



annual

REPORT

2018/9





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ABOUT GTI

2008



The Beginning

The work of the Global Teachers Institute began years before it was officially launched in 2017. The seeds of GTI were planted from 2008 when staff members at the LEAP Science & Maths School began experimenting with alternative ways of training and developing new teachers for their growing network of schools. Principals were struggling to recruit qualified and quality teachers and found that many recent graduates required several years of additional support, 'unlearning' and were unequipped for the reality of schools and classrooms. They took a chance on a teacher internship, where student-teachers would study for their Bachelor of Education through a long distance University programme, allowing them to spend the majority of their time in schools while they studied, working with a mentor, assistant teaching and supporting extra-curricular activities – while earning a stipend.

That same year LEAP formed a partnership with **Teach with Africa (TWA)**, a US non-profit organisation that empowers students and teachers in a reciprocal exchange of teaching and learning in Africa and the US. As part of the partnership the student-teachers partake in a one-month internship [Future Leaders] to improve their professional practice, expand their cultural understanding and challenge misconceptions of South Africa & the African continent. Future Leaders returned to South Africa noticeably transformed, both personally and professionally. TWA reciprocated the exchange by sending fellows from the US to South Africa, and after several years a robust international network of educators was forming in both contexts.

2009



Formation of the Future Leaders Programme

The experiment quickly took off and became attractive to prospective students and to staff as a viable pathway for developing new teachers for the network. In 2009 the Future Leaders Programme was officially formed.

The programme aimed to recruit 10% of LEAP matriculants into the teaching profession and to develop future teachers and eventually school leaders for its school network. While the broad strokes of the programme were becoming clearer - university coursework through UNISA, in-class mentorships and teaching practice experience - the programme remained in an experimental phase with only a few interns in a single school in Cape Town.

2013



A new vision for Teacher Development

As the work of Teach With Africa and the Leap Science & Maths Schools continued to grow and the value of grounding teacher development within the international context became more essential, valuable and effective, the two entities explored ways to amplify and grow this work. What emerged was a vision for a South African based organisation focused on the development of world class teachers, who were globally minded, well equipped and excited for the reality of South Africa's most challenging classrooms. In 2015 and 2016 the Extraordinary Schools Teacher Education Pilot was launched in collaboration with BRIDGE and the South African Extraordinary Schools Coalition as a precursor to the launch of GTI. Incorporating work and learning about how to work with mentors and in-service teachers, from the LEED project and Champion Teachers Programme, the concept for GTI was being born. This coincides with the first annual Future Leaders Summit, which in subsequent years would grow into the Aspiring Teachers Summit and eventually the Global Teachers Summit.

2017



Launch of the Global Teachers Institute (GTI)

In 2017 the Global Teachers Institute was officially launched as a non-profit organisation (NPO) and public benefit organisation (PBO). No longer incubating within the LEAP Science and Maths Schools, GTI established its own board led by executive board chair John Gilmour, and relocating to new office space in Cape Town and Johannesburg. This coincided with the preparation for expanding the Future Leaders Programme into government schools the following year.

Global Teachers Institute is a teacher development network of educators, schools and organisations that are committed to developing high-quality teachers through school-based initial education programmes, international exchanges and collaborative platforms.

MISSION & VISION

VISION

At the Global Teachers Institute, we envision quality teachers facilitating learning that creates a just, equitable and inclusive world.

MISSION

Our mission is to develop reflective, empathetic, socially responsible master teachers for high-need African schools through school-based initial teacher education programmes, projects and interventions for replication and scale.

WHO WE ARE

The Global Teachers Institute (GTI) is a teacher development network of educators, schools and organisations committed to developing high quality teachers through school-based initial teacher education programmes, international exchanges and collaborative platforms.

WHAT WE DO





GTI creates school-based learning opportunities by partnering with universities and schools for selected aspiring teachers to earn financial, academic and professional support, coupled with human development and practical experience in order to become a global teacher.

METHODOLOGY

GTI develops global teachers who are capable of facilitating learning environments for learners that are liberating, emotionally supportive, culturally relevant and academically challenging.

The GTI Teacher Competency Framework serves as the roadmap and foundation for all aspects of GTIs work. It is the basis for the development of programmes, events, and curriculum as well as presenting a picture of the ideal *Global Teacher*. The focus on competency aims to anchor us to what teachers can do, not just what they know, which suggests that they have both an understanding of pedagogy and have demonstrated an ability to actualise it.

The competency model has *four domains* and embodies GTIs vision of developing teachers who have:

-  Personal and Professional *Reflection*
-  Love, care and *Empathy*
-  Professional *Mastery*
-  Social Justice and *Responsibility*

The last word of each domain is emphasised so that we can even further distil the core work of GTI as promoting teachers and teacher education programmes -- reflection, empathy, mastery and responsibility. Each domain in turn emphasises the other, and explores it through another lens, and with each exploration adding more depth and understanding to the processes and relationship between each other.

A Global Teacher is one who embodies all of these domains in a wholly integrated and internalised way.

