



**25 YEARS
OF IMPACT**
SINCE 1998



Edufundi
Annual report 2023

Our Mission

To be a sought-after provider of **quality educational mentorship** and **capacity building** to **teachers and school leadership teams** in under-resourced schools.

To ensure that all our **children** have a **love of learning** and a **thirst for knowledge**, and are well-prepared to achieve **their full potential**.

A woman with dark braids is smiling broadly, looking upwards and to the left. She is wearing a dark blue top with a white and blue striped pattern and a necklace. The background is a blurred classroom with a yellow wall and a green chalkboard.

Our focus

Our focus is on **building teachers' capacity** to make everyday teaching and learning more effective.

Partnering with educators and school leaders in a way that offers **practical and sustainable solutions** to their specific challenges has proven to make a **real, measurable and concrete difference to learner achievement.**



Contents

| | |
|--|----|
| Chairperson's Report | 5 |
| CEO's Report | 7 |
| About Edufundi | 9 |
| 25 Years of Impact Timeline | 10 |
| 2023 Impact and Highlights | 13 |
| <ul style="list-style-type: none">• Overview• Journey of sustainability• National reach and outputs• National outcomes• Impact stories | |
| Finances | 28 |
| Thanks | 29 |

Chairperson's Report

I am honoured to stand before you today as we mark a significant milestone in Edufundi's journey. As we gather for our Annual General Meeting, we not only reflect on the past year's achievements but also celebrate the remarkable 25 years of impactful service that we have dedicated to our mission.

Twenty-five years ago, a group of compassionate individuals came together with a shared vision of providing quality educational mentorship and capacity building to teachers and leaders in primary schools, so that all our children have a love of learning, a thirst for knowledge, and are well prepared to achieve their full potential.

Our mission brings to mind a powerful quote by Alvin Toffler, "the illiterates of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn, and relearn." In the context of Edufundi's 25 years of operations, these words resonate deeply with our mission and the ethos of our organisation.

Edufundi's journey has been a testament to the power of learning, unlearning, and relearning in the pursuit of our mission to unlock the potential of our children by promoting quality education in primary schools through teacher mentorship and support. Over the past 25 years, we have continuously evolved, adapted, and innovated. We take pride in the journey we have undertaken, from our humble beginnings of supporting schools and teachers with Maths pegboards during our Edupeg days to our current emphasis on enhancing classroom engagement and fostering effective school leadership through mentoring and coaching.

Over the years, we have embraced new ideas, perspectives, and approaches to tackle capacity building and support for our teachers and school leaders. We have learned from our successes and failures, unlearned outdated practices, and relearned how best to empower those most in need.

In celebrating our 25th year of operations, we honour not just our past achievements but also our ongoing commitment to growth, transformation, and excellence. As we look ahead to the future, we recognise that the journey of learning, unlearning, and relearning is a perpetual one – a journey that requires humility, curiosity, and resilience.

Reflecting on the highlights of 2023, we celebrate a year filled with remarkable achievements and significant milestones. It marked the continuation of our relationships with our current cohort of schools, spanning two years since 2022, a journey that has brought immense value to our organisation. A heartfelt thanks to all the schools and the Department of Education for welcoming us and entrusting us to collaborate with you in the interest of the child.

As we approach the conclusion of our current cohort in 2024, our journey together is far from over; the relationships we have cultivated will extend beyond direct support to the schools. Your esteemed institutions will remain integral to the Edufundi journey as we forge ahead.

In addition to our internal efforts, I am proud to highlight the collaborative efforts we have pursued to broaden our impact and diversify our scope. Through strategic partnerships and alliances, we have expanded our reach, amplified our impact, and effected lasting change in the education ecosystem. Together, we are stronger, and I eagerly anticipate furthering our collaborative efforts in the years ahead.

THE BOARD OF DIRECTORS



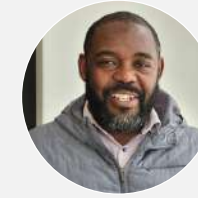
Palesa Nkabane
Chairperson



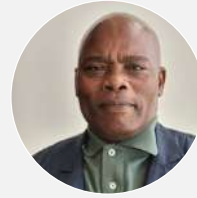
Hazel Jacobs
Director



Phadiela Cooper
Director



Fambai Marara
Director



Chris Gina
Director

At the core of our mission lies the belief in the transformative power of mentoring and coaching in the education ecosystem. Edufundi plays a pivotal role in closing the gap and empowering teachers and school leaders to excel. By providing robust mentoring and support, we cultivate an environment conducive to learning and inspire the next generation of leaders. To achieve this, the commitment and receptivity of educators in each of the schools we engage with is an absolute necessity; through their collaboration, we actualise our vision.

I am deeply grateful to each and every one of you who has been a part of Edufundi's incredible story – from our founders and early supporters to our dedicated staff, trustees, donors, and partners.

To our dedicated staff members, both new and longstanding, I extend my deepest appreciation for your hard work and dedication. Your passion for education and steadfast commitment to our cause are truly commendable. I also want to take a moment to acknowledge the contributions of those who have departed our organisation but have left behind significant legacies in the Edufundi journey. Your dedication has laid the foundation for our continued success, and we are grateful for your contributions.

I would also like to express our sincere appreciation to our funders for their generous support, which has enabled us to execute our programmes and initiatives effectively.

Your belief in our mission empowers us to make a difference in the lives of countless teachers, school leaders, and learners across the country.

And to my fellow board members. Your strategic guidance and vision have been pivotal in guiding Edufundi towards success. Your leadership has been indispensable, and I am deeply grateful for your unwavering commitment to our cause. I extend a warm welcome to our new Board Director, Mrs Sharlene Groom, whose expertise and perspective will undoubtedly enrich our deliberations and decision-making processes.

As we embark on the next chapter of our journey, let us embrace the spirit of lifelong learning, unlearning, and relearning. Let us dare to imagine new possibilities, challenge convention, and strive for ever greater impact. Together, we can continue to write a story of a strong education sector in which all our teachers and children are able to reach their full potential.

Thank you for your unwavering support, your belief in our mission, and your commitment to a better South Africa. Here's to the next 25 years of learning, unlearning, and relearning together.



“We are inspired to break new ground in the education space and explore innovative ways to achieve more and do more”

CEO Report

I am pleased to present the CEO's report for the year 2023, which reflects a period of significant consolidation and achievement for our programme. I am excited to be riding on this wave of celebration of our 25 years of championing education; what a journey it has been, and we are honoured that you are all a part of it today to celebrate this momentous milestone with us. 2023 was a year of consolidation for our programme, marked by strategic planning, organisational refinement, and operational optimisation. We focused on strengthening our internal processes, enhancing programme delivery mechanisms, and fostering a culture of continuous improvement across all levels of the organisation.

The support from our partner schools remained robust throughout the year. This was evidenced by the high achievement levels across our different deliverables, including improved learner performance, enhanced teacher effectiveness, and greater community engagement. The dedication and commitment of our school partners have been instrumental in driving positive outcomes for our programme beneficiaries.

