

# Realema

teacher intern programme



**Annual report 2021-2022**  
**Growing teachers for tomorrow**

[www.realema.org](http://www.realema.org)

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### Governance

- Trust: IT003152/2017(G)
- NPO: 217-250 NPO
- PBO: 930063219
- B-BBEE SED recognition: 100%
- Audited annual financial statements

### Trustees

- Patrick Lees
- Steven Milton
- Graeme Montgomery
- Pier Myburgh
- Daniel Pretorius
- Nombuso Ramokgopa

### OUR VALUES

- Accountability
- Adaptability
- Hope
- Kindness
- Resilience

## CONTACT US

For queries, to volunteer or donate, please contact:

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## CALL TO ACTION

### Literacy crisis

- Almost 80% of Grade 4 learners cannot read for meaning in any language.
- SA learners rank bottom and close to bottom in international maths and science scores.
- In 2017, only 55% of SA's learners successfully completed secondary school.

### Tertiary study crisis

- Over 75% of students fail to complete a 3-year degree in the time allocated to it.
- More than 25% of students drop out in their first year of studies.

### Employment crisis

- Youth unemployment was 66.5% in the fourth quarter of 2021.

### Teacher quality crisis

- SA teachers miss 11% of teaching time due to absenteeism.
- 20% of teachers are absent on Mondays and Fridays, and 33% at month-end.
- SA teachers have comparatively poor content knowledge.
- 79% of Grade 6 maths teachers don't understand Grade 6 maths.

### Transformation crisis

- Lack of transformation threatens sustainability and relevance of 'privileged' schools.
- Education gap widening.

## REALEMA'S VALUE PROPOSITION

### Our Vision

We offer comprehensive bursaries to talented and hard-working black students, who could not otherwise afford a tertiary qualification, to study for a teaching degree, while gaining valuable work experience as full-time teacher interns at top schools. We help our bursary recipients build sustainable careers in teaching, while also developing the passionate and professional teachers that South Africa so badly needs.

### Our Mission

We provide our interns with the necessary support to encourage their successful completion of a professional teaching degree. We make use of existing and available expertise, and manage resources and processes responsibly to ensure the long-term sustainability of the programme.

## HELP US GROW TEACHERS

**Realema relies on donations to develop teachers.**

Realema is a Trust, Non-profit and Public Benefit Organisation and we can issue our donors with S18A tax certificates. We have received external verification of 100% B-BBEE SED compliance.

Donations can be made via EFT to the following account:

**Realema Teacher Intern Programme**

**Standard Bank**

**Business Current Account**

**Rosebank (004305)**

**Account number: 28 247 145 6**

**Ref: Surname/Company name**

To receive a tax certificate, please send us an email confirming your donation to [pier@global.co.za](mailto:pier@global.co.za). It will also enable us to acknowledge and thank you.

## LETTER FROM THE TEAM

Looking back on 2021, and the second year of Covid restrictions, we recognise the many opportunities for growth that it had offered Realema - to the organisation, our management team and our interns. While our movements remained restricted and our lives seemed to become smaller, the shift to online communication expanded our ability to mentor and support our interns, while also retaining a small team and a tight management budget.

Our first bursaries in 2014 went to four matriculants from Masibambane College in Orange Farm, and they all received internships at St John's College. Since then, we have continued to expand our pool of feeder and partner schools to other areas in the greater Johannesburg. Now, in our ninth year, we have opened operations in Cape Town and are looking to expand to Stellenbosch. This year, we have 48 students on our programme and 33 alumni who are all thriving in teaching posts.

Success breeds success, they say. However, success can also breed arrogance - an overstatement of one's influence and place in the world, an unwillingness to receive constructive criticism and a desire to become bigger for the misguided prestige that is often attributed to size. There is elegance in finding a balance between growing and safeguarding a model that works.

More is not always better. While we acknowledge the need to support as many deserving teacher interns as possible and we hear our donors' calls for expansion, we will never do that at the cost of getting to know our interns and supporting them as best we can - each one individually and according to their needs. Ours is not a numbers game, although we do track our impact as you will see in this report. However, what we care about most, is the meaningful and personal impact that we have on each one of our interns - and that is why we devote a large section of this report to reporting the interns' experience through Realema, in their own words.

Our personal approach and multi-faceted mentoring are labour intensive, and it means that we offer fewer bursaries than we would have done if we were to pay for just tertiary studies. However, the feedback that we receive from our interns and partner schools, and the quality teaching posts that our alumni receive upon graduation, lead us to believe that our approach is the right one - and the *only* one - for meaningful impact and change.



As we approach our tenth year and continue to expand, we want to ensure our above assumptions are correct. Later this year, we will conduct an extensive external impact assessment, so that we can understand the multiplier effect of our work, enhance those areas that we do well and address things that we can do better. We look forward to reporting on this in 2023!

We are grateful for all the friendships that we make through Realema: with our interns, partner and feeder schools, our many volunteers and of course our donors, without whom none of our work would be possible.

**Patrick Lees**  
Founder

**Pier Myburgh**  
CEO

**Susan Crosse**  
CFO, Head Jhb

## WHAT SETS US APART

### Each individual matters

Our first measure of success is whether we have a positive impact on each individual intern. During the four years that they spend with Realema, we try to get to know and understand our interns, support them individually according to their needs, and teach them accountability through a system of kind but firm care.

### Our interns are not strangers to us

We source our interns largely from predetermined feeder schools and programmes, and we receive input on their characters before offering bursaries.