OUR TEAM



Nigel Richard
Managing Director



David Jacobs
Business Development



Asna Bhana
Fundraising



Sindiswa Lehutso
Partnership Development



Khayakazi Mbunyuz
Marketing & Communications



Tatenda Zimano
Operations



Tuksie Nkwinti
Project Manager - LEED



Sheila Ndlovu
*Project Manager
- Future Leaders*



Thembi Ndlovu
*Regional School Coordinator
KZN*



Vuyelwa Poni
*Regional School Coordinator
Western Cape*



Tania Ham
*Regional School Coordinator
Limpopo*



John Gilmour



Vuyiswa Ncontsa



Godfrey O'Flaherty



Judy Tate



Richard Masimola



Namhla Saba

OUR BOARD

STATEMENT

from Chair

ASPIRE · BUILD · COLLABORATE

We are preparing for a future, almost upon us, in which children with access to quality education will learn with study tools that adapt to the capabilities of a student. We know that increasingly students with access to quality education will become more and more involved in forming their curricula. In the next two decades it is evident that students 'with access' will incorporate so much independence into their learning process, that value-driven mentoring will become fundamental to student success.

As we prepare for this certain and uncertain future we need new committed teachers who aspire to co-create a world in which all students, regardless of economic circumstances, have access to universally desired quality education. We need new teachers to build liberating structures, flexible systems, and initial teacher education frameworks that will ensure that teachers will take their critical position as central points in the jungle of information, the morass of the endless new needs for problem solving, and the deep swamp of values diffusion and distortion. It is clear that the only way to build this truly equitable and innovative aspirational framework in which to navigate the new world is to teach and learn to collaborate as a way of life.

The Global Teachers Institute recognises the urgency of these moral and strategic imperatives and is committed to developing a brigade of new teachers

with capacity, values, skills and conviction to be the agents of change that will facilitate new ways of teaching and learning and organising schools that will ensure that every child in the future has access to quality education.

We are proud of our first Future Leader Programme graduates who are already stepping quickly into key leadership roles in schools and education entities working hard to address inequity. Thank you to the pioneers for their leadership and example!

In the year ahead in 2019 we are all committed to working hard to ensure that our understanding of 'values-driven quality' in the context of teacher development is clearly defined, aligned, and embedded in our work.

We thank each of our funding partners for their faith and confidence in the work that we are doing! This investment is already reaping dividends as new GTI teachers are claiming their space and living their aspirational vision.

We are deeply grateful to our many collaborating partners in the education sector for walking shared journeys with the intent to take the long high road together to change the way teaching and learning happen in our classrooms.

My gratitude to Nigel and his team for their incredible commitment to building the model and living the values. The leadership of the GTI Board is pivotal to this work and greatly valued and appreciated!

With gratitude.

John Gilmour
Executive Chairman



MESSAGE

from Managing Director



2018 saw GTI take big steps forward in the growth of the organisation. In 2018, GTI expanded its core programme, the Future Leaders Programme into government schools in the Western Cape, Limpopo and Gauteng while expanding and deepening its footprint in partner schools in KwaZulu-Natal. This marked a critical moment in the growth of the organisation as we proved school-based teacher internships are not only a model for independent schools, and that government schools are interested, capable and passionate about contributing to the development of pre-service teachers.

However, as the organisation began growing into new frontiers it was important that we kept our teachers at the centre of our focus and claimed a 'Quality Driven Impact' strategy. This strategy focuses on producing high quality teachers in alignment with the four domains of our teacher development methodology of *reflection*, *empathy*, *social justice* and *instructional mastery*. Through this strategy GTI will run high-impact programmes that can produce knowledge, frameworks and models that can be replicated and scaled.

Critical to this impact strategy are the development of catalytic partnerships with other NGOs, government stakeholders and innovative thought leaders within and without the teacher development landscape.

Core to GTI is its commitment to collaboration – not merely as a tactic – but as a fundamental way of working and belief that it is the only way in which substantial change in the educational landscape will manifest.

As a result, in 2018 GTI spearheaded a variety of collaborations including a campus society at Wits University, the Teacher Internship Initiative in partnership with JET, the Bertha Centre for Social Innovation, Trialogue and BRIDGE. In addition, considerable progress was made towards establishing a public-private partnership with the Department of Basic Education's Initial Teacher Education directorate.

In only our second year as an independent entity, GTI has been able to establish itself as a key leader in school-based initial teacher education, by holding a bold vision for the future – one where teachers facilitate learning that fosters a more just, equitable and inclusive world. With a strong team, key partnerships, established programmes the organisation enters 2019 with great momentum, enthusiasm and strength.

Nigel Richard
Managing Director

OUR PROGRAMMES

The GTI is dedicated to strengthening teacher capacity in South Africa and across the world by changing the way teachers are trained. Through focused programmes, workshops and learning experiences we want to empower student teachers, current faculty, school leaders, and education organisations globally by refocusing teacher training and professional development on ideas of personal growth and social change.

FUTURE LEADERS PROGRAMME

Each year thousands of new entrants into the teaching profession require teacher training so that they can become better teachers and instructional leaders. The Future Leaders Programme (FLP) is a school-based, pre-service teacher internship programme. Student-teachers known as Future Leaders are placed in primary and secondary schools for the duration of their training, while they study towards a teaching qualification through UNISA, a distance learning institution. Interns are provided mentorship, professional development and classroom teaching experiences.

Programme Aims

The programme aims to improve the quality of initial teacher education by facilitating substantial work-integrated learning, integrating theory into practice and utilising student-teachers to provide direct interventions to learners and strengthen classroom instruction.

- To produce new entrants into the teaching profession who are highly skilled, vibrant and reflective with a firm grasp of content, pedagogy and a commitment to student centred teaching, personal development and social transformation.
- To develop existing faculty so they can become better teachers and instructional leaders

- To raise a new generation of transformational school leaders
- To create a national network of schools and programme participants
- To improve the retention of in-service teachers.
- To build relationships between student teachers and schools that can ultimately fast-track student teachers into positions within the school where they received training, thus addressing both issues of teacher shortage and teacher attrition.

