

# ANNUAL REPORT 2019

Changing schools  
for good.



# CONTENTS

Message from the Director: School of Education.....	2
Overview of SDU .....	3
Early Childhood Development   ECD.....	4
Mathematics .....	5
Sciences .....	6
School Organisation & Development.....	7
School-based Projects .....	8
Capitec Mathematics .....	8
Education for Sustainable Development   ESD .....	9
Grade R Mathematics Programme   R-Maths .....	10
Siyazakha.....	11
Schools Improvement Initiative   SII.....	12
100-UP .....	13
Systemic Testing .....	14
UCT-in-Eden .....	15
Sophakama School Development.....	15
Teacher Professional Development.....	16
Advanced Certificate in Teaching   ACT .....	16
Short Courses .....	17
Etcetera.....	20
Finances.....	21
Our team .....	23



# MESSAGE FROM THE DIRECTOR

## School of Education



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In 2019, with twenty-five years of democracy behind us, the task of improving schooling through quality learning and teaching remained at the forefront of national priorities. While there have been improvements over this generational span, the state of schooling in South Africa is one where quality and access are still not equalised across race, class and even gender.

The SDU's vision of quality education in South Africa's schools is more relevant than ever. All the more so, when we consider that we are now well into the second generation of 'born-frees', yet the legacies of inequality and institutionalised discriminatory policies remain.

Our work in 2019 continued our focus of improving schooling in our wider metropolitan area and the Western Cape province but also saw us extend advocacy and lobbying work to Gauteng and other provinces. We consolidated and strengthened our partnership with various key stakeholders and donors with the overriding goal to hold to our vision and mission of quality education through relevant interventions and research-informed practice.

2019 was also year of transition for the Schools Development Unit. Following Dr Jonathan Clark's retirement after 11 years of service, Ayesha Fakie is now head of the Schools Development Unit. Gillian Kay, Sciences Stream Leader, and Anthea Roberts, Mathematics Stream Leader, both took early retirement to explore and take up new chapters in their lives. Shakeel Meyer joined SDU as the Senior Finance Officer in 2019 from the Statistics Department at UCT. And Gary Powell, long-serving education specialist in SDU, was appointed to lead the Mathematics Stream from 1 December 2019.

[We look ahead to 2020 with our continued schools-based work, advocacy and research to ever better inform practice that consolidates and strengthens improvements in schooling.](#)

I am privileged to lead a dynamic and passionate team who are committed to improving school education. And I thank all our donors and partners, from big grant makers, to the anonymous monthly giver, to national and provincial authorities, who not only make our work possible but facilitate the opportunity for so much more.

”

Associate Professor Catherine Kell  
Director, School of Education



# 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 mark 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

- 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, 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.



# Early Childhood Development | ECD

By definition early childhood education (ECD) is from birth to 8/9 years – the first four years of schooling (Foundation Phase). Grade R does not always get the attention it deserves. At SDU we believe that this grade is the cornerstones of educational achievement and that not getting it right in Grade R means the fundamental conceptual building blocks that shape early learning are not in place for future learning in higher grades.

Our ECD work focuses on Language, Life Skills and Mathematics across Grade R to 3. Our approach to teaching and learning in these grades is play-based and creative, with a strong focus on concept and skills development, as well as whole child development and inclusion and diversity. Our work also includes curriculum and policy advocacy at provincial and national level.

To support our belief in a strong start to schooling we have registered qualifications and short courses with UCT and the South African Certificate of Education (SACE), developed resources to help teachers implement the Curriculum Assessment Policy Statement (CAPS) and we offer school and classroom-based support. We work with teachers to create play and enquiry-based environments that inspire and motivate children to engage in shared processes of acquiring knowledge and experiences.



## Partners

During 2019 the SDU has built on and extend our ECD partnerships:



**Wordworks** – The content of the Home School Parent Partnership is registered as an approved UCT short course.



**RED INK** – MathsUp Grade R mobile application.



SDU was involved in the development of the maths content of this app and co-facilitated on boarding workshops in the Western Cape and Eastern Cape



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



**Roger Federer** – with RED INK, SDU has developed content for a Continuous Assessment Child Development mobile application. This year South Africa, Namibia and Botswana piloted this innovative Grade R teacher support tool.



# Mathematics

Mathematics remains one of the gate-keeping subjects for school leavers, providing a way to develop abstraction and reasoning strategies which can prove useful in further studies, careers and everyday life.

Mathematical thinking needs to be nurtured from the earliest ages, and throughout schooling. Our work in mathematics spans Grades R to 12.

