



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

SDU Schools
Development
Unit

ANNUAL REPORT 2023

Changing schools for good

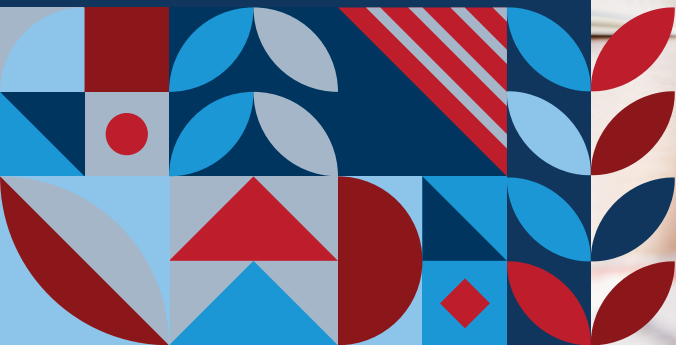


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MESSAGE FROM THE SDU HEAD

The Schools Development Unit has once again excelled in delivering its mandate of working with teachers and learners to improve teaching and learning within schools. The SDU has been responsible for implementing a diverse range of projects and programmes during 2023. Our teams have continued to work collaboratively with UCT's School of Education staff, enabling expertise to be shared at the highest level. This has ensured that the Unit remains at the forefront of delivering quality training and support for teachers and learners.

Our social responsiveness programmes, 100UP and the School Improvement Initiative (SII), continue to be beacons of hope for our learners and school communities. These programmes provide the best possible opportunities for schools to become centres of excellence, and, in the case of 100UP, for learners to be supported, academically and psychosocially, in accessing study opportunities at higher education institutions. Both programmes strengthen UCT's commitment to transformation, diversity and community engagement.

The Grade R Mathematics Project is currently being implemented in Gauteng, in which the SDU has been working in close collaboration with the Gauteng Department of Education and JET Education services. This project has placed the SDU at the forefront of delivering quality Early Childhood Development (ECD) training courses. As this sector becomes increasingly critical in the cognitive and psychosocial development of grade R-3 learners, the SDU is currently expanding this programme, in collaboration with various partners, to offer more innovative ways of training our ECD teachers.



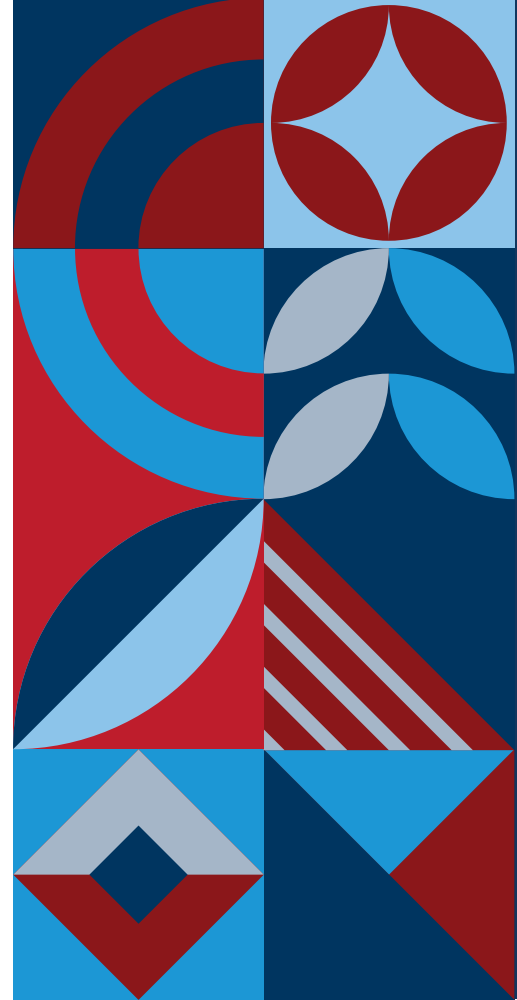
MESSAGE FROM THE SDU HEAD

In the past year, our focus on Continuous Professional Teacher Development (CPTD) has resulted in the upskilling of over 700 teachers through various qualifications, short courses and workshops. In addition to enhancing their pedagogical content knowledge, this has equipped them with the necessary skills to excel as leaders and managers within their respective schools. Post-training support has enabled teachers to further develop their expertise and confidence, ultimately leading to improved teaching and learning outcomes in the classroom. As a result, many of these teachers have emerged as distinguished leaders in their field, whether inside the classroom or as managers in the schools, regardless of the contextual challenges they may face. We are proud of the impact our CPTD programmes has had on the growth and development of educators, and we look forward to continuing our support to them in their journey towards teaching excellence.