Through our Candidate Enrichment Programme, we start interacting with our candidates a year before offering bursaries, which gives us an opportunity to get to know them before recommending them to our partner schools.

The application process is rigorous, with a wide range of metrics that are tracked over a year.

### We ensure that our interns are suited to teaching

Our intern candidates complete aptitude and/or personality tests, shadow teachers for a week (when Covid regulations allow), write letters of motivation, and have numerous interviews. We also receive character feedback on our candidates from our feeder schools.

### Our accommodation arrangements

Most of our interns receive food and lodging at our partner schools. This eliminates daily commuting stress and expenses, and alleviates some of the pressures they may experience in their home environments. Realema provides some additional financial assistance to those interns who cannot be accommodated at schools.

### Our partner school system

Our partner schools are top schools who support our vision, and give freely of their time and expertise to help our interns succeed. They give them the work experience that sets them apart from other graduates.

All the partner schools provide workplace mentors to our interns to assist them with teaching and other professional development challenges.

### Comprehensive mentoring system

We have a comprehensive and layered mentoring system. Each intern is offered two mentors: a workplace mentor and a goodwill mentor. They receive individual additional academic tuition, classroom coaching, have access to a professional counsellor, and have full access to Realema's management. They receive additional life skills development workshops and have regular get-togethers where they share knowledge. Since 2021, they also receive online life coaching from Realema's coaching panel.

## OUR IMPACT

Over 600 learners and students have directly benefited from Realema since 2013.

Realema offers bursaries to talented black students who could not otherwise afford tertiary studies. We believe in having a deep, meaningful impact on every bursary recipient so that we leave a lasting impact on their lives. The result is that we spend substantial human and financial resources on mentoring and supporting our interns, and that we therefore offer fewer bursaries than we would have done had we only applied funding to paying university fees and offering internship positions at schools. However, the interns' excellent academic results, outstanding delivery at our partner schools and the excellent teaching posts offered to our alumni, lead us to believe that our holistic approach of care is the right one.



### Indirect beneficiaries

- Realema enables many of the interns to offer financial support to their families directly after leaving school, and some interns are their families' sole breadwinners. They are also often the first generation to receive a tertiary education and become role models to younger siblings and children in their communities.
- Realema raises the earnings potential of our bursary recipients, who become tax paying citizens, injecting money into our economy. Statistics SA and Analytico have found that a degree increases potential earnings by 330%. The average earnings of a matric qualification is about R60 000/annum, while the average earnings of a bachelor's degree is R258 000/annum.<sup>1</sup>
- The impact of a good teacher on a class is widely accepted and has been quantified by a study at Columbia University in the United States of America. It found that the influence of one good teacher for one year in one class resulted in a lifetime earnings gain of \$250,000 for the learners in that class.<sup>2</sup>
- Realema has had a positive impact on Masibambane College in Orange Farm, where it has offered support and provided learners with sustainable tertiary options, thereby offering children something to strive for.
- The placement of Realema interns in our partner schools encourages transformation in these schools.
- Realema addresses the crisis of quality education in South Africa.

<sup>1</sup> <https://businesstech.co.za/news/finance/149531/how-much-you-could-earn-based-on-your-level-of-education-in-south-africa/>

<sup>2</sup> <https://news.columbia.edu/news/study-impact-good-teachers-sparks-national-attention>

## OUR DIRECT IMPACT SINCE 2013

**246**

ANNUAL  
BURSARIES

**INTERNSHIP**

**147 600**

ESTIMATED MEALS  
OFFERED BY  
PARTNER SCHOOLS



**82**

LAPTOPS



**R9 116 000**

CONSERVATIVE AVERAGE  
OF INTERNSHIP SALARIES  
EARNED



**403**

CANDIDATE  
ENRICHMENT  
BENEFICIARIES



**33**

TEACHER POSTS  
OFFERED TO ALUMNI



**33**

ALUMNI



I drew my love and passion for teaching from my preschool teacher, who made me realise that teaching is not just about equipping children with knowledge; a teacher can also give vulnerable children a sense of belonging. That is the kind of teacher that I want to be. Realema is a bridge between my dream and the reality of becoming a teacher as it offers me an internship opportunity while also studying for a teaching degree. This is such a privilege.

**The financial assistance that I receive from Realema allows me to contribute to my family, which fills me with purpose.**

Through Jeppe Park and Realema I have been able to develop technological, critical thinking and social skills. I've been exposed to inspirational, determined and hardworking individuals, who motivate me to do my best. Realema has been wonderful in facilitating my transition from school into the world of work. They have helped me to find and live according to my moral compass, while enabling me to realise my dream of becoming a teacher. - **Isipho Khumalo**



