

CELEBRATING MATTHEW GONIWE'S LEGACY



Matthew Goniwe
SCHOOL OF LEADERSHIP & GOVERNANCE



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA



Contents

FOREWORD BY GAUTENG EDUCATION MEC PANYAZA LESUFI **3**

MATTHEW GONIWE - A MAN FOR ALL SEASONS **6**

EDUCATION EXTENDED BEYOND THE CLASSROOM
FOR MATTHEW GONIWE **10**

A COMMITTED STUDENT AND A PROGRESSIVE TEACHER **12**

MGSLM ON A MISSION TO IMPROVE LEARNING AND
TEACHING **14**

GONIWE WOULD HAVE ASKED 'WHERE ARE WE TAKING THE
STRUGGLE TO?' **16**

NATIONAL TEACHING AWARDS TOP PROVINCIAL FINALISTS **18**



Vision of the new South Africa

FOREWORD BY PANYAZA LESUFI



South Africa has made remarkable progress in the transition from apartheid to democracy, however there is a need to accelerate progress in this regard. In nearly every facet of life, advances are being made in building an inclusive society, rolling back the shadow of history and broadening opportunities for all.

We envision a South Africa where everyone embraces their full potential, a country where opportunity is not by birth but by ability, education and hard work. Realising such a society will require transformation of the economy and focussed efforts to build the country's capabilities in particular the institutions of education and innovation.

The young people in particular, deserve better educational and economic opportunities wherein, the utilisation of the Information Communication Technology (ICT) as a catalyst, is endeavoured at improving learning and teaching, enhancing classroom effectiveness, stimulating communication and learner engagement in order to set them on a journey of achievement and excellence in every aspects of their lives.

Over the coming years, we are going to start seeing drastic changes in the way education reacts to the changes in technology that we see ourselves using on a daily basis. Technology that has the potential to redefine the way we do things, how we do things and why we do things.

In a world that is constantly evolving with new technology, systems, processes and tools, Education has remained reasonably stagnant. While I disagree with the views about robots taking over our classes in the coming years, I do agree that there will be significant changes.

When it comes to technology and education there are seismic shifts taking place on both ends. The needs and expectations of today's learner have changed dramatically—they need personalization and the skills to thrive in the workforce of the future. At the same time, the cost of education is getting higher, but learners are learning through new models that are increasingly more accessible. These changes demand the right tools and technology to ensure success for learners in their academic journey, as well as for educators and principals. We see major shifts happening in the changing landscape of education.

A World Economic Forum report suggests that 65 percent of people entering university this year will ultimately be working in jobs that don't currently exist. It's hard to imagine what tomorrow's jobs will need, but what we do know is that different skills, ways of thinking and analysing will be required.

We need to rethink how we are preparing the future workforce. Thinking of youth as lifelong learners, not just test takers, and equipping them with future work skills. The future employee will need to be well rounded with not only trade or degree-relevant skills, but with both hard and soft skills that will allow them to shift careers to keep up with the evolving economy.

Teaching learners how to learn, relearn and unlearn will set them up with the skills to thrive in the workforce of the future.

In addition to the much-quoted 21st century skills list of collaboration, critical thinking, communication and creativity, lies a platform of further skills development for teachers that we have yet to uncover. More importantly, teachers must be developed with the values Matthew Goniwe lived and died by, *in the service of his people*. Like Mathew Goniwe, teachers, above

all else, must want and love to teach, and also share his dedication that went far beyond the classroom -anything that concerned his pupils was also his concern. He also introduced discipline into the schools, gaining the respect of the children, parents and teachers alike, at a time when education disruptions were rife.

The basic education sector in South Africa has indicated its readiness to prepare learners to operate in the “fourth industrial revolution” (4IR), and therefore it would be preparing the youth for jobs that exist and jobs that are yet to exist - jobs of the future. Some of the current jobs would become obsolete.

Research was able to project the competencies and jobs that people needed to have by 2019, but when projected to 2030 the list of skills which would be required for competency changed a bit. The good thing was that those



skills were imbedded in South Africa’s curriculum. The challenge would be the ability of teachers to teach and assess, based on those skills.

Remember, we are speaking in a relatively local context here, South African education.

Teachers will require specialised training to be able to engage and understand the role of technology in the classroom and learning in general. Teachers will need to embrace the fusion of technology into their subjects but along with that they must understand what the role of technology will be and how to facilitate that within their learning ecosystem.

It is an exciting, yet scary time for us all, but a time that needs to be embraced by the Education community with open arms. That brings forward the question, What kind of teachers will continue to flourish in the Fourth Industrial Revolution?

We need to prepare teachers with the spirit of Matthew Goniwe, who was a teacher and community activist at heart who believed that education has a central role to play in the struggle against an illegitimate apartheid regime. Brutally “eliminated” from society by the security forces in June 1985 as part of a group of activists that came to be known as the “Cradock Four”, Goniwe as a teacher epitomized dedication to a cause, determination and leadership in everyday community struggles.

Teachers will need to understand the ethics of using technology and how to balance the use of technology with humanity.

They will need to be able to establish where the line is regarding facilitating and controlling. technology may begin to blur that line and so teachers will need proper equipping in technology to handle that.

From Mathew Goniwe’s quality of depth and his dedication to the liberation struggle together with his deeply embedded humanism enabled him to mobilise our people against the apartheid regime.

The life, character and contributions of

Matthew Goniwe to our struggle will remain relevant to future generations because the values he personified are universal values that underlie all great struggles for freedom.

From his life, I learnt some important traits I believe teachers would need to continue to espouse and flourish in the Fourth Industrial Revolution:

- Embed change with positivity – as technology evolves and enters the education arena educators must be positive, willing to learn and adapt, and be willing to share your successes and failures.
- Collaborate with others –As we get more connected, the willingness to collaborate and learn with and from others is a critical skill in today’s world and in the future.
- Be Creative and take risks –We need to model creativity and think about how creativity can be integrated into your daily routine and take risks in doing so.
- Develop children holistically – Get to know your students, their families and how they learn! With the rise in teaching and learning styles it is more important than ever to teach the whole child, taking into account the variances that exist.

Let the life of Mathew Goniwe motivate teachers and all of use the spirit with which we can tackle poverty, unemployment and inequality.

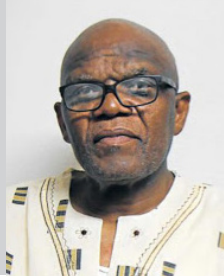
The life and legacy of Matthew Goniwe should empower us to position ourselves to serve our people with loyalty, discipline, and selflessness. Matthew Goniwe worked tirelessly throughout his life so that we can enjoy the non-racial, prosperous and democratic South Africa.

We are hopeful that through this Book, we will ensure that the legacy of the Matthew Goniwe is carried forward to encourage and continue to inculcate a deep sense of patriotism and activism as we deepen democracy our young democracy.

Lesufi is Gauteng Education MEC

Matthew Goniwe - A Man for All Seasons

PROF MENZI DUKA



Matthew Matewu Timothy Goniwe is the son of David Goniwe of AmaMpondo, Thahla, Nyawuzo Clan and Nomakula Goniwe of the AmaMpondo, Mawawa lineage.

He is the last of this couple's eight children, six boys and two girls.

