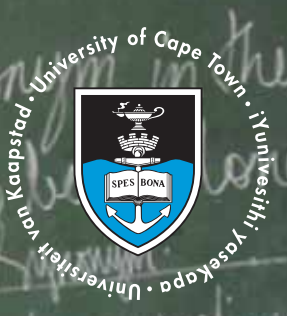


Annual Report

2010

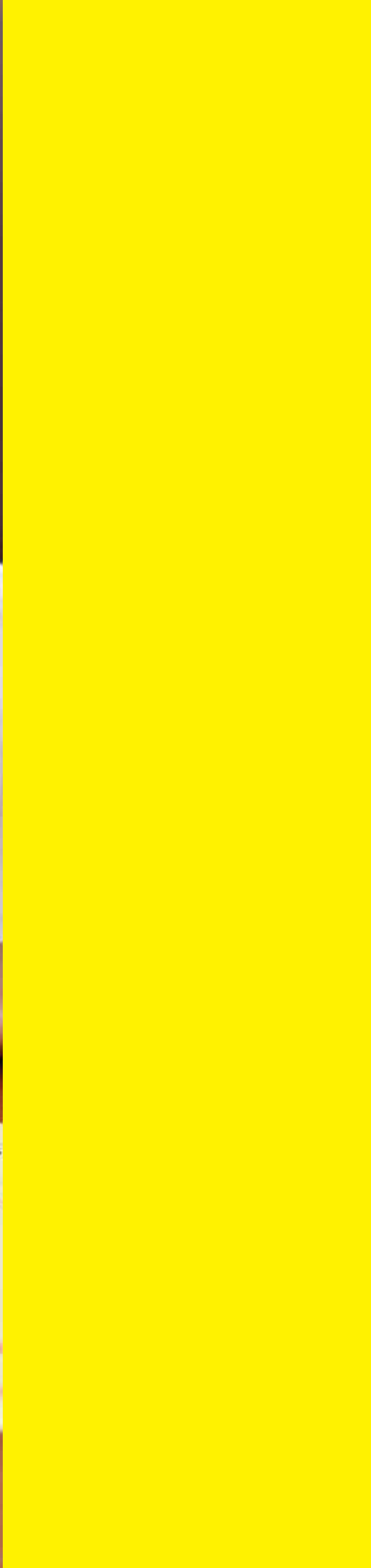


Changing schools **for good**



Schools Development Unit
School of Education

10th Anniversary **2000 - 2010**



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Schools Development Unit
School of Education

10th Anniversary 2000 - 2010

CHAIRPERSON'S FOREWORD

We have been producing annual reports in the Schools Development Unit (SDU) for the last seven years to explain what we do. As this report shows, the SDU-as one of the largest school improvement agencies in the country-is involved in a range of fascinating activities that grapple with the challenges facing education in South Africa today. Understanding the issues and finding sustainable solutions to a complex set of contributing factors and contexts keeps us busy. The comprehensive set of activities the SDU has been engaged in during 2010 includes continuous professional development (CPD), school-based work and systemic testing.

In our CPD work, almost 700 teachers participated in seven offerings of the Advanced Certificate in Education (ACE) in collaboration with colleagues from the School of Education. The scale and importance of the task-and great responsibility that accompanies it-is apparent when one realises that the ACE programme is probably the face of UCT and the School of Education in our schools! Furthermore, it is most gratifying to see how much potential our short course programme has shown, despite the funding challenges facing it.

Our school-based work has also shown much promise. The iKwezi project, with funding from the DG Murray Trust, is in its second year and focuses on isiXhosa mother-tongue instruction. The project supports Grades R and 1 teachers in their efforts to raise the standards of literacy and numeracy in the primary grades. Our work in high schools with the Mathematics and Science Education Project (MSEP) continues alongside colleagues from the School of Education, and is starting to highlight the many contextual challenges that shape teachers' work and functioning in the classroom. The significant number of classroom observations carried out in 2010 attest to the growing trust between MSEP staff and teachers at the participating schools.

Our continued work in the systemic testing of Grades 3 and 6 learners in numeracy and literacy in the Western Cape again highlights the extent of the logistical and analytic capacity of the SDU. In this regard it is an important resource in the Western Cape and the country. The SDU won the three-

year Grade 6 tender until 2012 and the Grade 3 tender for 2010. Given the need for evidence-based accountability measures and problem diagnosis, the work of the SDU here provides many important insights and possible intervention strategies.

Lastly, our thanks go to all who have contributed to our successes and helped us in 2010: the Director, Dr Jonathan Clark, our staff, colleagues in the School of Education and wider university community, our partners in the Western Cape Education Department, and-most importantly-our funders.

Associate Professor Rudi Laugksch
Chair of SDU Board



Rudi Laugksch

DIRECTOR'S OVERVIEW

2010 has been another busy year for the SDU. As reflected in the pages of this report, the Unit continues to engage in a range of projects and programmes that span all grades and phases of formal schooling. From iKwezi, our primary school support and development project with its spotlight on the foundation phase (in particular, the all-important Grades R - 1), to the Maths and Science Education Project (MSEP), where the focus is firmly on the years leading up to Grade 12 and the final senior certificate examination.