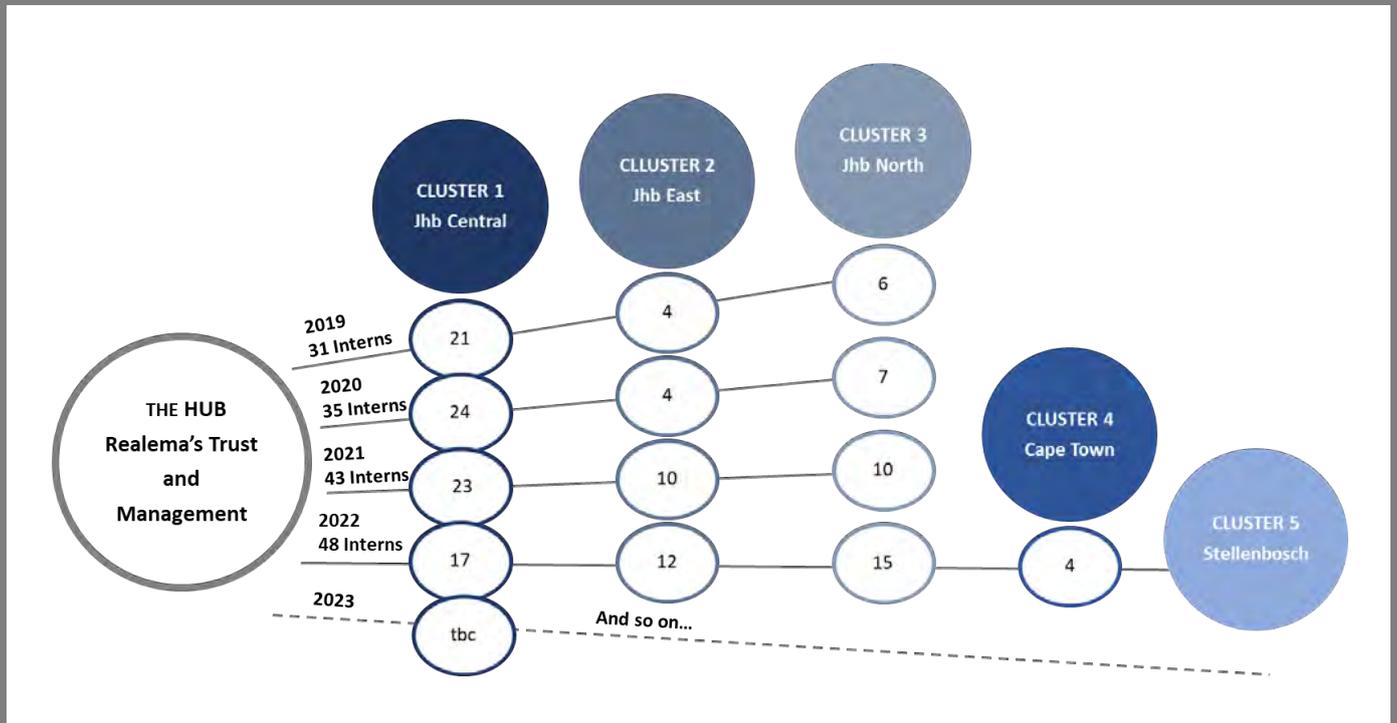
Choosing to be part of the Realema family has been the best decision I've ever made! Receiving teaching experience at a school while studying online has made me fall in love with teaching even more. Each day I learn something new. I am very grateful to be working at Rondebosch Boys' Preparatory School - they help me to develop emotionally, physically and spiritually. I wasn't born to just teach; I was born to inspire others, to change people and to never give up. - **Taherah Oliver**

## EXPANDING RESPONSIBLY

Realema’s strategy is to grow, but to do so responsibly. We will never grow our number of beneficiaries at the cost of having a meaningful impact on our interns.

To encourage the most efficient use of our limited human resources, we adopt a ‘hub-and-spoke’ model, developing clusters of geographical areas within the reach and capacity of one executive and academic tutor. While we try to retain in-person contact as much as possible, we use online meetings to reduce travel time and the associated costs, and to provide access to interns who would otherwise be difficult to reach due to full work and academic schedules.

### Our approach for responsible growth



### Our growth at a glance

	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013
Interns	48	43	35	31	30	25	19	11	4	
Total number of alumni	39 tbc	33	10	6	5	1	0	0	0	
Total teaching posts offered	39 tbc	33	10	6	5	1	0	0	0	
Partner Schools	16	13	9	6	6	6	6	6	1	
Feeder Schools	14	11	9	5	3	3	3	3	1	
										Matric Programme Only

## SUSTAINABILITY

The long-term sustainability of any organisation is materially linked to the management of its reputation. We strive for professional programme development and implementation which anticipates and addresses challenges in a timely manner, and provides quality financial management and accountability, good corporate governance, transparent stakeholder engagement and excellent donor stewardship. We have identified the following as being essential to our sustainability:

### Quality of our bursary recipients

Our extensive selection process runs over the course of a year and involves many different interactions with prospective candidates, and includes personality and aptitude assessments, as well as input from our feeder schools on the candidates' characters.

### Manage number of bursaries

The number of bursaries that we offer each year depends on our having funding available to support each bursary recipient for the four years that it takes them to complete a teaching degree. We therefore never risk 'dropping' a bursary recipient due to lack of funding.

### Financial management

We adopt extremely conservative financial management and accounting practices, and provide monthly financial feedback to our trustees.

### Financial tracking

We regularly test our longer-term financial sustainability by running bi-annual four-year financial projections.

### Cost management

Realema has only two full-time and two half-day human resources, who consult to Realema at reduced costs. They also support Realema by carrying their own office, transport and telephone costs, thereby saving Realema office-related expenses. We source volunteers or negotiate reduced costs with service providers where we can.

### Partner schools

We partner with independent or public partner schools who have internship positions available, can teach our interns best teaching practice, pay their internship salaries and assist with accommodation and food. We work hard at building strong partner school relationships.

### Donor retention

Maintaining excellent donor stewardship and relationships is important to us - not only to retain donors, but because we understand how small the donor pool is (and how large the national need), and we value accountability and transparency.