He was born in the old Cradock location in a section called Emagqubeni on 26 December 1947. As a result of the apartheid regime's infamous Group Areas Act, the old location was demolished. Africans, labelled Bantus at the time, were resettled in Lingelihle in 1962, whilst the Coloured people were resettled in Michausdal.

EDUCATION

In 1953, Matthew Goniwe began his schooling at the St James Primary school, established and administered by Canon Arthur James Calata as an alternative to Bantu Education.

One of his brothers, Jamani Jacques Goniwe, had a political influence on him from a very early age. As a result, Matthew joined the

ANC in 1958 and also studied the teachings of the Communist Party of South Africa (CPSA) under the guidance of his elder brother Jamani Jacques, who was a member of the CPSA and the Secretary of the ANC Youth League Cradock branch. He attended political education gatherings under the revolutionary and visionary leadership of Canon Arthur James Calat at Freedom Square.

In 1960, while still in primary school, Matthew was recruited into the local Communist Party branch by his brother and mentor Jamani Jacques.

He attended underground political classes of the ANC and the CPSA as both these organisations were banned at the time. His brother Jamani had by this time joined the ANC in exile, linking up with its armed wing Umkhonto We Sizwe.

From 1961 to 1963, he completed part of his high school education at the Cradock Bantu secondary school, a community school built on the back of donations by the Cradock community under the leadership of Canon Arthur James Calata, Matilda Calata and other community leaders.

It was at the time as a student at the Bantu Secondary School that he became a member of the Male Voice conducted by his elder brother Velile Nelson Goniwe, an active member of the ANC and the ANC Youth League.

The school was completely burnt down by apartheid security forces and rebuilt by the

community. It was later renamed Sam Xhallye after a prominent businessperson who contributed handsomely in its rebuilding.

Matthew joined the local boxing club, and also became a member of the Cradock Male Voice Choir. From 1961 to 1963, he completed part of his high school education at the Cradock Bantu Secondary School.

He was a dedicated student. From 1964 to 1965 he completed his high school education at Healdtown College near Fort Beaufort in the Eastern Cape. He got involved in the Moral Regeneration Movement and played a role in organising small school strikes.

FORT HARE UNIVERSITY

He passed his matric (Grade 12) at Healdtown in 1965. From 1966 to 1967 he embarked on full time studies at Fort Hare University, sitting for a South African Teacher's Diploma (STD). He majored in Mathematics, Education and Natural Sciences (Physics and Chemistry).

At this time, Steve Biko's Black Consciousness Movement (BCM) was at its formative stages. Matthew was attracted to Biko's vision which espoused the view that Africans should learn to develop themselves and avoid the so-called 'dependency syndrome.'

Matthew was soon immersed in debates of black consciousness with other students. Parallel to this, there were other spirited discussions as the period coincided with socialist revolution playing out in Vietnam. He was also drawn to the teachings of Frantz Fanon and Amilcar Cabral.

MATTHEW THE TEACHER

From 1968 to 1972, he taught Mathematics and Science at the Cradock Bantu secondary school. Matthew was an exceptional teacher, and his learners excelled in the subjects he taught. Some of his students went on to become doctors, teachers, community leaders and business people.

He integrated politics in his lessons, spurred on by the view that learners should understand how they were oppressed and that education was the key to liberation.

During 1972 Matthew taught at Sithebe Secondary School within the Dutywa area not very far from Mthatha, the capital town of the then homeland of Transkei. During the same year, he met Meluxolo Silinga with whom later along with Dumisa Ntsebeza, Lungisile Ntsebeza and Michael Mgodolozzi, formed a Marxist cell.

In January 1973 he joined Holomisa High school at Mqanduli in the Bityi Village about 40 kilometers from Mthatha. The principal was John Hlekani, an ANC stalwart from Cradock, who once taught Matthew at Cradock Bantu secondary school at the time he was the principal there.

Holomisa High School was housed in a dilapidated church building. Matthew, whose reputation was growing as a progressive teacher and transformative intellectual, worked with the local community to transform the building into a structure suitable for educational purposes. He also established a feeding scheme assisted by a businessman friend from Port Elizabeth.

His motivation for pursuing this project was to counter the negative effect and impact poor backgrounds were having on the education of students from impoverished areas. In tune with the sociological and financial problems experienced by the students, He further set up a choir, boxing club, soccer and rugby clubs, as well as a debating society at the school.

At the beginning of February 1972, he left his teaching post at Cradock Bantu Secondary School so that he could pursue a Bachelor of Science Degree at the University of Fort Hare for which he had applied the previous year. However, having already been accepted, he was shocked to learn that the spaces for the BSC degree in Mathematics and Natural Sciences were reserved for young applicants straight out of high school. He then had to settle on a teaching

post and he began his search.

MARXIST CELL MOVEMENT LEADER

Having established a Marxist cell movement with Dumisa Ntsebeza, Lungisile Ntsebeza, Meluxolo Silinga and Michael Mgodolozzi, Matthew was committed to the establishment of a democratic society in South Africa. This was also the vision of their Marxist cell movement which they later called the 'Peoples' United Front for the Liberation of South Africa,'

They used the forum to agitate for a revolutionary climate in South Africa, establishing Marxist cells in educational institutions such as Fort Hare, and in towns such as Mqanduli, Mthatha, Whittlesea, King Williamstown and beyond.

Matthew was fast gaining a reputation as a respected political teacher of liberation education. He believed in the views of Paulo Freire.

In 1975 however, Dumisa, Lungisile, Meluxolo and Michael were arrested. Matthew was arrested in July 1976. They were held in detention in Wellington Maximum Prison, in Mthatha till their case was decided in court in September 1977. They were sentenced to four years in prison under the Suppression of Communism Act. Michael was handed a four-year suspended sentence.

Matthew was released from prison in August 1981. He was head-hunted for a teaching post at Nqweba High School in Graaff Reinet. He was both the acting principal and Head of Department: Science and Mathematics.

In January 1983, he was appointed as principal at Sam Xhali secondary school in Lingelihle township in Cradock. Fort Calata was a teacher there. Matthew promoted unity and a culture of teaching and learning in this school. He would visit learners at home to see first hand how their backgrounds affected them at school. He would help students at home, especially those experiencing learning difficulties in Maths and Science.

He started political underground activities at

the behest of the exiled ANC. He conducted political education classes in preparation for the establishment of people's organs of power. He introduced trustworthy activists to the theory and concepts of the national democratic revolution which included personal discipline, organisational discipline and revolutionary discipline. Matthew linked theory, practice and ethics to his sessions.

On the 20 August 1983, a broad church of organisations across South Africa joined forces and launched the United Democratic Front (UDF), opening a new front in the fight against apartheid. The Lingelihle community became part of the UDF through the Cradock Residents Association (CRADORA), with Matthew as chair.

He was at the forefront of fighting high rents, apartheid local government structures (Black Local Authorities), and the Tricameral parliament. Under Matthew's leadership, CRADORA became very vocal in its opposition to the National Party regime's racist policies and it soon appeared on the radar of the ruthless apartheid state.

Matthew worked tirelessly to motivate people to be agents of change and to embody the vision of a new non-racial democratic South Africa. He successfully pushed for the formation of street committees and area committees, part of what became known as the Goniwe-Plan (G-Plan), a strategy which the UDF adopted at a national level.

MATTHEW'S DETENTION

At the end of 1983, Matthew received a letter transferring him back to Nqweba High school to start teaching there in January 1984.