Our impact was further amplified through strategic partnerships with various stakeholders, including the Provincial Departments of Education across the four provinces, and non-profit organisations who have played an integral part in refining some of our models and extending our reach. These partnerships enabled us to leverage resources, share best practices, and scale our interventions for maximum reach and effectiveness. We continued our collaborative efforts with the Department of Education across different provinces, working closely with education officials to align our programme objectives with national education priorities. Through these collaborations, we contributed to the advancement of educational excellence and equity at the grassroots level.

None of our achievements would have been possible without the generous support of our funders. We extend our deepest gratitude to all our funding partners for their unwavering commitment to our mission and vision. Your investment in our programme has made a tangible difference in the lives of countless learners and educators.

Last but not least, I would like to acknowledge the dedication and hard work of our team members, including mentors, provincial managers, and a team of experts in Communications, Finance, Human Resources, and Monitoring and Evaluation. Your tireless efforts, passion for education, and constant quest for excellence are the driving force behind our programme's success. Together, we have achieved remarkable milestones and set new benchmarks for impact and innovation in the field of education.

As we look ahead to the future, we remain committed to our mission of unlocking the full potential of our children and our vision to become a sought-after provider of quality educational mentorship and capacity building to teachers and leaders in primary schools. We are inspired to break new ground in the education space and explore innovative ways to achieve more and do more. With the continued support of our partners and stakeholders, I am confident that we will continue to make a meaningful and lasting impact in the years to come.

Thank you.



CEO, Setungoane Letsatsi

Edufundi is proudly 'home-grown' and our team of mentors and coaches is made up of former teachers and school leaders, most of whom have gathered decades of experience in local education.



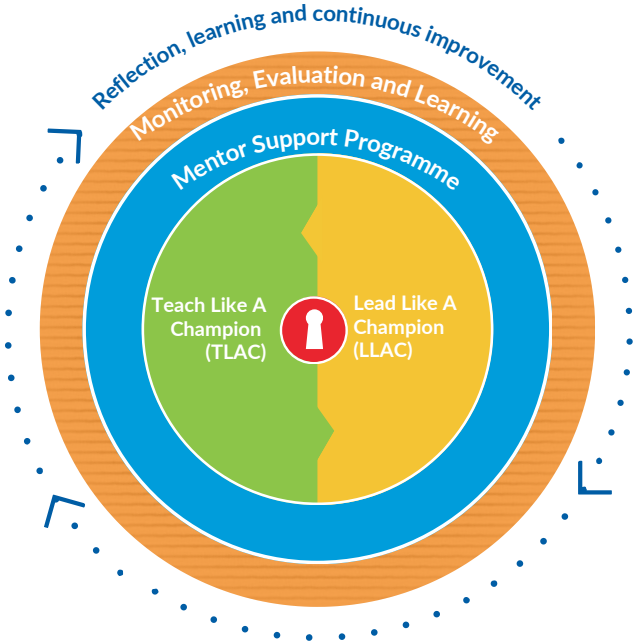


About Edufundi

Edufundi is a non-profit organisation that provides structured, in-classroom mentorship and support to teachers and leadership teams in under-resourced primary schools across South Africa. We have been in existence since 1998, with the continued aim of improving educational outcomes for previously disadvantaged learners.

Today, our SACE-accredited support programme consists of two components: Teach like a Champion (TLAC) and Lead Like a Champion (LLAC). These two 'Champion' programmes are based on international best practice that has been adapted to meet the unique needs and challenges of the South African educational environment.

The Edufundi Support Programme:

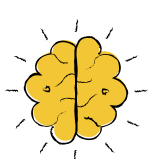


Our Principles

Edufundi operates according to certain guiding principles that underpin all our practices and are reflected in every element of our various programmes.



Relationships of trust, respect and support.



Growth-Mindset
Reflection and refinement, responding to needs.



Sustainability
Long-term focus, not short-term gain. This includes agency, accountability, and equipping teachers and leaders with skills.



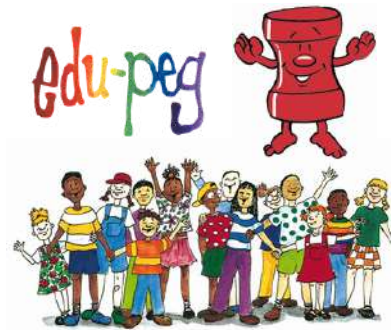
25 YEARS OF IMPACT

SINCE 1998

Since 1998, Edufundi, formerly Edupeg, has been championing education in South Africa. Although our model has changed and adapted, one thing has stood firm throughout the 25 years: improving education outcomes for learners. Our work has continually been developed through building strong relationships with schools, teachers and SMTs as well as working with the Department of Education. Mentoring has also been a core thread throughout our work and we are one of the few organisations working in classrooms, directly with teachers.

In 1998, Edupeg was established.

Edupeg, established in 1998, aimed to enhance mathematics education in primary schools. Their educational toolkit included 22 vibrant workbooks and a multiple-choice, self-corrective pegboard. In 2001, the Southern African Clothing and Textile Workers' Union (SACTWU) acquired Edupeg as part of their Corporate Social Investment (CSI) initiative, demonstrating their commitment to improving education in South Africa.



In 2016, we piloted three workshops based on content from Teach Like a Champion and introduced the concept of a growth mind-set from Carol Dweck's research.

The Edufundi team researched, practised, adapted and refined a range of practical techniques for teachers to learn and use in their classrooms. At the same time, we refined our mentoring approach and developed specific skills and resources to support our mentees effectively. Mentors received training and guidance, and were also encouraged to work closely together in a community of practice.



1998



2014



2015



2016



2017



2014 - 2015 was a period of transition, leadership changes and profound transformation for Edupeg as an organisation. 2014 and 2015 saw farewell to Edupeg project founder, Liz Swersky, and Taryn Casey stepped in as the new CEO.

We strengthened our presence by going into schools more regularly and deepening our mentoring services, decreasing the number of schools we supported in favour of intensifying the hours of support we provide and deepening and strengthening the quality and relationships of mentoring and support that our teachers enjoy with their respective mentors. Edupeg adopted methodology from the internationally recognised guide to excellent teaching practice Teach Like a Champion (TLAC). With the support of Lynda Swinbourn, an in-house TLAC expert, we modified this methodology for the unique South African context



Taryn Casey



In 2017 an evaluation was conducted by the University of Johannesburg which saw positive results. The report demonstrated that the work we have been doing is impacting positively on learner performance. Our Systemic results in the Western Cape also showed a marked improvement in learner performance.

Our Mentoring Programme was officially accredited by the South African Council for Educators (SACE), meaning that teachers taking part in our mentoring programme were now eligible to obtain 45 Continuous Professional Teacher Development (CPTD) points. In 2017 we awarded 174 teachers with SACE accreditation.

2018 marked the transition and name change from Edupeg to Edufundi, it was also the organisation's 20th anniversary.