### Funding diversification

We raise funds from a variety of sources, such as corporates, trusts and foundations, events, individual donations, in-kind gifts and volunteers.



## NAVIGATING THREATS

### THREATS

#### Financial sustainability

Ongoing fundraising and the related reporting are time-consuming, and financial uncertainty is stressful for any non-profit organisation. This saps energy and time, and hinders us from doing our core work - growing professional teachers for South Africa.

#### High-school partnerships

Many of our candidates would like to study for a high school teaching degree, but most independent high schools will only accept post-graduate interns. Most of our candidates receive bursaries and internships directly after matric, and are too young to be placed in high schools. Additionally, we have found high schools to be less nurturing of our interns than junior schools.

#### Public-school partnerships

We currently partner with six public schools, and we would like to expand our public-school internships. However, the public schools do not have the financial and human resources to offer the mentoring, accommodation and other support that our interns need.

### RESPONSES

#### Financial sustainability

We try to build lasting donor relationships by delivering output that donors feel proud to be a part of, and respecting their hard-earned money through diligent financial management, transparent communication and excellent donor stewardship.

#### High-school partnerships

We manage our candidates' expectations, so that they can spend their Candidate Enrichment Programme year considering whether they would be suited to Intermediate Phase instead of Senior FET. We allow some of our students to study Senior FET, but to start their internships in junior schools, from where they migrate to high schools in their second or third years.

#### Public-school partnerships

Where interns cannot be accommodated at the schools, we assist with some accommodation support. We continue to identify and engage with public schools that we believe will be good partner schools and try to find creative solutions to challenges. Our expansion to Cape Town will offer new opportunities to partner with public schools.



## THREATS

### Human resources

Many donors decline to fund management fees, yet expect (quite rightly so) accountability, management and governance of the highest standard. To attract quality people, one needs to pay market-related salaries. Our small team is stretched to the limit, and we will need to onboard someone new to support our geographical expansion and increase in bursaries.

### University administrative systems

Only a few universities offer a distance BEd degree. Malfunctioning administrative systems at universities place interns at risk of not being registered on time, and glitches throughout the academic year are time consuming and stressful to resolve.

### Matric results

We have seen a drop in the academic results of our matric candidates during the past two years. To gain entry to a BEd degree, a minimum of 50% for Maths, 60% for Maths Lit and 60% for English Home Language or 70% for English First Additional Language is required. Many of our matric applicants do not meet those requirements, with matric class averages for Maths often below 50%.

### Covid-19

- Covid-19 has exacerbated fundraising challenges in South Africa, where the donor pool is limited and the need great. Lower business income leads to lower CSI spend, and focus has shifted to other pressing needs.
- Many of our interns have suffered from emotional stress and feelings of isolation, which threaten their ability to deliver their best in their internships and academically.

I hope that one day I will be able to help students achieve their goals just as Realema has helped me. - Terry Lewele

## RESPONSES

### Human resources

Our management is made up of two full-time resources and a volunteer, and we have two half-day tutors/coaches. They are all professional people with excellent and relevant skill sets, as reported in the section Our Team. They believe in Realema's vision and are therefore prepared to earn lower salaries. We continue to apply strict financial management and find volunteers or negotiate reduced fees. We try to build a reserve, the income of which could contribute towards management fees.

### University administrative systems

We build relationships with university leadership at Unisa, University of Johannesburg and North-West University, and intervene when interns face insurmountable challenges. We engage with on-campus universities to encourage them to offer distance BEd degrees.

### Matric results

The poor matric results emphasise the importance of developing professional teachers for South Africa. Our academic tutors assist with English, and our interns receive some additional tertiary subject support from teachers at the partner schools where they do their internships. We continue to partner with quality schools, who are willing to join hands with us in assisting our interns where they can.

### Covid-19

- We increased our fundraising efforts and continued to deliver quality funding proposals and best donor stewardship practices.
- We formed an online life coaching panel for the interns to access as needed. We hosted in-person gatherings with the full group of interns when we could, so that they could connect and share experiences. To counter feelings of isolation, we held one-on-one and group online sessions with the interns. We also ensured that our interns participated in online teaching at their partner schools. Our interns are placed on medical insurance, which includes access to emotional and psychological counselling. Our counsellor offered her services online.



## DEEPENING OUR IMPACT

We continuously assess our output against Realema's vision and make changes to deepen our impact.

**New developments during the past financial year to strengthen our programme were to:**

- Launch the Cape Town cluster
- Expand partner schools in Jhb and CT
- Expand feeder schools
- Develop a partner school toolkit to support partner schools' internship programmes
- Appoint a new permanent classroom coach and additional academic tutor
- Arrange regular fortnightly feedback sessions with partner schools
- Establish a life coaching panel
- Request compulsory and standardised fortnightly progress reports from students who fail more than one subject
- Source character and integrity tests for bursary applicants



## OUR PROGRAMME PLAN

Realema's programme runs in five-year cycles that are divided into two parts: The Candidate Enrichment Programme followed by the Teacher Internship Bursary, being four subsequent years of distance tertiary studies for a teaching degree, while completing full-time internships at our partner schools.

### CANDIDATE ENRICHMENT PROGRAMME (CEP)

The CEP helps our candidates to decide whether teaching is the right career for them, while also introducing them to life skills that help them to reach their goals. The CEP also forms an essential part of our selection process, as we get to know the candidates through our various interactions with them.