He rejected this transfer, with the Lingelihle community firmly behind him. Students boycotted classes against Matthew's transfer to Nqweba. On the 31 March 1984 Matthew Goniwe, Fort Calata, Madoda Jacobs and Mbulelo Goniwe were detained under the Internal Security Act of 1982 on the suspicion they were instigators of the school boycotts which directly



The Cradock 4 Garden of Remembrance was built in honour of anti-apartheid heroes Matthew Goniwe, Siculo Mhlawuli, Sparrow Mkhonto, and Fort Calata who died on 27 June 1985

and indirectly led to further school boycotts across South Africa. There was mounting pressure on the government to release Matthew and the three other leaders.

The school boycotts saw a dramatic transformation as students expressed demands for a new, democratic South Africa. Matthew was dismissed from teaching whilst in detention. The four were released from detention in October 1984. The school boycott was called off on 8 April 1985. Ever the visionary tactician, Matthew Goniwe saw the school boycotts as a victory over apartheid in that it mobilised people in their numbers into the national democratic struggle against apartheid. This is the vision Matthew was prepared to be imprisoned for, the ideal Matthew Goniwe was prepared to die for.

MATTHEW THE UDF ORGANISER

On 1 March 1985 Matthew was appointed a UDF organiser. He had to establish liberation associations/civic organisations, sector organisations and people's organs of power (street and area committees) within oppressed communities. He did this in 56 towns or areas. This angered the apartheid state which on 25 May 1985 besieged Lingelihle with military commandos and with a low range flying helicopter above Lingelihle challenging Matthew's leadership and threatening

him through a loudspeaker. The move, however, only made Matthew more resolute to fight the racist and devious apartheid system.

CELEBRATING THE FREEDOM CHARTER

On 26 June 1985, CRADORA celebrated 30 years of the adoption of the Freedom Charter by the Congress of the People in Kliptown in 1955, with Matthew delivering the keynote address at the gathering.

The next day, 27 June, Matthew Goniwe, Fort Calata, Sparrow Mkhonto and Siculo Mhlawuli went, travelled to Port Elizabeth, in Matthew's Honda Ballade, to attend a provincial meeting of the UDF in Gelvandale.

The meeting dragged on the whole day and went on into the night. While travelling home that fateful evening, they were stopped just outside Port Elizabeth, in the bushes of Bluewater Bay. The four men, which became known as the Cradock Four, were brutally killed by apartheid security agents. During the 1996 TRC hearings, Matthews widow, Nyameka Goniwe, told the Commission Matthew received death threats and was constantly harassed by security police.

• *Duka is the author of the Matthew Goniwe autobiography 'Matthew Goniwe on a South African Frontier - A community history of African Revolution*

Education extended beyond the classroom for Matthew Goniwe

Lucas Ledwaba

Slain anti-apartheid activist and teacher Matthew Goniwe believed teachers had to act as transformation intellectuals both in the classroom and in their communities. This is the legacy that must be carried through today, says author and academic Professor Menzi Duka.

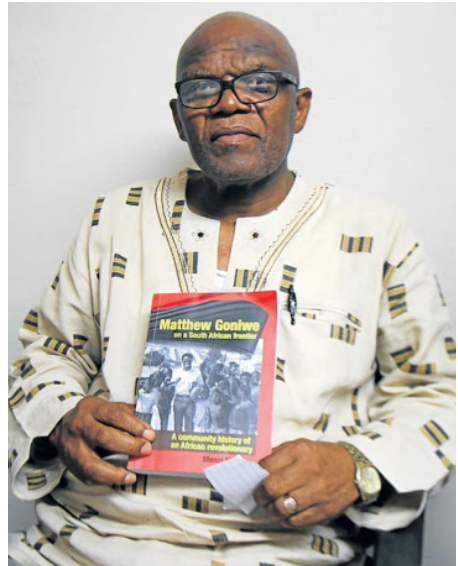
“He believed that before you are a teacher, you are a member of the community [and therefore] you must be rooted in the community. To him there was no boundary between formal and informal education,” says Prof Duka.

Last year, after 13 years of research into the activist life of the Cradock born teacher, Prof Duka published the book *Matthew Goniwe on a South African Frontier*. The book chronicles Goniwe’s development as a highly politicised student to a teacher and community activist who was passionate about ethical values.

“Education extended way beyond the classroom for him [Matthew Goniwe],” Prof Duka says about the man who was murdered along three other comrades 35 years ago.

Goniwe, together with his comrades Fort Calata, Sparrow Mkhonto and Sicelo Mhlauli were assassinated by the apartheid government’s death squads on their return from a UDF meeting in Port Elizabeth on June 27 1985.

Although Goniwe was revered largely as a po-



Author and academic Professor Menzi Duka.

litical activist fighting the injustice of apartheid, he was also held in high esteem as a teacher who used his position to enlighten young minds about the political situation that prevailed at the time and how they could become agents of change in society.

“He dished out ideas on education that were revolutionary,” says Prof Duka.

Goniwe, he says, recognised education as an instrument of social change and argued that as a

result teachers have to be of a certain breed.

“He was saying teachers must not just consume the curriculum but apply their critical thinking. He was saying teachers should join progressive movements so that their teaching should not just be [about] regurgitating the curriculum, but they should be liberators.”

Prof Duka says the manner in which Goniwe applied himself in the classroom “was not in line with fundamental pedagogics.”

He says while the apartheid state crafted their curriculum in a way that learners should be taught to support the apartheid state he found a way to teach them otherwise in a manner that the learners also enjoyed it.

In his book *If We Must Die – An Autobiography* of a former commander of uMkhonto we Sizwe, Stanley Manong paints an impressive picture of Goniwe who taught him in high school.

“After a few days at school, I realised that Mr Goniwe was very popular among students. He was a very young teacher not even wearing a beard as he was only twenty one years old. We did not have a textbook in General Science. Bullet, as Mr Goniwe was fondly known by his students, never entered a classroom without him having prepared meticulously for a lesson. The absence of textbooks did not deter him from doing his work.

He made General Science not only interesting but he made it look easy,” Manong writes in the book.

Prof Duka says one of Goniwe’s best qualities as a human being, teacher and activist was his values of Ubuntu, being highly principled and ethical.

“He was a leader of ethical authority, political authority. To him ethics whether you are a teacher, politician, you have to be ethical. He was respected because of his ethics. He said those values must be in you. You can’t say you want a non-racial South Africa if you are a racist. What you want the new South Africa to be, it must be in you,” he says.



The Matthew Goniwe School of Leadership and Governance [MGSLG] has “a very important role” to play in society in helping to develop both learners, teachers and parents, says Prof Duka.

“By the look of things the momentum of liberation since 1994 has slowed down considerably as if we are liberated. We have not reached total liberation. Liberation has to start in the mind,” he says.

He says that one of the challenges facing the MGSLG is to help develop learners of the calibre of Goniwe.

“Do we empower learners, parents to democratise? Are SGBs up to scratch? How do we assist parents to develop democratic schools?” asks Prof Duka emphasising the importance of the MGSLG in society.

He says SA would be “dealing with a highly ethical politician” had Goniwe been alive today.

