



SDU Annual Report 2015



Schools Development Unit
School of Education

Changing schools **for good**

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DIRECTOR'S OVERVIEW

In what can only be described as a tumultuous year, March 2015 saw the Rhodes Must Fall movement at the University of Cape Town gather momentum culminating in the widespread Fees Must Fall protests that brought higher education to a standstill in October.

Located as we are within the UCT community, these events also had an impact on the Schools Development Unit (SDU).

Not only were we confronted with the operational challenges that arose out of the campus shutdown in October, but we were also part of the campus debate that raged around transformation and decolonisation.

The events of 2015 forced UCT and universities around the country to reconsider the relevance of their developmental agendas in the context of the broader South African society.

We believe that due to the nature of our work, the SDU is well-positioned to make a meaningful contribution. We have confidence that what happens inside schools can - and does - make a difference, while being cognisant of the negative impact of poverty on educational outcomes. Teacher advancement and school organisational development are the key to school improvement.

One of the SDU's strengths is its considerable experience of supporting teachers at the chalk face. We have always held the view that 'change is a process, not an event'. In our experience, the longer and more extensive the engagement, the better. Our work in this regard is built around a range of university-approved courses of varying lengths backed up by school-based support.

Over the years, an impressive number of teachers and school managers (principals, deputies and heads of department) have participated in one of our Advanced Certificates in Education (or ACEs), with some 1 300 certificates awarded between 2007 and 2015. In 2015 we commenced with two new Advanced Certificates in Teaching (ACTs). The first cohort of Senior Phase (Grade 7-9) mathematics and natural sciences teachers will graduate from these programmes in 2016.

Our suite of short courses also continues to grow. By December 2015, the South African Council of Educators (SACE) had accredited 44 of these courses. These are offered across a number of subject areas and address the content and pedagogic needs of teachers in all phases of schooling from Grades R to 12.



Dr Jonathan Clark

Another cornerstone of our work is a belief that our endeavors should at all times complement and add value to the efforts of the provincial department as it seeks to improve the quality of education in the public schools under its control.

Such an approach is exemplified by the Ikwezi Lead Teacher project, which is a close collaboration with District East Education Department officials. Outside of the Cape Town Metropole, our work in the Eden and Central Karoo district has proceeded with a similar commitment.

The extent to which UCT recognises and values the broader role of the SDU is demonstrated by the fact that the Schools Improvement Initiative (SII), one of the Vice-Chancellor's four strategic initiatives, is run through the unit.

The SII's university-school partnership model continues to deepen and grow, providing tangible evidence of the extent to which a tertiary institution can engage practically and developmentally with the problems of schooling in this country.

Finally, as in previous years, the SDU is proud to once again be associated with the provincial Grades 3, 6 and 9 systemic testing. To administer, mark and analyse the results of 320 000-odd mathematics and language tests is no mean feat (not least in the midst of a campus shutdown) and one we believe that attests to the SDU's organisational expertise.

While many of the debates raised in 2015 continue to rage, it is my view that the Schools Development Unit at UCT can be rightly proud of the work that it has done and will continue to do.

Our objective remains unequivocal – to work towards the national imperative to improve the quality of public schooling in South Africa. Quite simply, that is our sole purpose.

Jonathan Clark
SDU Director



SDU IN OVERVIEW

TEACHER PROFESSIONAL AND SCHOOL ORGANISATIONAL DEVELOPMENT

Professional qualifications: Advanced Certificates in Teaching (ACTs) and SACE-endorsed Short Courses

We provide opportunities for teachers to upgrade their qualifications and specialise through Advanced Certificates in Teaching (ACTs) and a growing range of university-approved and SACE-endorsed short courses.

ASSESSMENT FOR LEARNING

Provincial Grade 3 & 6 language and mathematics systemic testing

Since their inception the SDU has been the service provider responsible for the administering, marking and analysis of the annual Grade 3 and 6 mathematics and language systemic tests. In 2015 more than 160 000 learners were tested in over 1000 primary schools throughout the Western Cape.

SCHOOL-BASED PROJECTS

The SDU is engaged extensively in a range of school-based projects, both at the primary and secondary level. Our interventions are underpinned by the theory that building teacher efficacy lies at the heart of professional engagement. This needs to be undertaken alongside broader curriculum and organisational support to schools.