### Feeder Schools and Programmes

We invite students from pre-selected schools and programmes to apply to Realema if they wish to study teaching. We continue to expand our partnerships with feeder schools, while also accepting some external applications. In 2021, we accepted 42 candidates onto our CEP, of whom 17 received Realema bursaries at the end of the year. Our feeder schools are:

- Masibambane College
- St John's Academy
- Roedean Academy
- King Edward VII School
- Spine Road High School
- Jeppe High School for Boys
- Alexander Education Committee
- Bokamoso Trust
- UCT's 100-UP and Gill Net education programmes



Successful bursary applicants receive their laptops

### CEP Workshops

Due to Covid-19 lockdowns, we could not run our normal programme of job shadowing, in-person life skills workshops and aptitude testing. Instead, we offered life skills workshops via Zoom to our candidates, and we bought them data to enable them to attend the workshops from their homes. The workshops covered the following topics:

- Online meeting etiquette
- How to cope with the stress of exams and Covid-19
- Individual sessions on personal learning styles
- Social media pitfalls and positives
- Time management
- Emotional intelligence
- Interview skills
- Interactive information session with existing Realema interns and alumni

We receive feedback on our interns' characters via standardised feedback questionnaires that are sent to our feeder schools. The candidates also complete aptitude and personality surveys, which help us to determine their suitability for teaching as a career.

Towards the end of the year, Realema's selection committee conducts face-to-face interviews with our candidates, after which time the shortlisted candidates are introduced to partner schools for interviews by the principals. Successful candidates are then offered Realema bursaries for the following year.

## TEACHER INTERNSHIP BURSARY

We offer full bursaries to study towards a distance Bachelor of Education degree while working full-time at top South African schools. The interns become fully integrated into the teaching faculty and all aspects of the academic, sporting and cultural lives of Realema's partner schools where they are placed. The bursaries include:

- University fees and books
  - This includes administrative assistance such as ordering and delivering books, physical portfolio submissions, intervening when problems persist at universities, and arranging and funding out-of-town tutorials and related accommodation
- Accommodation and food
- Internship stipend
- Laptop and IT support
- Individual academic tutoring
- Classroom confidence coaching
- Professional psychological counselling
- Comprehensive and multi-layered mentorship that includes two mentors per intern
- Life skills workshops such as financial management, workplace etiquette, time management, etc.
- Assistance with medical insurance
- Assistance with CVs and applying for teaching posts after graduation
- Membership to our alumni association

### 2021 Academic Results

Our interns set an exceptional academic standard while also adjusting to new living environments and working full time at their respective schools. Their results become even more impressive considering that over 75% of students fail to complete a 3-year degree in the time allocated to it. When selecting our interns from the matric candidate pool, we do not necessarily choose the strongest academic performers; our selection process focuses on the individual's passion and aptitude for teaching, potential, and financial need.

REALEMA INTERNS' RESULTS - 2021			
Subjects written	Pass	Distinction	Fail
496	450	193	46
	91%	39%	9%

### OUR TOP ACADEMIC PERFORMERS

#### North-West University

Caslida Paine	Wrote and passed 15 exams	14 distinctions
Leeanne Ndlovu	Wrote and passed 15 exams	14 distinctions
Mugoli Cizungu	Wrote and passed 15 exams	13 distinctions

#### UNISA

Ayibongwe Dube	Wrote and passed 10 exams	8 distinctions
Mona-Lisa Myemane	Wrote and passed 10 exams	8 distinctions
Phindiwe Tshabalala	Wrote and passed 10 exams	8 distinctions

#### University of Johannesburg

Isipho Khumalo	Wrote and passed 13 exams	6 distinctions
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The salary that I earn from my internship at St David's helps me and my loved ones a lot; it lifts some burdens off my elder brother's shoulders as I can help to settle some bills and pay off my debts. Through Realema's financial course, I have learnt to be financially intelligent and I have started saving, yay! The journey has not been easy, but Realema provides me with words of encouragement that fill up my energy tank, reminding me that nothing good comes easy and hard work pays.

- **Mercy Kena**



2022 or "2020-DO" is my second year of studying and I have had the best of it yet! It has been a relief to have the Covid-19 restrictions lifted, and spectators being allowed at sports matches. We had a fabulous basketball season as our U13 first team were unbeaten and made it through to the finals at the St John's Basketball Festival.

This year, I decided to challenge my challenges - and I've learnt the true meaning of being independent. Working and studying through distance learning has taught me a lot about myself.

**I've learnt to be happy  
with what I HAVE whilst  
working for what I WANT.**

So far, I have completed my Level 2 First Aid course, did a BokSmart Rugby course, and learnt a number of essential skills like Coding, which is now my favourite. The possibilities are endless really.

- **Mfundo Dlangalala**

Realema has made it possible for me to follow my dream of impacting the new generation. I am quite introverted, but I have grown more confident and calmer around the children - even when I am feeling stressed or exhausted - and I've learnt to understand and manage different situations. I've always wanted to learn how to swim, and I've been taking swimming lessons at Roedean. My salary enables me to send some money back home to assist my relatives. I have developed good money managing skills and even to save, which was the hardest thing ever to do. - **Plamedi Bofati**

## HOW WE MENTOR

The most important part of Realema is the individual and meaningful support that we offer our interns, starting with our Candidate Enrichment Programme until they graduate with a teaching degree. Our multi-layered mentoring programme offers guidance while also teaching our interns to take responsibility for managing their own challenges. Our interns are offered two mentors: A workplace mentor and a goodwill mentor.