For excellent teaching practice to be integrated into the culture of the school, it was essential that school leaders were brought on board. We partnered with Dr Alistair Witten and spent 2018 laying the foundation for Lead Like a Champion, a programme aimed at equipping School Management Teams to become effective instructional leaders. By the end of 2018, the first part of the programme had been piloted and much had been learned.



In 2022, we secured funding to hire Leadership Support Coaches for all four provinces. A cohort of 40 schools were selected, 10 schools in each province and the fully accredited Edufundi Support Programme (ESP) was rolled out in all our schools in 2022.

We embarked on the Impact Study through the support of external M&E experts; Brombacher & Associates. The purpose of the Impact study was to assess and track the impact of our intervention on learner achievements over a 3 year period. The Impact Study was kick started in November 2022 with a Baseline assessment targeting a sample of 320 learners across 8 Edufundi supported schools

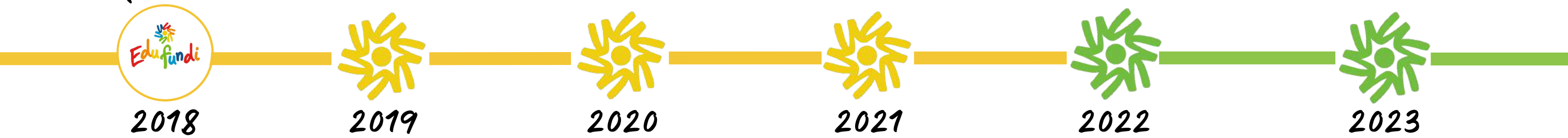
We also had a change in leadership. Taryn Casey stepped down and we welcomed Setungoane (Stu) Letsatsi as the new CEO.



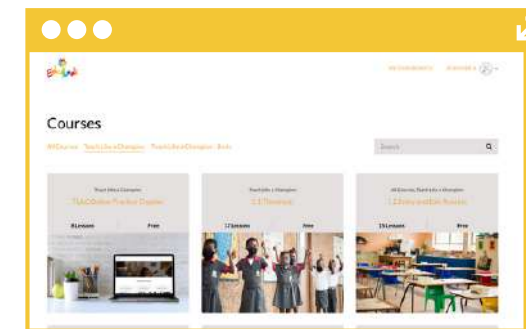
Setungoane (Stu) Letsatsi



In 2020 with the COVID-19 pandemic, and hard lockdowns, we took our renowned TLAC and LLAC workshops online via Facebook live and on Zoom. As soon as schools were re-opened, the mentors returned to the classroom and focused support on a few key techniques that supported teachers with the changes in operations due to the pandemic. We also curated a series of videos designed to empower parents with the necessary tools to support their children's education at home effectively.



In the beginning of 2019, Edufundi began work on the Mentor Support Programme, an initiative designed to provide more systematised training for our Edufundi mentors and to further build the school leadership teams' abilities to mentor their own teachers for long-term sustainability. This programme was then incorporated into our Lead Like a Champion Programme as we continued to build and strengthen the other two programme elements.



In October and November **2023,** as part of the impact study, Early Grade Mathematics Assessments (EGMAS) and reading assessments with 320 learners across 8 Edufundi schools were conducted. The results of these mid-programme assessments, when compared to our 2022 baseline assessments, will contribute towards Edufundi's understanding of how our programme impacts learner academic outcomes.



2021 saw the culmination of seven years of reflection and consolidation. We completed the design and development of the training manual for the Lead Like a Champion (LLAC) pilot programme, and these were submitted to SACE for accreditation. Our Learning Management System (LMS) was also piloted, ready to supplement and ready support our programme. We also began translating our techniques into instructional videos as a visual aid for teachers to see the techniques in action



Our cohort of 40 schools entered the 2nd year of the programme focusing on 'shifting agency'.

“Our focus centred on the theme of 'Shifting Agency,' wherein we prioritized capacitating the School Management Team (SMT) members and Change Agents within the schools”





Edufundi Support Programme: An overview

In 2023, we reached a pivotal juncture in our programme with our current school cohort, marking the halfway point of our engagement. Our focus centred on the theme of 'Shifting Agency,' wherein we prioritised capacitating the School Management Team (SMT) members and Change Agents within the schools. This involved equipping them with the requisite knowledge and skills for co-facilitation and facilitation of TLAC workshops.

Our primary objective was to foster sustainability within the schools, ensuring that they could continue to benefit from the programme's framework and support network even after our direct involvement concluded. To achieve this, we concentrated on building capacity among school leaders, emphasising collaborative support mechanisms among peers.

Furthermore, through our LLAC initiative, we placed a strong emphasis on mentoring all SMT members within the schools. By providing them with mentorship experiences, we aimed to prepare them for their forthcoming role in mentoring teachers during the 2024 phase. This strategic approach not only facilitated the exchange of effective feedback but also cultivated a culture of continuous improvement within the school ecosystem.

