



# UPLANDS OUTREACH

## 2014 IMPACT ANALYSIS

4 February 2015

### *Dear Friends*

Uplands Outreach takes pleasure in presenting our annual *Impact Analysis* report, detailing the quantitative results of our major programmes during 2014. True to our strategy, we continue measuring the impact of our 'systemic alignment' programmes in the Insikazi School Circuit in Mpumalanga. Enabling this measurement is the fact that we work collaboratively with the Circuit Manager and his school leaders, educators and learners - in a coherent and consultative manner in a single school circuit - for maximum impact.

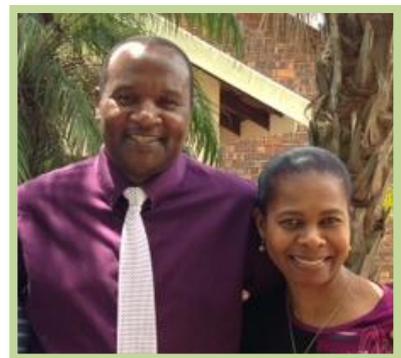
Uplands Outreach has screeds of anecdotal and qualitative evidence of our impact – and inspirational stories abound about individual successes. For example, one of our T4E Maths teachers, Mr Ralph Mpangane, was a finalist in the 2014 Mpumalanga Maths Teacher of the Year event, held by the Department of Basic Education. Our supporters respond positively to these individual success stories, and we enjoy highlighting them in our newsflashes.

Most donors, however, require that we also measure our work quantitatively, with a 'cold eye.' The fact that we enjoy analysing data helps, thanks to our in-house Maths Specialist, Myra Dunley-Owen, and our Director, Nicky de Bruyn. For 2014, the quantitative results were sourced from the Department of Basic Education and were analysed by Myra and Nicky. Primary sources of this data are available on request.

### *A. Insikazi Circuit Highlights*

The overall NSC matric pass rate of the ten secondary schools in Insikazi improved from 83.3% to 84.2% in 2014. Whilst only a slight improvement, this figure is notable for several reasons:

- It beats the national average of 75.8%. In fact, the national pass rate actually decreased nationally, from 78.2% in 2013 to 75.8% in 2014.
- It solidifies the recent pattern of performance of the circuit, avoiding the dreaded yo-yo effect. Over the past four years, the Insikazi circuit has dramatically improved its performance in relation to the 67 other school circuits in Mpumalanga. Over the past four years the circuit has steadily climbed from 35<sup>th</sup> position to 18<sup>th</sup> out of 68!
- Congratulations must go to the Circuit Manager, Mr Mandrew Nyambi, and his team of school leaders (and school management teams) for these impressive results. To be in partnership with this special school circuit is an honour for us.



*Mandrew Nyambi, Insikazi Circuit Manager, with Violah Moya, Outreach's Operations Manager*

## *B. Impact of the School Leaders for Excellence (SL4E) Programme*

In January 2014, the School Leaders for Excellence programme for 25 Principals, Deputies and Heads of Department from Insikazi started. Baseline measurements were taken, and the programme will be monitored and measured over time. Given that the programme was in its first year in 2014, we can report the following achievements at this point in time:

- Selected the cohort of 25 school leaders, in consultation with the Circuit Manager. Rigorously inducted these 25 participants, ensuring that everyone is on board with a clear understanding of the programme and its goals.
- Achieved 87.5% for contact session attendance during 2014, which is notable - given that other distance Advanced Certificate in Education distance programmes often struggle with attendance rates. Worked closely with the exceptional University of Johannesburg lecturers to ensure high academic standards for UJ assignments and project portfolio plans - resulting in superb UJ feedback about the cohort's academic performance and spirit of comradery.
- Implemented a monthly Journal system, where each participant reflects on three activities: what they learned during the UJ contact session, what they have implemented in their schools, and general news about their lives. Journal achievement marks averaged over 85%. These reflection journals play a critical role in the programme.
- Worked with an independent assessor, Mrs Pat Brink, to conduct six comprehensive school visits. Continued with another four comprehensive school visits, to establish a baseline of school performance. Sixteen of seventeen schools were visited informally on numerous occasions. Developed an internal school monitoring tool based on the donor's (Tshikululu/Anglo American Chairman's Foundation) indicator checklist. For example, we are tracking the following:
  - Yearly timetable drawn up, used, and monitored
  - Curriculum delivery tracked and monitored
  - Learner results analysed and processes put into place to ensure improvement
  - Teacher and learner attendance monitored daily and remedial steps taken
  - Monitor late-coming of teachers and learners and implement remedial processes
  - School Management Team working well with the School Governing Body, with minutes of meetings available

Uplands Outreach is delighted to report that, through the above activities, we have developed yet another Professional Learning Community of 25 school leaders. The participants stay later than the UJ contact sessions to discuss common issues, and support each other both on-site and after hours.