Our comprehensive mentoring programme consists of:

- Dual mentor system
  - Workplace mentor (teacher at internship partner school)
  - Goodwill mentor (volunteer who provides extension and life skills guidance)
- Academic tutoring
- Classroom coaching
- Individual mentoring and feedback sessions with Realema's CEO and CFO
- Walking mentoring: We walk and talk with interns who need additional support
- Professional counsellor
- Life coaching
- Life skills workshops
- Real-buddies: Peer mentoring between senior and junior interns

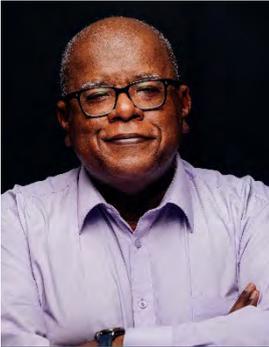
Our volunteer goodwill mentors are invaluable to us. They tend to have a good understanding of their interns' partner schools, so they often act as an additional link between the partner schools, the interns and Realema, providing valuable insights, support and advice when needed. Mentors provide regular feedback to Realema, so that additional professional support can be given to the interns when necessary.

### Induction and reaffirmation service

Due to Covid restrictions, we could not host our induction service in 2021. However, it was wonderful to meet our interns' families again at the beginning on 2022. During the service, we welcome the interns, their parents and Realema's team and mentoring community to the programme, and pledge to support each other in growing teachers for South Africa.

Our growing Johannesburg Realema family at the 2022 Induction Service





### Address by Prof Jonathan Jansen

We felt privileged that Prof Jansen agreed to inspire our interns via an online address. He went to the core of what it means to be a good teacher, and being physically, spiritually, 'politically' and emotionally present. After the address, the interns had to share their reflections with us on how they would demonstrate presence in their own teaching and internships. We were honoured to be recognised by Prof Jansen as being one of the best teacher internship programmes in the country.

My favourite quote from Prof Jonathan Jansen was: "It is one thing to get a job; it's another to get a career. It's one thing to earn money; another to feel completely fulfilled in your life choices." - **Mfundo Dlangalala**

### Group gatherings

We host group gatherings where interns can connect with each other over snacks, and at times attend our life skills workshops. They share experiences, celebrate successes and raise concerns, thereby forging peer relationships and strengthening bonds. The interns also naturally mentor and guide each other - often via study groups that they create themselves. The gatherings remind everyone (interns and management alike) of commitments made to each other and Realema.

### Academic support

Many of our interns find English at university level challenging as it often is not their mother tongue. At times, this also negatively affects their confidence to communicate in English, their ability to read with understanding, and to plan and write the essays that are required for most of their subjects. Realema provides weekly English tuition to our interns. In addition, they receive support in essay writing, referencing, organisational skills and further general academic guidance, which they can apply to other subjects.



### Classroom coaching

Both our academic tutors are former teachers, who supplement the workplace mentoring that the interns receive at their partner schools with classroom coaching to build the interns' confidence and provide them with additional skills such as voice projection, meaningful observation, class discipline, and other tools that prepare them for a positive experience at their partner schools.

### Induction lunch with Cape Town interns



## Orientation Workshops

### Workplace Orientation

- Appropriate dress
- Punctuality
- Technology do's and don'ts
- Classroom observation
- Classroom participation
- Classroom discipline
- Interpersonal relationships
- Professional communication

### Time / Energy Management

- SMART goals
- Prioritising
- Creating timetables

### Financial Wellness

- Understanding interest and debt
- How to budget
- Budgeting tool
- Basic financial wellness course

### Life coaching

Realema's panel of life coaches offers guidance to interns who wish to overcome obstacles that do not require psychological intervention, but that prevent them from delivering their best. The individual coaching sessions take place online, which enables us to access coaches from different parts of the world. The coaches offer their services to Realema free of charge, and interns can book sessions directly with them to safeguard their privacy.



### Goodwill mentors

Behind the scenes are wonderful men and women who give up hours of their time to mentor Realema's interns. They broaden our interns' horizons, provide a shoulder to lean on, offer guidance and sometimes simply a much-needed chat over a cup of coffee. We are so grateful to all the goodwill mentors who have supported our interns over the years.

#### Realema's Goodwill Mentors

Allan Sweidan  
Ann Leepile  
Asmeralda Motau  
Bridget Chakwawa  
Candice Kirschman  
Carl Chemaly  
Maud Maseko  
Jenny Venter  
Kerry Sinclair  
Khaya Skhosana  
Kirsten Smith

Lerato Maupa  
Louise Whittaker  
Lucy Chambers  
Marion Shaer  
Matthew Jarvis  
Megan Raines  
Natasha Patsika  
Nikki Lewin  
Nikola Daniels  
Nombuso Ramokgopa  
Nomfundo Bongwe

Phumi Setiloane  
Refilwe Mkhonza  
Rob Band  
Rosina Motau  
Sally Faber  
Sharon Munyaka  
Sonwabile Lugebu  
Tricia Hund  
Zanele Mkwanzazi  
Carmen Mohapi

### Accountability coaching

In all our interactions, we demonstrate professional behaviour and accountability to our interns. When the conduct of interns causes them to not deliver to the best of their abilities, they receive second or third chances with accountability measures in place (such as having to repay failed subjects and provide Realema with regular progress reports). We do everything in our power to support a turn-around. This encourages interns to reflect and adjust behaviours; they learn from the experience and continue to graduate and become wiser teachers and mentors in their own right.