“He didn’t believe in tribalism. His non racism was practical. He was a reader, intellectual. He believed that in order to practise as a teacher you needed to understand the theory. He believed that teachers should be involved in developing curriculum. He was an exceptional person both as a teacher and an activist,” says Prof Duka as a parting shot.

A committed student and a progressive teacher

Matthew's intellectualism developed in stages. In fact, his commitment to his studies in time transformed him into a progressive teacher as well as a public intellectual.

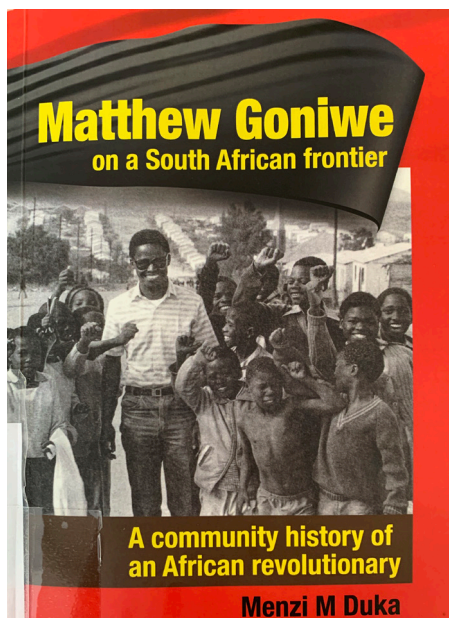
During Matthew's time as a student at Cradock Bantu Secondary School (CBS), the school offered two curriculum streams: the 'general' and the 'academic'. The 'general' stream consisted of isiXhosa First Language, English First Language and Afrikaans Second Language. The 'academic' stream encompassed the languages and Mathematics, General Science (Physical Science and Biology). Matthew studied English First Language, isiXhosa First Language, Latin, Mathematics, Afrikaans Second Language, General Science and Social Studies (History and Geography).

This curriculum failed to cater for learners with competencies in fine arts, music, swimming, agriculture, etc. Furthermore, Functional Mathematics was career limiting.

Matthew followed the 'academic' stream which offered 'real' Mathematics, one of his main academic interests. His classmate was Xhakisile Nqakula who was also a maternal cousin. Charles Nqakula, the elder brother of Xhalisile, was in the same class. Charles fell ill while at Lovedale, after having passed Form II [Grade 9] in 1960, and he was out of school for two years. He regained his health and restarted schooling at CBS in 1963. He was a brilliant student and he topped the class in all the subjects

except Mathematics and Science. The winner in these two subjects was Matthew.

Matthew loved Mathematics, Science and History. His dream was to be an educated African professional, a dream in direct defiance of HF Verwoerd's statement about the African child: "There is no place for him in the European community above the level of certain forms of labour." According to Verwoerd and several European philosophers the African child was born



to serve the white master's interests and it was the white child who deserved to learn Mathematics so that he could take his natural place of leadership in the world.

Ignoring any presumption about Africans' low mental capacity, Matthew showed an outstanding grasp of Algebra, Geometry, Physics, Chemistry and History. He was an absorbent reader of isiXhosa and English books.

In Form III [Grade 10], he read eight isiXhosa books and eight in English, and the prescribed books – four in isiXhosa, four in English, and two in Afrikaans. The culture of reading, teaching and learning was valorized in Bantu Secondary School. The first group of literate books was compulsory for oral work, which was part of

the external examination in Form III. It was therefore amazing that an African child 'of low mental ability' could have intellectual capacity of this magnitude.

Matthew was a humble student. He never boasted of his intellectual acumen. He assisted other students in especially Mathematics, General Science and History. In the spirit of ubuntu, he grew up nurtured in the African view that someone else's problem is also your own. He believed that learners could use even Bantu Education to climb to the highest rung of the ladder of achievement by exhibiting commitment and determination.

• *This is an extract from Prof Menzi Duka's book- Matthew Goniwe on a South African Frontier.*



MGSLM on a mission to improve learning and teaching

Lucas Ledwaba

Just a week before end of year exams commenced last month the Gauteng department of education was called to intervene in a rather unfortunate episode at a school.

Learners were engaged in a bitter battle against parents, the School Governing Body [SGB] and the broader community over the return of 18 teachers who had walked out on the school. The teachers' action was in solidarity with seven of their colleagues who were chased out by the community and SGB.

The matter forced the Gauteng Department of Education to organise a study camp for matric learners while efforts were being made to resolve the matter by the SA Democratic Teachers Union [Sadtu] and other stakeholders from the school.

The Matthew Goniwe School of Leadership and Management [MGSLM] is engaged in capacity building projects that may in future ensure that such incidents do not happen.

The MGSLM's projects focus on School Governing Bodies [SGBs], teachers, learner-leaders, parents with school-going children, principals and school management teams.

MGSLM deputy board chairperson Tseliso Ledimo says the issue of building capacity of SGBs is extremely important.

"I'm sure you'll agree with me that education

will not succeed without parental involvement. So the training of SGBs to be able to lead, to do proper oversight on governance issues including issues of parental participation in education is very, very important," Ledimo says.

In a society plagued by many ills including sexual and other forms of violence, substance abuse, gangsterism, teenage pregnancy and declining discipline among the youth the MGSLM intervention is critical as these ills spill over into the school environment.

Ledimo says they want to broaden their capacity to include parents in their programmes.

"We want to make them understand how to pick up challenges, if the child has a challenge and all of that and general parental involvement in schools. We have done that in the past but the budget has proven to be a challenge because it is an extremely expensive programme to run. We have not abandoned it. The only limitation we have at the moment is the budget," says Ledimo.

He says they do want to interact directly with parents at various schools to begin to educate them about development in education.

"The budget is always a limiting factor to concentrate on parents and educate them about how to bring up their children with proper values," he explains.

If children that are brought into the school carry the right values and discipline then that

would make the work of the teachers a lot simpler. One of the main objectives of the MGSLM is to “develop cutting edge teacher development.”

Ledimo explains that this is a multifaceted approach which includes workshops that usually run over holidays. “It is content based because our belief is that the essence of teacher development is on content to be able to assist learners to perform better in mathematics, in physical science and all these important subjects.

“So we concentrate on content and we go aspect by aspect. If we train on mathematics, we go down for example to empower a teacher on Algebra. So we go aspect by aspect. So that’s content based. We do that over holidays.”

Ledimo says the school also run courses over weekends. However it also offers long term courses in collaboration with higher education institutions like UNISA whose offers include training Grade R teachers to obtain a diploma.

“[This is] because we are not at this stage able to train teachers towards acquiring diplomas and so on,” says Ledimo.

The issue of RCL development is also critical in advancing the

goals of the MGSLM.

“The issue of building capacity of RCL for example becomes very important because that’s where you build capacity of learner leadership so that they are able to lead their peers in the right direction,” Ledimo says.

Gauteng continues to make great strides in introducing ICT in schools, a development that requires teachers to also be trained in this field.

Ledimo says with ICT having become a flagship project in Gauteng, this now raises the question of how do the authorities ensure that parents are able to support their children in their endeavour to be educated through smart boards and other modern gadgets?

He says this means all stakeholders, teachers, parents, learners, SGBs, LRCs “have to be taken on board in relation to where exactly are we going with education in Gauteng.”

Although the MGSLM is currently only operating in Gauteng, Ledimo indicates plans are to grow their footprint nationally in future and even operate as a teacher training college with the capacity to produce teachers with skills required in today’s world.