The SDU colleagues, as a collective, have played a crucial role in the successful administration and delivery of our 2023 programmes. The project management expertise of our staff can only be made possible as a result of the skilful competence and efficiency of the SDU administrative support staff. Acknowledgement and gratitude must be attributed to our Alumni, funders and donors who, through their generous donations and funding, ensured the successful delivery of our programmes, and their associated achievement.

Looking ahead towards 2024, with the support of the SDU and School of Education colleagues, and in collaboration with our funders and donors, the SDU will endeavour to continue to strengthen and improve its offerings, thus remaining relevant, innovative and at the forefront of an ever-changing education landscape.

Dr Ramesh Jeram



MESSAGE FROM THE DIRECTOR OF SCHOOL OF EDUCATION

In the current global environment public schools and education provision for the marginalised are increasingly under the cosh. This has made access to quality learning even more difficult, contributing to further educational and social cleavages.

The value of the work of the Schools Development Unit in assisting, supporting, and offering professional development access to teachers in a complex array of Western Cape schools cannot be overstated, providing invaluable scaffolding for the pursuit of quality education. The SDU plays a deeply meaningful role in the transformation goals of the public education system by grappling with many key challenges and providing interventions within schools that are both critical and relevant, and generating research-informed practices that help the sector better understand how to approach some of the bigger obstacles that impact on the work of teachers.

Under the leadership of Dr Ramesh Jeram the SDU has, since 2021 developed a refreshingly different outlook and focus on the recalibration of

work of the SDU team of committed education specialists that is needed to serve the new work demands and future developments in the schooling sector. They are ably supported by excellent, passionate, and experienced administrative support services, providing a foundation that solidifies SDU's commitment to the idea of quality and sustainable education provision. This refresh has opened the doors to multiple other new donors and partners that have shown interest, support and commitment to many of the new SDU ventures.

On behalf of the School of Education, we extend our deepest thanks to the SDU and their partners and donors for producing work that is critically important for the development of education role-players from many diverse and under-supported schooling communities.

Professor Azeem Badroodien

Director: School of Education



OVERVIEW OF THE SDU

The Schools Development Unit (SDU) was established in 2000 with the goal of improving teaching and learning in the South African school system. As a unit within 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 other the provinces. Our reach extends 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

1

What happens in schools can and does make a difference.

2

Teachers have the most significant positive impact on schooling outcomes, especially in poor communities.

3

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 approved qualifications and a diverse assortment of short courses endorsed by the South African Council of Educators (SACE). These are applied in tandem with school-based support, to help teachers apply what they've learned in the classroom. Our school-based work supports teachers, both individually and collectively, and learners.

By working at an individual, collective and province-wide level, we focus on the promotion of quality teaching and learning across all grades and phases of formal schooling, from Grade R to Grade 12. This, we believe, is critical for South Africa's long-term stability and economic development.

OVERVIEW OF SDU

EARLY CHILDHOOD DEVELOPMENT

The early childhood development phase is a critical stage in which young children's full potential can be developed. SDU values the education of young children, hence its core work is to capacitate, support and mentor teachers in the Foundation Phase including Grade R teachers at provincial as well as at national level. Its mandate is to expand access and improve quality of teaching and learning in the Foundation Phase. Our ECD work focuses on Language, Life Skills and Mathematics across Grade R to 3. Grade R is the Foundation Phase's first year of formal schooling and prepares young children for formal learning. We focus on learning through play, establishing physical coordination, as well as creating spoken language competency and development of essential concepts that will serve as the foundation for future development of number sense and literacy.