MATERIALS DEVELOPMENT

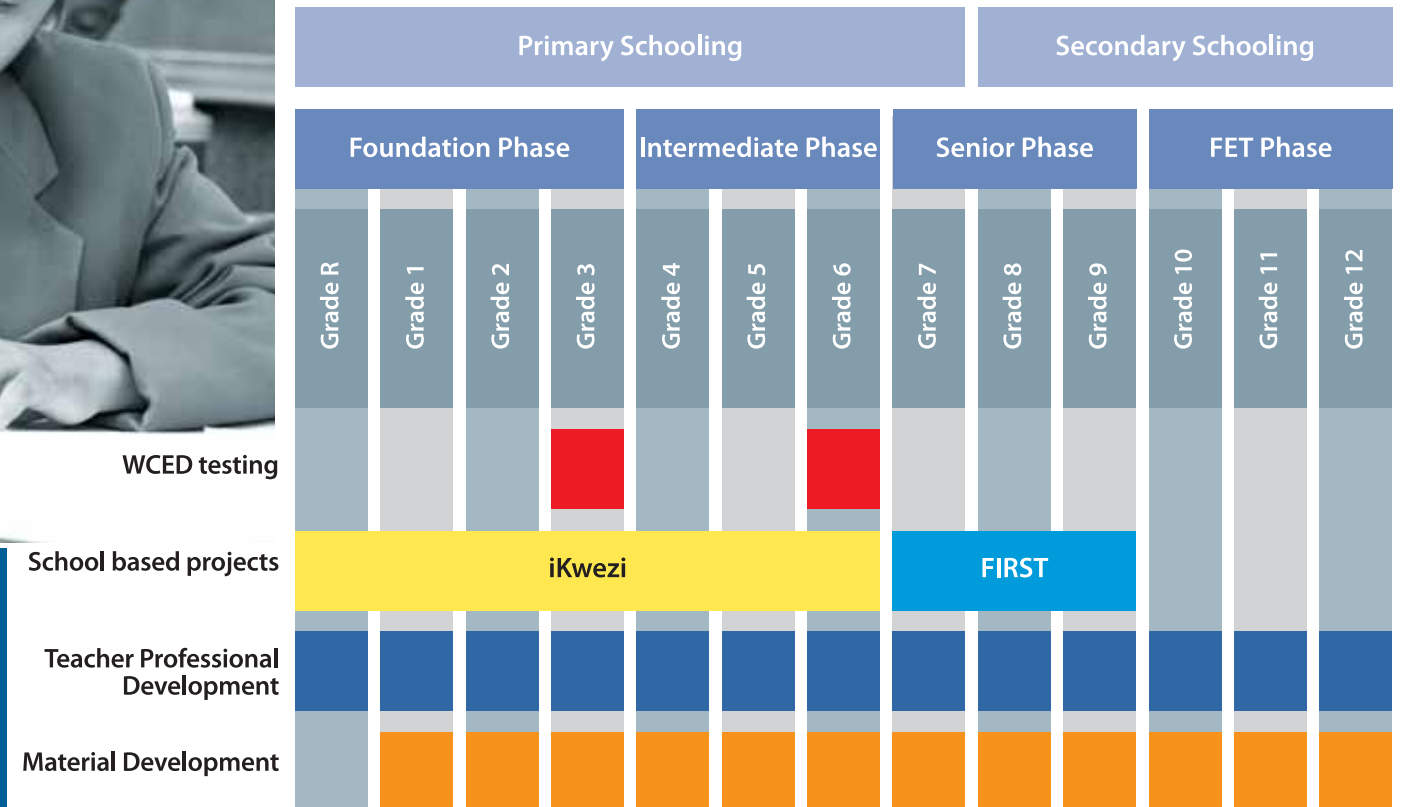
Mathematics and mathematical literacy textbook series

Producing quality teaching and learning materials is a key component of the SDU's work. The best-selling school textbook series: *'Solutions for All Maths'* (Grades 1-9) and *'Solutions for All Maths Literacy'* (Grades 10-12) are published by Macmillan South Africa. These books are on the prescribed national textbook lists.



WCED testing

THE SCHOOL DEVELOPMENT UNIT'S WORK SPANS ACROSS ALL FOUR PHASES OF SCHOOLING.



School based projects

Teacher Professional Development

Material Development



STAFF AT THE SDU

2015



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officer



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Cally Kuhne
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Diane Hendricks
Primary
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Yusuf Johnson
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Anthea Roberts
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Ferial Parker
Life skills
education specialist



Nalini Parsotam
Language
education specialist



Nomvuyo Mgoqi
Science
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Tami Mhlati
Primary
education specialist



Janis Wylie
Management
education specialist



Patti Silbert
Project Manager
Schools Improvement
Initiative



Dumisani Sotshantsha
Senior secretary



Andrew Petersen
Science
education specialist



Gary Powell
Mathematics
education specialist



Jonathan Clark
SDU director



Kaashief Hassan
Mathematics
education specialist

THE SDU'S THEORY OF CHANGE



Sadly, educational inequality is deeply entrenched in our schooling system. This is, to some extent, a legacy of apartheid. As a consequence, public schooling faces the same developmental challenges as many other state structures in this country. While the SDU is opposed to a deficit-model approach, we acknowledge that teachers and schools serving poor communities are beset by many constraining factors. The negative impact poverty has on educational outcomes shouldn't be underestimated.

It is against this backdrop that we engage in teacher and school organisational development with the primary objective of enhancing the quality of teaching and learning in the classroom. The SDU's approach to teacher development is to focus on teachers as a collective rather than the individual. We believe that it is the performance of the teaching staff as a whole within the school that requires attention, with the overarching goal of increasing quality across the whole profession. The SDU thus supports the drive to professionalise teaching, particularly in the face of increasing accountability pressures.

The SDU views the school as a unit of improvement. This implies that within the school individual teachers have to work across classrooms to generate improvement. This in turn implies developing more collective practices.

