning. Through teacher development, schools-based interventions, professional consulting services and dynamic materials, the SDU works to close the achievement gap between well-resourced and disadvantaged schools.

While based in the Cape Town Metropole, we work across all eight education districts in the Western Cape as well as in the Northern Cape. Our reach extends to work across all grades and phases of formal schooling via a range of interventions which vary from working in individual schools to spanning the entire Western Cape.

Our guiding principles are

- What happens in schools can and does make a difference
- Teachers have the most significant positive impact on schooling outcomes, especially in poor communities
- Developing teacher expertise means sustainable learner development over generations
- School leadership & management is crucial to learner and school success

Our teacher professional development approach features a combination of university qualifications and approved courses and over 50 South African Council of Educators (SACE) endorsed short courses. These are applied in tandem with school-based support, to help teachers apply what they've learned in the classroom. Our school-based work supports teachers, both individually and collectively, and learners.

By working at an individual, collective and province-wide level, we focus on the promotion of quality teaching and learning across all grades and phases of formal schooling, from Grade R to Grade 12. This, we believe, is critical for South Africa's long-term stability and economic development.

***“What happens in schools can and does make a difference”***







## Early Childhood Development (ECD)

Early Childhood Development (ECD) incorporates the 0 - 9 years age group. At SDU we focus on teacher professional development for practitioners/teachers in the Foundation Phase (FP), Grade R to 3, in the core subjects Language, Life Skills and Mathematics. Our approach to teaching and learning in these grades is fun, engaged and creative, with a strong focus on concept and skills development across all domains of early childhood.

Early childhood education and early grade preparation provides the building blocks for successful learning in higher grades. SDU offers a range of curriculum expertise in early Literacy, Languages, Life Skills and Mathematics. In 2018 SDU education specialists worked with teachers and Western Cape Education Department (WCED) Subject Advisors across the Western Cape in primary schools, pre-schools and in community sites fostering early childhood development. We pride ourselves on our relationships with specialist NGOs and consultants in the field of early literacy and mathematics. Our collaboration in 2018 included the development and delivery of projects and programmes in:

- Literacy and language
- Mathematics
- Home-school parent partnerships

**“Our approach to teaching and learning in these grades is fun, engaged and creative ...”**

### Partners

During 2018 the ECD has partnered with several organisations on some exciting projects:



**Wordworks** – The content of the Home School Parent Partnership is registered as an approved UCT short course: 58 teachers registered for and completed the course in 2018.