Our work continues to bring us into contact and collaboration with a wide range of people involved in schooling in the Western Cape. These include the many hundreds of teachers and their learners in the classroom, the departmental curriculum and management support personnel, our colleagues in neighbouring higher education institutions, as well as those working in non-government organisations and developmental agencies.

In our engagements with others we are proud of our approach, which sees us ever willing to forge partnerships and to create opportunities to share the learnings of our work. At all times we remain mindful of our location. We are a unit within a School of Education at one of the top universities in Africa; and part of a School that has a proud history - not only of scholarship and teaching - but also of meaningful and constructive professional engagement in the field.

Our focus - whether it is in the classroom or the university lecture hall - lies with the professional development needs of teachers. We recognise that teachers are the single biggest resource in this country as we seek to overturn the legacy of apartheid education, which sees so many schools still tragically locked into a cycle of under-achievement and failure.

We firmly believe that teacher efficacy is the key and we need to build teachers' capacity to teach better. We have to address shortfalls in their subject content knowledge, and to assist them to extend their repertoires of appropriate pedagogies and methodologies of teaching.

This is no easy task. The problems are extensive and we have to acknowledge the negative impact of ongoing infrastructural shortages as reflected in the unacceptable state of many of our schools. We have to accept a continued litany of the broader system's failures, which include shortfalls in pedagogic and organisational support. It is also impossible to ignore the terrible burden of living in poor communities, which places enormous constraints on schools.

The SDU was again fortunate to be chosen by the Western Cape Education Department (WCED) - this time in collaboration with Pearson - to administer, mark, analyse and report on the provincial systemic Literacy and Numeracy testing. In 2010 this was undertaken simultaneously in Grades 3, 6 and 9 for the first time. The SDU was responsible for the Grade 3 and 6 exercises, which saw us test over 151 000 learners in 6 000 classrooms in more than 1 100 schools throughout the province.

Through its broad reach, as well as our programme of staff development, the SDU continues to make a meaningful mark on education in this country.

We would like to thank all our partners and our funders for their confidence in our work. We trust that this strong relationship will continue to yield positive results.

Dr Jonathan Clark
SDU Director



Dr Jonathan Clark

REFLECTING ON THE BEGINNINGS OF THE SDU

Jane Coombe Ex-Director 2000 - 2001

A decade ago, as academics debated the university's contribution to schooling, conversations began between those involved in the Maths Education Project, the Lifeskills Project and the Teaching and Learning Resources Centre.

Together, we built a vision for UCT of a consolidated institutional response to the crisis in schools. I was privileged to work closely with outstanding colleagues, within the projects, management, Board - and across the university. Many remain vital contributors to the Unit; and subsequently others have joined them in the task of building the SDU. I wish I could name and honour each of you here.

The best reward for all our efforts is, ten years later, to see the Unit strong and still relevant. None of us forget the challenge that schooling presented to our new democracy years ago, nor the achievements of the past seventeen years. Let us also not underestimate how hard it has proved to truly open the doors of learning. The unacceptable inequality and poverty in our country is mirrored by the growing gap that has opened between children whose parents pay for world class schooling, and the majority who are still actively disadvantaged and subject to complex layers of exclusion.

We founded the SDU on our belief that all children have a fundamental right to good quality schooling - dedicated and well prepared teachers, appropriate support, resources and premises, conducive class sizes and effective managers. There is so much work to do. May the SDU continue to grow in strength, may it harness the extraordinary talent of this university 'to change schools for good', and may our shared dream for our children come true.

Lydia Abel Ex-Director 2002 - 2007

SDU, its people and its mission, will always be close to my heart - it was a real challenge working there and at the same time it was inspiring and uplifting. Being in a position to make a difference to society at the most fundamental level, with teachers and their learners, was something that everyone at SDU constantly had at the forefront of their minds.

Some of the pivotal experiences included:

The Mbekweni Project, where teachers were marginalised because of their language and which resulted in finally having those same teachers taking the lead in transforming the way they interacted with the Education Department and other schools in the area.

The Rural Education Project which identified underlying problems, like Proceduralised Processes, and addressed the needs in some of the most deprived rural schools. My only regret for this highly innovative project is that the learnings were not taken to a wider audience.

In the current educational dispensation, I worry that we are going backwards - there is so much déjà vu - the myth that there is one educational solution for all. South Africa's struggle for freedom was also a struggle for equality, for building a society where every child has equal opportunity to learn, develop and grow. And now as we face an increasingly unequal and violent world, we need to be reminded to ask if our actions will benefit the poorest, will educate their children and will bring them freedom from poverty and inequality. I hope my concerns are misplaced and that SDU continues to be an organisation that never forgets that its mission is to make a difference!