“Parents, teachers and management teams are now beginning to welcome the interventions that we are bringing into the schools and they find them very helpful,” says Ledimo.



**MGSLM
deputy board
chairperson
Tseliso
Ledimo**

Goniwe would have asked ‘where are we taking the Struggle to?’



Professor Ntsokolo Daniel Sandi

Lucas Ledwaba

Celebrating the legacy of Matthew Goniwe is a reminder about what the ANC led liberation movement was fighting for during the painful and bitter years when the illegitimate and brutal apartheid regime was in charge of the country without the mandate of the majority of SA citizens who are the indigenous and aborigines of our country in particular.

These are the powerful words from academic, theologian, former civic leader and freedom fighter Professor Ntsokolo Daniel Sandi in response to a question on what it means, and why it's important to celebrate Goniwe's legacy 35 years after his brutal murder by apartheid death squads.

Prof Sandi, a former secretary general of the SA National Civic Organisation [SANCO] believes that Goniwe, whom he describes as a "peace loving great leader" would no doubt have been a part of the negotiations that brought about the settlement ending minority rule had he been alive then.

"Indeed Cde [comrade] Matthew was not only a strategist and an organic leader but a true revolutionary with very high morals and strong ethics. He was a people centred visionary and beloved in people's education, in people's schools for people's power. However this demanded a culture of teaching and learning. But without discipline this is a nonstarter. Like OR Tambo, he believed that



Photo of the funeral of the Cradock 4, retrieved from the South African History Archives website

discipline is a mother of victory,” says Prof Sandi.

He says while the liberation movement in SA left a legacy of a strong community based civic movement of which Goniwe was a leader, “the democratic movement failed to conduct a scientific consolidation exercise of its forces and, as a result of this each component finds itself on its own and forced to devise means and ways of staying within the democratic movement formation.”

Prof Sandi says this in a very sophisticated way, “led to the doctrine of survival of the fittest because the support each component gave each other went to a certain extent to reciprocatory demands.”

“All these challenges would have worried Cde Matthew [and] he would have said something

along these lines ...To provide leadership and guidance well beyond our Alliance membership is a noble idea that we must seek to realise.”

He says Goniwe would have suggested that they consider among other things unity in action, discipline, political education, accountability, strong organisation, a dynamic link with grassroots and leadership and cadre development.

“If some of our leaders and members are ill-disciplined, we receive no mandates and give no report backs, our structures are weak, there is hardly any political education, then where are we taking the struggle and or the organisation to? These would surely be some of the questions that Cde Matthew would have asked, including the threatening moral degeneration in our society.”



**Nyame
Goniwe, the
widow of
Matthew
Goniwe.
Photo: Tracey
Derrick**

Nyami and Matthew loved music and working with people

Sometime in June 1975, Matthew's wife Nyameka, affectionately called Nyami, joined her husband with their first born, Nobuzwe, who was born on 21 June 1975. Nyami was not active in politics, and she was unaware that her husband had joined a political cell movement and that he was leading proponent of socialist revolution. When she was still a nurse she told Matthew that she felt a passion to work as a social worker. Matthew encouraged Nyami to follow a career of her heart. Nyameka explains: "I took up social work because I felt like is the next best thing for me. I was attracted to it, I guess it is close to nursing. I would be caring again, serving others in different way. So that its how I got to do social work. But I discovered that I had other hidden talents, there was some music etc. Nyameka and Matthew loved music and also loved working with people. They had a talent in both activities. Nyami found that Matthew's friends visited their room nearly every evening. They discussed political issues she did not understand. During these she would be ignored. Only after the establishment of PUFLSA did she understand that her husband was one

the leading members of this cell movement, in short called "The Frontier".

After sometime, Matthew found that Nyameka had started reading political columns in newspapers. About this Nyami said: "I am interested in [...] informing and trying to get as much information as possible. I'm interested in anything. So in most cases I just inform myself. If I listen to conversations and and I feel I know a little about what they are talking about, and then I go, you know at that time there wasnt the internet, the information, to check books etc. [...].

This reading nudged Nyami to take an interest in Matthew's politics. To sharpen her political interest, Matthew gave her a book, *The Other Side of China*. This book dealt with themes such as illiteracy, self respect and the construction of dams. Its overarching theme was the reconstruction of China. This book gave hints to Matthew as to how the post-apartheid South Africa could be reconstructed for blacks. He was already thinking beyond apartheid to a common humanity.

• *This is an extract from Prof Menzi Duka's book- Matthew Goniwe on a South African Frontier.*

Matthew understood humanity, dignity and respect

MGSLG chief executive Advocate Thulani Makhubela spoke to Inside Education Senior Writer Charles Molele about the importance of maths and science, teacher development and ICT in education ahead of the memorial lecture to celebrate the legacy of Matthew Goniwe.

Matthew Goniwe had a passion for Maths and Science and many students who passed through his hands went on to make it in life. What can the current crop of teachers and learners learn from Matthew Goniwe's legacy as it relates to maths and science education, and the positive values of quality education to build a skilled workforce?

With the advent of the 4IR, Maths and Science are more critical today than they were in the times of Mathew. Our country is short of skilled people that can contribute positively to our economy. The passion that Mathew is said to have had for maths and science is more needed now in both educators and learners.

Matthew Goniwe was an African who stood for what was right and taught the Apartheid regime a lesson that mathematics and science were gateway subjects that can be taught and learned by anyone. As we celebrate his life and legacy this week, how can we best remember the great icon and what he stood for?

I think, he understood the value of humanity, dignity and respect. He advocated education for economic and social opportunities for the community. He was described by many as a “born teacher” and a person who loved people and ideas. He instilled discipline into the schools, gaining respect of the children, parents and teachers.

The MGSLG is at the centre of preserving Goniwe's legacy and heritage for all South Africans. What are some of the key projects that you are currently working on at the School of Governance to celebrate his life, politics, passion for education, positive values and ethical leadership?

We are celebrating his life and legacy through constant innovation and drive to being a leader in teacher development and school leadership programmes. Some of the key programs that we are world renowned for are in ICT in education where we skill teachers on how not just to use ICT gadgets but to integrate ICT into all learning programmes.

We have taken a lead in driving Early Childhood Development programmes and to professionalise the practitioners in this field. These are done through Higher Education Institution partnerships and driving the creation of early childhood teacher curriculum. Education is also community driven and we are pioneers in many School Governing

Body Training and capacity development of School leadership.

The education system in South Africa is experiencing a number of challenges at the moment, including – to name just a few, curriculum issues, violence and drugs at schools, racism, infrastructure backlogs, quality of our teachers, etc. What needs to be done to ensure we realise some of his core ideals?

The MEC [Panyaza Lesufi] always emphasises the issue of Social Cohesion and Schools safety programmes. Together with the Gauteng Department of Education we are giving priority and prominence to Psychosocial programmes. Our programmes focus on HIV/AIDS, Mental Health, Teenage Pregnancy and Substance abuse issue. We are currently conducting a pilot project at 12 schools wherein we have placed Child and Youth care workers who provide support in these issues.

Can you reflect on the difficult road he travelled as a teacher, community and political leader, responding to, among others, the current political climate,

violence against women and children and, lastly, youth development?

