UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

SDU Schools Development Unit

ANNUAL REPORT 2022

Changing schools for good

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MESSAGE FROM THE HEAD
SCHOOLS DEVELOPMENT UNIT

This was the second year of my tenure as Head of the Schools Development Unit (SDU). During this time, I have continued to work alongside my colleagues as they provide context-relevant educational support to principals, school management teams, teachers, and learners. The SDU has, I firmly believe, continued to honour its mission in contributing positively towards quality education within the South African schooling system.

Armed with expertise, vigor, passion and dedication, the SDU's capacity to exceed expectations in the work they do reflects the SDU's commitment to providing exemplary professional development. Emerging from the COVID-19 pandemic during 2022 and faced with ongoing disruptions such as loadshedding and protest action, the SDU education specialists, with the support of the Unit's dedicated administrative team, ensured that all project deliverables were met at the highest possible level. While strengthening in-service teaching, school leadership and management and organizational development, the SDU's work consistently strengthens the community development and social responsiveness footprint of the university. During this challenging period, we have therefore accomplished our task to provide teachers, school management teams and learners with the requisite knowledge, skills and resultant confidence to deliver the best education.

As evidenced above, the SDU staff has again fulfilled its mandate to help address the many systemic and structural challenges that remain evident within the South African education context. However, this could not have been possible without the support of our partners, stakeholders, funders and donors.

I wish to acknowledge UCT's School of Education - our academic partners; who work in collaboration with the SDU to ensure that our practices are relevant, effective and rigorous.

Dr Ramesh Jeram



MESSAGE FROM **THE DIRECTOR**



The global pandemic of 2020-2022, alongside national struggles with electricity provision, increasing social inequality, job losses, and concerns about work other futures, has had a particularly ominous impact on schooling in South Africa. A key consequence has been that access to quality learning has become immeasurably more difficult and has contributed to even further educational and social cleavages.

This period has made the importance of the work of the Schools Development Unit on initializing and affecting quality education through supporting teachers in a complex array of Western Cape schools, come under even sharper focus. The Unit's underlying goal of contributing meaningfully to the transformation goals of the public education system has led to the SDU playing a crucial role in grappling with key challenges within schools and providing relevant interventions and research-informed practices that have helped the sector better understand and address some of its key obstacles.

Since the appointment of the head of SDU, Dr Ramesh Jeram, in April 2021, the Unit has also developed a fresh outlook and focus with new calibrations of work and future developments for its team of committed education specialists, supported by excellent and passionate administrative support and services. Given the SDU's commitment to quality education and products, numerous donors and partners have shown their interest, support and commitment to these ventures.

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 being done for the many diverse and under-supported schooling communities.

Professor Azeem Badroodien
Director: School of Education

> "The Unit's underlying goal of contributing meaningfully to the transformation goals of the public education system has led to the SDU playing a crucial role in grappling with key challenges within schools..."

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 department in the University's School of Education, it draws on academic teaching and research expertise to help tackle the systemic and structural challenges that mark our education landscape and that manifests 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 across the provinces of South Africa.

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 teacher professional development approach features a combination of university qualifications, approved courses and over 50 South African Council of Educators (SACE) endorsed short courses. These are often administered in tandem with school-based support, to help teachers apply in their classrooms what they have learned on courses. Our school-based work supports teachers, both individually and collectively, as well as learners.



EARLY CHILDHOOD DEVELOPMENT (ECD)

By definition, ECD spans the period from birth to 8/9 years, which marks the first four years of schooling (Foundation Phase). Despite Grade R representing a critical year in a child's schooling, it does not always get the attention it deserves. At SDU, we believe that this grade is the cornerstone of educational development and that any deficits or learning losses in Grade R means that the fundamental conceptual building blocks that shape early learning will not be in place for future learning in higher grades.

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

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

MATHEMATICS

The SDU mathematics team believes that a deep understanding of content knowledge is a prerequisite for teaching mathematics for understanding. Our qualification programmes, short courses and workshops, are underpinned by relevant research, current debates, discussions and seminars within and beyond UCT.

We recognise that the development of reasoning within numeric and spatial relationships in school mathematics is lacking in many classrooms, and thus, through our focus on content knowledge, we model mathematical reasoning in all our engagements with teachers.