We work collaboratively with our colleagues in UCT's School of Education, as well as mathematicians and mathematics education academics from other universities. Our partners in education development are also teachers in schools, education department officials, and education publishers.

Our engagement with beneficiaries takes the form of:

- Continued teacher professional development qualifications such as the Advanced Certificates in Teaching (ACTs)
- University certified short courses and workshops focusing on mathematics content, pedagogy and curriculum structure
- Follow-up school-based support and mentoring for teachers
- The development of curriculum-aligned teaching and learning materials for Grades R – 12
- The development of assessment-related activities and instruments
- Contributing towards research in mathematics education



Our experience has shown us that the development of a deep understanding of those fundamental ideas and concepts in mathematics is vital for effective mathematics teaching





## Sciences

SDU continues to provide quality professional learning opportunities for primary and high school Science teachers in South Africa. We recognise that a scientifically structured, inquiry-based approach is key to developing effective teaching strategies in the science classroom or school laboratory. We encourage practical investigations, which equip teachers to guide their learners to hypothesise, experiment, record, and thus discover phenomena within and beyond the requirements of the school curriculum.

We endeavour to develop quality teaching and learning materials, including the development of e-Learning resources which focus on 21st century digital literacy and science for sustainability. Contact sessions are via formal qualifications, university-certified short courses, and workshops, all backed up by school-based support.

We work in close collaboration with the Western Cape Education Department, as well as with other institutions, organisations and individuals who work passionately in the interest of science education.

## School Organisation & Development

Effective school leadership, management and governance are critical components for quality teaching and learning and lie at the heart of a functional school. At SDU, we engage with school principals, deputy principals, heads of departments and teachers in order to support them in the organisation and management at their schools so that they can provide effective leadership to deliver the highest quality of education possible.

Focus areas include:

- Managing the planning, implementation, monitoring, support and evaluation of teaching to ensure quality learning for all learners
- Quality assurance: planning, preparing and conducting assessment and moderation from the position of a school manager and instructional leader
- Leading and managing teams of educators in a school context: the role of the school manager in engaging educators; human resource management; issues related to the socio-economic context; the health and wellbeing of learners and teachers; involvement of parents and harnessing school community resources
- School leadership and management in the South African context: this includes debates around current contextual factors influencing and shaping school management
- Managing resources: ensuring efficacy, accountability and financial responsibility in the school
- Policy and governance: analysis, development and implementation of internal school policy; and capacitating the school governing body to function more effectively according to the South African Schools Act



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... provide effective leadership to deliver the highest quality of education possible.