In all this, we operate in a complex operational space which, in order to be effective, demands from our own staff a high-level of agentic action. It is just such action that we seek to foster and develop within the teachers with whom we engage.

Our professional development modus operandi constitutes a combination of university-certified courses of varying lengths, in tandem with school-based support. In addition to meeting subject-specific content needs, our courses have a strong emphasis on developing content pedagogic knowledge. These courses encourage sustained learning, are context-specific and (through the school-based component) offer support to teachers as they seek to apply what they are learning to their own classrooms. Our experience suggests that this is most effective when groups of teachers from the same school participate collectively in professional development.

The SDU's organisational development work follows a similar model, with a focus on mentoring and coaching individuals as they seek to function optimally as school leaders and managers. Establishing inter-school communities of senior managers such as principals is particularly valuable in contexts in which these professionals have to operate in relative isolation from their peers.

Finally, the SDU is mindful that the responsibility for schooling is vested with the State and its Provincial and District structures. A key element of the Unit's engagement is to strengthen the position of education department officials and to work in close collaboration with them. The SDU also always welcomes the opportunity to work with organisations within the non-government sector active in the field of education.

Jonathan Clark
SDU Director



IKWEZI MEED LEAD TEACHER PROJECT

This primary school project has been running for three years and represents the culmination of nearly a decade's work in schools refining a 'bottom up' approach to improving the quality of teaching and learning at selected schools in the Western Cape.

iKwezi aims to stimulate teacher engagement with mathematics and languages through a partnership with the Metropole East Education District (MEED).

Having teacher professional development as the point of departure, iKwezi attempts to lever positive changes in learner performance. iKwezi relies heavily on the partnership established with MEED and the project objectives have been entrenched with Subject Advisors and integrated into District planning.

iKwezi strives to:

- Strengthen collaboration with MEED at the level of Curriculum Management in support of the implementation of the District Improvement Plan (DIP)
- Increase the capacity of Foundation and Intermediate Phase language and mathematics Lead Teachers and Subject Advisors
- Improve curriculum delivery in a selected number of schools by focusing on Foundation and Intermediate Phase languages and mathematics Lead Teachers.



IKWEZI MEED LEAD TEACHER PROJECT

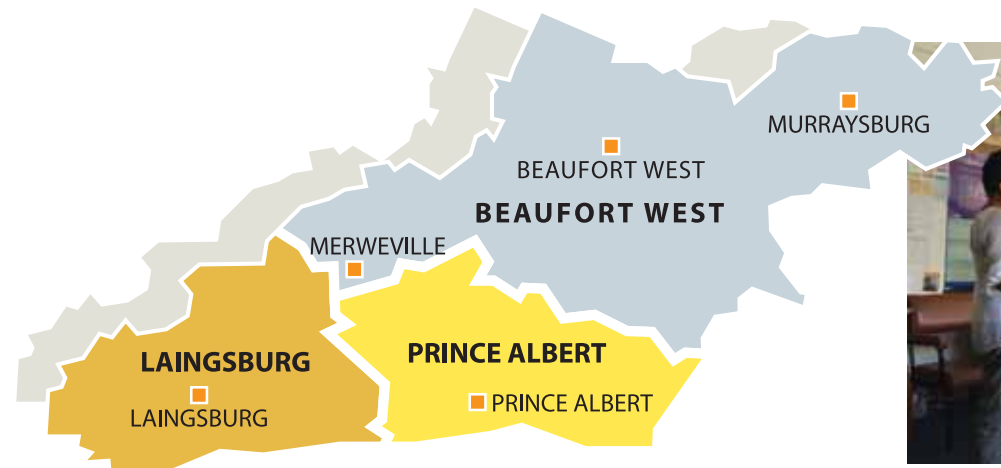
To date, iKwezi has delivered 12 accredited short courses for which 226 certificates were awarded in 2015. These short courses include subject specific content as well as more generic courses around mediation and facilitation. We also offer a two-year ACE qualification to 25 teachers drawn from schools across the District. This combination of a qualification and short courses enable participating teachers to deliver workshops at their respective schools to share the knowledge they have acquired. These Professional Learning Communities (PLC) are facilitated through our quarterly Subject Forums which engaged 218 teachers in 2015.

iKwezi also has a school-based component in which seven schools (three situated in Khayelitsha and four in the Blue Downs area) have been identified and receive regular visits by the project team. These visits aim to demonstrate how the intentions of iKwezi can be filtered through to the teacher and learner in the classroom.



FIRST PROJECT

2015 saw the launch of the FIRST project - our first project where the focus was on guiding teachers to use technology in the classroom. The idea of the *Facilitating Innovation in Rural Schools through Technology* (FIRST) project was conceptualised towards the end of 2014. From January to November 2015 the pilot ran in six primary and six high schools in Circuit 7 of the Eden and Central Karoo Education District, and encompassed schools from Laingsburg to Murraysburg, with the epicentre in Beaufort West.



The selected 12 schools accommodated 2 600 learners and 58 teachers that benefited from the project. In 2015 the SDU ran nine university-approved short courses, and provided classroom support to these teachers.

