

ANNUAL REPORT 2021

Changing schools for good.

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

SDU Schools Development Unit



TABLE OF CONTENTS

Message From The Head 3

Message from the Director 4

Overview of SDU 5

- Early Childhood Development | ECD 6
- Mathematics 7
- Sciences 7
- School Organisation & Development 8
- Psychosocial Support 8

School-based Projects 9

- Education for Sustainable Development and Climate Change in Education 9
- Grade R Mathematics Programme/R-Maths 9
- Zenex - Imfundo Phambili 10
- Schools Improvement Initiative/SII 10
- 100-Up 11
- WCED Systemic Testing 13
- UCT-in-Eden 13
- Design Thinking Partnership 14

Teacher Professional Development 15

- Advanced Certificate in Teaching 15
- Advanced Diploma in School Leadership and Management 15
- Short Courses 16

Finances 17

Professional Associations 19

Our team 20

MESSAGE FROM THE HEAD SCHOOLS DEVELOPMENT UNIT

As I reflect on 2021, having taken on the position as Head of the SDU, I can safely state that the unit has once again achieved its mandate, despite having to deal with the COVID-19 pandemic, as has the rest of the world. Through the resilience and perseverance of the colleagues at the SDU, we have once again provided context-relevant psychosocial and educational support to assist principals and teachers in their efforts to deliver quality education and ensure appropriate academic support to learners to assist them to access tertiary institutions.

Whether via full qualifications, such as the Advanced Certificates in Teaching (ACTs), or short courses for school management teams and teachers, the SDU has once again shown its commitment to assist schools to ensure that quality teaching and learning can take place during these challenging times. Utilizing blended learning models, our staff ensured that face-to-face and online interfaces provided support to teachers within varying contexts, thus enhancing their teaching practice.

By offering teachers the relevant and much-needed psychosocial support, the SDU has also been diligently supporting teachers to deal with the psychological and social impact of the COVID-19 pandemic in all aspects of their teaching and learning environment.

Our learner support programmes have continued to offer academic support to academically talented learners from various working-class areas in the Western Cape. These programmes improve possibility for access to tertiary institutions.

During this time, the SDU has also successfully facilitated the 2021 iteration of the Western Cape Education Department's Systemic Testing Project within COVID-19 safety protocols. The Mathematics and Languages testing of all Grade 3, 6 and 9 learners, at all public primary and high schools, and some private schools, was completed.



I am extremely proud of the colleagues who have shown creativity in the face of adversity, in delivering on projects.

All this will not be possible without the support of our funders and donors, who have shown confidence in the SDU, by generously donating to, or funding our projects, programmes, and activities. We are eternally grateful for their financial support and generosity.

We are aware that we cannot solely be responsible in supporting schools but collaborate with the relevant provincial and national departments of education to ensure that quality teaching and learning takes place in the schools.

As the SDU forges ahead over the next few years, I have no doubt that we will grow from strength to strength. We are currently exploring new ways of doing, new ways of thinking, with new goals, thereby constantly offering hope to those who were excluded in the past.

MESSAGE FROM THE DIRECTOR



The ongoing battle to keep quality learning and teaching at the forefront of national priorities was particularly difficult during 2021. A key consequence of the global pandemic was that inequalities within schooling in South Africa, especially around access to a form of quality education framed by race, social class, and gender, escalated dramatically.

The associated challenges highlighted the importance of the work of the Schools Development Unit and the contribution it makes to public schooling in the Western Cape. Since its inception the SDU has focused on how to initialize and effect quality education in a complex array of South African schools, in ethical and transparent ways. The underlying goal is to contribute meaningfully to the transformation goals of the public education system.

Due to limitations and challenges tied to the pandemic, in 2021 the SDU mainly focused on consolidating and strengthening its various partnerships with key stakeholders and donors within the Western Cape. It also set about providing key relevant interventions and research-informed practices that sought to assist in schooling improvements. This variety of teaching activities and projects tied to the university was conducted primarily through various online settings.