Testing and research reveals content knowledge deficits among learners throughout the schooling years. We address this by incorporating core knowledges into our primary level courses, thereby equipping teachers with the necessary skills to address existing content knowledge gaps. At the same time, this approach arms teachers with the deeper understanding of the mathematics that they teach.

Our approach to high school teacher development builds on the fundamental principles of mathematics, allowing for a transition towards algorithms, but with relational understanding as opposed to reliance on procedural knowledge.

We continue to work collaboratively with the university's School of Education, mathematics education specialists across universities, students and teachers, the Department of Basic Education (DBE), provincial education departments, as well as other experts in the field.

Our work spans the years of formal schooling from Grade R to 12.





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 develop quality materials for relevant learning, including e-Learning resources which focus on 21st century digital literacy and science for sustainability. Furthermore, we offer workshops, university-approved short courses, school-based support and a formal qualification in the form of the Advanced Certificate in Teaching Specializing in Senior Phase Natural Science. Our location within a reputable research university contributes towards innovative approaches in science teacher development.

We foster collaboration with the Western Cape Education Department (WCED) and other institutions or organisations with an interest in science education and hence we align our work with WCED's broader strategic initiatives.



SCHOOL ORGANISATION **AND DEVELOPMENT**

Effective school leadership, management and governance are critical components for quality teaching and learning and lie at the heart of a functional school. At SDU, we engage with school principals, deputy principals, heads of departments and teachers in order to support them in developing strong organisational and management practices. Effective leadership enables functional schools, which in turn is crucial for delivering the highest quality of education.

Focus Areas include:



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

PSYCHOSOCIAL SUPPORT

Within this stream, psychosocial support in schools has become more critical, pervasive and amplified during and following the pandemic. The short course Psychological First Aid (PFA) for teachers in times of crisis was delivered in the SII to two cohorts of teachers in 2022, with the aim of providing them with the tools to support their learners, especially those experiencing emotional challenges. The short course also addressed ways in which teachers could manage their own stress and anxiety. In both projects psychosocial support focused on the theme 'Emotional Safety'. In the Zenex project workshops were facilitated in schools within the Kraaifontein, Khayelitsha and Helderberg areas. The workshops were aimed at teachers and support teachers, equipping them with contextual knowledge so as to better understand the psychosocial challenges of their learners and school communities at large. The workshops included topics such as bullying, emotional abuse and substance abuse. The delivery of psychosocial support at SDU has been particularly active in the Schools Improvement Initiative (SII) and the Zenex Imfundo Phambili projects.

The need for psychosocial support is fundamental in order to create emotionally safe schools, and to capacitate teachers to effectively attend to a learner's emotional and psychological wellbeing.

TEACHER PROFESSIONAL **DEVELOPMENT**

ADVANCED CERTIFICATE IN TEACHING (ACT)

Through SDU, UCT offers the ACT as a Continuing Professional Teacher Development (CPTD) qualification. The ACT qualification is in line with the national policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ).

This NQF Level 6 qualification is structured to improve in-service teachers' content knowledge and pedagogy, with a specific focus on classroom teaching.

During the 2022 academic year, 134 teachers completed their ACT qualification with 26 receiving distinctions. This cohort of students comprised Foundation Phase, Intermediate Phase and Senior Phase (Mathematics and Science) in-service teachers.



SDU currently offers the following programmes:

- **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])

School leadership development is at the heart of SDU activities. Based on Kellerman (2015), school leadership has become a high wire act that only the most skilled are able to perform successfully. Hence, the Adv. Dip. (SLM) focuses on aspiring principals and aims to equip them with 21st century knowledge and skills needed to lead and manage their schools within diverse contexts. The overall aim of the Adv. Dip. (SLM) qualification is to empower school management teams (SMTs) to develop the skills, knowledge and values needed to effectively lead and manage schools as complex learning organisations, to contribute to improving the implementation of quality learning and teaching (DBE, 2018), and ultimately, to improve learner performance.

The Adv. Dip. (SLM) commenced with its first cohort during July 2022, funded by the ETDP-SETA, facilitated via the WCED. The 55 participants consist of four acting principals, 45 deputy principals and six departmental heads, many of whom have, by now, advanced in their careers.

This is a part-time, two-year, 120 credit, NQF 7 qualification, comprising seven core modules and includes contact classes and mentoring through site-based visits and communities of practice (CoPs).

SHORT COURSES

The SDU's short courses programme continues to provide in-service 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 requests made by educators and their district officials to address more challenging aspects of teaching.