To support our belief in a strong start to schooling we have registered qualifications and short courses with UCT, endorsed by the South African Council for Educators (SACE). The SDU has developed resources to help teachers implement the Curriculum Assessment Policy Statements (CAPS) and we offer school and classroom-based support. We work with teachers to create play and enquiry-based environments that inspire and motivate children to engage in shared processes of

acquiring knowledge and experiences. Through our programmes and short courses, teachers enhance their knowledge, understanding and abilities by analysing teaching approaches, applying methodologies in all subjects across the curriculum in the various grades of the Foundation Phase. In partnership with the Western Cape Education Department (WCED), SDU has developed a Grade R Maths programme which was later adopted by the Gauteng Department of Education. This is a fully resourced programme offering a child-centred and play-based approach to the teaching and learning of mathematics.



OVERVIEW OF SDU

MATHEMATICS

Mathematics remains one of the gate-keeping subjects for school leavers, providing a way to develop abstraction and reasoning strategies which can prove useful in further studies, careers and in everyday life. The SDU believes that mathematical thinking needs to be nurtured from the earliest ages, and throughout schooling. Our work in mathematics thus spans from Grades R to Grade 12.

The SDU works collaboratively with the School of Education, as well as mathematicians and mathematics education academics from other universities. Our partners include teachers in schools, education department officials and education publishers.

OUR ENGAGEMENT WITH BENEFICIARIES TAKES THE FORM OF:

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



OVERVIEW OF SDU

SCIENCES

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

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

The SDU works closely with the Western Cape Education Department, as well as with other institutions, organisations and individuals who work passionately in improving and promoting science education in our schools.



OVERVIEW OF SDU

SCHOOL ORGANISATION AND DEVELOPMENT

Effective school leadership, management and governance are critical components required for a school to function optimally and are essential in order to ensure quality teaching and learning. At SDU, we support school principals, deputy principals, heads of departments and teachers by upskilling and capacitating them in the organisation and management of their schools. Through our qualifications, short courses and communities of practices, school managers develop the expertise required to provide effective leadership in order to ensure that their schools provide the highest quality of education.



THE SDU'S FOCUS AREAS OF SCHOOL ORGANISATION AND DEVELOPMENT INCLUDE:

- Managing the curriculum: 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 educators: human resource management; issues related to the socio-economic context; the health and wellbeing of learners and teachers; involvement of parents and harnessing school community resources
- School leadership and management in the South African context: understanding 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.

TEACHER PROFESSIONAL DEVELOPMENT

ADVANCED CERTIFICATE IN TEACHING (ACT)

The University of Cape Town, through the School of Education, offers the Advanced Certificate in Teaching (ACT) as a continuing professional teacher development (CPTD) qualification. This qualification is in line with the national policy on the 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 2023 academic year, 136 teachers successfully registered for the first year of this ACT qualification. This group of students were made up of 39 Foundation Phase students, 73 Intermediate Phase students and 24 Senior Phase students.

These students are currently funded by the ETDP SETA as well as other specifically sourced funders and intend completing the Second Year of this two-year qualification in the 2024 academic year.

THE SCHOOLS DEVELOPMENT UNIT OFFERS THE FOLLOWING CPTD PROGRAMMES:

- Advanced Certificate in Foundation Phase Teaching (ACT FP)
- Advanced Certificate in Intermediate Phase Teaching (ACT IP)
- Advanced Certificate in Senior Phase Teaching – Mathematics (ACT SP Maths)
- Advanced Certificate in Senior Phase Teaching – Natural Science (ACT SP Nat Sci)

TEACHER PROFESSIONAL DEVELOPMENT

ADVANCED DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT - ADVDIP(SLM)

The AdvDip(SLM), launched in June 2022 with 55 students, offers a two-year part-time NQF 7 qualification for aspiring school leaders. Comprising seven courses, it focuses on leading and managing schools in diverse contexts, emphasising socio-cultural delivery methods. The program includes site visits and establishes Communities of Practice to support students, fostering collaboration and networking. It stimulates a culture of continuous professional development and reflective practice to drive positive change in schools.

The 30 credit course spans two years and involves the development of a professional portfolio with evidence related to outcomes, action-research, and a personal, professional, and organisational development plan focused on growth and development of the student and their school.