Four participants have already been promoted and have taken on additional responsibilities at their schools.

The support received (by the participants) from Uplands Outreach, the UJ team, and their colleagues has worked as a source of inspiration to the schools leaders, and kept them going, despite the significant challenges they are facing in their daily lives.

Stay tuned for data about this programme!

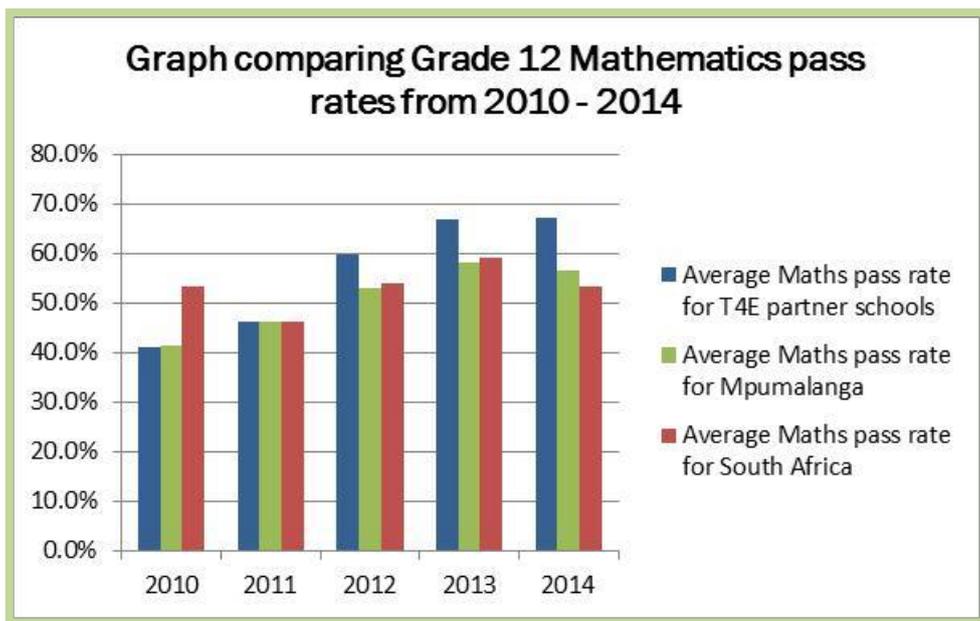


*School Principals and Deputies from the SL4E programme attend a UJ session at Uplands*

### C. Impact of the Teachers for Excellence (T4E) Maths Programme

2014 marked the fifth year of the Teachers for Excellence Mathematics programme at Uplands. The cohort of 44 Maths Teachers (encompassing both the Senior Phase and FET phase) has become a robust professional learning community of Maths educators. Deep relationships have formed with Uplands. Along with holding contact sessions, our Maths Specialist, Myra Dunley-Owen, fields extensive individual requests for assistance throughout the year.

Outreach has tracked the T4E programme over time, and is proud to share the matric results in 2014 - which, at 67.1%, not only outperforms both the general Mpumalanga and national averages, but also - quite notably - bucks the declining trend in Maths results.



These results confirm what all academic experts agree upon: the professional development of teachers must share the following characteristics:

- Continuous, long-term development initiatives, not sporadic workshops
- Individual attention, not a 'one size fits all' or 'force fed' approach
- Professional development must be done by teachers, not to teachers
- Adults only learn when they want to learn, not by coercion or obligation

Teachers for Excellence (T4E) Summary of Maths Gr 12 Results	2010	2011	2012	2013	2014
Number of T4E partner schools offering Maths in Grade 12	16	18	19	19	19
Number of learners from these T4E schools writing Grade 12 Mathematics	605	527	613	593	593
Total number of Grade 12 Maths learners scoring above 80% in T4E schools	15	9	14	18	16 (2.7%)
Average Mathematics pass rate for T4E partner schools	41.1%	46.2%	59.8%	66.8%	67.1%
Average Mathematics pass rate for Mpumalanga	41.4%	46.2%	53.1%	58.3%	56.6%
Average National Mathematics pass rate	53.5%	46.3%	54.0%	59.1%	53.5%

A few concluding thoughts on the professional development of teachers: in a 2014 article titled “*How Should Teachers Be Taught*” (2014), Dr Michael Rice and Mary Debrick outline the problematic nature of current professional development initiatives. By exposing the current flaws of in-service teacher training, the authors actually highlight the successes of the T4E model.