Our short courses cater for educators across all grades and phases - from ECD to Grade 12. The courses focus largely on Mathematics, Sciences and Languages, and include topics on teaching methodology and assessment strategies as well as Education Management and Leadership. We also offer a comprehensive practical and theoretical short course on psychosocial support. Short courses range from 6 to 36 hours in duration and are mostly delivered to groups of educators upon request.

During 2022, a total of 697 teachers registered for UCT short courses which were delivered by the SDU.

SDU short courses offered in 2022:

COURSE TITLE	PARTICIPANTS	MONTH
Teaching Strategies for Numbers, Operations and Relationships in the Senior Phase	19	February
Psychological First Aid for Educators in times of crises	68	March
Basic Concepts in the Space and Shape for Primary School Teachers	19	March
Developing the Concept of Function From Number Patterns for Senior Phase	13	March
Thinking Maps as Tools to Construct Meaning in Language Writing	58	March
Teaching Evolution for FET Sciences	19	March
Teaching Calculations with Whole Numbers	41	April
Process Skills in the Science Classroom	20	April
Matter & Materials for Sustainability in the Senior Phase	26	April
Implementing Moderation Practices for School Managers	34	April
Measurement in 1, 2 and 3-Dimensions for Grades 1-7	17	May
Lines, Angles and Constructions for the Senior Phase	8	May
Teaching Strategies for Electricity in Senior Phase Natural Sciences	11	May
Lines, Angles and Constructions for the Senior Phase	18	June
Measurement in 1, 2 and 3-Dimensions for Grades 1-7	17	June
ICT Integration for Primary School Language	45	June
ICT Integration for High School Language	44	June
Thinking Maps as Tools to Construct Meaning in Language Writing	39	July
Introduction to Questioning and Assessment	18	July
Energy and Change for Sustainability in the Senior Phase	18	August
Calculus for Mathematics Educators	17	September
Euclidean Geometry for Mathematics Educators	17	September
Trigonometry, Geometry for Mathematics Educators	17	September
Newly Qualified Teacher Support	84	October
Mentoring of Student Teachers and Novice Teachers	10	November
	697	

PROJECTS

SCHOOLS IMPROVEMENT INITIATIVE (SII)

The Schools Improvement Initiative is a university-school-community partnership, which was set up to strengthen UCT's commitment to social responsiveness and community engagement. As one of UCT's key strategic initiatives, the SII's approach is aligned to UCT's Vision 2030, which seeks to anchor the university in the broader society. The SII's ten partner schools are located in Khayelitsha.

Teacher Professional Development: 68 Grade R support sessions took place and nine University approved SACE endorsed short courses were delivered online in Moderation Practices; Language; Mathematics; the Sciences and Psychological First Aid, with 147 teachers being certificated. Follow-up support was provided to participants who completed these short courses.

The extension of the Schools Wellness Centre into two additional primary schools, at the beginning of 2022, required bringing onboard a second clinical social worker. Psychosocial support was provided to 1075 learners through individual consultations and to 1348 learners via group and library sessions. The total number of learners reached in 2022 was 2423, as compared with 1333 in 2021.

THE SII IS GRATEFUL TO THE AURUM TRUST; 88 FOUNDATION AND UK ALUMNI FOR THEIR SUPPORT.

The SII placed 71 UCT students from Occupational Therapy, Speech-Language Therapy, Physiotherapy and Audiology in two partner primary schools for their professional practice; and 22 social work students were placed in eight partner schools.

Principals and teachers appreciated the positive impact of the SII's support, and the opportunity to be exposed to new and innovative ways to strengthen teaching and learning, school leadership and management and to build emotionally safer school environments.









ZENEX IMFUNDO PHAMBILI GRADE 8 & 9 CURRICULUM RECOVERY PROJECT

The ZENEX Imfundo Phambili Grade 8 & 9 Curriculum Recovery Project was extended to the end of 2022 in the 22 beneficiary schools in the Metro East Education District in the Western Cape.

Focus during 2022 continued with support for Grades 8 and 9 English First Additional Language and Mathematics teachers. In recognition that effective teaching can only be realised within a well-managed school, support and guidance was continued for School Management Teams (SMTs). Psychosocial support was also provided to both school staff as well as learners at the project schools.