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# SCHOOL-BASED PROJECTS

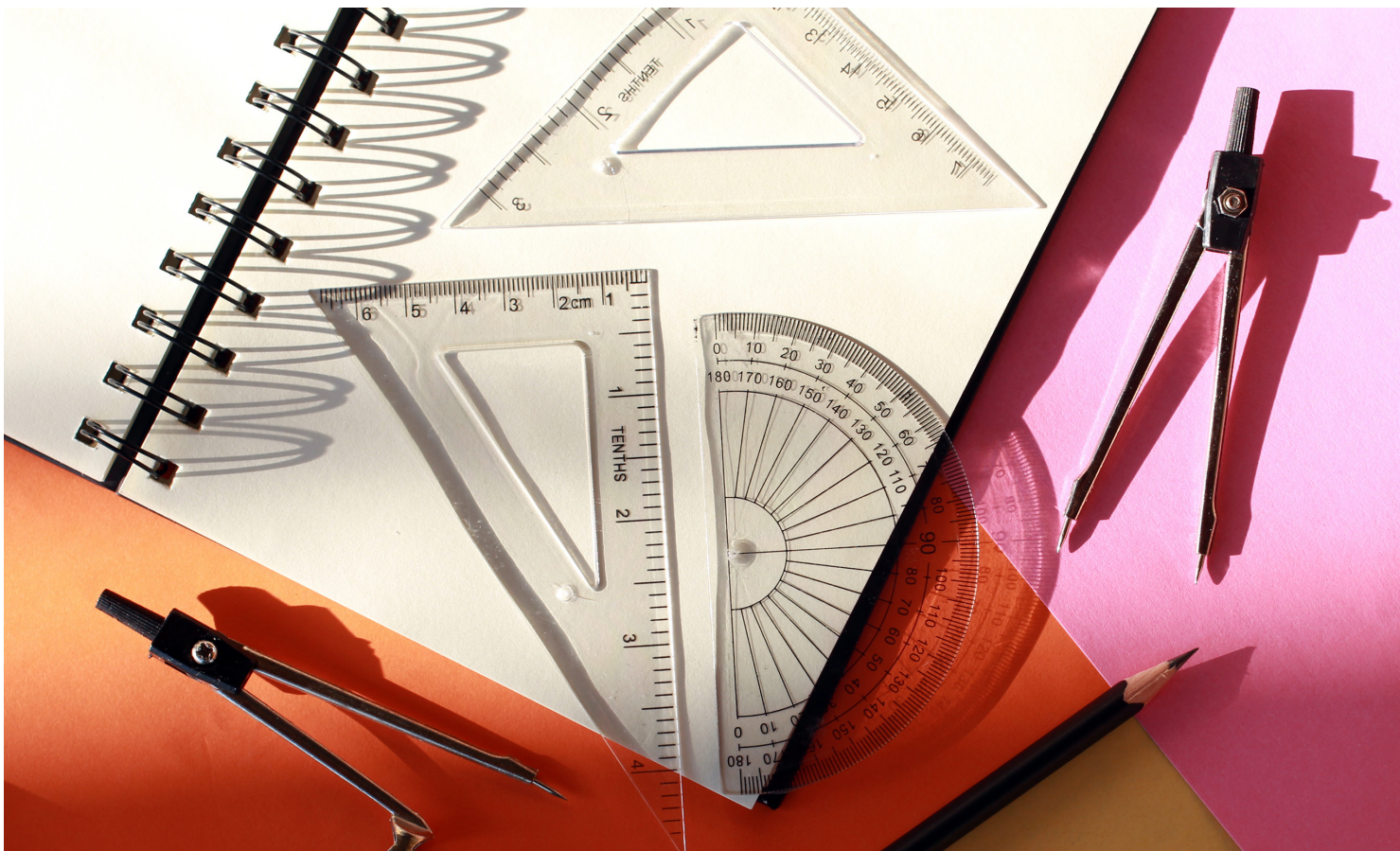
## Capitec Mathematics

The Capitec Maths & Science Teacher Development Programme (MSTPD) was a teacher professional development initiative to support mathematics and natural sciences teachers in three high schools on the Cape Flats in the Western Cape during 2019.

The project utilised a learning study approach which integrates variation theory with lesson study, a practical guide for collaborative lesson planning, execution and reflection. Fifteen teachers across the three schools participated in this intervention, each receiving one-on-one mentoring and reflection sessions.

The project was organised around daily after-school meetings for lesson planning and reflection, followed by classroom support. The support took the form of co-teaching, reflection, and resource provision. Teachers were engaged with over two sets of four consecutive school days. Following each intervention, the teachers were encouraged to communicate via social media as they shared their learnings, discoveries, or when they sought help with preparing or teaching lessons.

**Capitec Foundation funded this valuable work.**



# Education for Sustainable Development | ESD



Education for Sustainable Development at SDU incorporates four initiatives.

## **1 ESD eLearning Moodle training for Intermediate Phase Natural Science and Technology teachers**

This blended-learning intervention focuses on teaching and learning science for sustainability. 75 teachers from 36 schools in the Western Cape participated in a series of three ESD short courses delivered in 2019.

This intervention was funded by tender from the Department of Environment and Development Planning.

## **2 Fundisa for Change**

SDU continued to participate in this consortium in 2019 and trained teachers from 35 different schools in the Western Cape at the Goldfields Environmental Centre at SANBI, and at UCT's Biological Sciences Department.

SDU also participated in the UNESCO Capacity Building Programme for Teacher Educators on Education for Sustainable Development (CAP-ESD).

This initiative was funded by the Department of the Environment.

## **3 Online Global Forum on Educating for Sustainability for Teacher Educators**

ESD Innovate (SDU is founder member) and Kappa Delta Pi have been involved in the planning of an online Global forum on ESD. This online forum is open to teacher educators at colleges and universities in the International Network of Teacher Education Institutions (TEIs) associated with the UNESCO Chair on Re-orienting Education to Address Sustainability, as well as teacher educators in national networks of TEIs and other organizations.