#### ACCOUNTABILITY MEASURES

1. Own your mistake and apologise
2. Learn from your mistake
3. Change your approach
4. Move on

Bursary Contract

Accommodation  
Code of Conduct  
Agreement

Mentor / Mentee  
Agreements

Academic Tracking  
Reports

Repayment of  
Failed Subjects

Bi-annual  
Performance  
Assessments

Fortnightly  
Meetings with  
Partner Schools

Punctuality

Email and General  
Communication  
Responsiveness

### Graduation function

At the end of each year, we celebrate the year that has been and friendships made through Realema. Our fourth-year interns receive leavers' certificates as they embark on their new adventures as professional teachers.



## REALUMNI: OUR ALUMNI

Thirty-three of our interns have graduated through Realema, and they have all received teaching posts at South African schools of their choice. Many of our interns continue studying for honours degrees in education, one intern is studying for his MBA, and some have married and bought homes. We do not guarantee our interns teaching posts after graduation, but we assist them with job applications, interview skills and guide them in CV writing. We stay in touch through our alumni association, Realumni, and reconnect to share experiences. We also continue to guide them individually when requested.

I have been teaching at The Grove Primary School in Cape Town since 2019. I am also an accredited Jolly Phonics trainer, and have been training teachers on behalf of the Western Cape Education Department since 2019.

Through Realema, I have learned far more than I might have done at a full-time university, and I have seen how my fellow alumni are thriving in their individual lives. The way in which Realema touches and changes young people's lives is remarkable - and there are still greater heights to be reached. I believe in helping children find their place in the world and know that they are not just a number in an institution. I hope to someday continue touching and changing lives in my personal capacity by mentoring other Realema interns too. - **Mashudu Nebutalu**



What I enjoy most about teaching is how I can change a child's life through the little things - teaching them how to write a number, or providing a happy learning environment through fun games and laughter, which most kids in my community don't receive at home. I'm blessed to be still employed at Masibambane College where I completed my four-year internship. I've grown so much in this institution, from starting out as a Grade R learner to now serving on the Council as the teacher representative! My advice to incoming Realema interns is to be authentic, but open to growing from the experience. Sometimes it will feel uncomfortable, but you will learn so much about yourself - and don't forget to have tons of fun too! - **Nonjabulo Radebe**



WOW! I cannot believe that four years ago I was in my first year dreaming about being a qualified teacher, having my own class and instilling knowledge and love in my students. Now I am a Gr 2 teacher at St Cyprian's School and running the Robotics & Coding Club. I couldn't be more grateful to God for sending Realema my way to assist me in achieving my dreams.

This is not the end of my journey, as I still want to complete an Honour's Degree in Educational Technology. I am very interested in the integration of Technology in Education and using it to better our South African Education system, and I'd like to continue studying until I achieve my PhD.

I would love to mentor Realema interns and help them navigate through life while studying and working simultaneously, because I've been there and I know how difficult it is. I would also love to expose as many students as possible to Realema by visiting different schools to tell them about the opportunities offered by Realema. - **Caslida Paine**



## OUR ALUMNI

Name	Post upon graduation
Sifiso Adams	St Stithians College
Mashudu Nebutalu	The Grove Primary School
Teboho Dlamini	The King's School
Katleho Diefo	Kingsmead College
Zibula Dladla	The Ridge School Dainfern College
Lesego Ndaba	Nova Pioneer
Khensani Mabona	Nova Pioneer Kingsmead College UAE
Nonjabulo Radebe	Masibambane College
Faith Ralane	Redhill School St Peter's College
Felicity Nkala	Nova Pioneer
Gift Nkosi	Waterkloof House Preparatory School Warehouse Finder
Nonhlanhla Kumalo	Knights Preparatory School
Leeanne Ndlovu	St David's Marist Inanda
Jessica Makamba-Otto	Nova Pioneer
Fezile Shabangu	Curro Serengeti
Caslida Paine	St Cyprian's Preparatory School
Lloyd Hove	Streetlight Schools

Name	Post upon graduation
Minenhle Rashama	St Stithians College
Neo Motaung	St Peter's College
Celiwe Magubane	Kingsmead College
Akhona Mtshabe	The Ridge School
Khuselwa Somlota	Kingsmead College
Siyabonga Ziqubu	St Peter's College
Clinton Ndebele	Pinnacle College
Naledi Mowale	Bluebird Pre-Primary School
Lydia Teleki	Funds Lushaka placement
Bahle Ndlovu	Jeppe High School for Boys
Hlengiwe Zulu	Pinnacle College Trinity House, Glenvista
Mxolisi Mangena	Pridwin Preparatory School
Nonhlanhla Latha	Kingsmead College
Palesa Leta	Montrose Primary School
Mugoli Cizungu	Pridwin Preparatory School
Tshepiso Maretela	St Mary's School Waverley



## OUR COSTS

We only offer a bursary if we have donations or strong pledges in place to cover the four years that it takes to complete a teaching degree. Our partner schools provide accommodation and food, and pay the interns' stipends. Some partner schools also offer to pay university fees. To reduce costs, we enlist volunteers where we can and produce Realema's marketing and communication materials ourselves. We spend significant human and financial resources on tutoring, mentoring and guiding our interns, and building relationships that have lasting impact. This means that we offer fewer bursaries than we would have done had we used our funds solely for paying university fees and setting up internships at schools. The interns' excellent academic results, personal growth and the outstanding work that they deliver at their partner schools lead us to believe that our caring approach is vital to the success of our interns and Realema.