After completion of this 2-year part-time qualification, aspiring school leaders are equipped with advanced leadership and managerial skills tailored for their educational context. The current cohort will graduate during September 2024. Presently, students have reported significant improvements in their ability to lead diverse teams and to navigate the complex terrain of schooling with the implementation of effective strategies for school improvement. By integrating cutting-edge research and best practices in the field, the curriculum remains relevant and responsive to emerging trends in education, empowering them to lead with confidence, integrity, and vision in the ever-changing educational landscape.



TEACHER PROFESSIONAL DEVELOPMENT

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 and SACE-endorsed 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 and learning.

Our short courses cater for educators working in contexts from Early Childhood Development (ECD) to Grade 12. Our university-approved and SACE-endorsed short courses focus largely on Mathematics, Sciences and Languages, and include topics on pedagogy and assessment strategies, as well as Education Management and Leadership. Our short courses range from six to thirty-six hours in duration and are mostly delivered to groups of educators upon request.

During 2023, a total of 669 teachers registered for UCT short courses which were delivered by the SDU. A special thanks to our funders for funding our short courses, providing in-service teachers with opportunities to strengthen their confidence and competence within their own teaching and learning.



TEACHER PROFESSIONAL DEVELOPMENT SHORT COURSES 2023

COURSE TITLE	PARTICIPANTS	MONTH
CAPS Senior Phase Teaching	14	January
Euclidean Geometry for Mathematics Educators	15	February
Thinking Maps as Tools to Construct Meaning Language Writing	52	February
Implementing Moderation Practices for School Managers	50	March
Trigonometry for Mathematics	15	March
Measurement in 1, 2 and 3-Dimensions for Grades 1-7	35	April
Thinking Maps as Tools to Construct Meaning Language Writing	17	May
Introduction to Questioning and Assessment	40	May
Reading and Writing across the Curriculum	25	May
ICT Integration for Primary School Language	20	July
ICT Integration for High School Language	20	July
Psychological First Aid for Educators in times of crises (PFA)	50	September
Newly Qualified Teacher Support	112	October
Mentoring of Students and Teachers and Novice Teachers	5	October
Psychological First Aid for Educators in times of crises (PFA)	199	November
669		

SCHOOL BASED PROJECTS

SCHOOLS IMPROVEMENT INITIATIVE (SII)

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 objectives enact the University's social responsiveness and community engagement agenda.

TEACHER PROFESSIONAL DEVELOPMENT

In addition to workshops being offered in the Sciences, and Moderation and Assessment Practices, the following short courses were offered in 2023: Moderation and Assessment Practices; Thinking Maps as Tools to Construct Meaning in Language; Measurement in 1, 2 & 3 Dimension and Psychological First Aid for Teachers in Times of Crisis.

Individual school-based systemic test analysis workshops were offered to the SMTs and Grade 3 & 6 language and mathematics teachers at six primary schools as per the schools' requests. Principals and deputies were supported through the SII Community of Practice sessions that took place quarterly. Communication and Conflict Management workshops at six of the SII schools were presented, as were a series of psychosocial workshops for teachers as part of their staff development. The workshops were requested by the teaching staff to address challenges relating to bullying, substance abuse and emotional abuse.



SCHOOL BASED PROJECTS



FACULTY OF HEALTH SCIENCE STUDENT PLACEMENT

A total of 70 UCT FHS students were placed in the two partner primary schools from the divisions of Occupational Therapy; Speech-Language Therapy; Physiotherapy and Audiology. In addition to a number of exciting projects being implemented in response to the needs of the schools, the second-year Audiology students undertook hearing screenings with the Grade R classes at Sivuyiseni and Intshayelelo, with 70 and 65 learners being screened respectively.

STUDENT VOLUNTEERISM

In collaboration with the UCT Knowledge Coop, a team of four Information Systems Honours students were placed at Usasazo to undertake their community outreach work. Students from Law & Social Justice held sessions at Usasazo High facilitating processes for learners to understand their individual rights as well as personal development. UCT's Department of Immunology initiated a programme for all Grade 8 learners at COSAT and Usasazo to support them in English First Additional Language, Mathematics and Physical Science during January 2024.