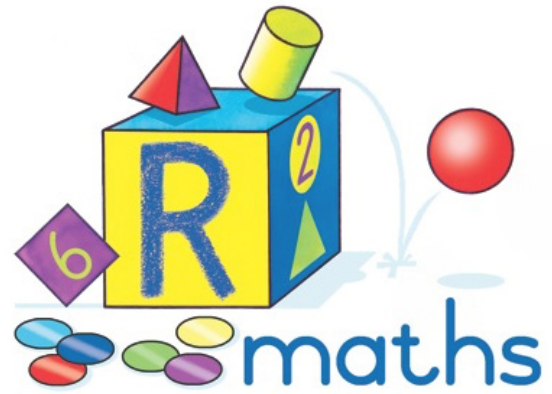
This web-based technology initiative is hosted by Kappa Delta Phi.

## **4 ICU Service Learning Programme at UCT**

In September, SDU hosted a delegation from the International Christian University (ICU) Service-Learning Center (SLC) to plan a service-learning (SL) program for ICU students in South Africa. The SL program will provide opportunities for South Africa and Japan to jointly explore and implement educational endeavours to pursue value-based education and inclusive and equitable education as outlined in SDGs.



# Grade R Mathematics Programme | R-Maths



2019 saw the last year of SDU R-Maths roll out in the Western Cape. We trained 26 lead teachers and supported them to offer the 44-hour SACE approved course to novice teachers between January and November.

SDU also started planning for the roll out of R-Maths in Gauteng. These early stage discussions will lay the way for Subject Advisor and Grade R teacher training in 2021 and 2022.

R-Maths is a programme that was developed by the Schools Development Unit in partnership with the Western Cape Education Department. The programme was designed as an intervention to support grade R teachers in teaching Maths at an early age. Foundation Phase Subject Advisors and teachers in the Western Cape were trained in the programme. In 2019, 16 Lead Teachers across 8 districts trained novice teachers on the programme with the support of SDU and district Subject Advisors. SDU's role was to prepare Lead Teachers (Dry Runs) before every cluster training. The structure of cluster trainings enabled teachers to be trained, implement and give feedback on parts of the training they found easy to implement and address issues where they experienced challenges. These platforms enabled them to share ideas among each other which mostly came up with solutions. They empowered each other and reinforced implementation to bring about change in classrooms. The platforms also served as the motivation to those still lacking confidence in implementing the programme. The support from districts officials during these trainings was enormous through their school visits experiences. They brought insight on how the training penetrates into classrooms. SAs also used cluster trainings to strengthen content knowledge as well as reinforce implementation.



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*'I am convinced that with the well-structured R- Maths project teachers have gained certain skills and knowledge that provide a base for pursuing successful curriculum implementation at the Foundation Phase level. At the heart of it all is their passion and love for children who are entrusted in their care and who they have to shape and mould for the future. Teachers received their certificates towards the end of November and at each of these certification ceremonies there were pride and fulfilment displayed by the Grade R teachers'.*

*'This was a constructive partnerships between different role-players to improve the way teaching and learning is managed in Grade R and the Western Cape Education Department worked closely with us at UCT to ensure quality delivery of maths at Grade R'.*

*'Early Maths is the 1st step for the future of the learners in learning Maths. Grade R is the most important year for learners to be exposed in Maths to prepare them for their future. These Grade R teachers were so passionate, eager to learn, experiencing, interactive, hands on, in how the teaching and learning of Maths should take place in their classrooms during the R-Maths trainings that they attended. They have experienced some challenges because of the language of delivering the training, which was their mother tongue, isiXhosa. It was difficult for them to interpret the information (Content and Maths concepts). But through the process of the training, they engaged with the language. They felt very confident of standing in front of the learners providing teaching and learning by the learner's mother tongue, which they felt it will make learners understand and Maths more. From what I have observed from them, although they seemed to have confident, they do need the support and monitoring on delivering the Maths concepts to the learners'.*

”

## Siyazakha

The five-year Siyazakha project, funded by the Zenex Foundation, commenced in 2017. This project, which was primarily aimed at improving participation, retention and performance in Mathematics and Physical Sciences in Grades 10 to 12, changed focus at the start of 2019. The remaining three years of the project is now geared towards the continued development of Grade 8 and 9 English, Mathematics and Natural Sciences teachers. At the same time, learners are supported by project team members.

Siyazakha operates in 10 working class secondary schools, five each in Metropole North and Metropole East Education Districts. The SDU is one of a number of implementing partners working in these schools and is responsible for providing teacher professional development and learner programmes.

The teacher development programme comprises a suite of workshops in English (First Additional Language), Mathematics and Sciences for Senior Phase (SP) teachers.

Alongside of this, school-based support is provided for participating teachers. The school-based support entails our education specialists engaging with the teachers to plan lessons collaboratively, co-teach during the lesson and engage in a collaborative reflection process. During 2019, we engaged with 94 teachers.