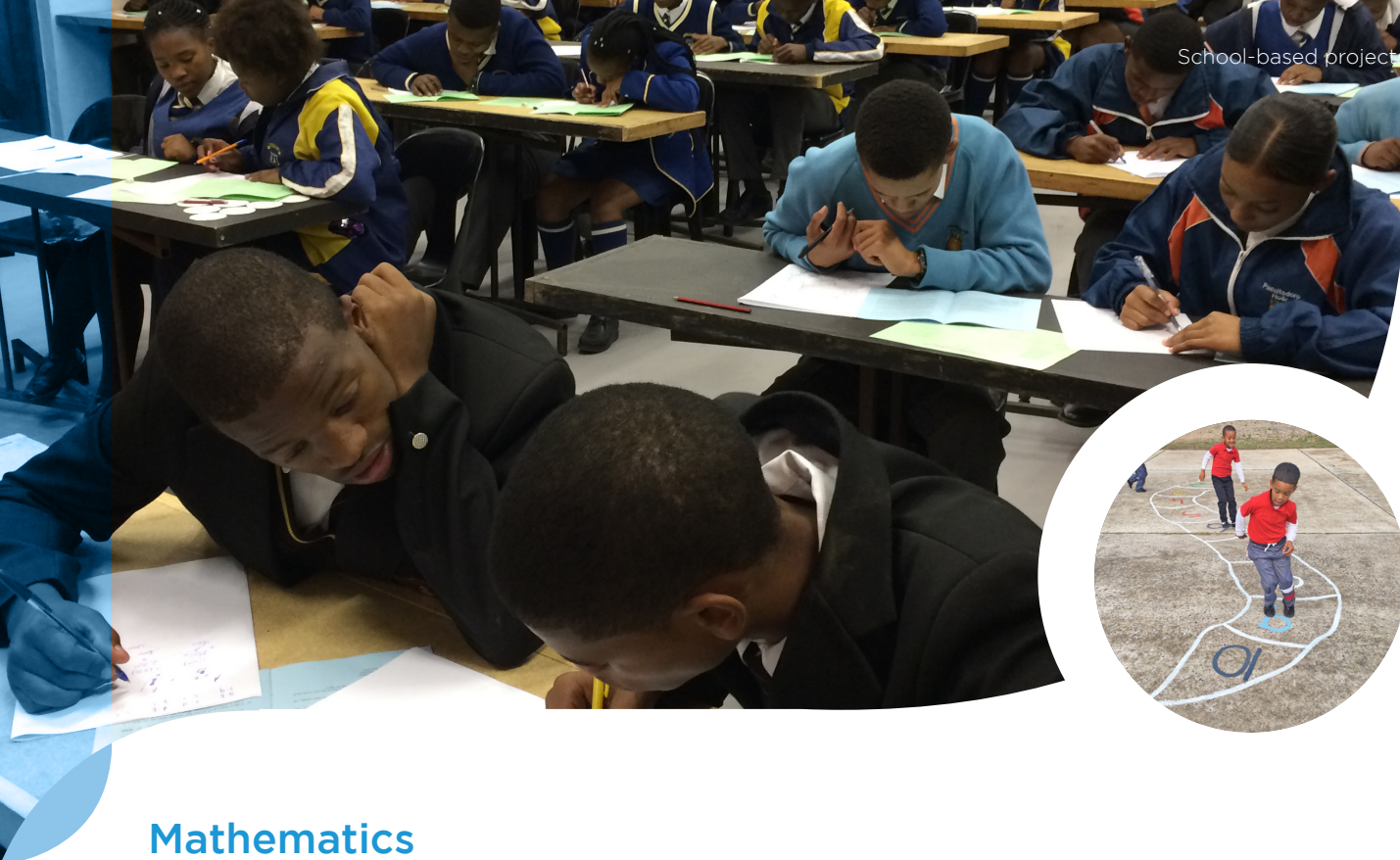


**RED INK** – MathsUp Grade R mobile application. SDU was involved in the development of the maths content of this app and edited the Afrikaans and isiXhosa translation of the English text.



**UNICEF** – SDU is part of the Play Learning Material Consortium (PLMC) that is developing packages for SAQA Level 4 – 7 teacher training.





## Mathematics

Mathematics will remain a critical academic discipline for school learners as long as it introduces them to making sense of the world around us. Mathematics provides a way to foreground concepts, think in abstraction and develop reasoning strategies. With the increasing demands of the digital age and data-driven lives and careers, mathematics skills will become even more critical to keep up with life in the 21st century.

Our work in mathematics spans ECD and Grades 4 to 12. We work collaboratively with our colleagues in the ECD Stream (in the School of Education), teachers, schools, education department officials, mathematics education academics and mathematicians, as well as education publishers and the private sector to:

- Improve teaching and learning in various school contexts
- Improve understanding of fundamental and foundational ideas and concepts in Mathematics, relevant to the school context

We do this via various projects that focus on:

- School-based development to support learners, teachers and school management
- Workshops and university approved courses on curriculum, pedagogy and Mathematics content
- The development of curriculum-aligned materials for Grades 4 – 12 that foster conceptual knowledge
- The development of assessment-related activities and instruments

***“ At SDU we work to engage, facilitate and equip school principals, deputy principals heads of departments and teachers ... ”***

## Sciences

Science subjects are exciting fields of enquiry especially to children and young adults. Science in the school curriculum allows learners to explore varied phenomena about our world and beyond. At SDU the science team provides quality professional learning opportunities to Grade 1 - 12 teachers in South Africa.

We offer workshops, university approved short courses, school-based support and formal qualifications such as the ACT's and produce quality teaching and learning materials, including online resources.

We foster collaboration with the Western Cape Education Department and other institutions or organisations with an interest in science education.