Going forward the intention is to shift focus to the Southern Cape region of the District. To this end, in late 2015, a start was made in building relationships with schools in the area encompassed by Mossel Bay, Knysna and Oudtshoorn, with the epicentre in George. This signals the SDU's alignment with UCT's strategy to establish a stronger presence in the area.

BONDS BEE MATHS COMPETITION

The Bonds Bee is a mental mathematics competition that aims to sharpen learners' acumen with basic arithmetical computations. The competition, which was born out of the Grasslow-Park Breaking Down the Fences project, consists of parallel competitions for Grades 7, 8 and 9.

Based on its success with the 15 project Grasslow-Park schools, the Metropole South Education District (MSED) requested that SDU run a pilot in 37 schools in 2015. The competition was conducted across 26 primary schools (Grade 7) and 11 high schools (Grades 8 and 9), in the 7 MSED Circuits. After an inter-class competition, each school selected their learners for the inter-school competition. The 240 learners participated in a knock-out competition that culminated in a Competition Day where parents, teachers and District officials could witness the talent of these children.

The pilot was very successful and proved attractive on many levels. The competitive element of the Bonds Bee has touched a nerve in MSED schools and the hype around not accepting mediocrity and celebrating excellence has been infectious. The competition is being expanded in 2016.



ADVANCED CERTIFICATE IN TEACHING (ACT)

In response to the new policy on Minimum Requirements for Teacher Education Qualifications, the SDU - together with the School of Education at UCT - developed the Advanced Certificate in Teaching.

This exciting new two-year, part time, in-service teacher qualification replaces the Advanced Certificate in Education. It offers a keener focus on content knowledge and related pedagogies, with greater attention on effective teaching.

2015 saw 30 teachers registering for the Advanced Certificate in Senior Phase Mathematics Teaching and 17 teachers for the Advanced Certificate in Senior Phase Natural Sciences Teaching.



ADVANCED CERTIFICATE IN EDUCATION (ACE)

The ACE is a two-year part time formal qualification, intended for teachers with at least three of more years of experience. There are two basic streams:

- Curriculum ACE with specialisation in curriculum subjects, and
- Educational Management and Leadership Development (EMLD) ACE. This qualification will no longer be offered, and is in the process of being replaced by the Advanced Certificate in Teaching (ACT).

While the curriculum ACE focuses on improving teachers' pedagogical content knowledge with the purpose of developing better teaching practice, the EMLD ACE focuses on school-based change so as to effect sustainable development through leadership and management.

Our ACE students benefit from a school support programme that allows them to engage in objective reflection with an education specialist from the Unit.

As noted earlier, this qualification is in the process of being replaced, the last intake of ACE students enrolled at the start of the 2015 academic year. This group was made up of a combined class of 22 Foundation, and 16 Intermediate Phase teachers who form part of the iKwezi Lead Teacher Project.

A final cohort of 51 Education Management and Leadership Development students returned to complete their ACE qualification in 2015, while 18 GET Natural Sciences students returned for their second and final year of study.



UNIVERSITY-CERTIFIED QUALIFICATIONS ACE Enrolments

2014-2015 Programmes	
Education Management and Leadership Development	51
Science	18
2015 ACE Graduates	
Education Management and Leadership Development	40
Science	17
2015-2016 Programmes	
Language, Mathematics and Curriculum Leadership - Intermediate Phase	16
Literacy, Numeracy and Curriculum Leadership - Foundation Phase	22

1 168 teachers and school managers have graduated from one of our ACE programmes since 2007

2015 UNIVERSITY-APPROVED SHORT COURSES

Assessment

Assessment principles and strategies for SP Maths and Science teachers

Early Childhood Development

- Persona Doll Training
- Home School Partnerships-Supporting Early Years Learning at Home
- Strengthening Language and Literacy Teaching in Grade R (STELLAR)
- Basic Concepts Mediated Learning Programme for Foundation Phase

Earth Sciences

- Earth Sciences for the Senior Phase
- Teaching Climate Change in the FET

General

- Classroom mediation for Primary school teachers

Languages

- How to teach writing: Argument
- How to teach writing: Fiction
- English First Additional Language in the Primary school

Mathematics

- Teaching strategies for Numbers, Operations and Relationships
- From Arithmetic to Algebra for Primary school teachers
- Data Handling for Primary school teachers
- Developing Measurement in 1, 2 & 3-dimensions for Grades 1-7
- Designing Geometry classroom activities for Senior Phase

Sciences

- Measurement and Practical work for Natural Sciences
- Electricity for Natural Sciences teachers
- Acids and Bases
- Forces and Light
- Teaching Water Intermediate Phase Grades 4-6
- Experimento: Science practical work for High schools