It is common knowledge that Matthew was harassed, detained and often transferred away from his home, family and community in an effort to destabilize the work of his movement and the strength of the community. He was fired from his teaching job for refusing a transfer. He was labelled a troublemaker and agitator that needed to be closely monitored and controlled.

He mobilised the Community of Cradock and the surrounding areas on a scale never seen before, making him dangerous and a threat to the then government.

He was a disciplinarian and instilled it to the youth of his community. It was reported that

he once took matters in his hands by stopping a group of youths from stoning a police patrol car.

Matthew was a visionary leader as seen from his handwritten notes.



MGS LG chief executive Advocate Thulani Makhubela



**National
Teaching
Awards**

20th National Teaching Awards

Thank you to our sponsor
Capitec Bank for the prizes

National Teaching Awards top provincial finalists

These are profiles for all the top finalists who obtained Position 1s in the ten NTA categories, as well as the Kader Asmal Excellence Award. The 2019/20 National Teaching Awards: Provincial Adjudication Process was held on 25 August – 04 September 2019, at St. George’s Hotel, Irene (Pretoria)

National Teaching Awards categories

1. *Excellence in Primary School Teaching*
2. *Excellence in Secondary School Teaching*
3. *Excellence in Primary School Leadership*
4. *Excellence in Secondary School Leadership*
5. *Excellence in Grade R Teaching*
6. *Excellence in Special Needs Teaching*
7. *Excellence in Teaching Mathematics (GET)*
8. *Excellence in Teaching Natural Sciences (GET)*
9. *Excellence in Technology – Enhanced Teaching & Learning*
10. *Lifetime Achievement Award*
11. *Kader Asmal Excellence Award*

Background

The Department of Basic Education salutes all schools and teachers who have entered the National Teaching Awards (NTA). The NTA Scheme was conceptualised and launched in 2000 and now enters its twentieth year of implementation.

Through extensive consultation, the scheme has been refined, sharpened, as well as broadened in terms of its frame and categories. We therefore welcome you to the 20th edition of the NTA.

The NTA scheme is one of the ways in which the Department of Basic Education acknowledges, the extraordinary efforts made by excellent teachers, often in very difficult conditions.

Such teachers provide better futures for learners, because lack of quality education is a major factor behind many social, political, economic and health challenges faced by the world today; as well as contributing to poverty, prejudice and conflict.

To mark the 20th anniversary of the NTA, DBE has expanded the Project by including the African Union (AU) and the Global Teacher Prize (GTP) criteria. In future the NTA winners will participate in the AU and GTP awards.

The Objectives of the Ministry of Basic Education through the National Teaching Awards are to:

- Focus public attention on the positive aspects of Basic Education, thereby raising the public image of the teaching profession.*
- Recognise and promote excellence in teaching performance.*
- Honour dedicated creative and effective teachers and schools.*
- Encourage best practice in schools.*
- Afford South Africans the opportunity to publicly say thank you to all outstanding teams or individual teachers in schools.*
- Afford the South African teachers an opportunity to compete with the best teachers in Africa and the globally through the African Union (AU) and the Global Teacher Prize (GTP).*



1. Category: Excellence in Primary School Teaching

Names of Provincial Finalist: Charmain Kruger

Name of District: Tshwane North

Cluster: 4

School Name: Laerskool Magalieskruin

Charmain Kruger is part of Laerskool Magalieskruin's outreach programme which focusses on underprivileged families, as well as the school's anti-bullying strategy. Both initiatives form part of the school's drive towards unity and further contributes to the ethos and morale of the school.

She believes the 4IR has the potential to raise global income levels and improve the quality of life for populations around the world. Her curriculum, therefore, entails digitally enhanced lessons with new technology a constant feature. Kruger also uses the 'Learn to Learn' programme which guides her Grade 4 learners to prepare for exams.

Kruger encourages mutual learning by giving positive feedback, setting realistic goals, acknowledging success, varied teaching strategies, and making lessons practical.

Kruger is also a mentor in her department encouraging colleagues through team building exercises, casual interactions and creating a fun environment. In her efforts to address diversity and inclusivity, Kruger says it's about "recognizing, respecting, valuing and leveraging diversity in a way that enhances our perspective."

She inspires learners to think outside the box and beyond the curriculum to ensure an authentic learning experience.



2. Category: Excellence in Secondary School Teaching

Names of Provincial Finalist: Salome Kelly Mofokeng

Name of District: Sedibeng West

Cluster: 6

School Name: Lebohang Secondary

Salome Kelly Mofokeng, currently sitting for a Doctor of Philosophy (PhD) in Education Management and Leadership, started teaching in 2014 and has been awarded the Novice Teachers Showing Maturity accolade.

Mofokeng is in the Commerce Department and teaches Grades 8 and 9 EMS and Grades 10 to 12 Accounting. She functions as the Teacher Liaison Officer, is responsible for the Learner Representative Council, the ICT, Concert and Prize-giving Coordinator, as well as the IQMS and Induction Programme Coordinator. She relates very well with fellow teachers, learners, parents and the community at large, and has proved to be an asset since joining the school. At age 25, she became the youngest HoD in the district.

Her philosophy is simple. Work hard at teaching and interacting with learners so as to increase the number of learners studying Accounting. This approach led to her being awarded the certificate of excellence in teaching Accounting and EMS in 2016. That same year, at the end of her first year of teaching Accounting in Grade 12, the school achieved a 92,6% pass rate, the highest in many years.

Subsequent to that, she was appointed as a SSIP tutor for the neighboring schools to enhance and improve performance. She is responsible for the induction of novice and newly appointed teachers in her school. She also assisted her learners to prepare for participation in the British Council competition, which earned them second position nationally. Mofokeng has also found time to initiate an arts programme at the school.



3. Category: Excellence in Primary School Leadership

Names of Provincial Finalist: Noni Julia Hlahle

Name of District: Ekurhuleni North

Cluster: 7

School Name: Moriting Primary

Under the leadership of Noni Julia Hlahle, Moriting Primary School was voted the best school in Tembisa by the community.

Responsible for developing other principals in her circuit, Hlahle is a facilitator, a coach and motivator and is uncompromising on demanding high standards when it comes to professional ethics. She is regularly sought other neighbouring schools in their team building and developmental sessions. She takes pleasure in promoting both individual and team growth.

Hlahle frequently invites police, social workers and motivational speakers to develop and support her staff and learners. She has equipped her staff to deal with learners in distress, along with looking after her team's other developmental needs.

Her smart use of record keeping systems – SA-SAMS, DDD dashboard and CMM – has enhanced her administration and record-keeping systems. Hlahle knows her staff's strengths, weaknesses, skills and capabilities which allows her to delegate tasks accordingly and effectively.

She has instilled a culture of trust amongst her team and has various monitoring mechanisms in place which enables her to track progress and performance.

Hlahle leads by example while affirming her staff and providing the necessary support structure.

With an eye on the 4IR, Hlahle has partnered with the Click Foundation which has donated computers to the school to start training Grades R to 4. As a leader she ensures that all the resources in her school are well looked after and maintained, improvising where necessary.



4. Category: Excellence in Secondary School Leadership

Names of Provincial Finalist: Rahemeen Mohamed

Name of District: Ekurhuleni North

Cluster: 7

School Name: Willowmoore High

Rahemeen Mahomed joined Willowmoore High in 2008 as Accounting Department HoD. She was promoted deputy principal in 2017, one of the two deputy principals at the school.