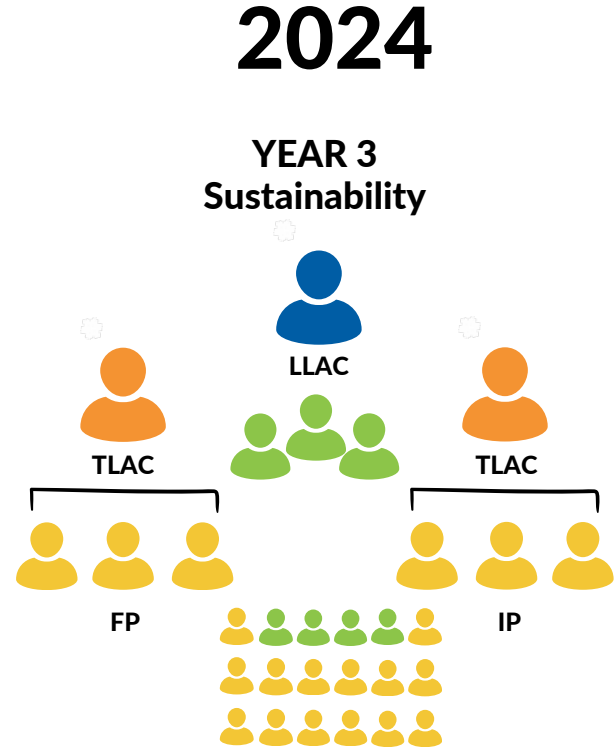
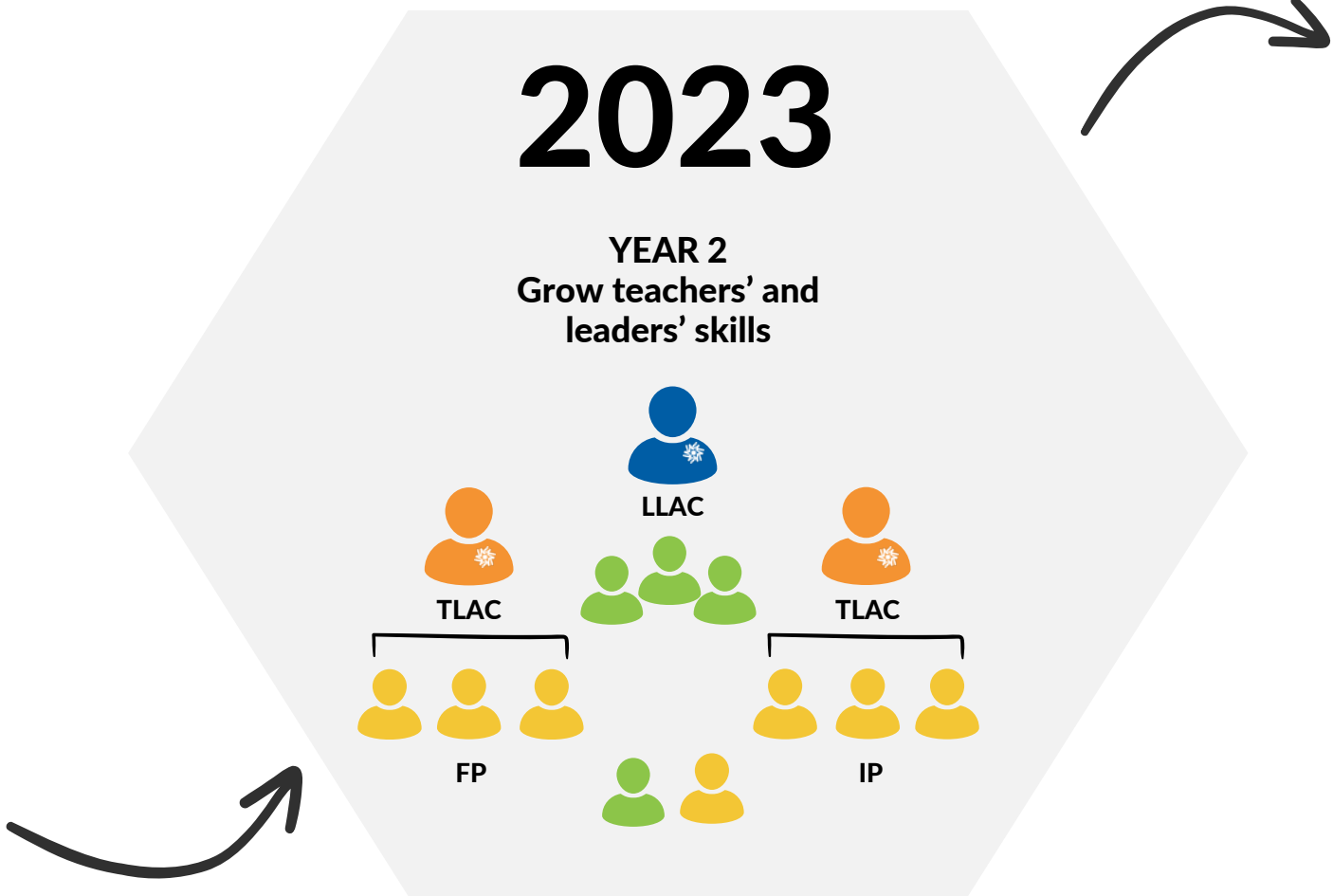
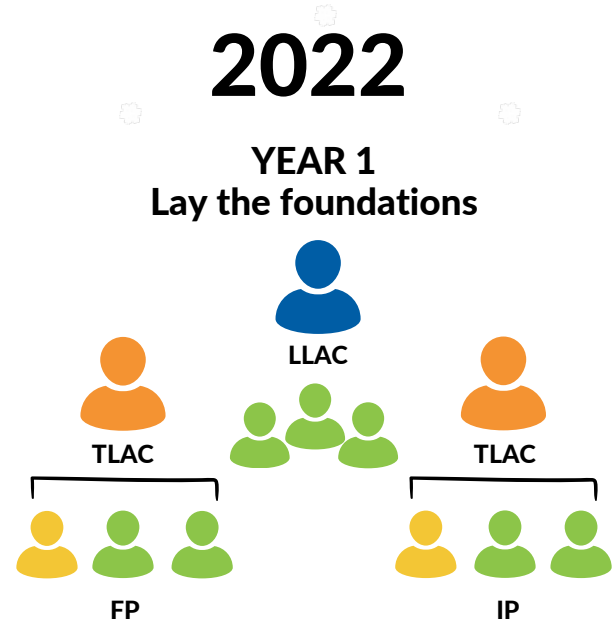
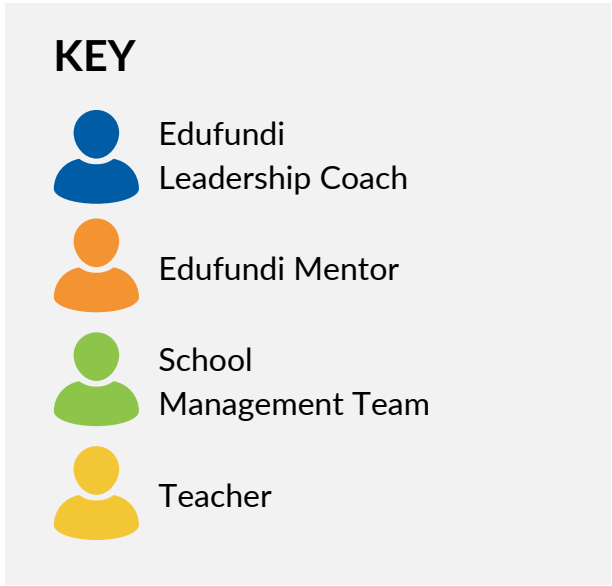
In addition to our internal efforts, we took deliberate steps to engage department officials more actively in our activities. This involved inviting them to participate in TLAC workshops, allowing them to witness firsthand the impact of mentorship and effective teaching practices in action. By exposing them to our methodologies and successes, we sought to leverage their influence to disseminate best practices to a broader range of schools beyond our immediate cohort.

Through these concerted efforts, we aim to extend the reach and impact of our programme, ultimately contributing to the enhancement of teaching and learning practices across a wider spectrum of educational institutions.

The Journey of Sustainability

Edufundi's approach in schools is rooted in the principle of sustainability, emphasizing that schools, their management teams, and teachers should be prepared to continue implementing the lessons from Edufundi's programmes independently once our direct involvement ends. This sustainability is supported by the active involvement of targeted department officials at the district level, ensuring ongoing support and alignment to sustain the programme in schools.

Members of the School Management Team are empowered to become mentors for teachers themselves, creating a sustainable cycle of support within the school. Furthermore, Circuit Managers and Curriculum Advisors have the potential to disseminate fundamental practices for improving academic achievement to other schools beyond our immediate reach, thereby extending the impact across the entire district. Direct collaboration with the department ensures that our approach is integrated into the monitoring and support tools used by officials during their school visits, enhancing the sustainability and scalability of our initiatives.