## School Organisation & Development

Effective school leadership and management is critical for quality teaching and learning. A well-run school which focuses on the learner at the centre of all teaching and learning remains beyond reach for many schools. At SDU we work to engage, facilitate and equip school principals, deputy principals heads of departments and teachers to organise, manage and lead their places of learning to deliver the highest quality education possible to the learner. Key issues include:

- School leadership and management in the South African context: this includes debates around current contextual factors influencing and shaping school management
- Leading and managing people in a school context: the role of the school manager in engaging educators; human resource management including staff development and the application of employment legislation; issues related to the socio-economic context and the health of learners, teachers and school community resources
- Managing resources: Information on how to ensure efficacy, accountability and financial responsibility in the school
- Policy and governance: analysis, development and implementation of internal school policy
- Managing teaching & learning: Information for the school manager on managing the planning, implementation monitoring and evaluation of teaching to ensure quality learning for all learners in the context of national, provincial and school policy
- Managing assessment and moderation: Information on how to plan, prepare for and conduct assessment and moderation from the position of a school manager and instructional leader
- Project Management: project management advice as well as the tools utilised in driving projects in the school context.





# School-based projects

## Siyazakha

This five year project, funded by the Zenex Foundation, commenced in 2017. The primary aim is to improve participation, retention and performance in Mathematics and Physical Sciences in Grades 10-12.

Siyazakha is operational in 10 working class secondary schools, five each in Metropole North and Metropole East Education Districts. The SDU is one of several implementing partners working in the schools and is directly responsible for providing school organisational and teacher professional development and learner programmes.

At the school organisational level, the basic aim of the five-year programme is to support developmental processes aimed at enhancing the internal accountability and delivery capacity of the schools management teams (SMTs). The intervention includes school-based mentoring and support, short courses and the facilitation of Communities of Practice for the principals of the 10 schools.

The teacher development programme comprises a suite of university-approved and SACE-approved short courses and/or workshops in language, mathematics and sciences for Senior Phase (SP) and FET teachers; alongside which school-based support is provided for participating teachers.

**“ Reading clubs for 150 Grade 9 learners were established. ”**

The 2018 school-based learner programme included Mathematics and Science competitions for all Grade 8 and 9 learners. This created much excitement around mathematics and the sciences and motivated learners to strive for excellence in these subjects and to increase the uptake of mathematics and physical sciences amongst learners in Grade 10.

Reading clubs for 150 Grade 9 learners were established. These clubs enhanced the communication skills of learners, built their confidence, broadened their perspective on the world and stretched learners' imagination by exposing them to a range of reading materials.

Two hundred Grade 10 learners attended an after-school tuition programme in Mathematics, Physical Sciences and English with the aim of improving performance in these subjects. To develop their 21st century skills (collaboration, problem-solving and critical thinking) these learners also attended a robotics workshop run by the College of Science, Engineering and Technology (CSET) of UNISA at UCT in 2018.



**Funder: Zenex Foundation**



## Schools Improvement Initiative (SII)

The SII is one UCT's key strategic initiatives, and as such, engages in interdisciplinary collaboration across the university generating both scholarship and practice. As a whole-school improvement initiative, the SII works at the level of leadership, management and teacher professional development.

Through deepening its partnership with schools and community, the SII strives to strengthen capacity at the level of both the schools and the university. In 2018 the SII published the book "Partnerships in Action: University-Schools-Community" (HSRC Press). This key output of the three-year NRF Community Engagement Grant represents the SII's commitment to interdisciplinary collaboration and to deepening its partnership between the schools and the broader community.

During 2018, fully functioning libraries with full-time library assistants continued to flourish in all five SII partner schools. With regard to Teacher Professional Development, the SII extended its Mathematics and Science support programme to involve an additional four primary schools in Khayelitsha. The 'Bridging Project' serves to tighten the links between the different primary schools in close proximity, and between the Foundation Phase and Intermediate Phase within each primary school. School leadership support continued through individual mentoring as well as through the principals' Community of Practice, which meets regularly to provide a forum for sharing and embedding best practice.

Psychosocial support was extended and is now fully operational in four partner schools, with 11 social work students from UCT's Department of Social Development undertaking their professional practice in 2018.

***"... the SII strives to strengthen capacity at the level of both the schools and the university."***

The coordination of the UCT Faculty of Health Science students' professional practice programme saw a range of students being placed in the SII partner primary schools: 19 Occupational Therapy students, 19 Speech & Language Pathology students and nine Audiology students were involved in the SII partner schools in 2018. Service-learning modules also included a range of students from across the university: 18 from the School of Architecture; nine from the Drama Department and four from Information Science.



**Funder: Aurum Trust, UK; UK Alumni**





## Grade R Mathematics Programme | R-Maths

During 2018 SDU, in partnership with the WCED, trained 1 900 Grade R practitioners/teachers across the eight Western Cape Education Districts in R-Maths. Teachers attended a 44-hour South African Council of Educators (SACE) endorsed course that was delivered over seven monthly cluster meetings and one four-day block.