The programme utilises the teaching capacity already existing in schools to develop new teachers. It employs in-service teachers as mentors of student-teachers who provide them with direct, experiential training in the classroom. The mentor-student teacher relationship also providing mentor teachers with a classroom teaching assistant who offers additional classroom support. The model gives mentors the opportunity to better understand their own practice and develop the necessary skills to become effective instructional leaders.

To provide another layer of personal support to student and mentor teachers, the programme employs site managers who coordinate the operational and logistical aspects of the programme. GTI directly supports all of these relationships by providing training and professional development opportunities to student teachers and mentors to enable their ongoing personal and



professional progress. By activating teacher capacity at all these levels, the programme develops a school's long-term potential to improve its instructional delivery and leadership skills.

CHAMPION TEACHERS PROGRAMME

In rural South African communities, professional development, teacher coaching, self-reflection tools and other resources that empower teachers to reframe their teaching practice around personal growth, and resolved classroom issues through personal awareness are hard to access. The GTI Champion Teachers Programme facilitates professional development workshops for public school teachers and leaders who have been identified as potential change agents in their schools and communities.

The Champion Teachers Programme is a three-year national programme for public school teachers and leaders, programme facilitates professional development workshops for over these twenty-four 'Champion Teachers' from government schools, in rural South Africa.

Programme Aims

The programme seeks to address educational disadvantages in South Africa by growing a movement of outstanding "Champion Teachers" who view themselves as leaders in their classrooms and their community.

- To provide professional development, teacher coaching, self-reflection tools and other resources that empower teachers to reframe their teaching practice around personal growth, and resolve classroom issues through personal awareness.
- To create communities of practice that provide space for teacher collaboration and help teachers develop innovative ways of making a difference.
- To motivate and inspire teachers to question the status quo and be a catalyst for change in their schools and the broader educational landscape.

Instead of the traditional professional development approach of instructional leaders dictating theories and ideas, the Champion Teacher's programme seeks to create a collaborative learning community where the teachers themselves generate solutions. Teachers accepted into the programme commit to attending a set amount of workshops each year to help improve their teaching practice and collaborate with others. They also commit to working with a professional development coach who helps adapt and personalise the skills acquired throughout the programme to fit each teacher's specific needs.

Programme workshops and coaching focus on topics such as:



Discovering your personal vision for your classroom and sharing it with your learners



Modelling safety in your classroom



Understanding your community's culture and past



Managing difficult conversation



Creating the structure for a safe observation/growth cycle for teachers in a community



GTI AXIS SUMMIT

Today's world is rapidly changing. New trends, processes and systems are being developed at a phenomenal pace. To keep pace teachers, schools and organisations must collaborate to bring a new educational story to reality. Each year GTI is committed to hosting a multi-day convergence of students, teachers and education leaders from throughout South Africa and around the world.

Programme Aims

Through a series of concurrent events each tailored to a particular audience (e.g. pre-service teachers) that culminates in the cross-cutting Axis Forum, the Summit aims to allow educators at any stage in their career an opportunity to develop, collaborate, across age and professional and work towards a new vision for education with other educational stakeholders. The Summit is organised by GTI in collaboration with a number of partners and sponsors who with the following aims:

- To share, learn and grow with their peers and master educators from around the world.
- To reflect deeply on teaching practices while developing the necessary skills for transformative 21st century teaching.
- To share and integrate effective practices into broader national education policy decisions.

- To give leaders a greater understanding of themselves and their personal and professional motives and how to use oneself as an instrument of leadership in the 21st century.
- To engage in dynamic conversations and create new platforms and initiatives to drive educational transformation.

The GTI Axis Summit is designed as a community of practice, where all voices are valued, encouraged to participate, and where every attendee can make a meaningful contribution. A place where everyone is an expert, both experienced practitioners and novices share and contribute to grow everyone's body of knowledge.

GTI EDUCATOR EXCHANGE PROGRAMME

We believe providing educators with opportunities to share, learn and teach together across contexts and continents is the bedrock for seeding teaching excellence. With our partner, Teach with Africa, GTI facilitates an authentic platform for teachers from South Africa and the U.S. to learn from one another, improve their instructional practices and shift the international engagement paradigm from one of "giving and taking" to co-creation and sharing through the US Internship and Fellowship.

INTERNSHIP PROGRAMMES

The US Internship is an annual programme to which pre-service interns can apply for a fully sponsored month-long opportunity to intern at a GTI partner school in the USA. Through the internship, American and South African teachers share best teaching practices, form mentoring relationships and collaborate on strategies to bring about equality in education in both countries.

We expect interns to be open to confronting challenging situations and experiencing personal growth. The core value of this programme is reciprocity and to this end, we seek interns who are as committed to learning and sharing as they are to teaching and learning throughout their participation in our programme. Additionally, we seek interns who want to incorporate what they learned during their time in South Africa or the US into their own teaching practice as well as share those learnings within their home schools or beyond.

To structure the time Interns spend in school, we require that they complete an 'Action Based Research Project'. The purpose of action research is to allow interns to explore and improve an aspect of their teaching practice in a systematic and deliberate way and collect data that can help them improve their practice. They are paired with teachers who mentor and support interns in their exploration, collection and analysis of information and help them draw conclusions about how they could improve their practice.