In negotiating the travails of the pandemic on the working of the SDU, in 2021 the SDU further negotiated the appointment of a new head, Dr Ramesh Jeram, in April 2021. This appointment brought a fresh outlook and focus for the SDU and allowed for a new calibration of the work and future development of the unit. One of the key outputs of the SDU during 2021 was the highly successful roll-out of the annual testing project in the midst of the challenges of the pandemic.

The SDU have a committed team of education specialists that is supported by an excellent administrative support staff, with all deeply passionate about the service they deliver. Their commitment to quality education and products is reflected in the support of numerous donors and partners. On behalf of the School of Education we extend our deepest thanks to the SDU and their donors for making possible the important work that is done for differentiated schooling communities.

Professor Azeem Badroodien,
Director, School of Education

“The SDU have a committed team of education specialists that is supported by an excellent administrative support staff, with all deeply passionate about the service they deliver.”

OVERVIEW OF THE 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 unit within 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 and Gauteng. 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 and management is crucial to learner and school success.

Our approach to teacher professional development features a combination of qualification programmes, SACE-endorsed short courses, and workshops. 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, as well as learners. The SDU also recognizes the pivotal role of psychosocial support, especially in the COVID-19 context, placing it alongside teacher development and learner support as a central focus of its work.

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)

Our ECD work focusses on improving the teaching and learning of Home Language, Life Skills and Mathematics from Grade R to 3. Central to fundamental content knowledge and skills, we incorporate creative, holistic development of the child in the early years of schooling.

Our coursework is underpinned by relevant research on learning and teaching in the Foundation Phase, often in collaboration with other universities, NPOs, and NGOs working within the field of teacher development and training.

The SDU offers FP qualifications and UCT-approved, SACE-endorsed short courses addressing fundamental concepts in Mathematics and Language content, with intent of modelling best teaching practices in the ECD/FP classroom.

MATHEMATICS

The SDU promotes mathematical thinking, underpinned by a deep understanding of the core mathematical concepts which we recognise as essential for successful application throughout the years of schooling, and into tertiary education, vocational training, and the workplace.

To address this challenge, we believe that mathematical thinking has to be nurtured from the earliest age. Our work therefore spans the years of formal schooling from Grade R to 12.

We work collaboratively with the university's School of Education, Mathematics education specialists across universities, students and teachers, as well as other experts in the field. Our partners in education development also comprise education department officials, and education publishers.

OUR ENGAGEMENT WITH BENEFICIARIES TAKES THE FORM OF:

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



SCIENCES

At SDU, primary and secondary science teachers are exposed to quality professional learning opportunities. Key to our approach is every teacher's continuous development and the exploration of novel and meaningful learning strategies in science education.

We endeavour to develop quality learning materials for relevant learning, including the development of e-Learning resources which focus on 21st century digital literacy and science for sustainability. We offer workshops, university-approved short courses, school-based support and formal qualifications such as the ACTs. Our location within a reputable research university contributes towards innovative approaches in science teacher development.

We foster collaboration with the Western Cape Education Department and other institutions or organisations with an interest in science education and hence we align our work with the strategic initiatives in mind.

The impact of the pandemic has shifted our focus to offer remote support for teachers in the form of virtual workshops and online teaching of the ACTs as well as the short courses.

SCHOOL LEADERSHIP AND MANAGEMENT

While teaching and learning are the fundamental activities within any school, these activities may not be optimised in the absence of good leadership and management. With this in mind, the SDU works closely with principals, deputy principals, departmental heads and school management teams to ensure that effective learning may be realised. Our approaches encourage leadership structures that are collaborative, innovative and empowering to ensure effective curriculum delivery.