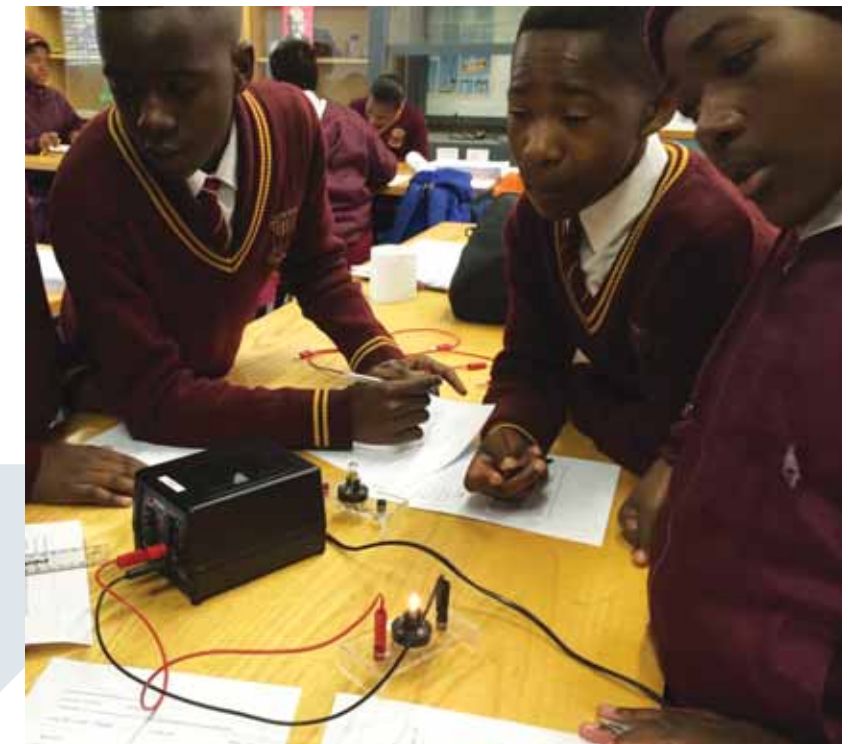
SHORT COURSES

All our Continued Professional Teacher Development (CPTD) short courses are UCT-approved. 2015 saw the development of 15 new short courses for teachers, bringing the total number of short courses to 52.

The South African Council for Educators (SACE) endorsed 44 of UCT's short courses for teachers during 2015.

The duration of our courses ranges from six to 36 hours. While many of our courses are taught at the University of Cape Town, a growing number are delivered at other venues across South Africa.

A total of 354 teachers were awarded certificates for passing one or more of the 22 courses run during the course of 2015.



SCHOOLS IMPROVEMENT INITIATIVE (SII)

The SII continued to consolidate its work during 2015. In addition to an intensification of school-based engagements inter-faculty collaboration between the Faculty of Health Sciences and the School of Education was extended. Relationships with partners outside of the university were strengthened and consolidated, particularly with the Metropole East Education District (MEED) in whose schools the SII operates.

The SII continued to offer broad-based teacher professional and whole-school organisational development support at designated partner schools. The three primary schools are Intshayelelo; Ummangaliso and Sivuyiseni; the three secondary schools are COSAT, Usasazo and Matthew Goniwe in Khayelitsha.

A particular highlight in 2015 was the extension of the Professional Practice Schools model in which students engage in practice learning at a number of the partner schools. The student placements at Intshayelelo illustrate the deepening collaboration between Health Sciences and Education. In addition to PGCE student teachers, three groups of Occupational Therapy (OT) students; four groups of Speech Therapy and one group of Audiology students completed their Practice Learning at the school during the course of the year.

A number of organisations were also active in the SII. These include: Ubunye's Teach Out programme at Matthew Goniwe; Ubunye's Inkanyezi programme at Usasazo and the Information Systems (IS) Honours Outreach and Community Involvement Programme (HOCIP) who undertook their community service and professional learning at Matthew Goniwe. A two-day screening of Grade R learners at Intshayelelo was conducted by fourth-year OT students as part of a SHAWCO Health and Rehabilitation intervention.

The establishment of the COSAT Wellness Centre during 2015 is an exciting development. The work of the Centre will be overseen by a steering committee with representatives from MEED, the Provincial Department of Health, UCT and COSAT.



The development of the library project is an important component of the SII's Library and Language Partnership, which is dedicated to the promotion of literacy at the partner schools - with the Rotary and Nal'ibali Early Act Reading Clubs being run by the SII-funded library assistants. In collaboration with The Bookery and UCT's Library and Information Studies Centre (LISC), monthly support meetings were held with all six SII library assistants, the purpose of which has been to create fully functional libraries.

2015 saw the start of a three-year NRF Community Engagement Research Grant. Three papers were published and a fourth paper (in the process of publication) was presented in October at the South African Education Research Association (SAERA) Conference in Bloemfontein. In August, a symposium was held at COSAT in collaboration with UCT's Poverty and Inequality Initiative. This event showcased the various aspects of the SII's work in the partner schools.

SCHOOLS IMPROVEMENT INITIATIVE (SII)



100-UP - University recruitment

The 100-UP project is a three-year enrichment programme which strives to better prepare academically-gifted Khayelitsha learners to compete for places at UCT and other tertiary institutions once they have completed Matric.

Programme activities include support in core academic subjects such as Mathematics, Sciences, Accounting and English First Additional Language and opportunities to acquire skills and experiences in preparation for tertiary studies, while developing a sense of confidence and belief in their ability.