Schools Improvement Initiative (SII)

SCHOOLS WELLNESS CENTRE (SWC)

Psychosocial support in schools has played an increasingly important role in the SII. The focus has been providing teachers with effective, practical strategies to support learners who are experiencing emotional and psychological distress; developing a greater awareness of the harm of substance abuse, providing teachers with a deeper understanding of their own mental health and equipping them with effective strategies to support their wellbeing.

In 2023, there was a total of 23 second, third and fourth-year social work students in the SII schools. The students were involved in individual counselling, groupwork and community work projects as part of their field practicum. A total of 1859 individual sessions took place from January to October in 2023, as compared with 1075 sessions during the same period in 2022.

The focus of the SWC was bullying, emotional abuse and substance abuse – with workshops taking place with learners, parents and educators in these areas.

COLLABORATION TOOK PLACE WITH THE FOLLOWING NGOS:

- Empilweni Place of Healing
- SANCA (South African National Council on Alcoholism and Drug Dependence)
- Khayelitsha Site B Youth Clinic
- City of Cape Town Drug Awareness and Prevention Department

SCHOOL BASED PROJECTS

In 2023 the university-approved short course Psychological First Aid (PFA) for teachers in times of crisis was integrated into the Western Cape Education Department's (WCED) Back on Track learning programme. The purpose of the short course is to equip educators with the practical skills and confidence to support their learners, especially those experiencing emotional challenges. The short course addresses ways in which teachers can manage their own stress more effectively.

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

Schools Improvement Initiative (SII)



SCHOOL BASED PROJECTS

GRADE R MATHEMATICS PROGRAMME

The Grade R Mathematics Improvement programme was developed to provide much needed classroom support to Grade R teachers/practitioners in Gauteng. It addresses classroom practices with exciting techniques and methodologies best suited for Grade R teaching and learning. Grade R Maths encourages an approach to teaching and learning that is stimulating and motivating for learners to develop the knowledge and skills that they will build on in later grades.



The programme has a set of objectives which aim at equipping the Foundation Phase Subject Advisers and Departmental Heads to train and support Grade R teachers to improve pedagogical practices in Mathematics. Another objective of the Grade R Maths programme is to equip the Foundation Phase Departmental Heads to monitor and support Grade R teachers to implement the Mathematics curriculum.

In 2023, 181 Foundation Phase Subject Advisors, Departmental Heads and Lead teachers were trained at four termly Training of Trainers' (ToT) sessions. More than 1700 Departmental Heads were reached during these online sessions with the focus on providing knowledge and skills on how to support and monitor implementation in Grade R classrooms. SDU was mandated to provide mentorship and support to trained Grade R teachers through various online platforms.

HIGHLIGHTS FROM GRADE R TEACHER'S TRAINING SESSIONS

Grade R teacher training sessions provided useful classroom resources which teachers found helpful with planning. The easy-to-use activities in the guides, suggestions on how to facilitate daily small group activities made teaching and observation of individual learners easier.

AREAS OF CONCERN

Both teacher trainers and grade R teachers raised concerns with assessment, particularly with SA-SAMS system (system used in Gauteng to convert raw marks into codes). Class sizes were reported to be a challenge for group work, leaving teachers with no opportunity for further support to struggling students.



SCHOOL BASED PROJECTS

UCT 100UP PROJECT

The 100UP project is a support initiative addressing the inequality of opportunity for learners from underserved communities in accessing higher education in South Africa. The programme focuses on widening access to tertiary education by nurturing academic and life skills essential for success in university studies. Successful participants of the programme are equipped to enter the University of Cape Town (UCT) or any other tertiary institution of their choice.

Currently operating in the Khayelitsha community, the programme selects learners based on their final Grade 10 school examination results. Additionally, the GILL NET cohort of learners, who join the programme in July of their matric year, receive a condensed version of support. These learners are selected from schools in Mitchells Plain and Philippi in the Western Cape region.

Annually, the project supports approximately 300 learners from these under-resourced communities, equipping them with the necessary skills and resources to thrive in higher education and beyond.