During 2022 interventions moved increasingly towards face-to-face engagements. Teachers and SMT members received support in the form of workshops, school visits, teaching/learning materials, WhatsApp sessions, and participation in Professional Learning Communities (PLCs).

GAUTENG DEPARTMENT OF EDUCATION MATHEMATICS AND LANGUAGE IMPROVEMENT PROGRAMME

This programme aims to improve mathematics proficiency of Grade R learners in public primary schools and accredited centre-based sites in Gauteng so that they are well prepared for Grade 1. The outcomes of the programme are to:

- **Equip the Foundation Phase Subject Advisers to train and support Grade R teachers to improve pedagogical practices in Mathematics.**
- **Equip the Foundation Phase Departmental Heads to monitor and support Grade R teachers to implement the mathematics curriculum.**
- **Strengthen the mathematics teaching proficiency of the Grade R teachers in terms of subject-matter expertise, pedagogical content expertise and curriculum implementation.**

The SDU successfully met all the 2022 programme deliverables. The reversioning process of all programme materials was completed in June 2022. The Monitoring & Evaluation (M&E) report on the materials review was highly favourable and feedback from Gauteng Department of Education (GDE) (management, trainers, teachers, funders and other stakeholders involved) indicates that the programme was well received in the province. The project also assisted Foundation Phase Subject Advisors with the background knowledge of mathematics concepts and the approach to teaching Grade R learners. During 2022, 172 Subject Advisors attended the Training of Trainers (ToT) during the block training from 04-07 October. Over 700 Departmental Heads attended the online Foundation Phase Departmental Heads Information sessions on 19 October 2022.

The SDU, would like to express its thanks and appreciation to the funders (GEDT, Zenex, USAID and Maitri Trust) for investing in the development and implementation of the programme.









UCT 100UP PROJECT

100UP is a support programme that addresses inequality of opportunity for learners from underserved communities and equips them for higher education in South Africa. The programme concentrates on broadening access to tertiary institutions by developing academic and life skills. Successful learners enter UCT or any other tertiary institution of their choice. 100UP currently works in the Khayelitsha community, and learners are selected into the programme based on their final Grade 10 school examination results.

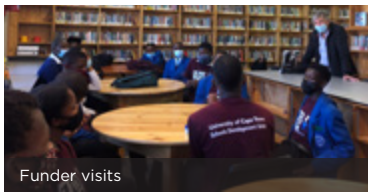
The 'Gill Net' cohort of learners that join the programme in July of their matric year, receives a condensed version of support. These learners are selected from the Mitchells Plain and Philippi schools in the Western Cape. The project works with about 300 learners annually.

The year 2022, saw the 100UP Grade 12 project learners attaining 92% Bachelors passes. The top learner from the Quintile 3 schools in the Western Cape, was in the 100UP project, achieving 100% in both Mathematics and Physical Sciences. Athenkosi Khonzani is currently studying Electrical and Computer Engineering at UCT.

Project components include *Saturday School, Residential Camps, Enrichment Workshops,* and continuous *Coaching, Mentoring and Psychosocial* support.


Saturday tuition classes


NBT writing


Funder visits


Small group study at matric revision camp


Sharing faculty information

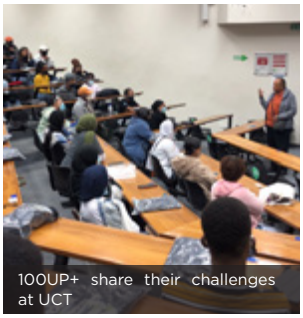

Admissions office coming out to 100UP


HEI online application in UCT labs


Getting to know about UCT res life!