FELLOWSHIP PROGRAMMES

We typically recruit certified high school and upper middle school teachers with four years or more of classroom experience teaching high school math, science, English or computer science. From time to time, the programme considers and take outstanding teachers in other subjects.

The programme aims to facilitate an authentic platform for fellows and their South African hosts to learn from



one another, improve their instructional practices, and shift the international engagement paradigm from one of giving and taking to co-creation and sharing. In addition to professional experience and expertise, we seek to recruit fellows who are excited by the potential of the programme to be a truly transformative experience, personally and professionally.

Fellows create and implement a project that can help connect South African learners, teachers, schools or organisations with potential peers in the US. Projects could include collaborative classroom projects, the sharing of professional development resources between teachers and introductions between potential thought partners, they also present about the project at the GTI Axis Summit.

Fellows are paired with one or more South African teachers in their subject area to collaborate with during their time at one of the South African Extraordinary Schools Coalition campuses. Fellows work collaboratively with young teachers to study, reflect, and learn about one another's practices through Action Based Research methods. Including but not limited to observing lessons, reflecting and sharing feedback, co-teaching, and collaborating on lesson planning and curriculum development or special projects. Fellows attend all staff meetings, department meetings, and are expected to participate in extracurricular activities and leadership opportunities while in residence at the South African host school.

OUR IMPACT

Teaching profession is not about content mastery and passion only. Those who consider joining the profession should be passionate about greater social movement and building a better future for our children. Instead of believing that educators should help students get out of the cycle of poverty, rather aim at changing the circumstances so that poverty no longer exist.

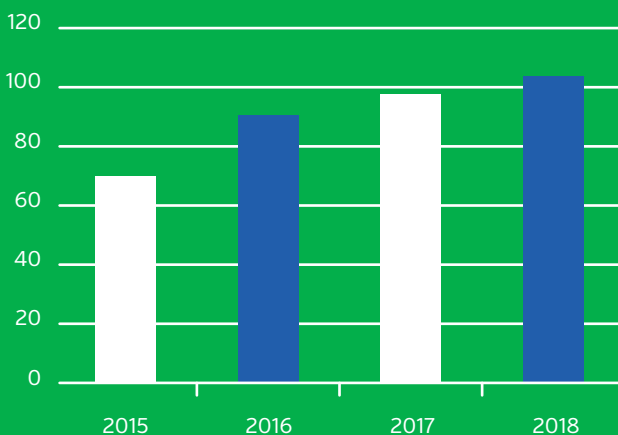
The programme ran in a pilot phase from 2007 to 2015 with around 5 new Future Leaders enrolled each year. In 2016, the programme was formalised with an intake class of 29 in 2016 and 27 in 2017. To date we have enrolled a total of 98 Future Leaders. Of these, 75 are still in the programme (*Future Leaders who have*

started in 2014 or later who have yet to graduate), successfully performing (both academic and internship) each year to date.

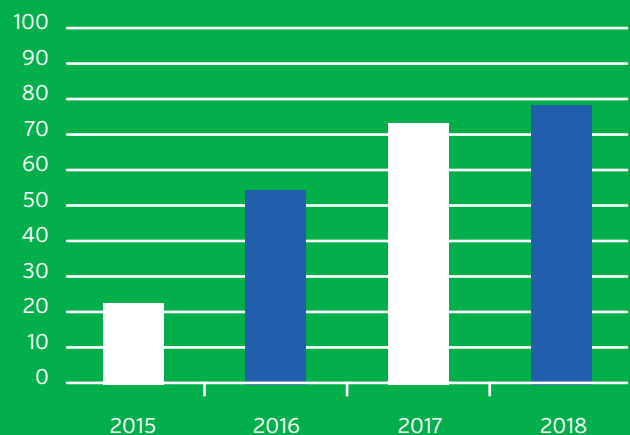
We have continued the upward trend of Future Leaders passing their modules: the average credits obtained by the Future Leaders who completed the full year increased from 98 credits in 2017 to 104 credits in 2018. The UNISA B.Ed. degree requires 480 credits (made up of a mix of 12 credit and 24 credit modules). We require Future Leaders to maintain a minimum of 96 credits a year to finish their degree in under 5 years. In 2018, 78% met this requirement, up from 73% in 2017.

Year	SUCCESSFULLY COMPLETED YEAR				QUIT PROGRAMME		
	Intake	Progress	Graduated	Total	Quit	Removed	Total
2007-2015	42	29	7	36	4	2	6
2016	29	54	3	57		1	1
2017	27	75	4	79		2	2
TOTAL	98		14		4	5	9

Average Credits Passed p/Year



% Future Leaders



BECOMING A GLOBAL LEADER

The success of our students is measured more by the lives they choose to lead than by the marks they achieve. Our ultimate measure of success is the ongoing fulfilment and realised potential in the lives of all our students. All students have the ability to master challenging academic material. A teacher must go beyond content delivery and form meaningful relationships with our students so that we are able to guide them in every aspect of their lives.

Vuyelwa Poni joined LEAP Science and Maths School in 2005 as a Grade 9 learner with the intention of completing matric and studying towards a Degree in Psychology, she enjoyed working with people and trying to make sense of how people behaved. Things soon changed for Vuyelwa when she was left with a lasting impression by her LEAP teachers who showed interest in how she was doing as an individual and encouraged her for success.