The R-Maths Programme consists of training and classroom materials.

SDU Education Specialists with ECD/FP NGO specialists, ORTSA-CAPE and The Primary Science Programme (PSP) supported 77 Grade R and FP Subject Advisors in each Education Districts in their training of Grade R teachers in all WCED-registered public schools and community sites in 2018.

“R-Maths has made such a difference in the way teachers are teaching maths in Grade R. Not only better CAPS planning and their own knowledge, but the class is lively, and discipline is better” - FP Subject Advisor

“I’m loving teaching maths. I used to think in Grade R it was only counting and rhymes but now I know that we can do numbers and even word problems...and patterns and data handling is so much fun.” - Grade R teacher



*Funders: ELMA Foundation, Zenex Foundation, Maitri Trust, Hosken Consolidated Investments Foundation and the Anglo-American Chairman’s Fund.*

**“ R-Maths has made such a difference in the way teachers are teaching maths in Grade R. ”**

### Partners

**Primary Science Programme (PSP)** – R-Maths training and support to Foundation Phase Subject Advisors in the West Coast Education District

**ORT SA Cape Education** – R-Maths training and support to Foundation Phase Subject Advisors in the Metropole Central and South Education Districts.





## 100-UP

The 100-UP & Gill Net project continues to broaden access to higher education for learners from disadvantaged communities. The project is running in its 8th year at UCT and focuses on preparing beneficiaries with key academic and life skills for tertiary studies. In 2018, 420 learners participated: 120 in the Gill Net programme and 300 in 100-UP. In addition to Saturday school programmes, learners participated in a range of workshops and activities, many of which were run by UCT staff and students and which included coaching, mentoring and talks on funding one's way through higher education. The on-campus residential camps were run during winter school vacation for Grades 11 and 12 learners, generating much excitement as learners discovered what it is like to live and study at UCT. Matriculants were encouraged to pursue degrees in all fields of study at UCT or at one of our neighbouring universities.

**“The project ... focuses on preparing beneficiaries with key academic and life skills for tertiary studies.”**

This SDU flagship project has made significant strides in the lives of its beneficiaries and has over the eight years ensured enrolment of over 1000 students from the communities of Khayelitsha and Mitchell's Plain into higher education institutions.



**Funders:** AECI; Afrisam; Capitec; Nedbank; Primedia; UCT alumni (Australia; UK; SA; USA and Canada).



## Systemic Testing

Systemic testing reflects an increasingly data-driven approach to measuring educational outcomes at scale across a schooling system. The data emanating from such testing provides invaluable diagnostic information on learner performance which can be used to measure the impact of departmental interventions and inform further interventions and strategies.

In South Africa, the Western Cape Education Department (WCED) has been at the forefront of systemic testing and has supported an externally administered programme of Mathematics and language tests since 2002, when the first pilot project was run in Grade 3 schools in the province.

The SDU has been a partner in this enterprise from the outset and over the past 17 years the Unit has tested millions of Grades 3 and 6 learners in primary schools across the length and breadth of the province.

In October 2018, over a ten-day period, Mathematics and language tests were successfully administered to over 106 000 Grade 3 and 93 000 Grade 6 learners in 993 public ordinary and 83 Independent schools. Following which, 359 619 tests were marked, results analysed, and comprehensive reports submitted to the Western Cape Education Department.

In terms of human resources, this complex operation involves the recruitment and management of over 1,200 people who are employed to supervise, administer or mark the tests.

The successful undertaking of such a large-scale project requires meticulous planning, rigorous implementation, effective monitoring and evaluation. Over the years, the SDU has built significant experience in this regard, and as such is justifiably proud of its expertise in this area.



**Funder:** Western Cape Education Department

## UCT-in-Eden

This project worked in 26 schools in the Eden & Central Karoo Education District. Our focus was on senior phase (Grade 7, 8 & 9) Mathematics, Natural Sciences and English First Additional Language (EFAL). In addition, we ran a learner tuition programme for Grade 7, 9 and 12 learners.

Our teacher professional development took the form of workshops, a seminar and resource provision for Grade 7 – 9 teachers.

For Grade 7 – 9 learners we provided a reading club for the relevant grades at each school, as well as intra- and inter-school competitions for Mathematics & Natural Sciences.