UCT online Open Day

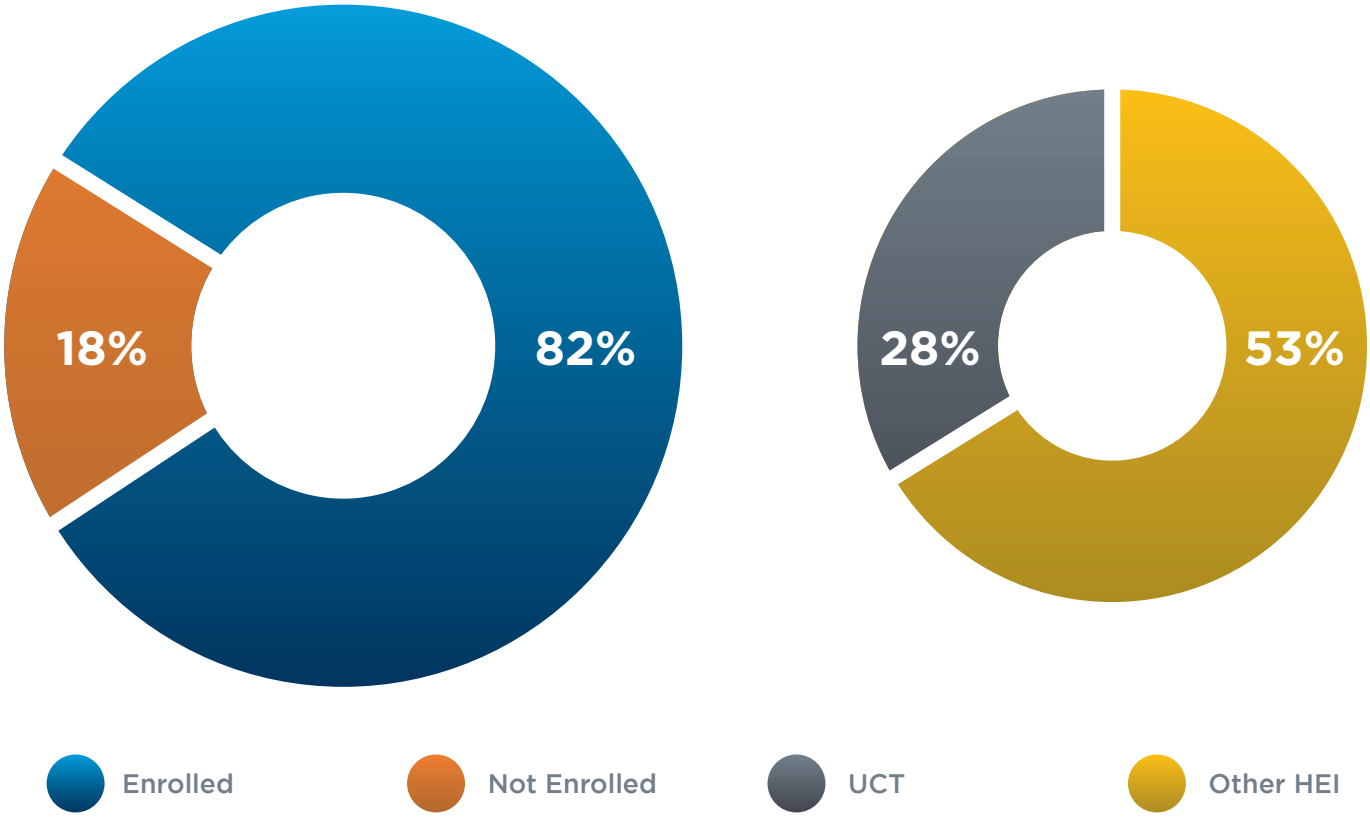

Enrichment workshop


100UP+ share their challenges at UCT


100UP+ students impressing funders

100UP PROJECT STATS:

100UP ENROLLMENT STATISTICS BY COHORT AT UCT



OVERALL 100UP PERFORMANCE

MATRIC YEAR	LEARNERS IN THE PROGRAMME	100UP & GILL NET BACHELOR PASSES	UNIVERSITY ENROLMENTS			
			UCT	OTHER HEIS	TOTAL	% HEI ENROLMENTS
2013	210	183	78	91	169	92,3%
2014	199	143	65	61	126	88,1%
2015	215	188	91	91	182	96,8%
2016	217	195	100	60	160	82,0%
2017	191	180	82	88	170	94,4%
2018	231	220	85	108	193	87,7%
2019	188	176	66	79	145	82,3%
2020 (covid year)	191	166	73	45	118	71,0%
2021 (covid year)	182	168	33	105	138	82,1%
2022	187	174	63	89	152	87,3%
2023	187	174	53	100	153	87,9%

100UP+

The 100UP+ (PLUS) programme that commenced in 2020, ensures that those students who were successful in 100UP and were admitted to UCT, are given the necessary bridging support during their studies towards successful graduation.

The PLUS programme aims to provide students with a positive learning experience at UCT.

Programme activities include quarterly group meetings, one-to-one counselling sessions, and referrals to relevant UCT departments for the most vulnerable students.