In 2015 the project ran at capacity with 300 learners - five learners per Grades 10 - 12 in each of the 20 secondary schools in the township.

Grades 11 and 12 groups attended a campus-based Saturday school programme run by SHAWCO. Both groups also enjoyed two residential camps, the first of which was held at UCT. The second camp was held in Tokai at the Cape Academy of Mathematics, Science and Technology and focused entirely on revision in preparation for final examinations.

The Grade 10 learners attended a winter holiday school programme and received academic support in the form of Saturday tutorials held at one of the Khayelitsha secondary schools.

During the course of the year, a range of workshops were delivered by UCT staff and student organizations.

Grade 12 learners were helped with university applications and in sourcing and completing financial aid forms to pay for their studies. They also received support in writing the National Benchmark Tests (NBTs).



Gill Net

Towards the middle of the year, an additional 59 Grade 12s from Khayelitsha, and 56 from fifteen Mitchells Plain high schools were identified as learners with tertiary potential. They were invited to join the project's Gill Net component, which focused on an intensive third term revision programme, as well as support with the tertiary application process. In all the project touched the lives of 215 Grade 12s in 2015.



YEAR	GRADE 12 100-UP & GILL NET	B-DEGREE PASSES	UCT ENROLLMENT	OTHER UNIVERSITIES ENROLLMENT	% UNIVERSITY ENROLLMENT
2014	171	143	80	46	78,7%
2015	210	188	100	82	86,7%

Project success

Particularly encouraging is the high number of Grade 12s that obtained university-level passes (or B-Degrees) in the National Senior Certificate examinations. These excellent results bear testimony to the success of the programme. Of direct significance to UCT is the fact that enrollments from Khayelitsha schools have almost tripled since the first group of matriculants graduated from the programme in 2013.

With the addition of the Mitchells Plain Gill Net in 2015, the number of Grade 12s passing with B-degrees continues to rise and the 2016 UCT intake from Khayelitsha and Mitchells Plain schools has reached three figures. Including those who chose to go to neighbouring universities, an impressive 182 out of 210 participants of the 100-UP and Gill Net programmes are studying at a tertiary institution in 2016!

The 100-UP project continues to play an invaluable role in building institutional knowledge and experience in how best to help support students drawn from communities similar to those served by the project.

100-UP+

UCT's Career Services, which is based in the Centre for Higher Education (CHED), works with successful UCT applicants to ensure their success as they negotiate the transition from school to university. Academic support and further enrichment opportunities that are aimed at developing skills to manage their studies are provided through the 100-UP+ programme during the students' first year.

The success of the project is reflected in student retention. In 2015, 80,5% of the first cohort studying at UCT are currently in their third year; while 79,7% of cohort two are registered as second years.



ASSESSMENT AND TESTING

The SDU has been involved in systemic testing in the Western Cape since its inception in 2002. The Unit is currently the service provider responsible for implementing the Grades 3 and 6 tests, while its consortium partner, Pearson South Africa, is responsible for Grade 9.

Language and mathematics tests are administered in all three grades in both public ordinary schools as well as independent schools throughout the province. In 2015 the SDU successfully administered these tests to more than 91 000 Grade 3 learners and 73 500 Grade 6 learners in 1 102 schools.

Actual testing took place over a ten-day period from 14 to 27 October. Depending on the Language of Learning and Teaching (LOLT), these tests were administered in either English, Afrikaans or isiXhosa in Grade 3 and in either English or Afrikaans in Grade 6. Marking of the over 329 000 mathematics and language scripts followed.

The project of this magnitude requires meticulous planning and monitoring at every stage of the process. The scale is such that over 1 200 people are employed by the SDU during the different phases of the project – from the test administrators and their supervisors in the field, to those involved in marking the thousands of scripts.

Testimony to the Unit's expertise in this area, is the fact that the Western Cape Education Department renews its contract with SDU every year.



MATHEMATICS STREAM

Materials development

In 2015 the updating and revision of our Grades 1 - 12 CAPS-aligned mathematics learner books and teacher guides, *Solutions for All - Mathematics and Mathematical Literacy*, (published by Macmillan) commenced.