The senior phase learner tuition programme provided Saturday tuition sessions at the Inkubeko Youth & Science (Y&S) Centre in Thembalethu. We catered for five primary and five high schools respectively, with 15 learners per school. Learners from our project schools in Oudtshoorn and Knysna were unfortunately excluded because of transport challenges. 150 learners benefited from this intervention.

Subject	Number of sessions	
	Grade 7	Grade 9
English FAL	7	7
Mathematics	7	7
Physical Science	6	6
Life Science	10	10

The Grade 12 learner programme catered for 35 selected learners from seven high schools. The aim of the programme was to maximise learner potential to qualify for acceptance into tertiary institutions.

In the Saturday tuition programme, learners received 10 sessions each for English FAL, Mathematics or Mathematical Literacy, Physical Sciences and Life Science. These learners also participated in a holiday camp which included learners from the project schools in Knysna and Oudtshoorn. The camp provided learners with career guidance and supported them to complete applications to higher education institutions (HEIs) of their choice, as well as residence and NSFAS applications. We, in addition, arranged for the learners to write their National Benchmark Test (NBT) at the Inkubeko Y&S Centre. These learners were then supported, either with NBT rewrites where applicable, or following up on applications and assisting them with how to accept offers made by HEIs, and even travel arrangements from Eden at the start of the 2019 university year.

The UCT Mathematics Competition was conducted at the Inkubeko Y&S Centre. Two hundred and seventy learners competed, with Thembalethu High School being awarded the trophy for the most outstanding new school.

Seventeen Grade 12 learners accepted offers from HEIs for tertiary studies.



**Funder: UCT Faculty of Health Sciences**







## Education for Sustainable Development (ESD)

In line with the UNESCO Global Action Programme and in response to the Sustainable Development Goals the SDU has been involved in various initiatives at a National, Regional and International level, over the past year.

Moodle-based ESD eLearning short courses were successfully delivered to Intermediate Phase (IP) Science Educators in the Western Cape using the ESD toolkit developed by the Department of Environmental Affairs.

Subsequent to this exercise, the SDU was then appointed as service provider for the Teacher Support Environmental Education Programme to administer the rollout of these courses in the Western Cape during 2019-2020.

A module about strategies for Teaching Sustainability in the Intermediate Phase NST was also introduced to the PGCE Natural Sciences students. This provides educators with the ESD tools (including e-learning strategies) to enhance their teaching and learning in NST.

SDU showcased the ESD Change Project at the UNESCO Regional Office for Southern Africa (ROSA) workshop on Sustainability along with teachers in Swaziland and presented a paper at EEASA in Zambia.

At an international level in 2018 SDU was part of ESDInnovate. ESDInnovate is a partnership to facilitate collaboration between and among teacher educators and their students and teachers from different countries in an intellectual dialogue on the response of teacher education to the Sustainable Development Goals. Local and global experiences were shared and discussed.

ESDInnovate has participated in writing workshops and conferences about the Globally Sustainable Self at West Washington University and Alberta University in BANFF.

A highlight of 2018 was the three-day online conference held in mid-November. This online event was hosted by ESDInnovate in collaboration with the International Network of Teacher Education Institutions and Kappa Delta Phi in Indianapolis.



**Funders:** The Department of Environment and the Provincial Department of Environmental Affairs and Development Planning (DEA&DP); James Madison University

## Partners:

Fundisa for Change is a National partnership programme that was formed in 2011 by partners from Higher Education, Government, parastatals and NGO's.



## Capitec Mathematics

This is a pilot project incorporating the Learning Study theory, operated in two schools in the Western Cape. Learning Study integrates Variation Theory, a theory of learning, with Lesson Study, a practical guide for collaborative lesson planning, execution and reflection. Seven teachers across two schools benefited from the intervention. There was a strong focus on collaboration among teachers, with specific attention to lesson planning and reflection. At one school we supported three Grade 11 Technical Mathematics teachers, at the other there was support for four Grade 9 teachers.

The project was organised around daily after-school meetings for lesson planning and reflection, as well as classroom visits. An education specialist supported teachers in the class. This included co-teaching and resource provision. Teachers were supported over eight consecutive school days, after which they were encouraged to communicate via email or WhatsApp when they needed advice or guidance.

At the conclusion of the pilot, learner examination scripts were mined for relevant data. All classes performed well above their own average for the section of the exam papers allocated to the topic for which teachers were supported by the project.