The 2019 school-based learner programme for Grade 8 and 9 learners included:

- mathematics tutorials to provide additional support in problematic areas in mathematics for selected learners
- an exciting science show at each school aimed at stimulating an interest in science and potentially increasing the uptake of physical sciences amongst learners in Grade 10
- reading support in the classroom to instill a love for reading and reading for understanding.

In addition, one hundred and ten Grade 11 learners attended two 3-day residential camps, the first at UCT and the second at Cape Academy in Tokai. The programme included tuition in English, Mathematics and Science, with additional interactive presentations by members of the UCT Chemistry, Physics and Marine Biology Departments. UCT's School of IT also offered a programme at these camps.



**More than 5000  
learners benefitted  
from this programme.**



## Schools Improvement Initiative | SII



The SII is one SDU's key strategic initiatives, which 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, teacher professional development and learner wellbeing.

Through its partnership with schools and community, the SII strives to strengthen capacity at the level of both the schools and the university. In 2019, the SII, in collaboration with the Centre of the Community Schools at Nelson Mandela University (NMU), co-hosted a national imbizo at NMU. With over 100 participants attending and nine HCIs represented, the two and a half-day imbizo focused on processes to deepen and strengthen school-university-community partnerships for the purpose of whole-school development.

During 2019, fully functioning libraries with full-time library assistants continued to flourish in all five SII partner schools in Khayelitsha. Teacher professional development continued with the SII Mathematics and Science support programmes operating in the partner primary schools. A new intervention for Grade R teachers was introduced in the three primary partner schools. In the two secondary schools, a new project, Siyafunda, was implemented, marking the beginning of a new collaboration with UCT medical students in support of Grade 10 Life Sciences and Physical Sciences. School leadership support continued through individual mentoring and through the principals' Community of Practice, meeting regularly throughout the year to provide a forum for sharing and embedding best practice.

The Schools Wellness Centre was extended to a fourth partner school, with 14 social work students from UCT's Department of Social Development undertaking their professional practice in 2019.

Collaboration with UCT Faculty of Health Sciences saw 46 students being placed in two of the primary schools: 24 Occupational Therapy students; 17 Speech & Language Pathology students; and five Audiology students undertook their professional practice in 2019. Fifteen Social Work students were also placed in the partner schools. Service-learning modules included 22 students from the School of Architecture and four from Information Science. Three student volunteerism programmes were offered in 2019. All told, there were over 150 UCT students placed in the partner schools.

## 100-UP

**In 2019, the project worked in all 20 high schools in Khayelitsha, as well as in 15 high schools in Mitchell's Plain. Altogether, 417 learners benefitted from 100-UP and Gill Net.**

2019 signifies another successful year for the 100-UP/Gill Net project. The project, which aims to expand access to tertiary studies for learners from disadvantaged communities, continues to complement UCT's transformation plan in higher education. 82% of the matriculants, who were on the programme in 2019 from Khayelitsha and Mitchell's Plain, are successfully registered at tertiary institutions in 2020. Some of the students, however, have opted for a gap year whilst a few are redoing matric to attain the admission points for UCT.



### **Programme activities focussed on:**

- Improving academic results for Grades 11 & 12 students through its Saturday schools at UCT
- Acquiring skills and building confidence via enrichment workshops for Grades 10, 11 and 12
- Gaining an understanding of life and study at a tertiary institution through on-campus residential camps - for Grade 11 and 12 students.
- Assisting matriculants with online applications, writing NBTs, and sourcing funding for their studies by applying to NSFAS, and completing applications for various other bursaries

The programme endeavours to always include university staff and student organizations when implementing motivational and experiential activities. More importantly though, the 100UP “Plus” students who are currently studying at UCT, are our most valuable resources as they are the best motivators to the upcoming groups in the project. These students, who have been through the programme and hail from similar schools and backgrounds, easily motivate why “education is the most powerful tool to change the world,” when they serve as mentors at our residential camps and workshops.

**We are immensely grateful to the funding fraternity that has made this rewarding project possible.**



## Systemic Testing

For the past 17 years, the SDU has been the lead service provider for the Western Cape Education Department's (WCED) annual language and mathematics systemic testing.

Over the years, the SDU's involvement in testing has afforded it an opportunity to build-up an impressive amount of experience in operationalizing large-scale assessment projects. Testing requires the project stages of conceptualization, planning, implementation, monitoring and evaluation and involves the management and deployment across the province of over 1,200 people to supervise, administer or mark the tests.