THE 100UP PROJECT CONSISTS OF TWO MAIN COMPONENTS:

100UP

This component encompasses the schools' programme, which focuses on providing academic support and enrichment activities to learners from underserved communities during their high school years. Through Saturday tuition, residential camps, enrichment workshops, and continuous coaching and mentoring, the 100UP schools' programme aims to equip learners with the necessary academic and life skills to excel in their final school examinations and gain access to tertiary education.

100UP+ (PLUS)

This component includes the university's first-year bridging programme, which offers ongoing support to 100UP graduates who have been accepted into UCT. The 100UP+ programme provides these students with mentoring and psychosocial support to ensure a smooth transition into university life and enhance their chances of academic success.

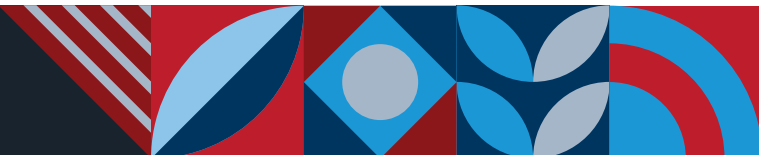
PROJECT IMPACT IN 2023

The school learners in the 100UP project have continued to achieve remarkable success in 2023, a testament to their dedication and the effectiveness of the programme. Among the 200 matriculants, an impressive 98% have obtained Bachelor's passes in their final examinations. Currently, 172 of these learners have enrolled in tertiary institutions across South Africa, taking significant steps toward realising their educational aspirations and ambitions.

Notably, learners like Liyema Dlamanzi from Chris Hani High School and Sakhumze Balangile from Siphamandla High School in Khayelitsha, stand out as top performers in the Western Cape. Liyema's pursuit of Medicine and Sakhumze's focus on Mechanical Engineering at UCT exemplify the transformative impact of the 100UP project, enabling learners from disadvantaged communities to access and excel in higher education.

Furthermore, a number of learners from the programme have ventured into diverse fields such as Health Sciences, Engineering, Commerce and Sciences at various higher education institutions in 2023. This diversity underscores the programme's success in providing learners with opportunities to explore their interests and pursue their academic and career goals.

Overall, the continued success of learners in the 100UP project highlights its pivotal role in broadening access to higher education and empowering individuals to realise their full potential, thereby contributing to the advancement of both the learners and society as a whole.





100UP+ (PLUS)

The 100UP+ programme is dedicated to offering essential bridging support to students who have successfully completed the 100UP programme and gained admission to UCT. This ongoing support is aimed at ensuring their academic success and progression towards graduation.

The primary goal of the 100UP+ program is to provide students with a positive learning experience during their time at UCT. To achieve this, the programme offers a range of activities and services, including quarterly group meetings, one-to-one counselling sessions, and referrals to relevant UCT departments for students who may require additional assistance. These initiatives are designed to address the specific needs of students and provide them with the necessary support to thrive academically and personally.

Furthermore, it is important to highlight that students enrolled in the 100UP+ programme actively contribute to the programme's success by offering pivotal assistance and support to their peers. This peer support network plays a crucial role in fostering a sense of community and collaboration among students, enhancing their overall university experience.

Overall, the 100UP+ programme demonstrates a commitment to empowering students and ensuring their continued success at UCT by providing tailored support and fostering a supportive learning environment. A special thank you goes to our funders, who made this programme possible.

SCHOOL BASED PROJECTS

WCED SYSTEMIC TESTING

As the lead service provider for the Western Cape Education Department's (WCED) annual Grades 3, 6 and 9 Language and Mathematics Systemic Testing Project, the SDU has perfected its capacity to administer large-scale assessment. This experience, over the course of twenty years, has placed the unit in a leading position to operationalise the testing of learners within South Africa.

During 2023, the unit once again delivered this service successfully, completing testing in more than 8000 classrooms in 1405 public schools and 118 independent schools across all eight education districts in the Western Cape Province.

The SDU acknowledges the importance of testing in gauging effective delivery of the curriculum across all schools in the province.