100UP+ PERFORMANCE

(2020 – 2023 since project commencement)

COHORT	COMPLETED DEGREE				GRADUATED	STILL REGISTERED	DROPPED OUT	TOTAL GROUP	GRADUATED % OF COHORT	DROP OUT % BY COHORT	2ND DEGREES	3RD DEGREES	% OF GROUP PURSUE 2ND & 3RD DEGREES
	2020	2021	2022	2023									
Cohort 7 (1st Year 2020)	0	0	10	0	10	51	11	72	14%	15%	6	0	8%
Cohort 8 (1st Year 2021)	0	0	0	0	0	31	2	33	0%	6%	0	0	0%
Cohort 9 (1st Year 2022)	0	0	0	0	0	62	1	63	0%	2%	0	0	0%
Cohort 10 (1st Year 2023)	0	0	0	0	0	53	0	53	0%	0%	0	0	0%
TOTAL	**0**	**0**	**10**	**0**	**10**	**197**	**14**	**221**	**14%**	**23%**	**6**	**0**	**8%**

FUNDERS IN 2022:

THE 100UP IS GRATEFUL TO THE 88F, AFRICAN EXPLOSIVES AND CHEMICAL INDUSTRIES (AECI) DE BEERS MARINE PRIVATE DONORS AND SPONSORSHIPS





Due to current funding challenges, the 100UP project has streamlined its activities in 2023. The project hopes to interest funders in supporting the incoming cohort (2023) through to higher education.

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 20 years. This has afforded the unit an opportunity to build extensive experience in operationalising largescale assessment projects and lay claim to being the leading assessment service provider in the country. In 2022, the SDU once again delivered this service successfully and completed testing to Grade 3,6 and 9 classes in 1503 schools (inclusive of public and independent schools) in the province despite the challenges imposed by the pandemic. The success of the project was, in no small measure, due to the commitment and ability of the extensive teamwork involved at all stages of delivery. 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.



EDUCATION FOR SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE (ESD)

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

This programme ensures that 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 planet. 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.



DESIGN THINKING IN STEM PARTNERSHIP

In 2022 SDU continued its collaboration with UCT's Hasso Plattner School of Design Thinking. The intention of this initiative is to incorporate design-thinking strategies within school management, and the teaching of Mathematics and Science. Initial engagements focused on the teaching of Natural Sciences, and then explored the benefits of design-thinking for School Management Teams. The project offered training through a series of workshops offered to Natural Sciences teachers. This initiative was rolled out in consultation with the WCED metro districts.







FINANCES

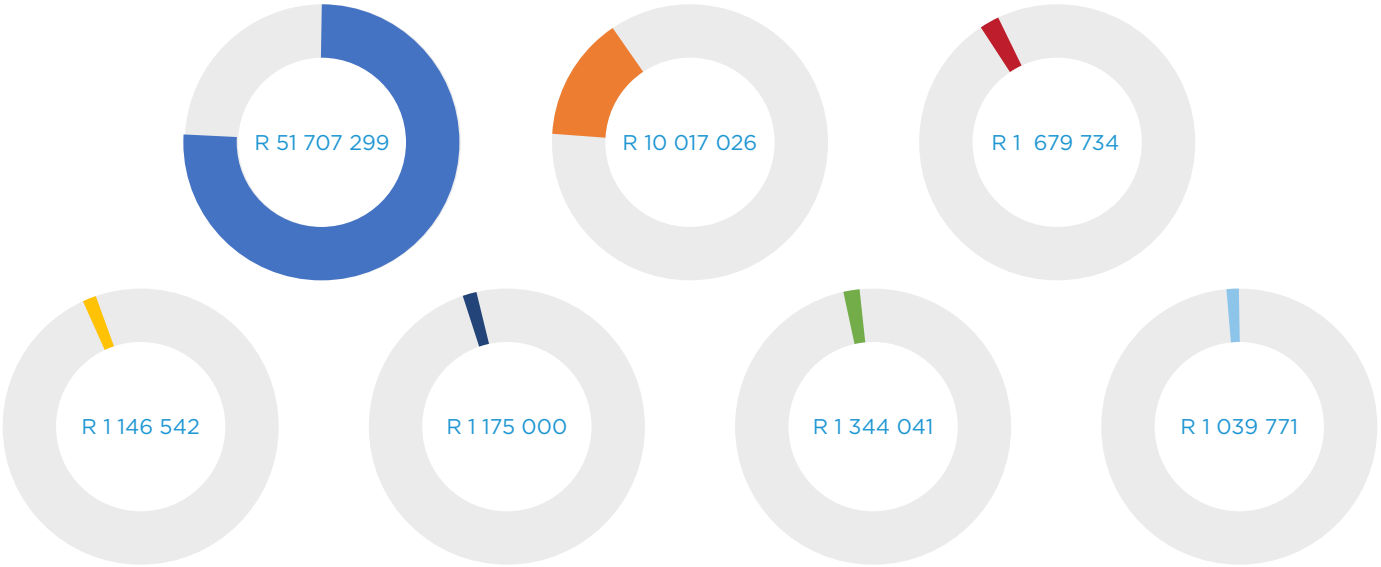
In terms of financial management, the operations of the SDU are fully integrated into, and compliant with, UCT's finance systems and procedures.