In October, testing teams administered tests in 5 563 classrooms in 1 165 public ordinary schools over a three-week period from the start of the fourth school term. In total, 95 482 Grade 3 and 89 853 Grade 6 learners wrote the language and mathematics tests. In addition to this, 5 221 learners in 110 subsidized and non-subsidized independent schools wrote the tests.

The SDU, together with its consortium partner, Darkdata, go to great lengths to ensure the integrity of the tests. Perhaps the most impressive feature of the testing process is the exceptionally tight security arrangements which are put in place. Unlike any other assessment (including Matric) undertaken in the South African schooling system, tests remain confidential even after they have been written. From the time test booklets are printed through to the final activity of pulping in the following year, the SDU takes responsibility for their safety and security. Once again in 2019, we are proud to report that every test booklet was accounted for.

The marking of the test booklets was undertaken utilizing facilities at the WCED's Cape Teaching and Leadership Institute (CTLI) over a seven-week period in October and November. Over 380 000 Grade 3 and Grade 6 tests were scored by teams of experienced markers. The results were then captured electronically, and the data sets analysed using sophisticated statistical software. Following a standardization process, the final deliverable of a set of comprehensive provincial reports was delivered to the WCED.

Through its ongoing involvement in the Systemic Tests, the SDU can rightly claim to be the leading assessment service provider in the country.

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## UCT-in-Eden

During 2019, we honed our focus on six schools in Thembalethu, George. This decision afforded the a more intensive engagement with three primary schools and three high schools that are in the vicinity of the Inkubeko Youth & Science Centre (IYSC).

The project incorporates a two-pronged approach to education development, focusing on teacher development, as well as on learner support.

The teacher professional development took the form of workshops for Grade 7 – 9 teachers while our learner programme supported Grade 11 and 12 students in Mathematics, Science and languages.

While the teacher professional development aspect ensures sustainable professional development, the aim of the learner programme was to maximise learner potential to qualify for acceptance into tertiary institutions.

Nine Grade 12 learners from the area accepted offers from HEIs for tertiary studies.

## Sophakama School Development

The first short course was delivered at Sophakama Primary School during October 2019. A total of 30 educators were registered and attended the course. Of those in attendance, four educators were from a neighbouring school in Dunoon Township.

This project is run in close collaboration with Rogz Academy Books & Beyond, which secured funding for SDU's curriculum development role at the school.



# 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). The ACT is a two-year, part-time, NQF Level 6 qualification which is structured to improve in-service teachers' content knowledge and pedagogy, with a specific focus on classroom teaching.

During 2019, a total of 113 Foundation Phase and Intermediate Phase teachers were registered on this programme. While 73 Foundation Phase students received full bursaries from the ETDP SETA, 40 Intermediate Phase students were funded by WCED.

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)

CPTD qualifications remain one of the most effective means of developing in-service educators.

This year students completed the two-year part-time qualification. The ACT is at the heart of teacher development and enlists the key issues related to teaching and learning to support educational transformation. The successful implementation and management of the curriculum depends and relies on what teachers do at school and in their classrooms. This ACT is relevant, practical and effective focuses on teaching and learning across the curriculum and teachers' knowledge is broadened by new and exciting ideas for the classroom.

Courses challenged teachers' own reading and writing habits. It enabled teachers to become reading and writing mentors and to purposively select texts to use with their learners. Through this course teachers were encouraged to notice and analyse techniques of good writers to be able to discuss and model them with their learners. They learnt to reflect on their teaching practices while at the same time role modelling good practice to learners.

Another new course focused on the Life Skills learning area Beginning Knowledge and through this course, teachers were exposed to different types of knowledge (everyday, empirical and scientific) and were able to extend Beginning Knowledge into simple scientific concepts.

## 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.

While most of our short courses are based on modules from our formal qualifications, some have been tailored to service appeals made by educators to help them address more challenging aspects of teaching.

Our short courses cater for educators working in contexts from ECD to Grade 12. The courses focus in largely on mathematics, sciences, and languages, and include topics in teaching methodology and assessment strategies, as well as education management and leadership.

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

**In 2019, a total of 566 teachers registered for UCT short courses which were delivered by the SDU. The short courses offered in 2019 included:**

### Facilitation Skills for ECD and Foundation Phase Teachers

What an amazing experience! The 6-hour course was offered to Grade R teachers in all Education Districts. Teachers' interaction, co-operation, commitment and positive attitudes were so inspiring, and they embraced the change that this course envisages. Their affirmative and encouraging feedback is an indication that the teachers were willing to champion the positive change we want to see in our schools.