The Three Year Journey

2023 REACH AND OUTPUTS

Across all four provinces we reached



40
Schools



452
Educators



38 661
Learners

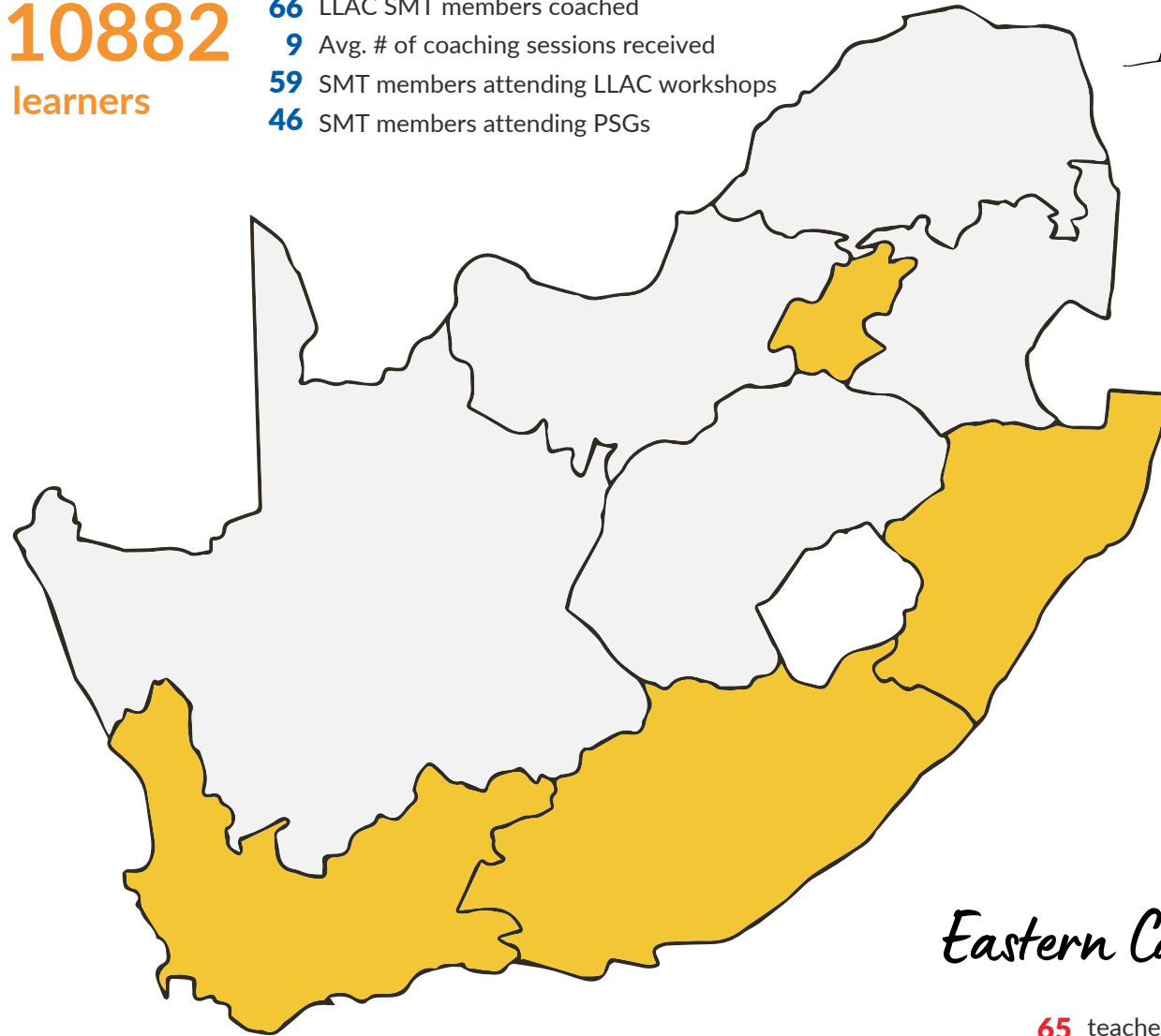
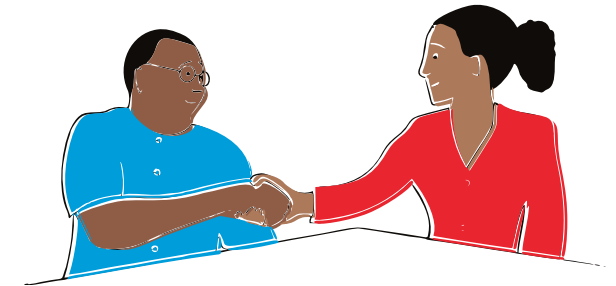
- KEY**
- TLAC Reach and outputs
 - LLAC Reach and outputs

Gauteng

10 schools

10882
learners

- 61** teachers mentored
- 21** Avg. # of mentoring sessions received
- 60** teachers attending TLAC workshops
- 66** LLAC SMT members coached
- 9** Avg. # of coaching sessions received
- 59** SMT members attending LLAC workshops
- 46** SMT members attending PSGs



KwaZulu-Natal

10 schools

9374 learners

- 63** teachers mentored
- 25** Avg. # of mentoring sessions received
- 63** teachers attending TLAC workshops
- 55** LLAC SMT members coached
- 13** Avg. # of coaching sessions received
- 53** SMT members attending LLAC workshops
- 54** SMT members attending PSGs

Western Cape

10 schools

9369
learners

- 64** teachers mentored
- 22** Avg. # of mentoring sessions received
- 62** teachers attending TLAC workshops
- 61** LLAC SMT members coached
- 9** Avg. # of coaching sessions received
- 57** SMT members attending LLAC workshops
- 57** SMT members attending PSGs

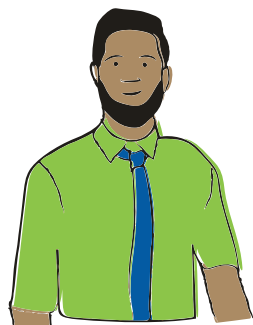


Eastern Cape

10 schools

8736
learners

- 65** teachers mentored
- 25** Avg. # of mentoring sessions received
- 61** teachers attending TLAC workshops
- 52** LLAC SMT members coached
- 12** Avg. # of coaching sessions received
- 49** SMT members attending LLAC workshops
- 48** SMT members attending PSGs

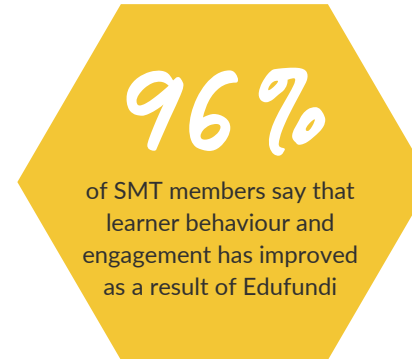
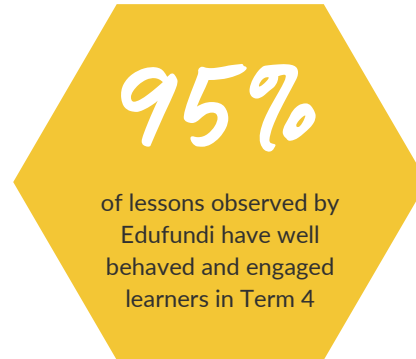




Teach Like A Champion

Our Teach Like A Champion (TLAC) mentors successfully delivered workshops and mentoring to their mentee teachers this year. After hitting our target of 20 mentoring sessions per mentee in 2022, mentors have now exceeded this and have hit an average of 23 mentoring sessions per mentee in 2023.

