

SOUTH AFRICAN MATHEMATICS FOUNDATION

Partnership opportunities

The **South African Mathematics Foundation (SAMF)**, a non profit company, was founded in 2004 by the **Association for Mathematics Education of South Africa (AMESA)** and the **South African Mathematical Society (SAMS)**.

SAMF's vision is to play a leading role in expanding the base of mathematics excellence in South Africa by contributing towards professional development of mathematics educators, promoting the advancement of mathematics through creating awareness of and developing skills in mathematics, research, advocacy and identifying and nurturing of mathematically talented youth towards an innovative landscape in South Africa for science, business, finance and engineering.

SAMF is well-known for the South African Mathematics Olympiad (grades 8-12) and the South African Mathematics Challenge (grades 4-7).

You are invited to join us in partnership to make this vision a reality

SAMF is powered by a superb team of professionals who work co-operatively with government, schools and other stakeholders in order to improve mathematics education in South Africa. Our Project Managers are not only well qualified with a background in mathematics education, but have a proven track record with several years of successful programmes.

Most people see corporate social investment as an obligation, but we see it as a unique opportunity to contribute in a concrete way to improving South Africa at a grassroots level. In addition, there are some distinct benefits in partnering with SAMF:

- An opportunity to contribute to the development of mathematical skills, which are vital for the country's economic growth.
- Allows partner to set partnership investment against own taxable income (SAMF can issue a Section 18a tax certificate).
- Marketing benefits through branding.
- An opportunity to offer bursaries to the country's most talented young mathematicians.
- Media exposure throughout the year at several SAMF events, some televised.
- Scoring BEE points on Social Economic and Skills Development.
- Access to names of top achievers.
- Naming rights.
(subject to sponsorship package chosen)

There are several opportunities to get involved at various levels:

1. Professional development for in-service mathematics teachers:

The ongoing poor learner performances in Mathematics and Physical Sciences in most public schools in South Africa continue to pose a serious risk to sustainable economic growth in our country. This crisis continues despite urgent calls in the executive summary of the National Development Plan (NDP) for more learners to achieve above 50% in Mathematics at National Senior Certificate level and for the bolstering of the professional training of Mathematics teachers (NDP, 2013).

The Govan Mbeki Mathematics Development Centre (GMMDC) based at the Nelson Mandela University has developed a modern professional skills development programme after more than five years of action research with in-service teachers in the Eastern Cape. This successful SACE-accredited programme employs the Technology, Pedagogy and Content Knowledge (TPACK) approach and aims to establish a vibrant professional learning network (PLN) after each project cycle of two years. The programme consists of eight focused one-day (or equivalent) short learning programmes (SLP's) each carrying ten official SACE professional development credits. One SLP is dedicated to the pedagogy of lesson design as well as knowledge and skills to plan and set Mathematics assessments appropriately. A second SLP focusses on the use of various appropriate open source teaching software products and the skills to integrate it as part of teaching practice in classrooms. The remaining six SLP's are focused on key content themes that are central to the CAPS Mathematics syllabus.

The PLN programme integrates content ($\pm 40\%$), Pedagogy ($\pm 20\%$) and Technology ($\pm 30\%$) in an integrated way with reference to the Techno-blended models & digital resources for CAPS Mathematics that was developed by subject experts of the GMMDC. Since 2020 the PLN programme was adapted to be fully aligned with Post COVID-19 needs. Professional skills development of in-service teachers is delivered using offline & online modalities as well as mixed delivery modes. Each SLP is delivered either as a full-day mask-to-mask session or virtually over one week via a combination of WhatsApp, Zoom and MobiTutorZA™ mobile phone app interactions. Structured assessments and formal classroom assignments are part of the each SLP.

The goal of the PLN programme is to establish viable professional learning networks of in-service secondary school Mathematics educators in South Africa who actively integrate modern 21st century teaching pedagogies to deliver the CAPS curriculum.

2. Teacher Problem Solving Course:

A short course in mathematical problem solving skills. The aim of the project is to provide a hands-on training of teachers by exposing them to a variety of mathematical problem solving strategies and techniques. It is expected that this training will enhance the problem solving skills of teachers and also improve their skills of solving Olympiad/non-routine type problems. In turn, this will result in an improved appreciation for solving mathematical problems on the part of the learners.

The teachers will be offered a 16 hour workshop (normally presented on 2 Saturdays) in any area of South Africa where a group of 20 or more teachers are sponsored. The course is endorsed by the South African Council of Educators (SACE) and teachers can earn 10 CPD points per level.

3. Careers in Mathematics:

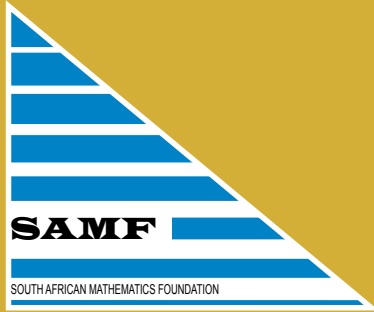
Career guidance booklet aimed at school leavers. Few learners consider careers based on their love for mathematics. Many only consider the mainline career opportunities that are wellknown and historically popular. This printed booklet is aimed at highlighting career opportunities where mathematics plays a primary and foundational role.

4. Patron sponsorship:

We need partners with passion in order to achieve our aims. The reality is that most of what we do costs money. Add your company's support by covering some of our operational expenses in order to improve mathematics education in South Africa by becoming a patron with a minimum contribution of R50,000 per year for three years (or R150,000 upfront).

Sponsorship packages and benefits

Project	Minimum Amount Required	Silver	Gold
TPACK SACE Accredited Maths Professional Development Programme (FET or SP)	R 500 000 to train 100 teachers over one year	R250 000	R500 000
Teacher Problem Solving course	R 12 720 to train 20 teachers	R12 720	R25 440
Careers in Mathematics guidance booklet	R 210 000 to print 40 000 booklets	R100 000	R210 000
Patron	R 50 000 for three years	R 150 000	R 300 000



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