The stark contrast of the current, flawed model to the T4E model is the following:

Current (Flawed) Model of Teacher Development	T4E Model at Uplands
<ul style="list-style-type: none"> <li>▪ It is coercive – participants are obliged to attend.</li> <li>▪ It is deeply resented, especially when workshops occur on weekends or holidays.</li> <li>▪ It is centralised and disruptive, taking teachers away from their places of work.</li> <li>▪ Teachers are passive recipients of information, not active makers of meaning.</li> <li>▪ There is no follow-up to see whether they are applying what they have learnt in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Voluntary basis.</li> <li>▪ Welcomed by the teachers, with a 79% attendance rate in 2014. The Monday/Tuesday afternoon format continues to work well.</li> <li>▪ Contact sessions are held after-hours at Uplands, in a conducive, supportive learning environment.</li> <li>▪ Teachers actively and openly share concerns and solutions, and assist each other.</li> <li>▪ There is continual follow-up – six years in the making now - including on-site support visits. Each teacher’s unique set of challenges is explored. Individual attention to each teacher pays dividends.</li> </ul>
<p>Source: Dr Michael Rice and Mary Debrick (2014)</p>	

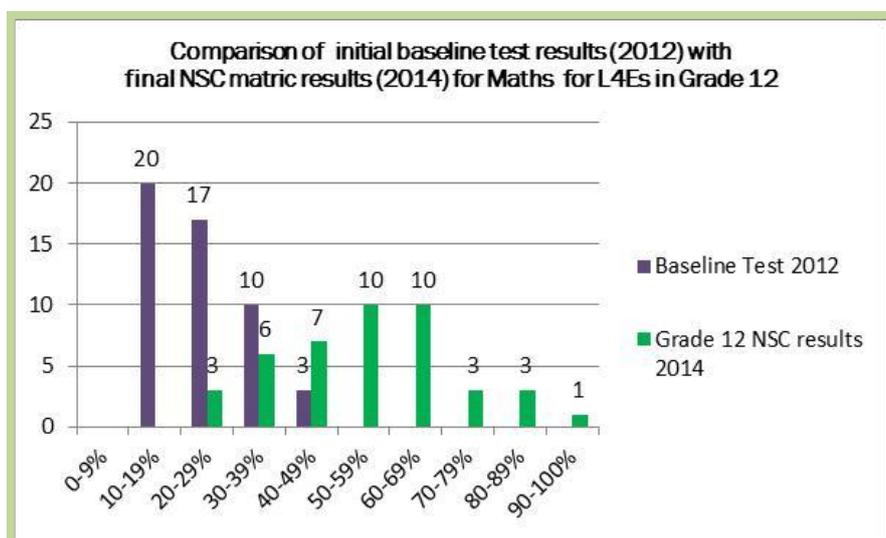
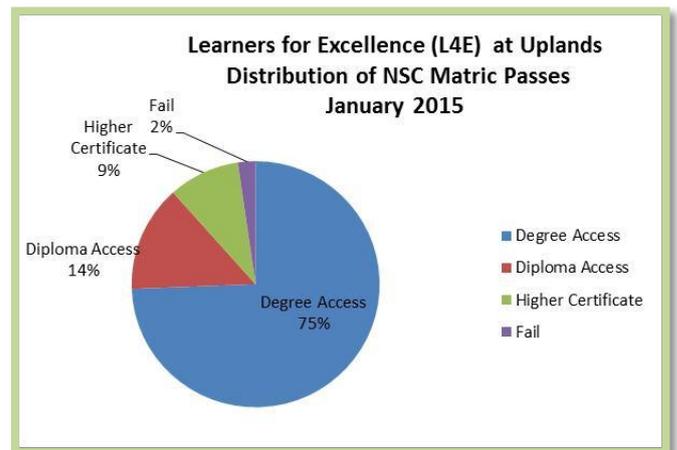
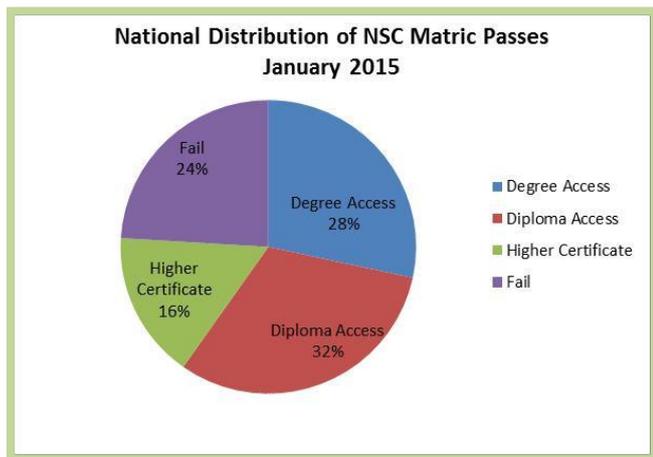