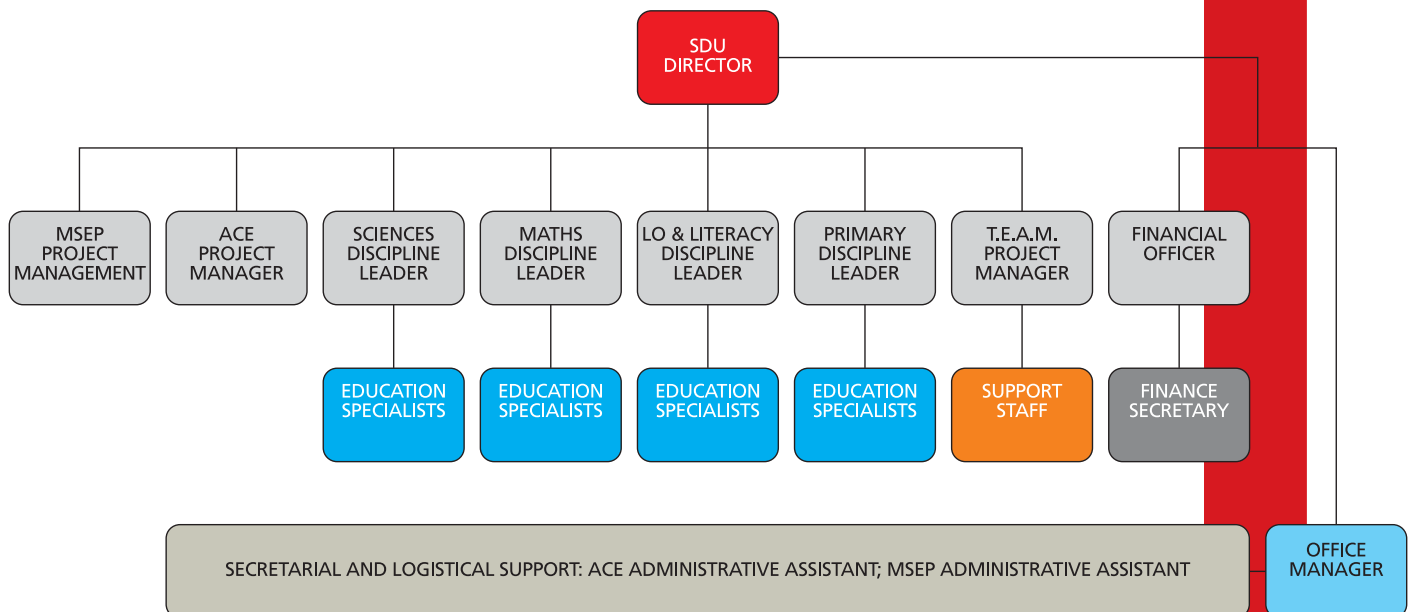
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SDU OPERATIONAL STRUCTURE

One of the strengths of the SDU is its capacity to work across all phases of schooling - from the Reception year to Grade 12.

To maximise on the considerable experience and expertise available, professional staff at the Unit are organised into a number of disciplines.

There is a high level of co-operation and co-ordination of staff within flexible and adaptive project teams. They are ably supported in their work by an efficient administrative team which is integrated into the University's broader financial and Human Resources (HR) systems.



STAFF AT THE SDU



01



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07



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02



05



08



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03



06



09



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01
Sandra Adams
Finance officer

02
Riana Albertyn
Administrative
assistant

03
Jonathan Clark
SDU director

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Science discipline leader

05
Gilbert Dolo
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06
Jacqui Dornbrack
Language discipline
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07
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08
Hayley Eyssen
Administrative research
assistant

09
Cynthia Fakudze
Testing project manager



13

10
Wadeeah Fisher
Courses administrator

11
Kaashief Hassan
Mathematics education
specialist

12
Diane Hendricks
Primary education
specialist

13
Yusuf Johnson
Mathematics education
specialist



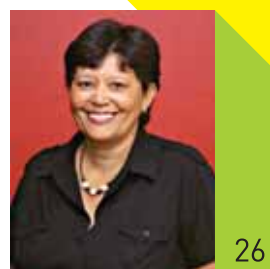
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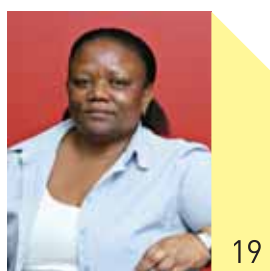
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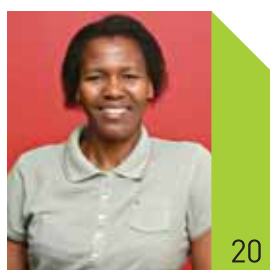
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14
Gillian Kay
Science education specialist

15
Owen Kiewietz
Administrative research assistant

16
Cally Kuhne
Primary discipline leader

17
Roger Mac Kay
Mathematics education specialist

18
Nomvuyo Mgoqi
Science education specialist

19
Tami Mhlati
Primary education specialist

20
Thembeqa Mqambeli
Language education specialist

21
Ferial Parker
Life skills education specialist

22
Nalini Parsotam
Language education specialist

23
Andrew Petersen
Science education specialist

24
Gary Powell
ACE project manager

25
Janine de Villiers
Finance secretary

26
Anthea Roberts
Mathematics discipline leader

27
Edna Rooth
Life skills education specialist

28
Gail September
Office manager

29
Kevin Sherman
ICT specialist

SDU 10 YEAR ANNIVERSARY

Over the last ten years the Schools Development Unit contributed to the improvement of schools through their projects, learning materials, research and courses.