Mahomed sets high standards for those around her and actively assists others in pursuit of these. She has won an NTA before at Provincial level, progressing up to National level under the category: Excellence in Secondary School Teaching.

She is a senior marker in the NSC exams and secured a number of bursary options for her students as well as a donation to the school by Allen Grey. Mahomed always maintains a professional approach to colleagues, learners and the community at large; promoting fairness and empathy without compromising her high professional standards.

Mahomed has garnered great respect from the community for her campaigns on tolerance, inclusivity, understanding and acceptance. All of these activities have enabled the school to grow as an educational space for a multi-cultural school community which promotes nation building.

Mahomed also functions as the Grade 12 chief invigilator and as such has moulded the matriculants into routine. She is an inspiration which has enabled the growth of the school through inclusion and promotion of awareness and tolerance for all sections of society.



5. Category: Excellence in Grade R Teaching
Names of Provincial Finalist: Khanyiswa Faku
Name of District: Ekurhuleni South
Cluster: 7
School Name: Rondebult Primary

Khanyiswa Faku is a diligent, highly motivated, and well-respected Grade R teacher.

Her learners come from disadvantaged backgrounds and she believes it's her duty to create a "warm and welcoming environment."

Her mastery of the Grade R curriculum has led to publishers, such as McMillan, inviting her for strategy development sessions. She also facilitates training sessions through the Matthew Goniwe School of Leadership & Governance.

Faku coordinates various extra-curricular activities. She says her goal is to keep her staff and learners happy and entertained. She also regularly organizes school excursions where learners and teachers are exposed to different learning environments.

She is constantly reading up on HIV/AIDS to help her intervene effectively should an issue arise at her school. She is also very involved in the school's feeding scheme. And what is perhaps a rarity, Faku maintains relations with her former learners.

Faku, whose passion and commitment for teaching is evident, says she finds it easy to pass on the knowledge she has acquired to learners and colleagues alike. She has "brilliant ideas that inspire and motivate everyone," her colleagues say.



6. Category: Excellence in Special Needs Teaching
Names of Provincial Finalist: Toinette Edwards
Name of District: Johannesburg West
Cluster: 3
School Name: The Gateway School

Toinette Edwards' journey with learners with specific needs began at a school in Cape Town where she helped establish the Gateway School, and appointed HoD there in May 2019.

She inspires learners to be more than they think they can be. Edwards is a strong advocate for learners with learning difficulties and encourages the community to be part of their learners' lives. She inspires teachers by being positive and caring about each child she teaches. She goes out of her way to involve each pupil irrespective of their disability and helps them master skills that will assist them later in life.

Edwards says her philosophy is simple: "To treat every child with respect means that they, in turn, will treat one another with respect. This enhances their emotional intelligence and understanding of one another."

Edwards leads by example and her enthusiasm is contagious and life changing to the learners she teaches. She keeps abreast of educational trends and development which also helps her to cope with the various levels and to be able to differentiate in the classroom.

She works within a multi-disciplinary team that focusses on the specific needs of learners, engaging with occupational-physiotherapists to ensure that learners carry over what has been taught in every session.

She has also shown an intense interest in the well-being of each child each child, taking time to find out about their socio-economic and cultural background.

Edwards is compassionate, accommodating, versatile and able to tailor her teaching methods to suit every learner's individual needs. She says her task is to equip each child with the relevant skills to help them become independent and active members of society.



7. Category: Excellence in Teaching Mathematics Teaching (GET)

Names of Provincial Finalist: Rachel Dhlomo

Name of District: Tshwane South

Cluster: 1

School Name: Nellmapius Primary

Rachel Dhlomo is the Mathematics Department HoD at Nellmapius Primary, with more than eight years teaching experience in the InterSen Phase.

She is the lead MST Teacher for Mathematics Senior Phase and her duties include facilitating teacher development workshops which are focused on Mathematics content and teaching methodologies. Dhlomo is also a Mathematics PLC leader for her circuit whereby she conducts workshops and assists with circuit and district Math Olympiads.

Dhlomo, who has a BEd Hons in Education Management Law and Policy, ensures that teachers under her department comply with curriculum coverage, while analyzing MST results and monitoring teachers' Subject Improvement Plans.

Dhlomo is described by peers as a hard-working, dedicated and diligent educator who develops innovative and creative solutions to problems. She motivates learners and builds morale by recognizing good work and sending positive notes home to parents.

Having limited ICT resources does not limit her future-focused education as she uses YouTube videos and websites like khanacademy, maths buddy, coolmaths4kids, mathletics and matholia. In addition, she shares video recordings of her lessons with learners.

Dhlomo's Mathematics teaching style is accommodative and caters for learners with different learning abilities to address diversity and inclusivity. She also invites social organisations to address social issues like bullying, gangsterism and substance abuse.



8. Category: Excellence in Teaching Natural Sciences (GET)

Names of Provincial Finalist: Moreki Ancell Mosuane

Name of District: Johannesburg West

Cluster: 3

School Name: Lufhereng Secondary

“A great teacher is the one with long-lasting impact on the lives of their learners and whose learners remember and cherish forever,” says Moreki Ancell Mosuane.

Moreki Ancell Mosuane believes he is a great teacher, and it is hard to disagree with this dynamo. He was appointed as the Lufhereng Secondary School IQMS coordinator in 2016 and he is also the Media and Entertainment Officer at his school. Coordinating the IQMS program has enabled him to deepen knowledge and understanding around policy and management in education.

He has also joined special school projects including the Secondary School Improvement Plan as a tutor and a leading member on the committee for Natural and Life Sciences.

Mosuane keeps content material interesting and believes that teachers should be lifelong learners. Walking the talk, he completed his BSc. Hons in 2016 and currently sitting for another Hons Degree.

He also assists the Grade 12's with applications to tertiary institutions and also helps in securing bursaries for them. And in a school where the majority of learners have social-economic challenges, Mosuane has gained their trust, with learners comfortable opening up to him about domestic and other issues affecting them.

He, along with some teachers have gone further, having ‘adopted’ some of the learners by providing them with financial assistance. But this passionate educator plays another role too. The feeder areas of his school are in informal settlements, and most has foreign national inhabitants. To accommodate everyone and deal with the issue of diversity and xenophobia, he always encourages learners to share stories about their home countries, promoting a culture of tolerance and inclusivity.

Mosuane teaches in a school without ICT equipment but that does not stop him, he improvises. He presents his lessons through power-point slides. He also relies on resources like Siyavula textbooks which has hyperlinks to good education YouTube videos for each lesson. With most learners having smartphones, he suggests sites to help them with their studies.

Mosuane constantly encourages his colleagues to study further, regularly briefing them on new teacher development programmes.



9. Category: Excellence in Technology – Enhanced Teaching & Learning

Names of Provincial Finalist: Pearl Nonhlanhla Langa

Name of District: Gauteng East

Cluster: 7

School Name: Dalpark Secondary

A qualified ICT support specialist with a BEd. Hons in ICT Education, Pearl Nonhlanhla Langa finds value in linking classroom lessons with real-life experiences, often sharing videos and documentaries with learners to rouse their curiosity.