At a post-pilot focus group meeting teachers were unanimous in expressing the positive impact of the intervention on their practice.

**“There was a strong focus on collaboration among teachers ...”**



**Funder: Capitec Foundation**



## Sophakama School Development

This intervention, in close collaboration with the Rogz Academy Books & Beyond (RAB&B), comprised a three-and-a-half-day case study conducted at Sophakama Primary School towards the end of August 2018. Data was collected from observation and interviews conducted at the school. In addition, observation of school activities took place; during break-times; arrival and dismissal times; a staff briefing; an assembly and a few after-school activities. The information gleaned from this site analysis was used to structure a developmental intervention for the teaching staff at the school.



**Funders:** Rogz Academy; Books & Beyond

## BondsBee

The Bonds Bee Mathematics competition was run successfully for the fourth year in 2018. This competition, which runs separately for Grades 7, 8 and 9, gives learners a chance to showcase their mental prowess.

Learners are expected to do complicated mental calculations without the use of either a calculator nor pen and pencil. Except for the final rounds where for audience participation the questions are screened, learners have no visual assistance. This makes it a truly mental arithmetic exercise.

The initial rounds of the competition are completed internally at each participating school. Questions are provided by SDU. The top 280 learners then participate in a round robin competition, which is followed by an exciting knockout competition.

Seven high and 14 primary schools from Metropole South Education District participated in the round robin competition. In this phase schools were grouped according to geographic location, with each school having an opportunity to host other schools in their group.

The competition was launched in April and participating schools completed the internal rounds in Term 2. The round robin and knockout stages ran during Term 3.

***“This makes it a truly mental arithmetic exercise.”***



**Funders:** South African Agency for Science & Technology | SAASTa

CAPITEC Foundation – donation for learner prizes





# Teacher professional development

SDU offers UCT qualifications and approved short courses, site-based support and classroom mentoring, and provides appropriate resources to improve teaching and learning. We strive to create play and enquiry-based environments that inspire and motivate teachers and learners to engage in shared processes of acquiring knowledge and experiences.

## Advanced Certificate in Teaching |ACT

Through the SDU, UCT offers the Advanced Certificate in Teaching (ACT) as a continuing professional teacher development (CPTD) qualification. This qualification is in line with the national policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ). This NQF Level 6 qualification is structured to improve in-service teachers' content knowledge and pedagogy, with a specific focus on classroom teaching.

The following programmes are offered

- Advanced Certificate in Foundation Phase Teaching (ACT FP)
- Advanced Certificate in Intermediate Phase Teaching (ACT IP)
- Advanced Certificate in Senior Phase Teaching – Mathematics (ACT SP Maths)
- Advanced Certificate in Senior Phase Teaching – Natural Science (ACT SP Nat Sci)

SDU's staff are also involved in teaching on the Postgraduate Certificate in Education (PGCE).



## Short Courses

The Schools Development Unit's short courses programme continues to provide teachers with an opportunity to improve their content and pedagogical knowledge via certified non-credit-bearing short courses.

These courses range from six to 36 hours in duration and are mostly delivered to groups of educators upon request.

In 2018, a total of 503 teachers registered for UCT short courses which were offered by the SDU.

***“We strive to create play and enquiry-based environments ...”***



# Etcetera

## Association for Mathematics Education of South Africa (AMESA)

The Association for Mathematics Education of South Africa (AMESA) is a national association of mathematics teachers, teacher-trainers, and academics, which promotes excellence in the teaching of mathematics. The SDU continues to play an active role as a member of this professional association at both provincial and national levels.

## Inquiry-Based Science/Mathematics Education (IBSME) Partnership

Inquiry-based education is an approach whereby teachers use questions, problems and scenarios to help students learn to use individual thought, combined with collaboration and investigation. A partnership was formed during 2018 to promote IBSME as a teaching and learning strategy in schools. Along with SDU, this partnership includes the Western Cape Education Department (WCED), the African Institute for Mathematical Sciences Schools Enrichment Centre (AIMSSEC), the Primary Science Programme (PSP), along with individuals from the University of Western Cape (UWC) and Stellenbosch University (SU).

## Primary Teacher Education Project (PrimTed)

The Primary Teacher Education Project (PrimTed), is part of the Department of Higher Education and Training's (DHET) Teaching and Learning Development Capacity Improvement Programme (TLDCIP). SDU staff are contracted in to working in the project's Geometry and Measurement Working Group, developing content standards, teaching resources and guidelines for universities offering pre-service teacher education. SDU staff members also consult on the project's Assessment Working Group.