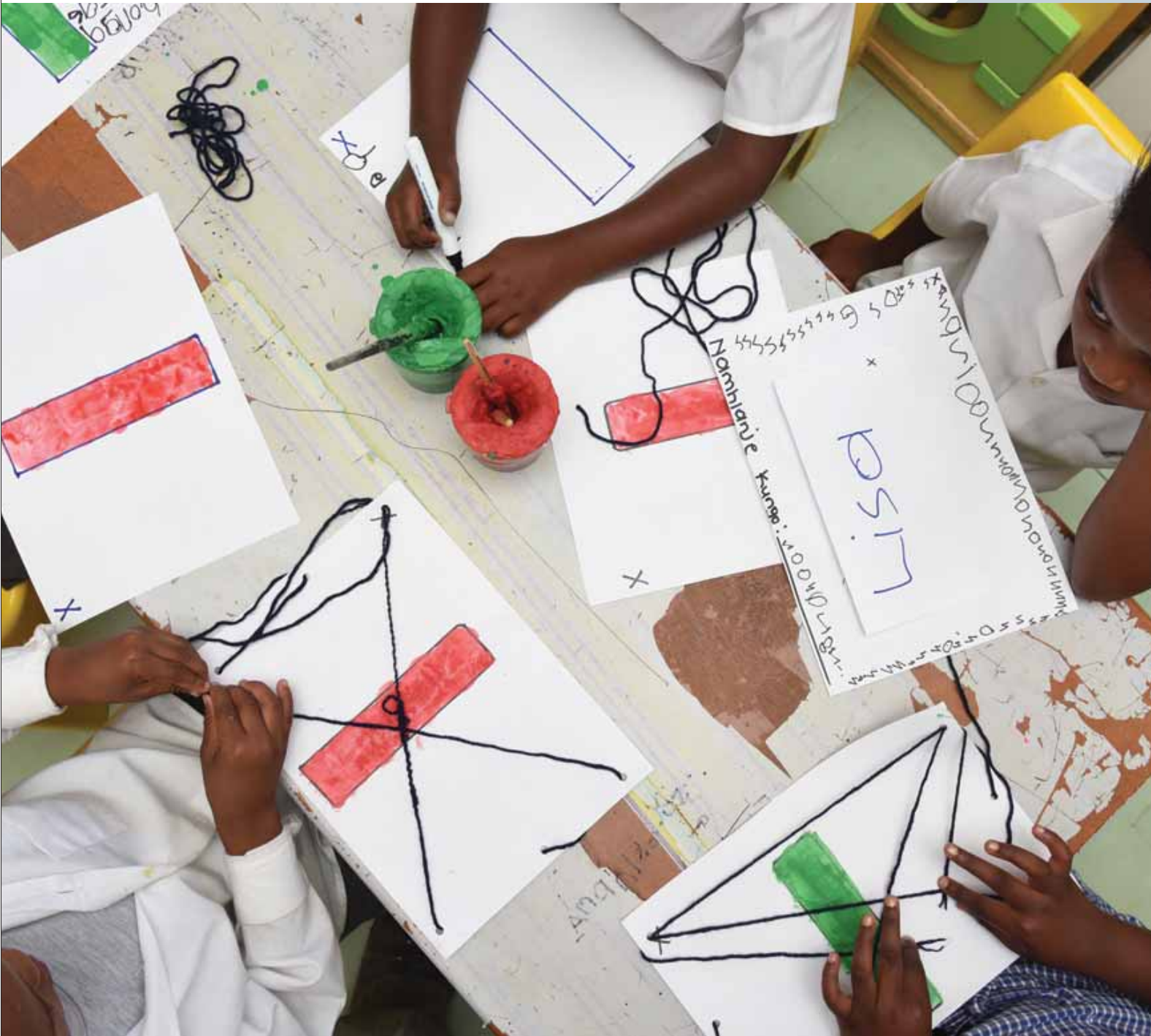
Teacher development

Our school-based and course-based teacher development activities broadened teacher participation in workshops, courses and conferences. Another benefit of such support has been the mentorship role that project teachers have begun to adopt at their schools. Classroom support in 2015 focused on course content. Both the Advanced Certificate in Teaching (ACT) and ASSET courses have teacher- and classroom-based support components, facilitating integration of course content and its implementation.

Post Graduate Certificate in Education (PGCE)

Most of the SDU mathematics stream members lecture on the Foundation Phase, Intermediate Phase and Senior-FET Mathematics (content and method) PGCE courses. The approach adopted focused on the fundamentals of mathematics, giving students insights into introductory set theory and algebra and its relevance to school mathematics.





EARLY CHILDHOOD DEVELOPMENT (ECD) STREAM

ECD AT SDU

At SDU we focus on Early Childhood Education (ECE) and continuing teacher professional development (CTPD) in the Foundation Phase (FP) Grades R to 3.

This has been a year of partnerships. SDU offers a range a curriculum expertise at this phase, and collaborates with several specialist NGOs and consultants in the development and delivery of our projects and programmes in the areas of:

- Literacy and Language
- Mathematics
- Home and school programmes
- Diversity and inclusion

SDU's CTPD courses, school-based work and materials development focus on these core subjects and developmental areas.

UCT approved short courses

SDU offered several ECD/FP UCT approved short courses in 2015. We are proud of the number of students who received UCT certificates for the following:

- 26 Teaching English First Additional Language in the Primary School.
- 46 Diversity and Inclusion in Foundation Phase: Persona Doll approach in anti-bias education. Offered in partnership with Persona Doll Training (PDT).
- 32 Home School Partnerships - Supporting Early Years Learning at Home. Offered in partnership with Wordworks.
- 45 registered Strengthening Language and Literacy Teaching in Grade R (STELLAR): A Balanced Language Approach, teaching Reading and Writing in the Foundation and Intermediate Phase. Offered in partnership with Wordworks as part of their WCED Emergent Literacy training of Grade R teachers.

Teachers who attend the Basic Concepts Mediated Learning Programme for FP received support in the form of cluster meetings in 2015. This course is offered in partnership with The Basic Concepts Programme.