Our work includes empowering school leaders and managers to:

- Identify and address the contextual factors influencing and shaping the operational environment of their school
- Manage the planning, implementation, monitoring and evaluation of curriculum delivery to ensure quality learning is maintained across the school
- Lead and manage their school curriculum teams
- Manage their organisational and financial resources and ensure efficacy, accountability and oversight within their school contexts.
- Develop and implement school policies and procedures as well as capacitate School Governing Bodies to function more effectively

PSYCHOSOCIAL SUPPORT

The short course, *Psychological First Aid (PFA) for Teachers in Times of Crisis*, was developed to assist teachers in developing basic skills to help them address learners' emotional distress especially as a result of the Covid-19 pandemic. The short course explores and equips teachers with practical psychosocial support strategies for immediate implementation in their own lives and those of the learners. In addition to upskilling teachers with skills in PFA, the short course supports teachers' own processes of developing insights into self-care and personal growth. Course material includes psychosocial information support documents and a series of age-appropriate YouTube videos developed by the SDU PFA team. The videos focus on the importance of younger children speaking about feelings; and for older learners the focus is addressing depression and anxiety.

The six-hour short course was delivered to thirteen cohorts in three different provinces (Western Cape, Eastern Cape and Gauteng): 10 cohorts were reached through the Zenex Imfundo Phambili project, two cohorts through the Schools Improvement Initiative and one cohort through the UCT-in-Eden project. A total of 206 educators successfully passed the course and received UCT certificates.







SCHOOL-BASED PROJECTS

EDUCATION FOR SUSTAINABILITY (EFS) AND CLIMATE CHANGE EDUCATION

The SDU continues to support the Education 2030 Initiative by integrating EfS into in-service education. Strategies to address this include the implementation of blended-learning short courses for Intermediate Phase Natural Science teachers, and the UNESCO Sustainability Starts with Teachers training programmes.

Issues affecting Climate Change are incorporated into school curriculum topics, making teachers and learners aware of changes in the world around us, and the impact of humanity on the earth.

The SDU supports the broader science community in its contribution to the development of the Climate Change and Sustainability Education Digital Library (CCSEDL); a repository hosted on Ibali, a viable web-based platform designed and created in collaboration with UCT's Digital Library Services. This project is part of the 'Keep It Cool' project.

GAUTENG DEPARTMENT OF EDUCATION GRADE R MATHEMATICS AND LANGUAGE IMPROVEMENT PROGRAMME



The Gauteng Grade R Mathematics and Language Improvement programme, in line with its overall goals, aims to improve the capability of 1800 Grade R and Foundation Phase subject advisers, as well as 4000 Grade R teachers/ practitioners, in Home Languages (HL) and Mathematics in public schools and GDE-registered community sites which provide Grade R.

SDU's focus is on the Mathematics component of this project. Our goal is to strengthen teaching and learning of Mathematics in Grade R settings by improving mathematical conceptual knowledge and pedagogical competency in line with the SA school curriculum.

During 2021, in preparation for rollout commencing in 2022, SDU continued to re-version all Grade R Mathematics classroom resources and training material into all 11 African languages in 2021. These include a Concept Guide, a Poster Book, and four Activity Term Guides, Facilitator's Guides and Participant's Workbooks.

The Mathematics programme is scheduled to commence in October 2022.

A special thanks to GEDT, Zenex, USAID and Maitri Trust for investing in this project.

ZENEX – IMFUNDO PHAMBILI PROJECT

This Covid-19 curriculum recovery project has been extended to the end of 2022. The primary aim for 2021 continued to be fourfold: to support School Management Teams with curriculum delivery; to support curriculum implementation by English First Additional Language and Mathematics at a Grade 8 and 9 level; and to provide psychosocial support and skills to the SBST and broader teacher community.

The project operates in 22 high schools in the Metropole East Education District of the WCED. This year the interventions have predominantly taken place online. Teachers from groups of schools have received topic-based coaching, revised-curriculum professional development and the facilitation of Professional Learning Communities. One hundred teachers from the 22 schools also completed a Psychological First Aid short course to assist in countering some of the negative impacts of Covid-19 on school communities.

> THE PROJECT OPERATES IN **22 HIGH SCHOOLS IN THE METROPOLE EAST EDUCATION DISTRICT** OF THE WCED

SCHOOLS IMPROVEMENT INITIATIVE (SII)

As one of UCT's key strategic initiatives, the SII focuses on whole-school development through school-university-community partnerships. The SII's objectives are aligned to UCT's Vision 2030, which seeks to anchor the university in the broader society. The eight Partner schools are located in Khayelitsha.