*The granite hills that shape the greater Kabokweni area, home to our Insikazi partner schools*

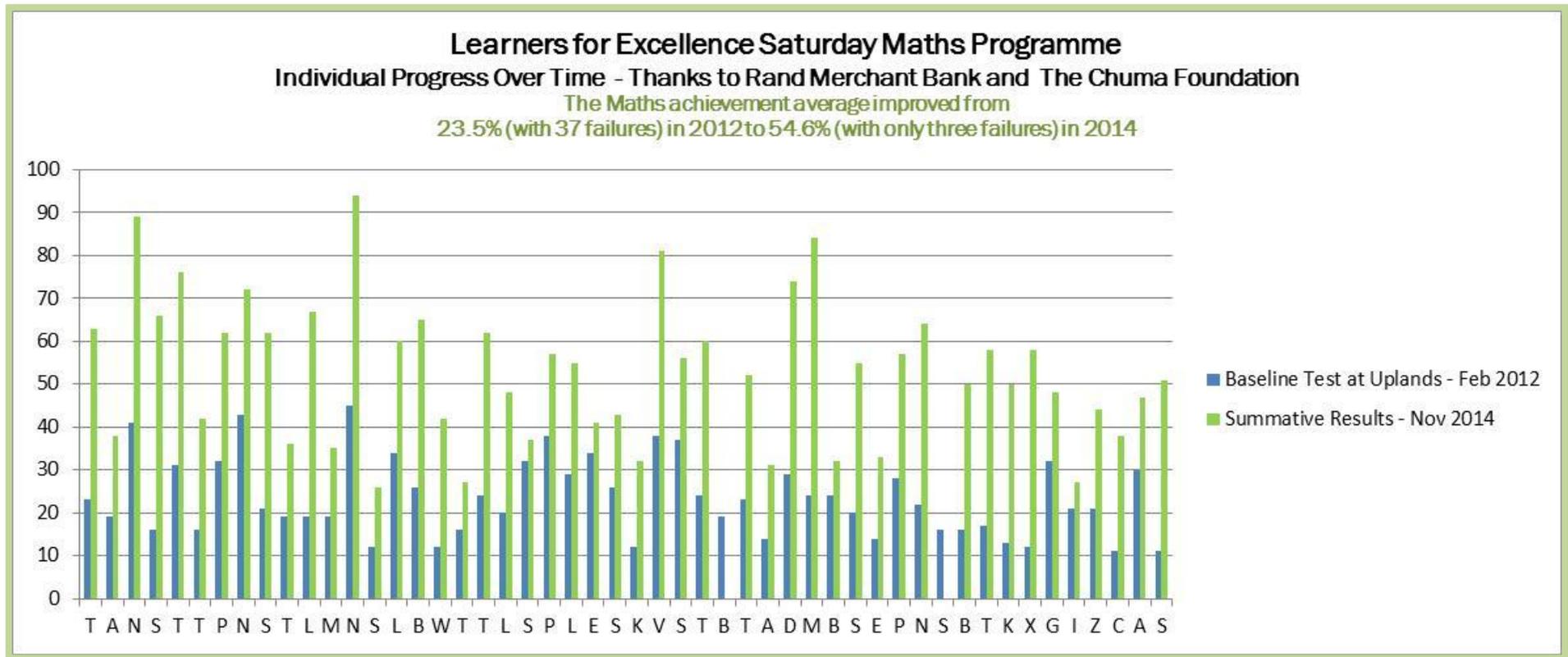
## D. Impact of the Learners for Excellence (L4E) Saturday Maths:

A major highlight of this Saturday Maths programme for 50 learners is that 96% of the original cohort completed the full three-year programme, and the attendance average remained solid at 96% for the final year. In terms of Mathematics: over the past three years, the cohort moved from a Maths achievement average of 23.5% (with 37 failures) in 2012, to an achievement average of 54.6% (with only three failures) in 2014. A positive knock-on effect of the programme was also evident in English and Physical Science, with scores averaging 20%+ above their Grade 12 classmates.