“

#### What teachers had to say:

*I came to this training not really knowing what to expect, and I am very happy because this was a Saturday well spent at UCT.*

*I am still thinking about the facilitation course on Saturday. I would like to thank you for an amazing workshop! I left the workshop feeling more energised, inspired, excited, enthusiastic, more prepared, more passionate and happier.*

”



## Short Courses

## Home School Partnership

This course is offered with Wordworks and is designed to facilitate a learning space for parents in which they can share knowledge and ideas about children's language and early literacy development. The programme builds co-operation between families and schools and encourages parents in their role as their children's first teachers. Each year a number of teachers who complete the Wordworks programme register with UCT and complete a portfolio as part of their assessment.

## Foundation Phase Department Head

The course was offered to over 200 Foundation Phase DHs from four districts in the Western Cape. It concentrated in capacitating DHs to be able to support Grade R teachers. Through R-Maths cluster trainings, it was clear that FP DHs were not clearly understanding how Grade R is functioning and had expectations way above the Grade R level.

## CAPS Training

With Metropole East, SDU trained Grade R teachers in Language, Life Skills and Mathematics CAPS content. This dynamic, hands-on training helped teachers to understand the curriculum and what is expected for them for effective classroom planning, curriculum implementation and assessment.

## Story Play

SDU with the Project for the Study of Alternative Education in South Africa (PRAESA) offered this course. Storyplay is an approach to early literacy teaching that focuses on enabling meaningful and imaginative literacy learning in young children. Storyplay was developed by PRAESA to help transform the literacy learning opportunities of young children. This approach is informed by the understanding that all young children have the right to an education deeply rooted in storytelling and quality experiences with print in contexts of use.



## Short Courses

## Supporting early language and literacy teaching in Grade R (STELLAR)

Wordworks trained SDU staff as trainers of the STELLAR programme. The programme is designed to strengthen Grade R language and emergent literacy. STELLAR deepens teachers' knowledge and understanding of the role they play in building in children's language and literacy development. In 2019 SDU had the opportunity to model for Grade R teachers in Metropole South emergent reading and emergent writing strategies and practical ideas to build their language-rich classroom to early language development.

## Life and Living for Sustainability in the Intermediate Phase

Attended by 24 participants, this 12-hour course, run during September 2019 provided teachers with the tools required for education in sustainable development (including e-learning strategies) to enhance their teaching. This hands-on, activity-led course exposed teachers to thinking about their surroundings in terms of living and non-living materials within the context of sustainability.

## Teaching Biodiversity for FET Life Sciences Teachers

This course was delivered in March 2019, and was attended by 30 participants. This course seeks to expand Life Sciences teachers' understanding of, and capacity for teaching biodiversity and environmental knowledge in ways that also support CAPS. It engages with social-ecological concepts, issues and solutions and wider sustainability practices.

## Energy and Change for Sustainability in the Intermediate Phase

This course addresses much needed awareness among teachers, for transmission into their classrooms. It aligns with the curriculum as it introduces key physics principles and provided opportunities to explore and update strategies for teaching concepts. This session was attended by 19 enthusiastic teachers during May 2019.

## Teaching Climate Change in the Senior Phase

Attended by 15 senior phase teachers during March 2019, this course supported the participants in the understanding of environmental knowledge and raised concerns as found within the curriculum, and evident in daily life.

## Earth and Beyond for Sustainability in the Intermediate Phase

Run during July 2019, this short courses satisfied 24 primary school teachers in terms of their curiosity to understand and teach Planet Earth and Beyond with a focus on sustainability.

## Introduction to Strategies for Teaching Reading in the Primary School

This course was run expressly for Sophakama Primary School in Dunoon during October 2019 as part of their staff development programme. It was extremely well received, with 30 teachers in attendance. This course provided the school's teachers with the necessary knowledge and skills to teach reading at primary school level.



# 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 mathematics staff continues to play an active role on this professional association as council members at both provincial and national levels.

## Inquiry-Based Science/Mathematics Education | IBSME

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. The partnership to promote IBSME as a teaching and learning strategy in schools has grown stronger during 2019.

Along with SDU, this partnership includes:

- Western Cape Education Department (WCED)
- African Institute for Mathematical Sciences Schools Enrichment Centre (AIMSSEC),
- Primary Science Programme (PSP),
- Individuals from the University of Western Cape (UWC) and Stellenbosch University (SU)

## Primary Teacher Education Project | PrimTEd

The PrimTEd Project intends to develop a common guideline for preparing mathematics pre-service teachers at higher education institutions in South Africa.