Teacher Professional Development is one of the SII's key objectives: 29 Grade R support visits took place as well as a series of workshops for primary school Language, Mathematics and Natural Science teachers. Maths and Sciences workshops took place in the secondary schools and six Community of Practice meetings for the principals were held. Nine University approved SACE endorsed short courses for teachers were offered: 113 teachers received certificates after successful completion of the short courses.

Another highlight of 2021 was the awarding to learners from four primary schools and one secondary school, prizes sponsored by the Khayelitsha Hilltop Spar for the best written essays based on the workbook 'My South African Pandemic Story.

The SII placed sixty-eight students from Occupational Therapy, Speech-Language Therapy, Physiotherapy and Audiology in two partner primary schools for their professional practice and fifteen third and fourth social work students. In total 796 individual counseling sessions and 182 group sessions were run by the students and social worker.

A key highlight of 2021 was the expansion in 2022 of the project into two more primary schools: Isiphiwo and Injongo, bringing to the total to ten SII partner schools.

The SII is grateful to the Aurum Trust; 88 Foundation and UK Alumni for their support.







UNIVERSITY ACCESS AND SUCCESS | 100UP



This project works with 100 Grade 11 and 100 Grade 12 learners from Khayelitsha; after the June schools' examinations, another 100 learners with academic potential are selected from Khayelitsha, Mitchells Plain and Philippi to form the GILL NET cohort. Students hailing from these areas receive further support once at UCT, in the 100UP+(PLUS) programme.

100UP/100UP+ is a university recruitment project that broadens access to Higher Education for learners from impoverished communities in the Western Cape. Once admitted to UCT, the students receive further support in through-put, towards graduation.

The following activities took place during 2021:

PROJECT COMPONENT	INTERVENTION ACTIVITY	OBJECTIVES AND OUTCOMES
Saturday School at UCT *20 tuition sessions & 2 revision bootcamps.*	Tuition in gateway subjects: Mathematics, Sciences, Language.	Improved academics; attain tertiary admission points.
Residential Camps at UCT; one Grade 12 camp off-campus *Cancelled due to lockdown at the university and off-site premises.*	Exposure to life and study as university students; engage with broader university staff. 2nd Grade 12 camp focusses on preparation for the final NSC exams.	Gained experiences motivate and change mind sets. Improved academic results.
Enrichment activities/workshops *5 workshops.*	Engage in UCT staff and student body developmental activities/ workshops.	Developed knowledge and skills lead to informed career decision-making.
Coaching and Mentoring	UCT Careers Services consultations; 100UP+ advice and support.	Improved learner confidence.
HEI application process	Finding and funding way into Higher Education.	Successful online applications to HEIs; completed bursaries, scholarships and NSFAS (National Student Financial Aid Scheme) applications.
100UP+ support *The workshops were cancelled due to the UCT fire and lockdowns. However, ongoing counselling ,assistance and support were provided to individuals that have reached out.*	Engage in bridging workshops; orientation to the institution; individual counselling.	Enabling student success and ensuring positive learning experiences.