- 98% of the cohort passed their NSC matric overall, versus 75.8% nationally.
- 74% of the cohort achieved Degree Access, versus 28% nationally. In total, 88.4% of the cohort is now eligible for tertiary studies – phenomenal!
- In terms of Maths, 93% of the cohort passed Maths, against a declining national average of 53.5%. In addition to this, 63% of the cohort achieved Maths results higher than 50% (as an achievement mark), versus only 26.7% in the circuit.
- 9.3% of the cohort achieved a distinction in Maths, versus only 3.2% nationally.
- Other highlights include the comprehensive focus on tertiary/bursary applications and post-school planning. Applications, ID books, gmail accounts, bank accounts, mock interviews, CVs, and cover letters were all created with the learners.

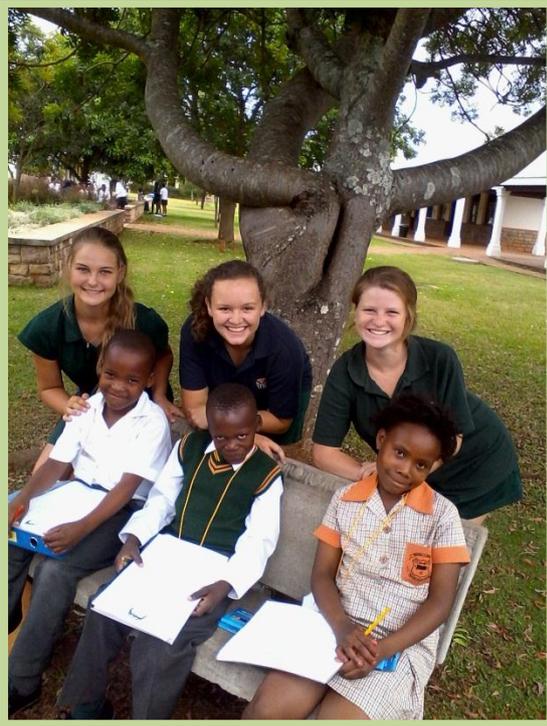


Uplands Outreach would like to share with you this 'skyscraper graph' of the Learners for Excellence (L4E) Saturday Maths programme – depicting the individual progress of our 50 Maths learners over time. The initial of each learner’s name appears below, along with their baseline and summative Maths results.



## *E. Impact of the SMILE Conversational Literacy Programme*

2014 marked the 16<sup>th</sup> year of the SMILE programme at Uplands College – making it the longest-running community service programme at the College. At its heart, SMILE aims to build bridges between two distinct communities of learners in Mpumalanga: Uplands College pupils and Maqamela Primary School learners. Through the love of English and conversation, the programme builds confidence in conversational English in rural Grade 4 learners, while developing leadership skills in Grade 9, 10, 11 and 12 pupils from Uplands College.



*Two schools and two communities were inspired and touched by the SMILE programme in 2014.*

- Ninety-nine Grade 4 learners (split into three groups) from Maqamela Primary School attended the SMILE programme in 2014.
- In total, 24 SMILE sessions were held with 27 Uplands pupils and 99 Maqamela learners attending, along with seven teachers/facilitators.
- Due to the fact that the cohort of learners moved from Grade 3 to 4 with us, the learners scored higher than expected on the baseline test in January 2014 – an average of 68.5%. We were thrilled to see this higher baseline mark, since the normal entry average is around 30%. This means that the 2013 SMILE results were truly embedded during 2014. The summative test in September 2014 produced an average mark of 81%, which is an increase of 12.5 percentage points!

In closing, we welcome any comments or questions about this *Impact Analysis* report. We would also like to thank all our donors, supporters, stakeholders, and friends – we could not undertake this work without your support. Thank you again from Uplands Outreach, and from all the programme beneficiaries and stakeholders!

For further information, please contact Nicky de Bruyn, Director of Uplands Outreach, on [ndebruyn@uplandscollege.org](mailto:ndebruyn@uplandscollege.org) or call 013 751 5057.

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