The scope of the PrimTEd work in 2019 included the development and finalisation of content standards with accompanying support materials for B.Ed. programmes as delivered by higher education institutions across South Africa.

The development of these content standards required much collaboration between the three mathematics working groups (Number and Algebra, Geometry and Measurement, and Mathematical Thinking) constituting the project.

Making these content standards explicit also necessitated that the PrimTEd team present at various conferences, including AMESA and SAARMSTE, in an attempt to garner feedback from as wide as possible a range of role-players and potential beneficiaries. After these engagements, the work that was generated remains uncontested and is perceived favourably by the various audiences.

This project is funded by the EU through DHET. The Geometry and Measurement Working Group is based at the University of the Western Cape, and consists of academics and teacher-trainers from 15 universities across South Africa.

## Literacy Association of South Africa |LITASA

The conference theme was “Masifunde ditale”. Two SDU staff presented a workshop on learning literacy and language through play, music and games. The purpose of this workshop was to focus on using play-based methodologies to enhance effective teaching and learning.

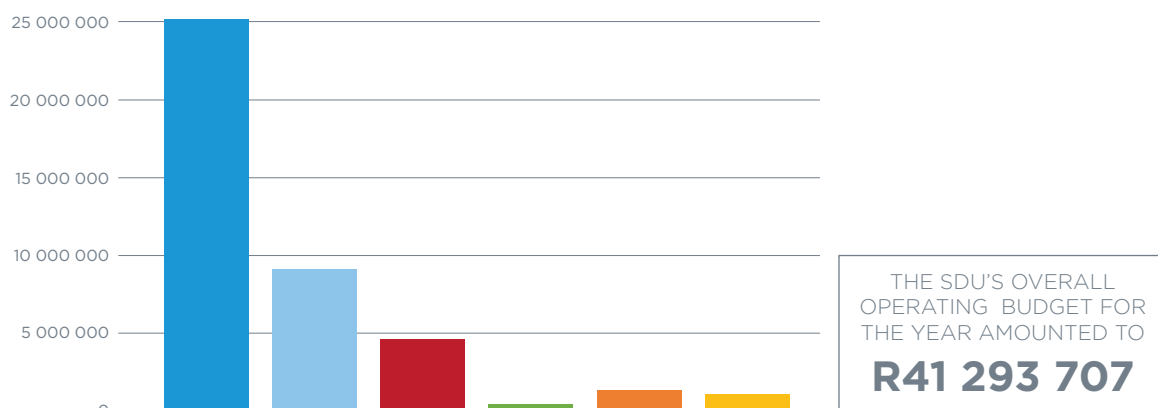
# FINANCES

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 R11 million (R11.1m) during 2019. 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 2019, 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.

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



## Income for 2019 can be broken down as follows:

Systemic Testing	R 25 039 762
School-based projects; Teacher professional and school organisational development	R 9 141 828
Schools Improvement Initiative (SII)	R 4 473 214
PGCE Teaching (UCT)	R 292 016
Materials Development (including royalties)	R 1 237 239
Investment income	R 1 109 648



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 (WCED)
Grade R Early Maths Project	The Maitri Trust; The Zenex Foundation
Siyazakha	The Zenex Foundation
Advanced Certificates in Teaching	ETDP SETA; WCED
Schools Improvement Initiative	Aurum Trust (UK); UCT alumni (Australia, UK, SA, USA and Canada); The Frank Robb Charitable Trust; HCI Foundation
100-UP	AECI; Afrisam; Capitec; Nedbank; Primedia; UCT alumni (Australia; UK; SA; USA and Canada); PWC; Melbro Wholesale
Short Courses	Albert Wessels Trust; Department of Environmental Affairs and Development Planning; Fundisa for Change
UCT in Eden	UCT Health Sciences
Capitec Mathematics	Capitec
Sophokama	Rogz Academy Books & Beyond
TSEEP/ESD	Department of Environmental Affairs & Development Planning
Siemens Stiftung	Siemens Design-Based Education Project
PrimTed	University of the Western Cape

## Consultant Partners



# OUR TEAM

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Ayesha Fakie

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Janine de Villiers  
Ilhaam Dreyden  
Pam Ngcolo  
Wadeeah Fisher  
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## Early Childhood Development

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Schools  
Development  
Unit