Improved learner behaviour and engagement contributes towards improved learner academic outcomes - we therefore closely monitor changes in learners during lessons and ask our mentees and SMT members for feedback in this area.



Lead Like a Champion

Our Lead Like A Champion (LLAC) coaches successfully delivered coaching sessions and workshops with SMT members this year. For the first time this year, they have exceeded the target of an average of 10 coaching sessions per SMT member! Workshop attendance has been high overall, which speaks to the commitment of our SMT members to the programme.

86%

of SMT members reported that they trust each other more compared to the beginning of the programme

93%

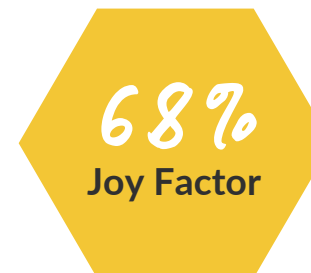
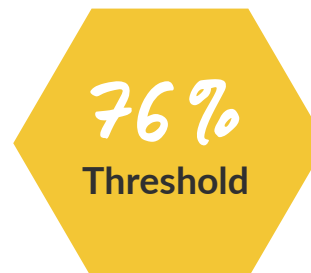
of SMT members reported that their teamwork had improved



Teach Like A Champion technique cascading

In our end of year survey, we asked SMT members... "Which techniques do you feel confident to support your teachers to implement?" These techniques were the most frequently selected:

60% of SMTs say they feel "Very confident" to support their teachers to implement TLAC techniques



Why teachers recommend our mentors

We asked mentees how likely they were to recommend their mentor to other teachers, and give a reason why. Here are the themes that emerged from their reasons.



Supportive & Patient

Our TLAC mentors are commended for their patience, flexibility, and understanding, creating a supportive space for teachers.



Enthusiastic & Passionate

Teachers value mentors who bring enthusiasm and passion, enhancing the learning environment with their positive attitude.



Communication & Clarity

Essential qualities of our mentors include clear communication and the ability to explain teaching techniques effectively.



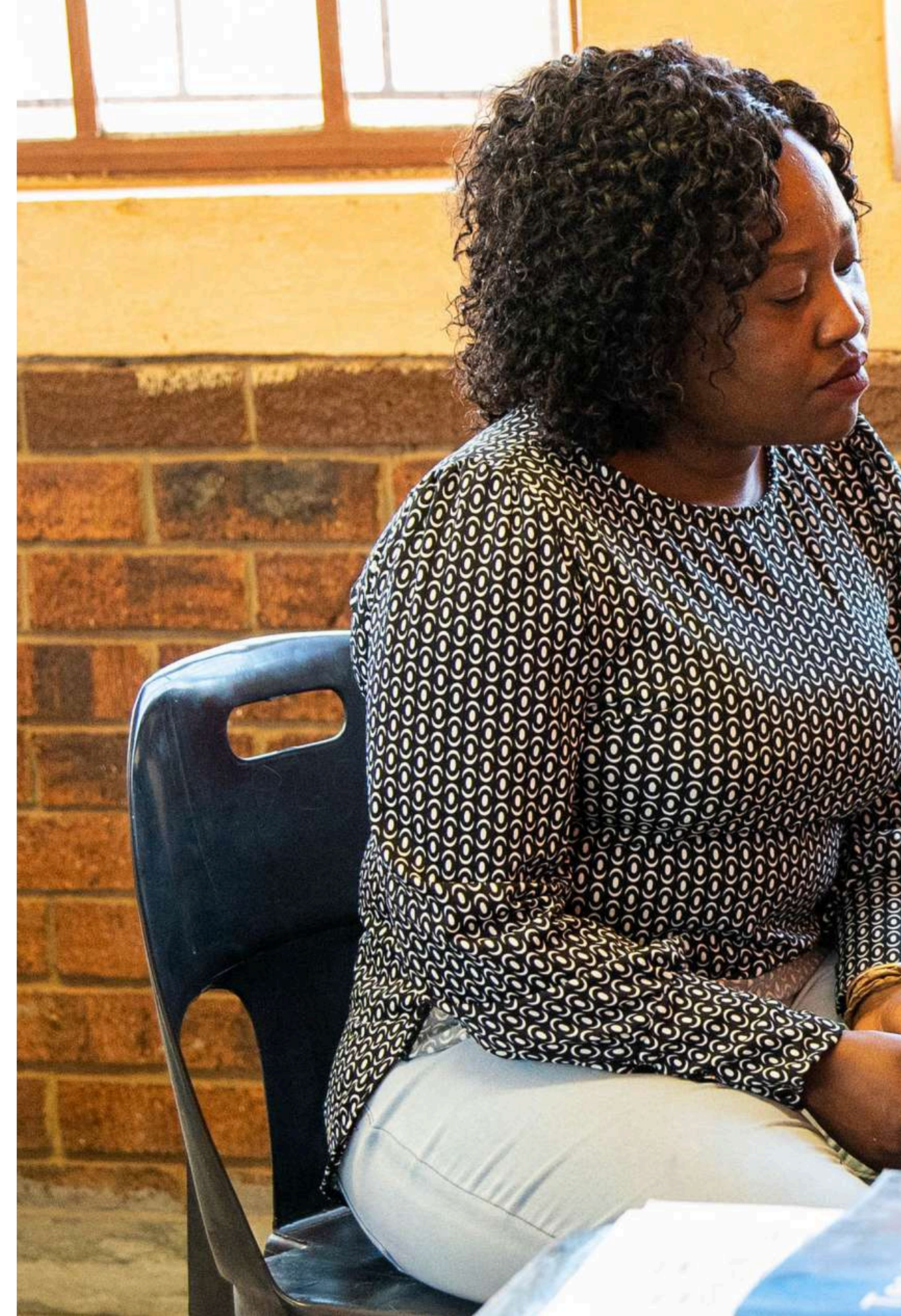
Dedicated & Professional

Our mentors are valued for their dedication and professionalism, being knowledgeable and taking pride in their work.



Positive relationships

Our mentors excel in building positive relationships, going beyond their role to create a supportive community among teachers.





“My mentor is an amazing person who came into my life at the right time. She has guided me through all the techniques without being judgemental. Her kind words using her inner voice has demonstrated how one can get 100 percent attention from the learners. TLAC has helped me to be a better teacher!!”

Western Cape mentee

Why SMT members recommend our coaches

We asked school management team members how likely they were to recommend their coach, and give a reason why. Here are the themes that emerged from their reasons.