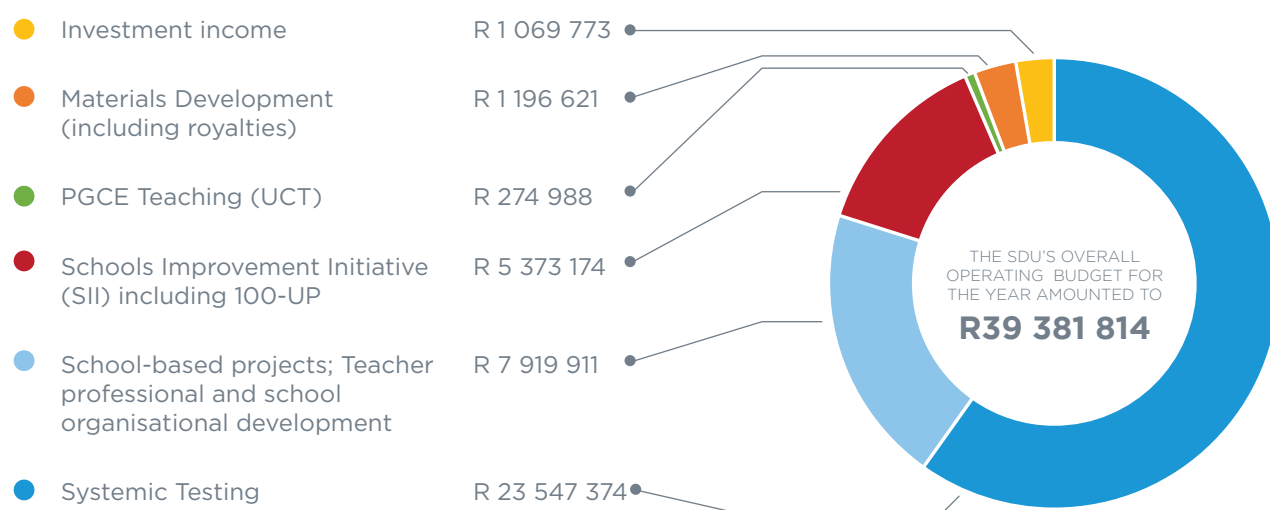
# Finances

In terms of financial management, the operations of the SDU are fully integrated into, and compliant with, UCT's finance systems and procedures.

The direct operating costs of the Unit (staff salaries, office overheads and so forth) totalled just over R10 million (R10.6m). By far the biggest operating costs were incurred by the large-scale Grade 3 and 6 systemic testing exercise undertaken on behalf of the Western Cape Education Department.

In 2018, once again, a welcome source of income was royalties generated by sales of the Macmillan published textbook series: Solutions for All Mathematics (Grades 1-9) and Solutions for All Maths Literacy (Grades 10-12) written by the SDU mathematics education specialists.

The SDU would like to thank the University for its continued financial support of two posts, that of the Director and the Senior Finance Officer.



The SDU is essentially self-funding. It is most grateful for the following funders, partners and clients who have supported us over the past year:

Systemic Testing	Western Cape Education Department
Grade R Early Maths	The ELMA Foundation; HCI Foundation; Anglo American; The Maitri Trust; The Zenex Foundation
Siyazakha	The Zenex Foundation
SII	Aurum Trust (UK); UCT alumni (Australia, UK, SA, USA and Canada); UCT Vice-Chancellor's Discretionary Fund
UCT in Eden	UCT Faculty of Health Sciences
Capitec Mathematics	Capitec
Sophokama	Rogz Academy; Books & Beyond
Bonds Bee Competition	South African Agency for Science & Technology   SAASTa; Capitec Foundation
Short courses	Albert Wessels Trust; Department of Environmental Affairs and Development Planning; Fundisa for Change
ESD	Department of Environmental Affairs and Development Planning; James Madison University
ACTs	ETDP SETA
PrimTed	UWC



# Our Team

Jonathan Clark

## Finance & Administration

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David Machado

## University readiness

Ferial Parker











*“ ....it is the teacher who has the single largest positive impact on schooling outcomes. That is why the SDU remains committed to helping teachers to teach better. ”*

**Changing schools for good**

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