Pre -2000

- Getinset 1997-2001
- Maths for All 1997-
- Senior Secondary Schools project 1998-2001
- Violence Prevention Project 1999-2001

2000

- Teacher Enrichment Project 2000-2003
- Management for Learning project 2000-2004
- Tracer Project 2000-2004
- Shoma Multichoice Africa multi media materials Project 2000-2003
- Advanced Certificates in Education 2000-
- Short Courses 2000-

2001

- Dinaledi Maths and Science 2001-2004
- Equip 2001-2003

2002

- Reading and writing across the curriculum 2002
- Lifeskills and health promotion 2002
- Bloekombos-Thuba Makote project 2002-2003
- Tegnologie, Wetenskap en Wiskunde Short Courses 2002-2005
- Foundation phase Maths for educators 2002
- WCED language audit in schools 2002
- Contribution to curriculum development -policies and implementation 2002
- Grade 3 test design, development, implementation, assessment in collaboration with WCED, ERA & JET 2002
- Cape Teaching and Learning Institute courses 2002-2009

2003

- Mbekweni 2003-2005
- Grade 6 Testing 2003
- The Pulse 2003-2006
- Leaps and Bounds: Integrating Numeracy and Literacy 2003

2004

- Enlighten Schools Project 2004-2005
- Atlantis Girls in Science 2004-2005
- Count One Count All 2004-2007
- Grade 3 testing 2004
- E-curriculum materials 2004
- Education for children affected by HIV/AIDS 2004



2005

- Out of the Box 2005-2008
- Rural Education Project 2005-2008
- Editing of Maths and Science Learning Programmes 2005
- HIV / AIDS in the workplace - short course for WCED Life Orientation teachers 2005
- Feroza's Story - HIV AIDS resources package 2005-2006
- HIV and AIDS Training manual 2005

2006

- Chris Hani Primary School Assessment of the learning environment 2006
- Grade 6 Testing 2006
- Maths Literacy for All 2006-
- Physical Science Explained: Grade 12 2006

2007

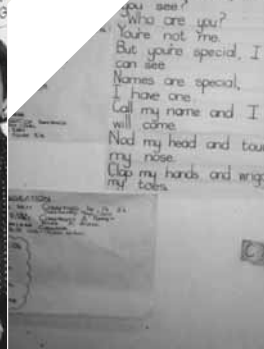
- Grade 6 Testing 2007
- Multigrade testing 2007
- Overage learners assessment 2007
- MSEP baseline assessment 2007
- Grade 6 Item bank 2007
- Plettenberg Bay Grade 2&6 tests 2007
- Christel House Testing 2007 Learning Channel 2007-2008

2008

- Maths Science Education Project 2008-
- Climate Change Education and Awareness Programme 2008-2009
- Grade 6 Testing 2008
- Christel House Testing 2008
- Grade 3 item bank 2008
- Grade 4 testing 2008
- Grade 9 testing 2008
- CHEC/WCED project 2008
- Grade 3 testing 2008
- FET Life Sciences assessment exemplars 2008
- FET Physical Sciences Grade 12 new topics 2008

2009

- Zenex Dinaledi English Language Teaching Programme 2009-2010
- iKwezi 2009-
- Education for Sustainable development 2009-
- Revised short courses 2009-
- Teacher Enrichment Initiative 2009-
- PGCE Physical Sciences Method Course 2009-
- PGCE Mathematics Method 2009-
- PGCE Primary English Method 2009-
- PGCE Life Skills Method 2009-



SCHOOL-BASED WORK

The Mathematics and Science Education Project (MSEP)

Introduction

The Mathematics and Science Education Project (MSEP) is a collaboration between the University of Cape Town and the Western Cape Education Department. Over the past two years the project has been working hard to improve the quality of teaching and learning in five secondary schools in the Cape Town metropole.

Although the main focus of the project is classroom-based support, MSEP is also busy with educational research into various aspects of teaching. In 2010 the expanded project team was able to undertake a more extensive range of school-based activities. The significant number of classroom observations (143 across all schools) attests to the growing trust between MSEP staff and teachers at the participating schools.

In addition to its work with teachers, one of the project's objectives is to provide support for learners from schools in working-class communities who have not traditionally gained access to the university. This is in line with a key transformation strategy for UCT - namely to broaden and extend undergraduate admissions into science, engineering, commerce and health sciences.

Mathematics

In 2010 the teacher intervention strategy focused on Grade 10 teachers and nine seminars were held throughout the year. These were supported by follow-up school visits where teachers were helped with lesson planning and delivery. Research focused on the responses of the top-performing Grade 10 mathematics students to questions in school examinations.

Science

Research was focused on the nature of science teaching and learning to better inform interventions planned for 2011. In all five schools curriculum support was provided as and when requested. Ten teachers from the MSEP schools attended a short course on assessment run by the SDU in September.

Life Skills

The MSEP continued to develop 21st century workplace skills of teachers and learners. Life Orientation teachers received training at an educational weekend and at afternoon workshops to improve their understanding and implementation of the Life Orientation curriculum.

Learner programme

Learners were exposed to a variety of exciting activities that not only improved their interpersonal and leadership skills, but also encouraged them to think further about their careers and the world of work.