Knowledge

Coaches with strong leadership and management knowledge, alongside effective methods and valuable advice, were highly valued.



Interpersonal Skills

Highly rated coaches excelled in communication, approachability, and relationship-building, praised for patience and listening skills.



Practical Application

Coaches impacting leadership skills positively, offering practical advice, and supporting strategy implementation were valued.



Professionalism

Professionalism, organization, and punctuality in coaches were key to high ratings, emphasizing reliability and consistency.



Holistic Understanding

Coaches with a deep understanding of the Edufundi programme and its connection to school challenges received acclaim.





He is an amazing coach, he is selfless but most importantly he is knowledgeable and he does his work diligently, he allows us to grow in this journey, and he always goes the extra mile to ensure that whatever we need from the team we get. He is a true definition of the leader, the leader I want to become soon. We are grateful to have him mentor us as the school, brilliant coach I must say.

KwaZulu-Natal SMT member

*Addressing
discipline through
improved leadership*



Addressing discipline through improved leadership

Walking into Impendulo Primary School in the Makhaza neighbourhood of Khayelitsha, you would not imagine that it hosts 1,530 learners in small classrooms with limited resources. The school is immaculate and has a tranquil energy to it. Learner behaviour and discipline have a large role to play in this, according to the teachers and deputy principal at the school. Edufundi - whose Edufundi Support Programme started at the school in 2022 - has assisted both teachers and the School Management Team (SMT) to improve learner behaviour.

THE PROBLEM

“There are currently 1,530 learners enrolled here - it is a huge school,” says Ms Matsaluka, the Deputy Principal in the Intermediate and Senior Phase at the school, “and discipline has been an issue”.

Discipline is cited as a difficulty by several teachers and SMT members in South African schools. A combination of overcrowded classrooms and limited resources does not help, as learners may not get much interaction and attention from staff.

TEACHING COLLEGE NOT PREPARING TEACHERS

Mr Mpanga is a Maths, Science and Technology teacher for Grade 6 and 7 learners at Impendulo Primary School. He is in his first year of teaching and has an Edufundi Mentor - Loveness. Mr Mpanga feels that teacher training does not properly equip teachers to deal with learner discipline and behaviour.

“My biggest challenge last year was admin and discipline,” he says. “I did not know how to discipline, and I think we were not trained for that in varsity. I thought I could just deliver the content and that is all - so classroom management was a challenge.”

Ms Ncaphayi, a Grade 2 teacher at the school, echoes Mr Mpanga’s sentiment. She is in her third year of teaching, and Tandiwe is her Edufundi Mentor. With 43 learners in her classroom, Ms Ncaphayi struggled to ensure each learner received attention. “Discipline has always been a problem because we have overcrowded classes,” she explains. “It is really difficult to give attention to all the learners in the classroom.”

LEARNING NEW TECHNIQUES FOR DISCIPLINE AND CLASSROOM MANAGEMENT

The school is now in its second year with the Edufundi Support Programme. “With Edufundi in my corner now, I know which techniques to use to grab everyone’s attention [in the classroom],” says Ms Ncaphayi. “It has been a slow process but I can see now that the behaviour is changing.” This makes for a calmer classroom, a more conducive learning environment, and a more enjoyable experience for the teachers themselves.

Being an engaged teacher, and communicating in engaging ways with learners, has also helped in Mr Mpanga’s classroom. “One of my goals this year was to manage my classroom,” says Mr Mpanga, “and Edufundi has played a huge role in this ... there are techniques I use to get learners’ attention. We are communicating in an exciting way now and they are loving it.”

Ms Matsaluka, the Deputy Principal, has also noticed a difference on a wider, school-based level. The general discipline in the school - although still a challenge sometimes - has changed through basic teaching techniques. She cites the Entry and Exit Routines as powerful tools in changing learner behaviour. “Kids now know that they enter and exit in a certain way for example,” she says, and speaks to the fact that learners have more purpose in the school.

RETHINKING TEACHING AS A KIND OF LEADERSHIP

It is not only teaching techniques that can improve learner behaviour: reconceptualizing what it means to be a teacher, and how to lead, can also have a deep impact.

“Before, I wanted to show myself as the boss,” reflects Mr Mpanga. “But it is not about that. It is about being a leader - which is different to a boss. When you are a leader, you just show [learners] the way, and they follow.” For Ms Ncaphayi, leading as a teacher is about developing a loving and respectful relationship between learners and teachers. “I feel different now,” she says. “I am developing that love for my kids and they respond to this.”

Rethinking leadership has also taken place at the SMT level at the school - which is also in its second year of Edufundi mentorship, under the guidance of Kholeka, the Western Cape Edufundi Leadership Coach. “With the SMT, I have seen changes in communication,” says Ms Matsaluka. “We have to respect each other’s ideas, work as a team ... and make sure that we are in the same boat.”

MORE THAN A SCHOOL

Learning is not only for learners - teachers and SMTs at Impendulo Primary School are striking out on a learning path too, it seems. Mr Mpanga says his perception on teaching has changed. “Some teachers just carry the textbook and deliver the content - but with Edufundi, you interact with learners ... there is a lot that I have learnt from the programme and I am thankful that I have been a part of it.” Such sentiments are reflected by the Deputy Principal - who links this into the wider community that the school is part of. “We need to implement whatever we have learnt and see how effective it is,” she says, “which is for the benefit of the learners and the community that we serve.”

It starts with a simple question!



It starts with a simple question

Sometimes, a question as simple as ‘how are you?’ can have a huge impact. Siphosethu Primary has taken the Edufundi programme into their hearts, and placed a lot of importance on building a culture of care and support. For the staff, knowing that someone cares about you beyond just your role at the school has brought the management team closer together - and even more impactful is how this has filtered down to the learners.

LEADING WITH HEART

Siphosethu Primary’s Head of Department, Mr M Mleya reflected on what it was like to have someone ask him ‘how are you?’. This question allowed Mr Mleya to open up, which in turn led to him feeling less stressed. He could instantly see the benefit that building a culture of care and support could have on his team, too. “Mr Bheki my coach, who asked me this question, encouraged me to do the same with my team,” as a result, he now has a much closer relationship with his teachers. This seemingly simple question gives teachers an opportunity to open up and share what might be going on for them - whether it is something positive or negative - and be able to support one another. “We are much stronger and closer now,” says Mr Mleya.

Miss S. Mbambo, a teacher at Siphosethu Primary, who completed Teach Like a Champion in 2022, is an Edufundi Change Agent in the school and she feels the benefit too. “I work a lot closer with the SMT [school management team] and Mr Mleya now”, she reflects. As a Change Agent, Miss Mbambo is tasked with embedding the Edufundi strategies with teachers who are not part of the programme. This ensures everyone is included and it becomes part of the culture of the school as was evident in the morning assembly when strategies like Joy Factor and STAR were used and every learner engaged.

CREATING BONDS WITH LEARNERS

The notion of “how are you?” is replicated in classrooms through the use of the Threshold technique. “This technique allows us to know what is going on for our learners and take notice”, says Mr Talent Dube, Grade 4 Math teacher. “If they feel ok, they give us a thumbs up, if they are not feeling ok then it is a thumbs down and I know I need to check in with those learners.”