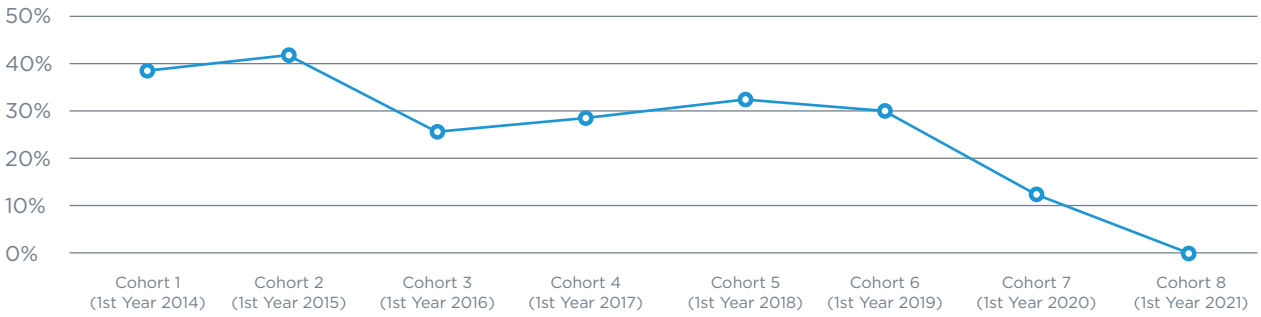
It was incredibly difficult to do online teaching engagements with the project learners and university students in 2020, because of the pandemic and the UCT fire. In 2021 the project cautiously commenced with in-person activities at off-site venues since UCT was not accessible. 100UP learners' attendance to the programme ranged between 80 – 98% on Saturdays which was an indication of how desperate they were for academic support, since Covid-19. Subsequently, 168 of the 182 matric learners in the programme have attained Bachelors' passes and 148 are successfully registered at various tertiary institutions across South Africa in 2022.

The 100UP+ students were continuously mentored and guided with assistance and support as they battled life and study at UCT in 2021. The drop-out rate is slowly on the decline and it is cheering to note that 148 of the beneficiaries of 100UP are currently doing post-graduate studies (Masters and PhDs) at UCT.

HEI ENROLMENT OF THE TOTAL 100UP GROUP - 2021



100UP+ DROP OUT % BY COHORT AT UCT



The UCT 100UP/100UP+ programmes are making fundamental impacts on the lives of the learners and students from impoverished communities. It is imperative that we invest in the youth and that projects such as 100UP/100UP+ is financially supported and sustained. We encourage funders to invest in this UCT flagship project. It is only through education that will we see change!

The SDU and 100UP/100UP+ project wish to express our sincere gratitude to our funders and donors without whose unwavering support, it would not have been possible to deliver the interventions of this worthy project.

WCED SYSTEMIC TESTING

The SDU has been the lead service provider for the Western Cape Education Department's (WCED) annual Language and Mathematics systemic testing for 18 years. This involvement has afforded the unit an opportunity to build-up extensive experience in operationalising large-scale assessment projects and lay claim to being the leading assessment service provider in the country.



In 2021, the unit once again delivered this service successfully and completed testing to grade 3,6 and 9 classes in **1493 schools** in the province despite the challenges imposed by the pandemic. This was in no small measure due to the commitment and ability of the extensive team involved in all stages of the project. Given the importance of assessment in the education system, the SDU is hopeful that this service can continue beyond the completion of this contract in 2022.



UCT-IN-EDEN

During 2021, the SDU consistently focused on seven schools in the Thembalethu area; three high schools, and four primary schools. The teacher professional development strategy targeted Grade 4 - 9 teachers in Mathematics and the sciences in these schools. This support was informed by the guidelines and lessons provided by the WCED and therefore was in line with the trimmed curriculum.

The project also provided much-needed and consistent support to 60 Grade 11 and 60 Grade 12 learners in Mathematics, Physical Science, Life Science and English during this difficult time. All tutorial sessions for learners were held at the Inkcubeko Youth and Science Centre in Thembalethu.

Reading club sessions were also offered to Grade 7 – 9 learners during 2021.

DESIGN THINKING PARTNERSHIP



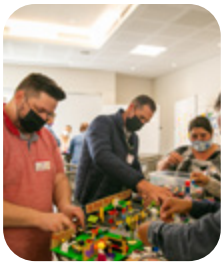
HASSO PLATTNER
d-school
AFRIKA

SDU collaborated with UCT's Hasso Plattner School of Design Thinking to enhance the teaching and learning of Mathematics and Natural Sciences in schools through an application of design thinking strategies. To start with, the focus in the year 2021 was specifically on Natural Sciences. The aim was to offer training through a series of workshops to the Intermediate Phase Natural Science and Technology (NST) teachers. This initiative was rolled out in consultation with the local education districts within the four metropole districts.