Over eighty Grade 11 learners attended the "Building Competencies" camps, while 151 Grade 12 learners attended the UCT residential holiday school to live life as students for one week.

Information and communications technology services

In 2009 a needs analysis of the barriers and enablers for technology use at the schools was conducted. Results showed that schools need a lot of technology support and, as a result, technology integration was added to the project.

To ensure integrated and comprehensive information and communication technology (ICT) at schools, technology committees were set up at each school. They developed a vision for technology use at the school and then created a five-year School Technology Plan.

ICT integration also included staff development. This incorporated training on the use of interactive whiteboards, and a week-long Microsoft Student Help Desk training session for five learners and a teacher from each school. Other interventions were piloted at individual schools. These included an Internet Safety course for Grade 8 learners at Spine Road Secondary, while short afternoon technology workshops for teachers were held at Sophumelela Secondary.



Languages

The primary aim of the language intervention was to improve the English literacy levels of Grade 8 English First Additional Language (FAL) learners in three high schools.

The programme was designed to enhance reading and writing, as well as the effectiveness of its teaching in schools. Classroom support in the form of team teaching, classroom observations and discussion, and teacher workshops were provided. Learners were involved in extra mural book clubs, reading festivals and learner journals. Many of the books and prizes for the book clubs and the festival were generously funded by monies from the Zenex Foundation.

Pre and post-literacy tests conducted at the three schools at the end of 2010 showed an improvement of between 10-13 percent in literacy levels. Qualitative research showed that the writing ability of the regular book club attendees improved significantly through the year. This supports research, which shows that regular, intensive reading improves both reading comprehension and writing skills.



"The MSEP gave me tips on how to become a better student. Now I am recognised as one of the top students at my school"

BSc Speech Pathology student

"The teachers have taken what we have been doing with them and are trying out the materials and ideas in their classrooms"

Project team member



iKwezi (Star) Project

This Early Childhood Development (ECD) and primary school development project is located in the Metropole North and East Education Districts of Cape Town, and is funded by The DG Murray Trust. The project is in its second year and is implemented in nine primary schools and six Grade R ECD community sites in the Mfuleni and Strand areas.

The project focuses on isiXhosa mother-tongue instruction, and supports Grade R and Grade 1 teachers in their efforts to raise the standards of literacy and numeracy in the primary grades.

The Basic Concepts Programme (BCP) offers training and mentoring to Grade R and Grade 1 teachers, while the Early Learning Resources Unit (ELRU) provides training to Grade R ECD teachers. The Project for The Study of Alternative Education in South Africa (PRAESA) offers literacy workshops to Foundation and Intermediate Phase teachers and classroom support to assist with curriculum planning and implementation of new teaching methods.

There is enormous commitment to the project. In 2010, 64 teachers attended workshops after school and during the holidays, and 32 teachers attended on Saturdays and during the holidays. Twenty-eight of these teachers will register in 2011 for the Advanced Certificate in Education in Foundation and Intermediate Phase.

Education for Sustainable Development (ESD)

In 2010 the Schools Development Unit (SDU) and the International Christian University in Tokyo continued its collaboration of the experimental project to develop a learning module for implementing Education for Sustainable Development (ESD) in Japanese and South African schools.

Based on the very positive results of the project in primary schools, the two universities decided to extend the collaboration for another two years to work with lower secondary level learners. As a result, Grade 8 classes from the Nana-chu School in Mitaka City and Thandokhulu Secondary in Mowbray, Cape Town studied the weather and climate over one week. Learners then shared their data and discussed their findings during collaborative on-line lessons using Skype.

At the end of 2010 a delegation of SDU staff and teachers visited the International Christian University and the project schools. During this visit, the teacher from Thandokhulu co-taught a lesson with the Grade 8 teacher in Japan. During this lesson Professor Yamagata from the University of Tokyo, who is researching the climate in Japan and South Africa, made a video presentation. The delegation also attended workshops, shadowed teachers and lectured to undergraduates and graduates about the South African school context.



COURSES

The Advanced Certificate in Education (ACE)

The Advanced Certificate in Education, which has been running successfully since 2001, is a two-year part-time teaching qualification. This programme forms an integral part of Continued Professional Teacher Development (CPTD), and while it aims to re-skill teachers in subject specialisations, it also helps improve teacher qualifications from REQV 13 to REQV 14.

The ACE empowers teachers with subject content knowledge and effective teaching strategies. It provides meaningful, prolonged and frequent contact with teachers over two years. This iterative process allows opportunities for improving practice within the classroom.

Our ACE students also benefit from a school support programme, with each student receiving four classroom visits over the two years. These visits include observation and critique, as well as co-teaching. This aspect of lecturer support is invaluable to the teachers.

Although most students possess the requisite three-year teaching diploma, and wish to improve their professional qualifications, many are more qualified. The Western Cape Education Department (WCED), the Department of Basic Education (DBE), and ESKOM provide bursaries for these studies.

Of the 683 first and second year ACE students registered at the University of Cape Town, 526 were registered for courses run by the Schools Development Unit for UCT's School of Education.