After matriculating at LEAP Science and Maths School, Vuyelwa Poni enrolled in the GTI Future Leaders Programme in 2009, majoring in Psychology and soon completed her BEd via UNISA in 2013. She is currently leading the future leaders programme in the Western Cape as the Regional Schools Coordinator.

“My journey with Global Teachers Institute started when I was appointed as the Site Manager at the LEAP 2, Crossroads Campus, at that time I was teaching Languages and Accounting to Grade 8 - 10 Learners. I worked with Aspiring teachers placed at the school and soon realised that our journeys were very similar, I wanted to make a difference in their lives.”



Inspired by her own journey as an aspiring teacher and in-service teacher, Vuyelwa wanted to empower young teachers with skills that will enable them to be passionate and reflective, with a firm grasp of content and pedagogy. In 2017 Vuyelwa made the decision to leave the classroom and accepted a role within the Global Teachers Institute, where she is providing training, coaching aspiring teachers in the Western Cape and supporting schools running the programme in the region.

“Poor professional training hinders teachers from doing their jobs, learning about global mindedness, reflection and how to deal with issues is important. I want my aspiring teachers to love the kids and to be passionate for the work. I want them to work on their own emotional intelligence to interact socially and understand their learners in the classroom.”

A GRADUATE A FUTURE LEADER

We believe that education and teacher training in particular is critical for triggering these shifts and by transforming and innovating the way teachers are trained, we can bring systemic change to education and society more broadly. We know this kind of education movement is harder to articulate and harder to win, because it requires individuals to do personally challenging work in difficult circumstances. However, by working within communities of practice teachers can create significant power within themselves and ultimately within the systems around us. By shifting values in teachers, they can then shift values in students, who can then shift values everywhere.

Letitia joined the GTI Future Leaders Programme in 2015, she was an extroverted aspiring teacher with a mission in life to educate the masses in all corners of the globe. She is currently teaching Life Orientation and History to the Grade 8 and 9 class at a Leap Science and Maths School in Langa, Cape Town. Letitia foresees herself working with the change makers of this country doing what needs to be done in education and controlling the narrative of creating a new story for education.

“Becoming a teacher was never on my top three of my careers growing the old cliché is true teaching is a calling. I answered the call in the strangest yet most gratifying ways. This has been true for me, the road has not been easy this journey has had pot holes and bumps that were both personal and professional”. The four domains of GTI, Reflection, Love, care and Empathy, Professional Mastery, have reminded me that I am not defined by my failures in life yet empowered by them and that’s one of the many things I teach my learners.”

Letitia’s commitment to education goes far beyond content delivery, she has committed to forming meaningful relationships with learners by giving up her free time to ensure that she understands each learner. “I attend cultural activities with the kids that help to build bonds beyond the classroom, I want to see them

express themselves beyond numbers and equations, I want to see them being teenagers and unconstructed by the classroom environment”.

“I was paired with an incredible mentor who kept it real at all times. She is the one who has mentored me into the teacher I am today, Ms Alexandra Bryant went beyond the call of duty to ensure that I delivered to my full potential as an educator never losing sight of why I was there. Reminding me that being a teacher goes beyond “these four walls” as she would say”.

She said her message to any aspiring teachers who want to join the GTI Future Leaders programme is that during their break from personal studies or programme work, they must ask to observe classes at other schools within their district and take down notes of what good teaching is and what good teachers do. They must never be afraid to ask questions and always ask when you are not sure. Don’t be afraid to ask questions”.

28, June, 2019, will mark a celebratory milestone for Letitia, as she graduates from the programme and becomes a full-time teacher. GTI acknowledges the amazing work Letitia has done within the Future Leaders Programme and is proud to have had her as an intern teacher. We offer her our congratulations on this exciting achievement.



AXIS SUMMIT 2018

This year's summit again confirmed the growing appetite among the participants for a platform which stimulates dynamic conversations, explores innovative methodologies and presents opportunities to grow networks. We hosted a successful GTI AXIS Summit 2018 that ran from 9 -12 July at the Wits School of Education. We saw the gathering of close to 500 participants made up of students, teachers, school leaders, academics and citizens all invested in educational transformation in South Africa.

We were privileged to witness a generation of pre-service teachers, bold in their confidence as educators as they commit to drive this transformation. In the words of one young participant: *"I want to be THAT teacher who in 30 years' time, my students will say ... she changed my life."*

With a theme *Aspire Build Collaborate*; our programme was developed to intentionally challenge all participants to aspire to be great as individuals, move to build networks and communities, and to effectively engage in collaborations that advances educational transformation. The four day programme was made up of the following tracks:

- The Winter School with 142 registered pre-service teacher delegates
- Two days of 21 stimulating elective professional development workshops. These workshops were led by both in-service and pre-service. The topics ranged from Democratically-Centred & Learner-Centred Teaching, Classroom Environment, Remediation & Student Support, Trauma Informed Classrooms & Creating Classroom Connections and others. .
- Half-day Axis Forum directed by award-winning SAFTA (The South African Film and Television Awards) nominated comedian, actor and media personality Siv Ngesi and featured: The interactive Design Challenge group activity, a panel discussion on designing schools and solutions for the future of education, the 3 Minutes for Innovation presentations moderated by the Foundation for Radical and Practical Change and entertainment by the LEAP 4 Choir and hip-hop STEM artist, Kurt Minnaar.

We closed out on Thursday with a collaborative *"Teach Back Session"* where participants received a platform to work in teams creating and teaching a lesson using all the tools, techniques and knowledge they gained.