A number of NST teachers took advantage of the opportunity and attended workshops to acquaint themselves with the new ways of approaching their lessons from a design-thinking perspective.






TEACHER PROFESSIONAL DEVELOPMENT



ADVANCED CERTIFICATE IN TEACHING (ACT)

This teacher qualification remains a fundamental cog in the wheel that drives the SDU and we remain committed to this aspect of our work through the Advanced Certificate in Teaching. This is an NQF Level 6 qualification allowing already qualified teachers access to subject and phase specialisation. Our current group of ACT students are teachers from the Western Cape, selected by WCED, and funded by the ETDP SETA.

The following programmes were offered in 2021:

- Advanced Certificate in Foundation Phase Teaching
- Advanced Certificate in Intermediate Phase Teaching
- Advanced Certificate in Senior Phase Teaching – Mathematics
- Advanced Certificate in Senior Phase Teaching – Natural Science

ADVANCED DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT (ADV. DIP. [SLM])

The Advanced Diploma in School Leadership and Management is a two-year qualification aimed to empower School Management Teams (SMTs) to develop the skills, knowledge and values needed to lead and manage schools effectively. It also contributes to improving the implementation of quality learning and teaching in schools. The qualification comprises seven modules focussing on relevant areas of educational leadership and management. It includes both practical and academic skills needed for development. Evidence of changed practice is central to the completion of this qualification. Critical reflection, planning, action and informed understanding, as well as monitoring and evaluation are key considerations.

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 and their district managers 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 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.

During 2021, at total of 695 teachers registered for UCT short courses which were delivered by the SDU.

The short courses offered in 2021 included:

COURSE TITLE	PARTICIPANTS	MONTH/S
Home School Partnership – Supporting Early Years Learning at Home	43	February - April
Life and Living for Sustainability in the Intermediate Phase	33	March
Psychological First Aid for Educators in Times of Crises (PFA)	357	May - October
Teaching Calculations with Whole Numbers	14	June
Leading and Managing a Curriculum Delivery Team	30	August
Teachers as Readers and Writers	24	August
Teaching Strategies for Electricity in Senior Phase Natural Sciences (blended learning)	22	August
Energy and Change for Sustainability in the Intermediate Phase	34	October
Teaching Evolution	26	October
Teaching Biodiversity for FET Life Sciences	31	November
New Qualified Teacher Support	81	November