The following ACE programmes were offered during 2010:

- GET Mathematics (94 students)
- FET Mathematics (32 students)
- GET Natural Sciences (61 students)
- FET Mathematical Literacy (20 students)
- FET Life Orientation (104 students)
- Literacy, Numeracy and Curriculum Leadership in the Foundation Phase (144 students)
- Language, Mathematics and Curriculum Leadership in the Intermediate Phase (71 students)

A total of 188 students graduated at the end of 2010 and the remainder will register for their second year in 2011.

Apart from the FET Mathematics and FET Mathematical Literacy, there was an equal spread of students from Western Cape rural and urban education districts.

Of particular interest were two exclusively rural cohorts of students from the Overberg Region, and from the Eden/Central Karoo education district. Rural students are generally limited to pursuing their studies via correspondence, but the SDU's school vacation/Saturday lecture schedule enables students to attend lectures at UCT, and to access all the facilities and resources available to full-time students. As a result, adult students from rural areas are able to study at a university that is rated among the top in the world. This dream, as expressed by one ACE student, is echoed by many others who travel from as far as Beaufort West and Plettenberg Bay to study at the University of Cape Town:

"Our lecturers were very efficient and went out of their way to assist those of us who have not studied for a long time. The Advanced Certificate in Education (ACE), Numeracy, Literacy & Curriculum Leadership (FP) is a course that I would recommend strongly. It not only provides an opportunity to develop as an educator but also to expand your personal skills. To start studying after so many years is no joke and you need to be committed and dedicated to your studies from day one. Never in my wildest dreams did I imagine that I would be walking on UCT's steps! What a privilege!" - Sarine Pienaar.

Since 2010 we have included an Academic Writing Skills course, which focuses on academic discourse and on how to structure and write essays more effectively. This course has been well-received by our students, and lecturers have noticed a marked improvement in the quality of assignments and tasks submitted by students.

The ACE is increasing in popularity amongst teachers. A survey conducted towards the end of 2010 indicated that over 80 teachers were interested in enrolling for the GET ACE in Mathematics during 2011. This indicates that teachers are interested in enhancing their content and pedagogic skills whilst at the same time improving their qualifications.



"Never in my wildest dreams did I imagine that I would be walking on UCT's steps! What a privilege!"

Sarine Pienaar. ACE student

COURSES

"I have been impressed by understanding of different types of questions and effective questioning skills. Now I am able to group questions into categories and in future will apply these skills to ensure a balanced assessment"

Grade 12 teacher



Short course programme

The short course programme was conceptualised in 2007 and piloted in 2008.

The following short courses were offered in 2010:

The very successful Fundamentals of Inquiry course was run twice in 2010 - once locally and once in the Eden-Karoo District. Nomvuyo Mgoqi and Susan Brundrit took teachers through their paces, with follow-up classroom support.

Assessment for Learning in Science, also run by Nomvuyo Mgoqi and Sue Brundrit was a new course designed as an extension for teachers who had completed the Fundamentals of Inquiry course in 2009.

There was much interest in the Mathematics course Content and Pedagogy for Mathematics Paper Three presented by Yusuf Johnson and Roger Mackay. This course was attended by 13 teachers.

Life Orientation teachers benefited from Dr Joanne Hardman's course Learning and Cognition developed for MSEP teachers, but extended to other teachers as well.

A lot of energy was devoted to marketing in 2010 and meetings were held at various District Offices of the WCED. While there is great interest in the programme and we gained valuable insight into the needs of Curriculum Support officials, funding remains a problem. This year we were able to raise only limited funds for Mathematics and Physical Sciences courses.

On a positive note, the Department of Education has recognised the potential of the programme and is currently considering how a short course programme could be incorporated into their Teacher Development agenda. There has been communication between the Higher Education Institutions and the Department of Education about this, and we are waiting for the outcome.

Unfortunately there has been little progress in establishing a Continued Professional Development system, and short courses are still not a route to a formal qualification. The upshot of this is that there is limited motivation for teachers to register for short courses. We remain optimistic, however, that in 2011 there will be a positive shift towards short courses.

Despite some challenges, in April 2010 the inaugural Certification Ceremony was held. Thirty-one certificates were awarded to 24 candidates. Those who were less successful received certificates of attendance.

Post Graduate Certificate in Education (PGCE)

Method courses run by the School of Education:

- Life Skills
- Mathematics
- Physical Sciences
- English Primary

These courses included modules on pedagogy, lesson planning, practical work, research projects, and assessment.



TESTING

The SDU has been conducting the Systemic Testing of Grade 3 and Grade 6 learners in Numeracy and Literacy on behalf of the Western Cape Education Department (WCED) since 2002. The testing has been done every alternate year for each grade. Grade 3 tests have been conducted in 2002, 2004, 2006 and 2008, while Grade 6 tests were conducted in 2003, 2005, 2007, and 2009.

Starting in 2010 - and in response to the educational objectives and strategies for the province - each grade is to be tested every year. The SDU won the Grade 6 three-year tender until 2012, and the Grade 3 tender for 2010.

Grade 3 testing

The 2010 Grade 3 Numeracy and Literacy tests conducted in the Western Cape were commissioned through a tender process. The terms of reference for the study required the testing of all Grade 3 learners in approximately 1100 Public Ordinary Schools that had five or more learners. The numbers are impressive - 74397 Grade 3 learners in 1075 schools in the eight education districts were tested. There were 313 field workers deployed to the various schools after being trained in ten regions. These fieldworkers administered tests in 2964 Grade 3 classes in 1076 public schools in Numeracy and 1075 in Literacy (one Sotho school was not tested). A team of 128 people marked and captured the results.