EDUCATOR EXCHANGE

Since 2007, Teach With Africa has been empowering students and teachers by exchanging educators across the borders of South Africa and International. In the past 12 years, over 200 pre-service and in-service educators have benefited from this reciprocal exchange of teaching and learning. Through the programme, educators share best teaching practices, form mentoring relationships and collaborate on strategies to bring about equality in education.

In March 2018, a group of 8 student teachers from South Africa were selected to be part of the GTI Teach With Africa Internship, a one-month residency in 8 high

performing schools in California, San Francisco. The programme has a profound impact on the lives of these young teachers, they don't only develop new teaching styles but they also build strong lasting networks with practitioners in the hosting schools. They grow in a personal and professional capacity. Their skills and strengths as aspiring teachers are cultivated.



"I am amazed by the amount of technology that the schools utilise and let their children use, everything is done on the student portal, from notes, assignments, presentations and homework" said Zibula Dladla, The Ridge School, Johannesburg.



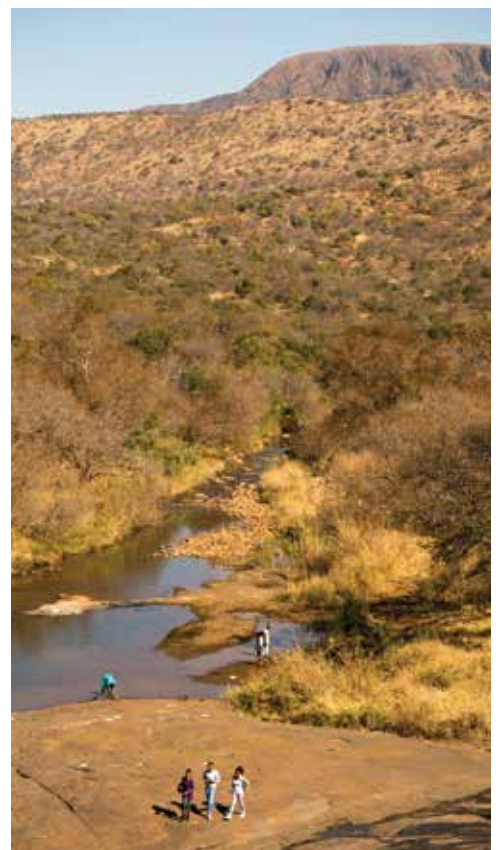
"The first thing noticed was the walls in the schools are full of colour and expression, student ideas and student work. I teach for that purpose, to help my students find their own voices and to use those voices when speaking about their aspirations, realities and futures, among other things" said Nomfundo Sibeko, Inanda Seminary in KwaZulu Natal.



The teacher is a facilitator guiding the discussion to a logical conclusion and the students are free to share their opinions openly, the students don't judge or laugh at each other if a wrong answer is given by their peers" said Quintus Driks, final year student at The University of the Witwatersrand, Johannesburg.



"This opportunity has helped me to explore various key components within the education systems and to acknowledge my role in the entire education system. I am aware that to attain the qualities of being a great teacher, it requires a great level of bravery, open-mindedness and a desire to acquire and share knowledge not only with those around you, but to broaden your horizons beyond your local borders" said Ade Nanti, St Stithians College.



PARTNERSHIPS

1. Teacher Internship Collaborative:

JET, Bertha Centre for Social Innovation and Entrepreneurship, Trialogue

This collaborative is an idea that was birthed by GTI and was established to improve the learning outcomes of student teachers who study at distance learning institutions such as UNISA and Northern Cape University. The collaborative aims to test the model of placing learner teachers in functional schools to gain proficient teaching practice while being mentored and supported by in-service teachers. Through this collaboration, the question around the scalability of such a model will be interrogated as well as the possibility of government adopting the model.

The collaborative seeks to achieve these objectives:

- Building an M&E framework that can be applied to all ITE internship interventions.
- Apply the framework to existing initiatives currently being implemented.
- Introduce and provide programmatic funding for new variants of the ITE internship model to gain further evidence on the cost benefit of the model.
- Explore how innovative funding that draw both public and private sector funding streams can be applied to ITE internship model for scaling purposes.

The four organisations (JET, GTI, Trialogue and Bertha) have agreed to participate in this collaborative in good faith in support of over-arching the objectives stated above.

2. Future Possibilities:

Teach with Africa - Zambia Project

After a visit to Zambia by the TWA team and GTI, the possibility to expand the work of the GTI to the country emerged. The visit focused on two schools, Tujatane and Tukongtone, which are both community schools found in rural parts of Zambia with no government funding. Therefore, the teachers in these schools are often volunteers or parents who do not receive salaries for their time. These schools have a

relationship with local lodges wherein they find a funding base through tourism activities.

The teachers at Tukongtone are largely unqualified, although some are pursuing their qualification while teaching. The school leadership structure is unclear and managed by two employees of the lodge who work in their community projects. Neither are teachers, but both are passionate, one from the UK and one from South Africa. Both are interested in changing the behaviour, beliefs and practices of their teachers from traditional teacher-centric methods to more inclusive student-centred approaches. Tukogtone is a foundation phase school with classes in Grade R, 1 and 2.