Langa teaches English and sees great value in learners' writing and speaking potential. She employs enhanced technologies in her classroom and is a strong advocate for the introduction of ICT in South Africa's public schooling education system. She is very involved in ICT initiatives through community development, saying she believes that less privileged learners deserve to attain skills that will help them survive the 4th Industrial Revolution. Langa is part of an organization that encourages the use of ICT in the rural areas. She also takes time from her holidays to work with learners in need of ICT knowledge.

She has shared knowledge gained from an international internship in the US to inspire learners by facilitating career development sessions. She also invites motivational speakers to spur learners while assisting Grade 12s with their higher education applications.

She shares her lesson plans with colleagues and passionately engages with teachers, outside the school environment, on how to use ICT to enhance learning outcomes. Langa has enrolled for her Masters in ICT Education degree.



Category: Lifetime Achievement Award

Names of Provincial Finalist: Lorna Sanders

Name of District: Ekurhuleni North

Cluster: 7

School Name: Willowmoore High

Lorna Sanders, a teacher for 37 years, is the principal of Willowmoore High in Ekurhuleni overseeing some 1100 learners and 76 staff.

Sanders started her teaching career after obtaining her BSc in Education, Mathematics and Industrial Psychology. Soon after, she went on a computer training course and found herself adding Computer studies to her teaching responsibilities.

She taught in three different schools in the afternoons in addition to her daily teaching responsibilities. She got the learners interested in computers as well as initiating a computer club which tasks included tracking weather satellites, obtaining Radio Ham licenses and running a local school radio station.

Through her leadership, the school is a successful example of transformed South African High School whose ethos and guiding principles are focused on nation building, community service and the constant promotion of tolerance, sensitivity and inclusivity.

The school, under her leadership, is also firmly focused on the 4th Industrial Revolution (4IR) with a commitment to beneficial technological use in the classroom and the upskilling of its learners and staff. Sanders is also the chief examiner for IT in South Africa and her focus on technology and development has seen teachers equipped with technology in each learning space, as well as the active use of Google classroom and D6technology.

Sanders leads by example and is often found at the school long before or after anyone else, working and doing maintenance. Her school, Willowmoore High, has maintained a 99% Grade 12 NSC pass rate and many of its teachers have become senior markers in the NSC process.

She constantly challenges her staff with new ideas or perspectives so that they can reflect on the education process and find ways to improve it.



10. Category: Kader Asmal Excellence Award
Names of Provincial Finalist: Hilda Emily Kekana
Name of District: Tshwane South
Institution: Gauteng Department of Education

Hilda Emily Kekana is a self-directed and driven leader who puts professional development as the key to her personal development and that of the people she leads.

She embodies the principles that drive the Gauteng Service Delivery Charter. She has throughout her career been a lifelong learner, an aspect she encourages in the many teams of educators, school leaders, districts and other senior staff in her department.

“A number of her colleagues have obtained Masters and PhDs through my encouragement of their professional development,” says the dynamic Kekana.

On the back of the exceptional performance of Tshwane South District, Kekana was mandated by the Department of Basic education (DBE) to support poorly performing Districts by sharing good practices and advising them on what to do in order to improve results. She regularly travels across the country to share her strategies with other District Directors and Middle Management to drive educator performance and desired outcomes.

Grade 12s are a strong focus area in her interactions with the various units she directs. She visits Grade 12 earners and educators throughout the year to monitor progress and ensure that they are on the right track. Teachers are provided with clear guidelines of what is expected of them and Kekana clearly set the targets and timelines for each subject in collaboration with their Curriculum and Learning Coordination unit and Circuit Support Teams.

Grade 12 learners and parent meetings are used to motivate both the learners and their parents that they have a role in education for their children and they are regarded as partners in the education process.

She has also initiated the Representative Council of Learners (RCL) Academy which is a capacity-building platform in the District. She believes that well-informed RCL's are able to handle concerns of learners in a matured and professional manner, with the help of their Teacher Liaison Officer (TLOs). She also views School Governing Bodies (SGB) as key stakeholders. Kekana meets regularly with SGB's, taking them through her strategies and providing the necessary support to ensure good governance of schools.

2019/20 National Teaching Awards Provincial Steering Committee

EVENTS MANAGERS

1. Ntombi Mabena [Gauteng Department of Education](#)
2. Niths Palani [Gauteng Department of Education](#)
3. Solane Mlambo [Gauteng Department of Education](#)
4. Mapule Ramasedi [Gauteng Department of Education](#)
5. Lolo Lefakane [Gauteng Department of Education](#)
6. Motumiseng Tabane [Gauteng Department of Education](#)
7. Refiloe Sekete [Gauteng Department of Education](#)
8. Nanagolo Leopeng [Gauteng Department of Education](#)
9. Prince Hamnca [Gauteng Department of Education](#)

PROVINCIAL ADJUDICATION TEAM

1. Ernie Fynn [Gauteng Department of Education \(CES: ETDS Unit\)](#)
2. Gloria Pinky Disemelo [Gauteng Department of Education \(Project Manager\)](#)
3. Ditshwane Mogowe [Gauteng Department of Education \(Chairperson\)](#)
4. Elphas Dube [NAPTOSA \(Adjudicator\)](#)
5. Banks Lionel Kubeka [PEU \(Adjudicator\)](#)
6. Sipiwo Mbokane [SADTU \(Adjudicator\)](#)
7. Amanda Collatz [SAOU \(Adjudicator\)](#)
8. Maria Kole Moshokane [NASGB \(Adjudicator\)](#)
9. Nomfaniso Duda [SADTU \(Adjudicator\)](#)
10. Jeanette Mashiane [SADTU \(Adjudicator\)](#)
11. Magoshi Mahlase [SACE \(Adjudicator\)](#)
12. Nokuthula Zikalala [NASGB \(Adjudicator\)](#)
13. Mmapoifo Motlhamme [SADTU \(Adjudicator\)](#)
14. Thoko Dlamini [SADTU \(Adjudicator\)](#)
15. Mamotho Mohulatsi [SADTU \(Adjudicator\)](#)
16. Simon Thobejane [Gauteng Department of Education \(Administrator\)](#)
17. Gerald Choga [Gauteng Department of Education \(Administrator\)](#)
18. Mandla Twala [Gauteng Department of Education \(Administrator\)](#)
19. Gabisile Mavuso [Gauteng Department of Education \(Administrator\)](#)

The role of progressive teachers

Matthew developed a document on the role of progressive teachers. He expected educationists to be members of progressive organisations such as NEUSA.

He believed that it is a responsibility of the teachers to understand the type of education in which they served. The teacher has to “focus on how education has developed [...]” and how it reflects and produces South African society [...].” Teachers should look at the quality of knowledge and skills that that society passes on to “each new generation”.

Progressive teachers would be confronted by a choice: “ignore the South African reality and thereby tacitly support the present system.

Or, we can choose to mislead ourselves in understanding our education process and the challenges confronting us.”

Matthew asserted “rejecting our present education is not negative choice. It is a choice which acknowledges the inevitability of change.”

South Africa needed an education system that would meet the needs of all our people” equally and equitably. Such education was an alternative education called People’s Education according to The Front/PULFSA.

• *This is an extract from Professor Menzi Duka’s book Matthew Goniwe on South African Frontier- A community history of an African revolutionary*



The Cradock 4 widows, from the front: Nomonde Calata, Nombuyiselo Mhlauli, Sindiswa Mkonto and Nyameka Goniwe. Photo: Chris Marais