Grade 6 testing

The Mathematics and Language Grade 6 tests were also conducted by the SDU in the Western Cape in 2010. These tests were administered in 1076 primary schools in the province with five or more Grade 6 learners. This included 29 volunteer schools in the independent sector. For the 2010 cycle of the test 77707 learners wrote the Language test and 77656 learners the Mathematics test, compared with 81005 in 2009 and 71874 in 2007. Three hundred and sixteen field workers conducted the testing after training sessions in ten regions. They administered the tests in a total of 2917 Grade 6 classes in both the 1047 public and 30 independent schools. A team of 129 people marked the learner scripts and captured the results.

MATERIALS DEVELOPMENT

In 2010 the Department of Basic Education released the new Curriculum and Assessment Policy Statement (CAPS) resulting in an agreement between Macmillan Publishers and the SDU to rewrite the SDU-authored *Maths for All* and *Maths Literacy for All* Grade 1-12 textbooks. The series is now called *Solutions for All Mathematics* and *Solutions for All Mathematical Literacy* and it is hoped that the books will once again be approved by the text book selection committee of the Department of Education.



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EDUCATOR SUPPORT

Teacher Enrichment Initiative (TEI)

This initiative comprises a series of once-off presentations on education topics.

Some of the goals of this initiative are to:

- expose educators to academic expertise by discussing relevant topics at a deeper level.
- present experienced teachers with fresh insights into current curricular and other issues.
- provide a forum for sharing ideas and engaging in healthy debate around pertinent educational issues.

The following presentations were held:

- What can we do to fix our schools? - by Graeme Bloch.
- Is the cell phone the Kindle of Africa: how digital media can be used in education - by Steve Vosloo from the Shuttleworth Foundation and Kevin Sherman from the SDU.
- Mathematics Senior Certificate Paper 3: panel discussion on the challenges for learners and teachers - by a senior curriculum planner, teacher, university lecturer and learner.

These presentations were very well-attended and generated much discussion and debate.

Resource Centre

The Resource Centre houses about 5000 resource materials as well as two computer workstations. Currently most of the new materials are donations of specimen copies of books from publishers.

A unique feature of the centre is the collection of resources that have historical significance as they were produced in the apartheid era as part of alternative education, and are no longer accessible elsewhere.

The Resource Centre is utilised mostly by the ACE teachers and PGCE students.



BUDGET MATTERS

Income

The SDU's overall operating budget for the year amounted to just over R24 million.

The direct operating costs of the Unit, such as staff salaries and office overheads, came to just under R6.7 million in 2010. The remaining money was spent on the various projects.

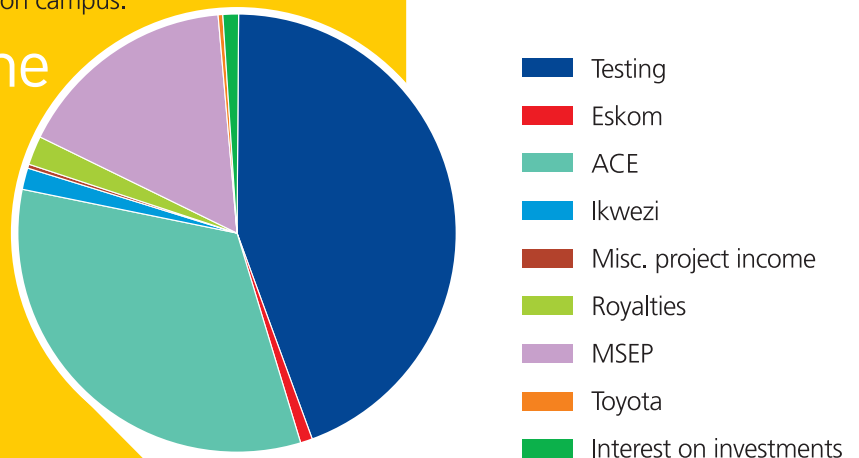
The two large-scale Grade 3 and 6 testing exercises undertaken on behalf of the Western Cape Education Department towards the end of the year accounted for just under half of the total operational spend of the SDU in 2010.

The SDU is most grateful to the following organisations that have supported us financially over the past year:

Testing work	Western Cape Education Department
ACE courses	Department of Basic Education, Western Cape Education Department and Eskom
Short Courses	The Albert Wessels Trust/Toyota SA and Afrox Foundation
Ikwezi project	DG Murray Trust
MSEP	The Royal Netherlands Embassy
Royalties	Macmillan and Juta

As a part of the School of Education within the Graduate School of Humanities, the SDU would also like to acknowledge the role that UCT plays in supporting the Unit financially. The posts of the Director and Finance Officer are fully funded by the University, and the Unit continues to enjoy a most generous allocation of office space on the 5th and 6th floors of the Hoerikwaggo building on campus.