SCIENCE STREAM



EXPERIMENTO

Experimento is an international concept developed by the Siemens Foundation which puts the principle of discovery-based science learning into practice. It provides teachers with the instructions, materials, web-based resources and pedagogic strategies to encourage independent, creative thinking in young learners.

The first UCT-approved and SACE (South African Council for Educators) accredited Experimento short course for High School teachers was run at The German International School in Cape Town between February and July.

The course was co-presented by the Siemens facilitators and SDU staff. During each session a number of pedagogic strategies were modeled as teachers engaged with the resources and materials through hands-on experiments. Some of the favourite activities involved lemon batteries and testing the pH of common beverages.

ASSET

ASSET (The Association for Educational Transformation) is an NGO whose main aim is to contribute towards educational transformation by providing learners from disadvantaged communities with the opportunities to realise their full educational potential. In 2015 we continued to run the teacher professional development programme aimed at Grades 8 and 9 Mathematics and Natural Sciences teachers at six schools in the Kraaifontein, Durbanville and Milnerton areas in the Western Cape.

The 2015 programme included six UCT-approved and SACE-accredited short courses in which 33 teachers participated. The courses were supplemented by school-based support which included collaborative planning, sharing of resources, co-facilitation of lessons. More than 60 classes were visited.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Short courses

The SDU ran a number of ESD short courses for curriculum advisors and teachers from across the country. Funded by Fundisa and the Centre for Renewable and Sustainable Energy Studies (CRSES) at Stellenbosch University, these courses were run in Polokwane, Kimberley, Kathu and the Overberg in the Western Cape.



BUDGET MATTERS

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

INCOME

The SDU's overall operating budget for the year amounted to just over R35 million.

The direct operating costs of the Unit - staff salaries, office overheads and so forth, totalled just over R9 million. By far the biggest operating costs were incurred by the large-scale Grades 3 and 6 systemic testing exercise.

In 2015, once again a significant amount of money was received from royalties accrued from the sale of the Macmillan published textbook series written by the SDU. As in 2014, over 150 000 copies of books from across the two series were sold during the course of the year.

The SDU is essentially self-funding, therefore it is most grateful for the following funders/clients who have supported us financially over the past year:

TESTING work Western Cape Education Department (WCED)

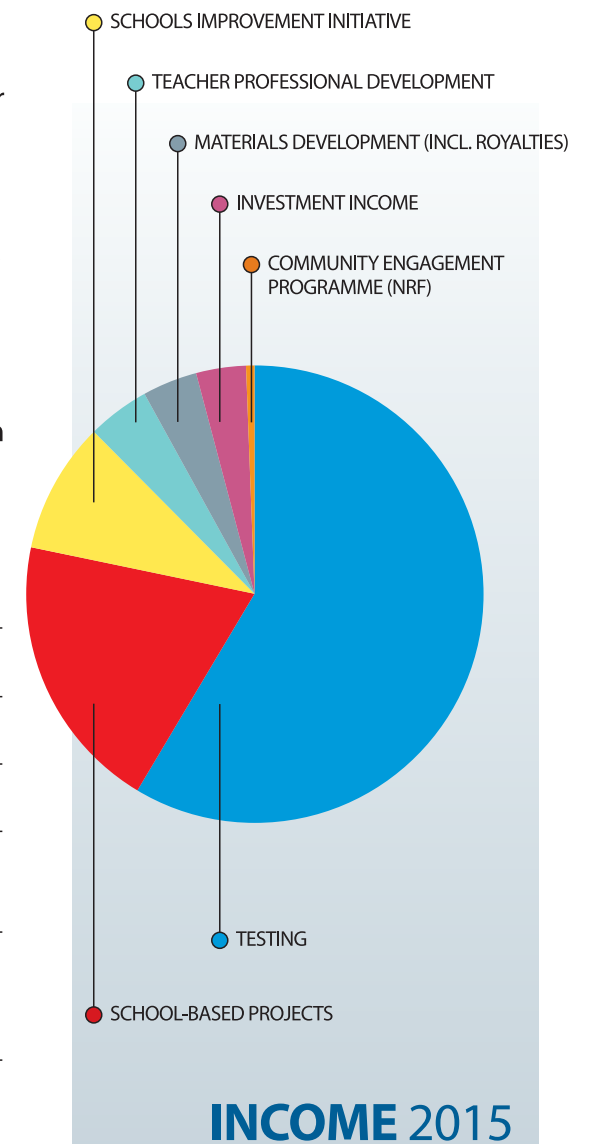
ACE/ACT courses WCED; Abe Bailey Trust; MEED; HCI Foundation

Short Courses Albert Wessels Trust; ASSET; Siemens Stiftung

Ikwezi project DG Murray Trust; Medicor; HCI Foundation; Corrilee Foundation; UCT Alumni

100-UP UCT Vice Chancellor's Strategic Fund; Afrisam; Aurecon; Eyethu Community Trust (Nedbank); UCT Alumni

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



PUBLICATIONS AND CONFERENCE PRESENTATIONS

Publications

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