The aim of the Threshold technique is to meet and greet each learner individually - by name, if possible - at the start of the lesson. These small actions send a powerful message to learners; “I am in charge, I know you, you matter to me, and this is going to be a good lesson.”

Mbambo says that before using this technique, teachers were distant from learners. “Previously we would just teach the learners and you find that the learner is not writing or they are sleeping in class without knowing what exactly is the problem.” Since using this technique, teachers are more in tune with learners’ needs and realities. They often find out that when a student isn’t focusing it is because they are not feeling well or there is something wrong at home.

Checking in with learners is something that all teachers do now. The school’s Learner Support Agent is able to use the information given to teachers to check on their situations at home. Head of Department, Mr Mleya says “just this alone makes learners more willing to learn because they know they can talk to us about what is going on at home.” When learners feel safe, accepted and important they are more likely to cooperate, work hard and open themselves up for learning.

Siphosethu Primary has shown that just asking if you are okay can have a huge positive effect on the whole culture of a school.

Building strong relationships with the Department of Education



Building strong relationships with the Department of Education

A fundamental aspect of the Edufundi Support Programme design is to ensure that it works alongside the Department of Education - complimenting and supporting their work. In doing so, the effectiveness of the programme is improved and crucially, the relationship between schools and Departments are stronger. Schools and the staff feel more empowered and capacitated to meet the demands of the school and the demands of the Department.

Often, prior to Edufundi's involvement, the relationships between schools and the Department can be challenging. With limited capacity, the department officials do not have the opportunity to properly dive into the aspects that a school may need support in. As Miss Nomusa Shamase, KwaZulu-Natal Acting Chief Education specialist - Circuit management says, "we don't have the chance to go deep into things like curriculum management. We can give an overview, but it is not enough."

Edufundi's Lead Like a Champion Programme is designed to work with School Management Teams (SMT) to tackle key aspects of school management that ensure teaching for learning can take place effectively. In the second year, the fourth Lead Like a Champion workshop focuses on curriculum management. The most essential aspect of instructional leadership is managing the curriculum. The SMT plays a key role in managing the processes related to the core activities of teaching for learning. This includes planning and supervising curriculum implementation, supporting teachers to enhance their teaching practice, encouraging reflection, and providing guidance.

FEEDBACK FROM THE DEPARTMENT OF EDUCATION

"I like that Edufundi always brings it back to the vision and the mission of a school," says Miss Shamase, "and we don't do that." As Vuyokazi Vinqi, Edufundi Programmes Manager, explains in her presentation, the vision and mission are critical to ensuring accountability within a school. It goes back to what a school's ultimate aim is - the aim that everyone is working towards. As Miss Shamase observes the workshop, she notes down the learnings so that she can apply them to a presentation she is doing the following week. "We also learn when we are here."

Deputy Chief Education Specialist, Busisiwe Thobela notes the impact Edufundi is having in behavior and classroom management in schools and on teachers, especially those new to the profession. "When I attended a workshop on behavior and classroom management it was 100%, the strategies they showed the teachers were exactly what they needed, because we know that new teachers' inductions are done by HR and that is not enough for them to be able to manage a classroom."

Chief Education Specialist - Circuit management, Mr SSS Lushozi spoke about the bridge that Edufundi plays between the Department and schools. "We are in a supervisor role and Edufundi is coming in as a coach, which is more relaxed," he says. "This role we see as crucial because schools are more open and willing to learn from the Edufundi coaches. It is augmentative to our work." When speaking about school improvement he has observed that the schools he is managing, that are part of the Edufundi programme, he sees a difference. "Systems are happening, teaching and learning is improving and curriculum management is much better".

OPEN INVITE

To ensure the Department is included, aware of and part of what Edufundi is aiming to achieve in the schools. Department officials are invited to all workshops in the Support Programme. "Our relationship with the schools is stronger because we attend these workshops and are part of their journey, so when we visit the schools we know what they are doing with Edufundi," says Thobela.

For the Edufundi Support Programme to succeed, it is imperative that the Department is on board, but also that the relationship between the Department and schools is strong. The ongoing attendance of Department officials and their positive feedback is encouraging. It proves that we are all working towards the same goal... an excellent school system for all.

THE SACTWU EDUFUNDI PROJECT NPC

(Registration number 1998/025276/08)

Annual Financial Statements for the year ended 31 December 2023

| Figures in Rand | 2023 | 2022 |
|---|-------------------|-------------------|
| STATEMENT OF FINANCIAL POSITION | | |
| ASSETS | | |
| Current assets | | |
| Trade and other receivables | 237,146 | 451,481 |
| Cash and cash equivalents | 5,182,234 | 5,319,899 |
| | 5,419,380 | 5,771,380 |
| Total Assets | 5,419,380 | 5,771,380 |
| FUNDS AND LIABILITIES | | |
| FUNDS | | |
| Accumulated funds | 3,970,023 | 3,937,461 |
| | 3,970,023 | 3,937,461 |
| LIABILITIES | | |
| Current liabilities | | |
| Trade and other payables | 391,408 | 18,031 |
| Deferred income | 1,057,949 | 1,812,603 |
| Credit card balances | - | 3,285 |
| | 1,449,357 | 1,833,919 |
| Total Funds and Liabilities | 5,419,380 | 5,771,380 |
| STATEMENT OF COMPREHENSIVE INCOME | | |
| INCOME | | |
| Grant income | 14,847,529 | 14,181,644 |
| Gain on revaluation of investments | - | 16,400 |
| Surplus on sale of assets | 18,700 | 1,913 |
| Interest Income | 466,989 | 246,114 |
| | 15,333,218 | 14,446,071 |
| EXPENDITURE | | |
| Mentoring expenses | 9,559,242 | 9,099,492 |
| Operating expenses | 5,714,414 | 5,502,213 |
| | 15,300,656 | 14,601,705 |
| NET (DEFICIT) / SURPLUS FOR THE YEAR | 32,562 | (155,634) |

AUDITORS OPINION

The financial statements present fairly, in all material respects, the financial position of The SACTWU Edufundi Project NPC as at 31 December 2023, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards for Small and Medium - Sized Entities and the requirements of the Companies Act of South Africa.

Edufundi's annual financial statements for the year ending 31 December 2023 were audited by Harry Curtis & Co, Registered Auditors and Chartered Accountants.





Our Thanks

A heartfelt "Thank You" to all of Edufundi's institutional donors. Without your continued support this work would not be possible.



Photography and design: Surefire Communications

Association incorporated under Section 21 | Reg no:1998/025276/08 | PBO No: 130002420



Ground Floor, Brookside Office Park,
11 Imam Haron Road, Claremont
Tel: 021 023 0991 | info@edufundi.org.za |
www.edufundi.org.za

 @EdufundiSA  @edufundi

 @edufundi  Edufundi

231-305 NPO