Tujatane is a much more established school, with many similarities to LEAP Maths and Schools. They act as a community hub, with a sewing project, adult education courses in the evening and a variety outreach programmes. They have been operating for about 20 years, and there is a strong school leader with a stated commitment to mentorship, professional development and the personal development of students. The school has invested heavily in a psychosocial programme for their learners and are interested in LEAP's LO process and in developing similar capacity in their teachers. Tujatane runs from Grade R to Grade 8 and then provides tuition for some learners in high school and into university. There is a considerable amount of time that ought to be spent in these schools for GTI to have an impact on the development of teachers in and for the schools.

While Zambia and South Africa are member's countries of the Southern Africa Development Community (SADC), an inter-governmental regional political, economic and security organisation, there are significant differences between their educational, cultural, and social context. Extending the work of GTI from South Africa to Zambia should be given as much care and consideration for the nuances and unique features of each culture as if the work were extending to another continent. In particular, GTI staff should be deliberately reflective around beliefs and assumptions around gender, religion, and the perception of and by South Africans.

Expansion into Government Schools, Promoting the Model & Catalytic Partnerships

2018 was a year of big growth and changes for the organisation. It started with the FLP expanding into government schools and more than doubling the size of its host schools from 6 in 2017 to 19 by the end of the year. The expansion aimed to test the interest and viability of running the programme in government schools, which proved to be a huge success and evidence and encouragement to continue growing the programme.

Off the growth and success of the Future Leaders Programme, GTI began working beyond its own work to promote not just the programme, but the model of school-based initial teacher education as an effective and alternative teacher education pathway. Public advocacy included opinion pieces in leading news publications, advocating for the model within the teacher development sector and most importantly forming collaborative partnerships with critical stakeholders. GTI drove the formation of 'The Teacher Internship Collaboration' a multi-stakeholder partnership with Jet Education Services, Trialogue and the Bertha Centre for Social Innovation and service providers implementing the model. The collaborative was developed to bring cohesion to the emerging sector, manage critical partnerships and create a platform to improve the model.

In addition, GTI began working closely with the Department of Basic Education's Initial Teacher Education Directorate to explore ways to test different school-based teacher internship models in various provinces. By the end of the year a memo was signed by the Mpumalanga Department of Education indicating an interest in running a pilot programme in 2020.

Department of Basic Education

Through the Global Teachers Institute's mission to develop reflective, empathetic, socially responsible master teachers for high-need African schools through school-based initial teacher education programmes, projects and interventions for replication and scale, GTI has partnered with DBE to pilot a teacher internship

programme in various South African provinces, beginning with Mpumalanga.

GTI will be working with the Mpumalanga Department of Education to identify 10 public host schools in which Future Leaders will be placed. The full scope of the Future Leader Programme (*Academic Coursework, Mentorship, Team Teaching, and Professional development*) will be implemented in the pilot. This is a Public Private Partnership (PPP) in which works to address the systemic crisis in South Africa's education system through providing high-quality teacher internships.

3. Teacher Internship Network:

Inanda, COSAT, Thandolwazi, St. Andrews School for Girls, More than a Teacher

The Teacher Internship Network is an initiative of GTI that provides training, resources and support to pre-service teacher internship programmes in South Africa which supports our mission to transform the way children are taught in South Africa and around the globe. The Network operates as a Community of Practice with the internship programmes participating. Members of the programme have access to the TWA Internship Programme and a GTI Future Leaders Bursary. The levels of participation are:

Associate Level

- Access to quarterly community of practices and peer reviews where best practices are shared
- Access to FLIP

Licensee Level

- Standard license to FLIP granting access to all management an internship programmes
- Annual quality assurance engagement with M&E

Affiliate Level

- Associate FLIP License
- Staff development for mentor teachers and programme management staff
- Two guaranteed sponsorships for the TWA Internship Programme
- Recruitment support, where GTI recruits and does initial screening of applicants via its public portal
- Three guaranteed future leader bursaries – tuition, stipend and books

FINANCIALS

for the year ended 31 December 2017

Registration number: 174-938 NPO

STATEMENT OF FINANCIAL POSITION

FIGURES IN RAND	NOTES	2018	2017
Assets			
Non-Current Assets			
Property, plant and equipment	2		37,106
Intangible Assets	3		803,030
			840,136
Current Assets			
Loans to related party	4		32,336
Trade and other receivables	5		117,940
Cash and cash equivalents	6		910,482
			1,060,758
Total Assets			1,900,894
Equities and Liabilities			
Equity			
Retained surplus			786,109
Liabilities			
Current Liabilities			
Donations received in advance	7		530,000
Trade and other payables	8		584,785
			1,114,785
Total Equity and Liabilities			1,900,894

DETAILED STATEMENT OF COMPREHENSIVE INCOME

FIGURES IN RAND	NOTES	2018	2017
Donations	9		11,415,883
Other Income			
Other income			157,818
Interest received	10		6,928
			164,746
Operating Expenses			
Accounting fees and other back office services			382,080
Advertising			46,194
Auditors' remuneration			15,000
Bank charges			18,327
Cleaning			2,997
Community responsibility			75,172
Computer expenses			98,389
Consulting fees			820,806
Consumables			12,468
Delegate accommodation			392,300
Delegate catering			425,643
Delegate meeting costs/venue hire			127,847
Delegate travel			260,823
Depreciation			66,501
Educational materials			69,392
Employee costs			3,754,573
Entertainment			4,759
Learner accommodation costs			40,526
Lease rentals on operating lease			75,853
Orientation costs			80,891
Other expenses			85,143
Postage			405
Printing and stationery			405
Repairs and maintenance			4,165
Security			4,055
Staff welfare			115,346
Stipends			2,286,384
Subscriptions			16,014
Telephone and fax			31,296
Training			7,744
Transport and freight			95,131
Travel			465,359
Tuition fees			835,637
Utilities			20,820
			10,794,137
Operating surplus			786,492
Finance costs	10		383
Surplus			786,109