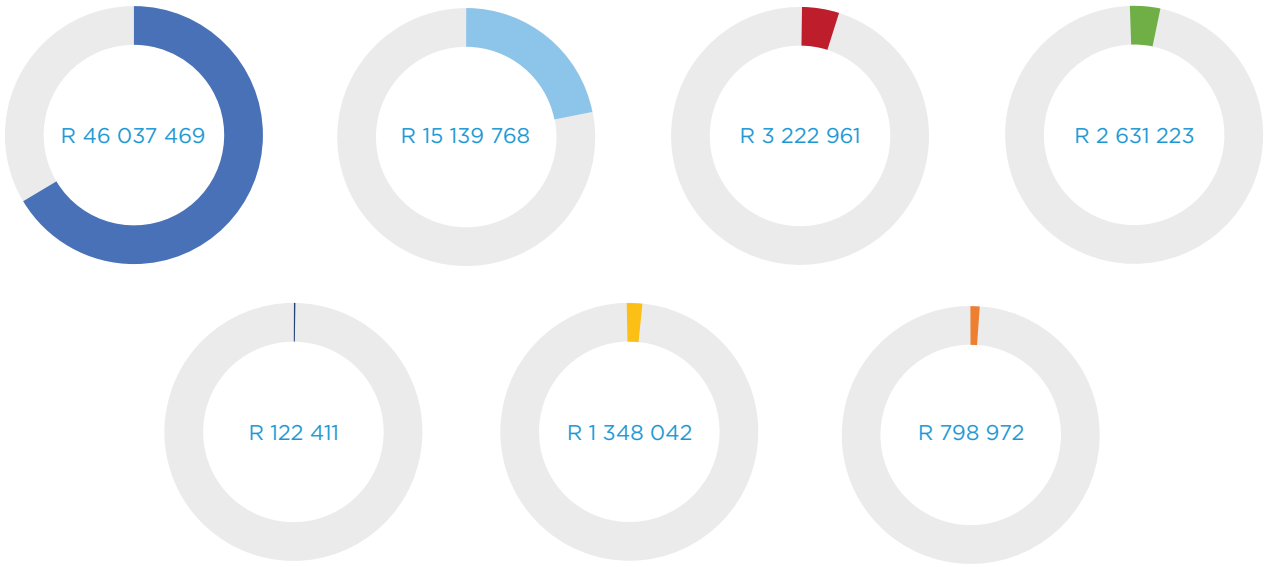
FINANCES

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

The direct operating costs of the Unit (staff salaries, office overheads and so forth) totalled just over R10 million (R10.8m). By far the biggest operating costs were incurred by the large-scale Grade 3, 6 and 9 systemic testing exercise undertaken on behalf of the Western Cape Education Department.

In 2021, 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 the University for its continued financial support of two posts, that of the Head and the Operations and Finance Manager.



TOTAL: R 69 300 846

Income for 2021 can be broken down as follows:	
Systemic Testing	R 46 037 469
School-based projects; Teacher professional and school organisational development	R 15 139 768
100UP Schools Project	R 3 222 961
Schools Improvement Initiative (SII)	R 2 631 223
PGCE Teaching (UCT)	R 122 411
Materials Development (including royalties)	R 1 348 042
Investment income	R 798 972

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

- JET

SIYAZAKHA PROJECT

- The Zenex Foundation

SCHOOLS IMPROVEMENT INITIATIVE

- 88 Foundation
- Aurum Trust (UK)
- UCT alumni (Australia, UK, SA, USA and Canada)
- The Frank Robb Charitable Trust

100-UP

- 88 Foundation
- UCT alumni (Australia; UK; SA; USA and Canada)

SHORT COURSES

- Albert Wessels Trust

DEPARTMENT OF ENVIRONMENTAL AFFAIRS AND DEVELOPMENT PLANNING

- Fundisa for Change

UCT IN EDEN

- UCT Health Sciences

TSEEP/ESD

- Department of Environmental Affairs & Development Planning

PRIMTED

- Faculty of Education, University of The Western Cape

PROFESSIONAL ASSOCIATIONS

ASSOCIATION FOR MATHEMATICS EDUCATION OF SOUTH AFRICA (AMESA)

The Association for Mathematics Education of South Africa is a national association of Mathematics teachers, teacher-trainers, and academics which promotes excellence in the teaching of Mathematics. The SDU plays an active role on this professional association as council members at both provincial and national levels.



OUR TEAM

HEAD

- Ramesh Jeram (April 2021)

FINANCE & ADMINISTRATION

- Shakeel Meyer
- Riana Albertyn
- Janine de Villiers
- Ilhaam Dreyden
- Wadeeah Fisher

EARLY CHILDHOOD DEVELOPMENT

- Cally Kuhne
- Diane Hendricks
- Tholisa Matheza

MATHEMATICS

- Gary Powell
- Sue Brundrit
- Kaashief Hassan
- Yusuf Johnson

SCHOOL LEADERSHIP AND MANAGEMENT

- Janis Wylie
- René Terhoven

SCHOOL ORGANISATION AND DEVELOPMENT

- Patti Silbert
- Tembeka Mozozoyana

SCIENCES

- Gilbert Dolo
- Andrew Petersen

LEARNERS' TERTIARY EDUCATION ACCESS

- Ferial Parker

www.sdu.uct.ac.za





CONTACT US

Tel: 021 650 3368
Fax: 021 650 5330

www.sdu.uct.ac.za
www.uct.ac.za

Physical address:
Schools Development Unit, Level 3
Neville Alexander Building, 6 Lovers Walk
Lower Campus, University of Cape Town
Rondebosch, 7701

Postal address
University of Cape Town
Private Bag X3, Rondebosch, 7701

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

SDU Schools Development Unit