The direct operating costs of the Unit (staff salaries, office overheads and so forth) totalled just under R10 million (R9.7m). 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 2022, 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.

Income for 2022 can be broken down as follows:	
Systemic Testing	R 51 707 299
School-based projects; Teacher professional and school organisational development	R 10 017 026
100UP Schools Project	R 1 679 734
Schools Improvement Initiative (SII)	R 1 146 542
Advanced Diploma in Leadership and Management	R 1 175 000
Materials Development (including royalties)	R 1 344 041
Investment income	R 1 039 771
TOTAL	**R 68 109 413**



TOTAL: R 68 109 413

As the SDU is soft-funded, the Unit is most grateful to the following funders, partners, Alumni and clients who have supported us over the past year:

- Western Cape Education Department (WCED)
- Cape Teaching and Leadership Institute (CTLI)
- Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)
- Hasso Plattner School of Design Thinking
- 88 Foundation
- African Explosives and Chemical Industries (AECI)
- De Beers Marine
- Gauteng Education Development Trust (GEDT)
- Zenex Foundation
- JET Education Services
- USAID
- Maitri Trust
- Aurum Charitable Trust
- Development and Alumni Department (DAD) (UK Trust, UCT Alumni: Australia; UK; SA; USA and Canada)
- Albert Wessels Trust
- Department of Environmental Affairs and Development Planning
- Fundisa for Change
- The Frank Robb Charitable Trust
- McMillan Publishers

FINANCES



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.

LITERARY ASSOCIATION OF SOUTH AFRICA (LITASA)

LITASA is a volunteer-run member body with the primary purpose of promoting literacy. Through research, sharing of best practice and community collaboration, LITASA aims to grow a strong literacy community that brings together individuals and organisations using various platforms including workshops, national conference, outreach programmes, scholarly journal, website and social media. LITASA operates at a national level and has four branches working locally. We comprise members who come from various spheres at all levels within the literacy sector.

OUR TEAM

HEAD



Dr Ramesh Jeram
Head

FINANCE & ADMINISTRATION



Shakeel Meyer
Operations and Finance Manager



Yusrah Ajouhaar
Administrative Assistant



Riana Albertyn
Administrative Assistant



Janine de Villiers
Finance Officer



Ilhaam Dreyden
Project Officer



Wadeeah Fisher
Administrative Officer



Sophia Mamwell
Administrative Assistant: Systemic Testing



Pam Ngcola
Project Coordinator: Systemic Testing



Shawnette Mapuma
Administrative Assistant: Systemic Testing



OUR TEAM

EARLY CHILDHOOD DEVELOPMENT & LANGUAGES



Tholisa Matheza
Education Specialist: Early Childhood Development



Diane Hendricks
Education Specialist: Early Childhood Development

SCIENCE



Gilbert Dolo
Education Specialist: Science

SCHOOL LEADERSHIP & MANAGEMENT



Dr René Terhoven
School Leadership & Management

MATHEMATICS



Gary Powell
Snr Education Specialist: Teacher Professional Development



Susan Brundrit
Education Specialist



Kaashief Hassan
Education Specialist: Mathematics



Yusuf Johnson
Education Specialist: Mathematics

SCHOOL ORGANISATION & DEVELOPMENT



Dr Patti Silbert
Snr Education Specialist: School Organisation and Development



Tembeka Mzozoyana
Health & Social Development Coordinator

LEARNER SUPPORT



Ferial Parker
Snr Education Specialist: Learner Support Programme

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