2010 Income



PARTNERSHIPS 2010

National Department of Education and Western Cape Education Department

- SDU is an important service provider in the Literacy and Numeracy Strategy (2006 - 2016) of the WCED
- WCED Dinaledi programme
- ACE programmes
- WCED Testing: Grade 3 and Grade 6

Department of Environment and Development Planning City of Cape Town

Professional bodies

- The Association for Mathematics Education in South Africa (AMESA)
- The SA Association of Science and Technology Educators (SAASTE)
- The SA Association of Research into Maths, Science and Technology Education (SAARMSTE)
- Reading Association of South Africa (RASA)
- South African Women In Science and Engineering (SAWISE)

Universities and colleges

- UCT: Faculty of Science; Faculty of Humanities; School of Education; Department of Statistical Sciences; Department of Physics; Department of Chemistry; Department of Mathematics; Department of Chemical Engineering; Department of Environmental and Geographical Sciences; Department of Geology; Alternative Admissions Research Project (AARP); Project for the Study of Alternative Education in South Africa (PRAESA); Career Development Centre (CDC); UCT Recruitment and Admissions Office; Active Science.
- Cape Peninsula University of Technology
- University of Stellenbosch: IMSTUS, RUMEUS
- University of the Western Cape: SSME, Africa Genome Project
- Utrecht University, Netherlands: Freudenthal Institute
- International Christian University (ICU), Mitaka, Japan
- University of Stockholm
- University of Wollongong, New South Wales, Australia

Business and Funding Partners

- Afrox Foundation
- The Albert Wessels Trust/Toyota SA
- DG Murray Trust
- Eskom
- Juta
- Macmillan Publishers
- Royal Netherlands Embassy

Other

- Basic Concepts Programme (BCP)
- Early Learning Resource Unit (ELRU)
- Extra-mural Education Project (EMEP)
- Generation of Leaders Discovered (GOLD)
- Globe Learning Communities
- Kirstenbosch National Botanical Gardens
- Mathematics Education Primary Project
- Science And Industrial Leadership Initiative (SAILI)
- Scifest Africa
- Soetwater Environmental Education Centre
- South African Astronomical Observatory
- South African National Museum (Iziko Museum)
- Systemic Education and Extra-Mural Development and Support Consortium (SEEDS)
- Two Oceans Aquarium
- West Coast Fossil Park



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SERVICE ACTIVITIES

Norman Davies
Gilbert Dolo
Kaashief Hassan
Nomvuyo Mgoqi
Yusuf Johnson
Andrew Petersen
Gary Powell

Jacqui Dornbrack
Thembeke Mqambeli
Nalini Parsotam
Marlene Esau
Cally Kuhne

Jonathan Clark
Nomvuyo Mgoqi
Gilbert Dolo
Andrew Petersen
Gillian Kay
Anthea Roberts
Ferial Parker

Committee for University Education in Science, (CUES), UCT member
IKS Working Group, UWC
AMESA, member
SAWISE, local committee member
AMESA, member
Soetwater Environmental Centre, Member of Board of Directors
AMESA, member of governing body
IMSTUS, member
CPUT, Advisory Board member for CPTD
RASA, Executive member
RASA, member
RASA, member
RASA, member
Persona Doll Training, Board member
RED INK, Board Member
PRAESA, member
ELRU member
Basic Concepts Programme, member
SAARMSTE, member
SAARMSTE, member
SAARMSTE, member
SAARMSTE, member
SAARMSTE, member
SAARMSTE, member
SA Maths Olympiad Committee for Development of Tests, member
ASTG, member



ABBREVIATIONS, ACRONYMS AND TERMS

AMEESA	Association of Mathematics Educators of South Africa
ASTSG	After School Tutoring Support Group
ACE	Advanced Certificate in Education
BCP	Basic Concepts Project
CAPS	Curriculum and Assessment Policy Statement
CCheAP	Climate Change Education and Awareness Programme
CTLI	Cape Teaching and Leadership Institute
CPTD	Continuous Professional Teacher Development
CPUT	Cape Peninsula University of Technology
CUES	Centre for University Education in Science, UCT
ECD	Early Childhood Development
EDO	Education Development Office
ESD	Education for Sustainable Development
DEADP	Department of Environmental Affairs and Development Planning
DoE	Department of Education
ELRU	Early Learning Resources Unit
FAL	First Additional Language
FET	Further Education Training Band (Grades 10 to 12)
GET	General Education Training Band (Grades R to 9)
ICTS	Information and Communications Technology Services
IKS	Indigenous Knowledge Systems
IMSTUS	Institute for Mathematics and Science Teaching, at Stellenbosch University
MSEP	Mathematics and Science Education Project at the University of Cape Town
MST	Mathematics, Science, Technology
RASA	Reading Association of South Africa
RNE	Royal Netherlands Embassy
RUMEUS	Research Unit for Mathematics Education at the University of Stellenbosch
SAARMSTE	South African Association for Maths, Science and Technology Educators
SAWISE	South African Women in Science Education
SDU	Schools Development Unit
SEEDS	Systemic Education and Extra-Mural Development and Support Consortium
SSME	School of Science and Mathematics Education, UWC
UCT	University of Cape Town
UP	University of Pretoria
US	University of Stellenbosch
UWC	University of the Western Cape
WCED	Western Cape Education Department



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