Dx 158 Cape Town Chartered Accountants (SA)
Tel: +27 21 417 8800 6th Floor, BDO House
Fax: +27 21 417 8700 123 Hertzog Boulevard, Foreshore
www.bdo.co.za Cape Town, 8001

PO Box 2275, Cape Town, 8000

Independent Auditor's Report

Report on the Audit of the Financial Statements

Qualified opinion

We have audited the financial statements of the Global Teachers Institute set out on pages 10 to 18, which comprise the statement of financial position as at 31 December 2017, and the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, except for the possible effect of the matter described in the Basis for Qualified Opinion section of our report, the financial statements present fairly, in all material respects, the financial position of the Global Teachers Institute as at 31 December 2017, and its financial performance and cash flows for the year then ended in accordance with the stated accounting policies.

Basis for qualified opinion

In common with similar organisations, it is not feasible for the Global Teachers Institute to institute accounting controls over the cash collections from donations prior to the initial entry of the collections in the accounting records. Accordingly, it was impracticable for us to extend our examination beyond the receipts actually recorded.

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the entity in accordance with the Independent Regulatory Board for Auditors Code of Professional Conduct for Registered Auditors (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants (Parts A and B). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Other information

The board is responsible for the other information. The other information comprises the Board's Report. The other information does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this or other information, we are required to report that fact. We have nothing to report in this regard.

BDO Cape Incorporated
Registration number: 2010/016204/21
Practice number: 970879
VAT number: 4950256596

Directors: I.M. Scott (Managing Director) • K.M. Bowman • J.G. Glass • I. Hashim • D. Honeyball (PE) • H.C. Kilian (PE) • B.J. Lodewyk • H.J. Salmon • M.S. Willimott (PE) • J.M. Nield • B. Jackson • S.F. Cillié • F. Mohamed • N.I. Strybis • Y.J. Weaver-Sasman • B. van der Walt • M. Fourie • F. Rhoda • D. Forbes

BDO Cape Incorporated, a South African personal liability company, is an affiliated company of BDO South Africa Incorporated, a South African company, which in turn is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the International BDO network of independent member firms.

Responsibilities of the board for the financial statements

The board are responsible for the preparation and fair presentation of the financial statements in accordance with the stated accounting policies and for such internal control as the board determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the board are responsible for assessing the organisation's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the board either intend to liquidate the entity or to cease operations, or have no realistic alternative but to do so.

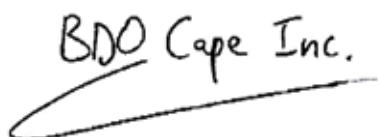
Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the board.
- Conclude on the appropriateness of the board's use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in the manner that achieves fair presentation.

We communicate with the board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



BDO CAPE INCORPORATED
Chartered Accountants (SA) | Registered Auditors

Per S.F. Cillié
Partner | Chartered Accountant (SA) | Registered Auditor

Cape Town, 29 June 2018

THANK YOU!

With your financial contributions and collaborative support in 2018, you've demonstrated your deep commitment to our work of teacher development. Your support has repeatedly played a key role in getting us a step closer to our vision of training quality teachers facilitating learning that creates a just, equitable and inclusive world.

FUNDERS / DONORS	NETWORK OF SCHOOLS	COLLABORATIVE PARTNERS
<p>Teach with Africa</p> <p>Maitri Trust</p> <p>EMEA Credit Suisse Foundation</p> <p>Anglo-American Chairman's Fund</p> <p>Edgar Droste Trust</p> <p>Coronation Asset Management</p> <p>Coronation Fund Managers - Capsule Project</p> <p>Boeing</p> <p>The David & Elaine Potter Foundation</p> <p>Mr. Ryan Strauss</p> <p>The Davies Trust</p> <p>Harry Crossley</p> <p>HCI Foundation</p> <p>EduNova</p>	<p>Gauteng:</p> <p>LEAP 3 LEAP 4 LEAP 6</p> <p>Iphutheng Primary</p> <p>Kwa-Bhekilanga</p> <p>Modiri Secondary School</p> <p>Lowe Primary School</p> <p>Lesolang Primary School</p> <p>Cape Town:</p> <p>Center of Science and Technology</p> <p>LEAP 1 LEAP 2</p> <p>Sonwabo Primary School</p> <p>Vergenoegd Primary School</p> <p>Limpopo:</p> <p>LEAP 5</p> <p>Ngwanamatlang Snr Secondary</p> <p>Jane Furse Comprehensive School</p> <p>St Marks Primary School</p> <p>Madibong English Medium Primary School</p> <p>KwaZulu-Natal:</p> <p>Inanda Seminary</p> <p>Khethokuhle High School</p> <p>Ubuhlebesizwe High School</p>	<p>Teacher Internship Collaborative:</p> <p>Joint Education Trust (JET)</p> <p>Triologue</p> <p>Bertha Centre for Social Innovation and Entrepreneurship</p> <p>GTI Teacher Internship Network:</p> <p>Inanda Khanyisa</p> <p>COSAT</p> <p>Thandolwazi</p> <p>St Andrews School for Girls</p> <p>More than a Teacher</p>

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globalteachers.org



'Education is an act of love, and thus an act of courage.'

Paulo Freire