CONFERENCE ATTENDANCE

CONFERENCE:

Literacy Association of South Africa (LITASA),
September 2023

THEME:

Literacy in practice: Possibilities for praxis

VENUE:

Nelson Mandela University, Gqeberha

TITLE OF PRESENTATION:

Opening a platform for knowledge sharing to improve
Reading and Writing in an interactive manner

PRESENTERS:

Diane Hendricks and Tholisa Matheza

SHORT ABSTRACT OF PRESENTATION:

Interactive resources that enable learners to make meaning of their experiences, supporting both reading and writing by assisting the learners to clearly and visually express, explain, understand, present, and engage in the reading and writing processes. Knowledge is stored in two forms: Linguistic and Non-linguistic form. Research proves that the more we use both systems of representation, the better we are able to think and recall knowledge.

We would like our learners to be well informed and to understand ideas that are important, useful, and powerful. We also want them to have the ability to think analytically and critically, to be able to speculate and imagine, to see connections among ideas, and to be able to use thinking and writing tools to enhance their competence to produce good writing and to improve their reading. We hope to share the utilisation of thinking maps and other resources that can support the development of independent readers and writers through specific teaching in a variety of formats (whole group, small group, and individual interactions) that can improve our classroom practice.

FINANCE REPORT

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 R8 million. 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 2023, 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 2023 can be broken down as follows:

School-based projects; Teacher professional and school organisational development; consulting services	R 54 044 233
100UP Schools Project	R 795 492
Schools Improvement Initiative (SII)	R 1 199 095
Advanced Diploma in Leadership and Management	R 1 261 114
Materials Development (including royalties)	R 1 570 265
Investment income	R 2 627 843
TOTAL	R 61 498 042

ACKNOWLEDGEMENTS

As the SDU is soft-funded, it is most grateful to the following funders, partners, Alumni and clients listed below. Without their support, our projects/programmes highlighted in this report would not have been possible.

These include:

- 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 (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
- Macmillan Publishers
- 27four Investment Managers
- Melbro Wholesale
- Resimac
- Private, small donors and sponsorships

PROFESSIONAL ASSOCIATIONS

ASSOCIATION FOR MATHEMATICS EDUCATION OF SOUTH AFRICA (AMESA)

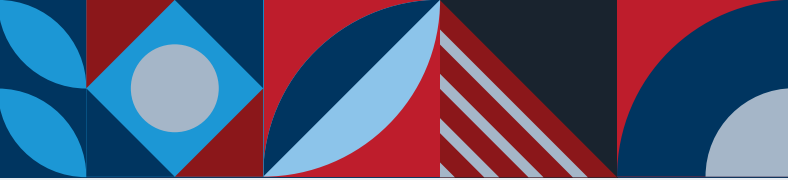
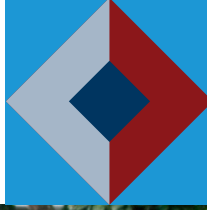
The Association for Mathematics Education of South Africa is a national association of Mathematics teachers, teacher-trainers, and academics which promotes excellence in the teaching of Mathematics. The SDU plays an active role on this professional association as council members at both provincial and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



Janine de Villiers
Finance Officer



Ilhaam Dreyden
Project Officer



Wadeah Fisher
Administrative Officer

EARLY CHILDHOOD DEVELOPMENT



Tholisa Matheza
Education Specialist



Diane Hendricks
Education Specialist

MATHEMATICS



Gary Powell

Snr Education Specialist:
Teacher Professional
Development/Project
Manager WCED Systemic
Testing Project



Kaashief Hassan

Education Specialist



Yusuf Johnson

Education Specialist

SCIENCE



Gilbert Dolo

Education Specialist

SCHOOL LEADERSHIP & MANAGEMENT



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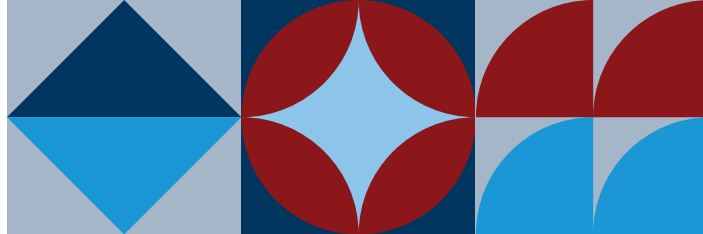
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