2022 Estimated costs to Realema / intern / annum R99 950	
Cost	Output
R 22 500	University fees, books and other university-related costs
R 4 500	Academic tutoring
R 4 500	Classroom and internship coaching
R 4 500	Psychology
R 12 000	Accommodation support (for interns who do not receive partner school accommodation)
R 10 500	Technology (Laptop, Software, IT Support)
R 1 000	Catering at monthly gatherings, induction service, graduation functions
R 6 200	Mentoring (mentor training, orientation, life skills workshops)
R 3 000	Transport
R 2 400	Medical insurance (Intern and Realema share cost at 50% each)
R 1 500	Candidate Enrichment Programme
R 2 350	Audit and other professional fees
R 25 000	Management; marketing; fundraising (fees, office, phones, printing, travel, collateral)

2022 Estimated costs to partner school / intern / annum R109 000	
Cost	Output
R 60 000	Accommodation and food (estimated cost to company). Interns who are not accommodated usually receive a higher salary.
R 49 000	Internship salary (starting at R3 600/mth with annual increases). The bursary is comprehensive, covering most other expenses.



## OUR CLUSTERS AND PARTNER SCHOOLS

Our first clusters were in Johannesburg, where most of our interns are placed. During 2021, we expanded to the Western Cape, with a Cape Town cluster, and we are investigating another cluster in Stellenbosch.

### Jhb Central

- St John's College Pre-Preparatory School
- St John's College Preparatory School
- The Ridge School
- Roedean School (SA)
- King Edward VII School

### Jhb East

- Jeppe High for Boys
- Jeppe High Preparatory School
- St Benedict's School
- Holy Rosary School
- Streetlight Schools
- Masibambane College

### Jhb North

- Kingsmead College
- Pridwin Preparatory School
- St David's Marist Inanda
- St Mary's School Waverley

### Cape Town

- Kirstenhof Primary School
- Bishops Preparatory School
- Rondebosch Boys' Preparatory School

**Realema's Partner Schools** are vital to the successful development of our interns. The schools offer comprehensive internships through which our bursary recipients can learn best teaching practice. Our interns become integrated into the schools, where they are welcomed as colleagues. The partner schools' teachers mentor them and share their expertise and teaching resources freely to help grow our interns into professional teachers. Most of the schools also provide accommodation and food on or near their campuses, which greatly reduces the stress and expense that goes with commuting and staying far from work. The interns are paid a stipend, and some schools assist Realema with university fees.

### Independent Schools

We continuously consolidate existing partner school relationships while exploring new schools in different geographical areas. We tested our model by initially partnering only with independent schools who shared our vision and had the human and financial resources to support our interns, before we felt ready to expand to public schools. In 2022, St David's Marist Inanda joined our partnership.

### Public Schools

During 2020, we started partnering with the excellent public schools, King Edward VII School and Jeppe High for Boys, as well as Streetlight Schools in Jeppestown (while it is a privately funded school, it serves the vulnerable inner-city community in Jeppestown, Johannesburg). In 2021, we also partnered with Jeppe High Preparatory School, and in 2022 we placed three interns at Kirstenhof Primary School and Rondebosch Boys' Preparatory School.

## CASE STUDIES AND REFLECTIONS

### PRIDWIN PREPARATORY SCHOOL

In 2020, research showed that 71% of Fortune 500 companies had mentoring programmes. Many successful people such as Oprah Winfrey, Leonardo di Caprio and Andre Agassi have spoken about the importance of mentorship and the great role their mentors played in their lives. At Pridwin, we believe in the power of good mentorship, and we keep this in mind when planning for and working with our interns. This year we have 19 teacher interns, seven of which are part of Realema.

**We encourage healthy working relationships between our interns and their mentors. Each mentor and intern pair meets for an hour every week. They follow a rigorous and carefully designed action plan to encourage the intern's nurturing, learning and development. This working document focuses on skills development and is divided into various phases that consist of three parts: classroom management, class management and academic rigour.**

Each section is broken down into small, achievable steps that are clearly explained and actionable. The mentor and intern work through each phase and all the steps, with the mentor modelling the correct behaviour, which the intern must purposefully observe, implement and practise. Effective feedback is critical: informal and continuous feedback happen throughout the day, and formal feedback is given during the weekly meeting times where interns can also raise any concerns or issues they may face.

**Transformation is a passion and focus of our school, so Realema is an ideal partner for us. Our programme is enriched by our culturally diverse group of individuals, their varied ages, personalities, life experiences and energy.**



My journey as a Realema intern so far has been insightful and overall, an amazing experience. I have been able not only to learn but also to see immense personal growth. At Pridwin, I have acquired great teaching skills and experience, which will help me when I have my own class one day. I am also grateful for my mentor, Mxolisi, who is a Realema alumnus and is therefore able to understand the demands of the programme. I believe this allows him to guide and motivate me better.

**- Mona-Lisa Myemane**

Our programme aims to develop confident and competent teachers. We strive to do this by encouraging and supporting our interns' academic success while providing them with hands-on, daily experience in the classroom. They are exposed to a variety of classroom situations that are specific to the South African context and may not be covered in their curriculum and textbooks. They must observe different classes and are exposed to a variety of teaching personalities, styles and learning content, which helps them to develop their own teaching style. Our interns are a valuable part of our sports teaching staff; their time and expertise help this department go from strength to strength.

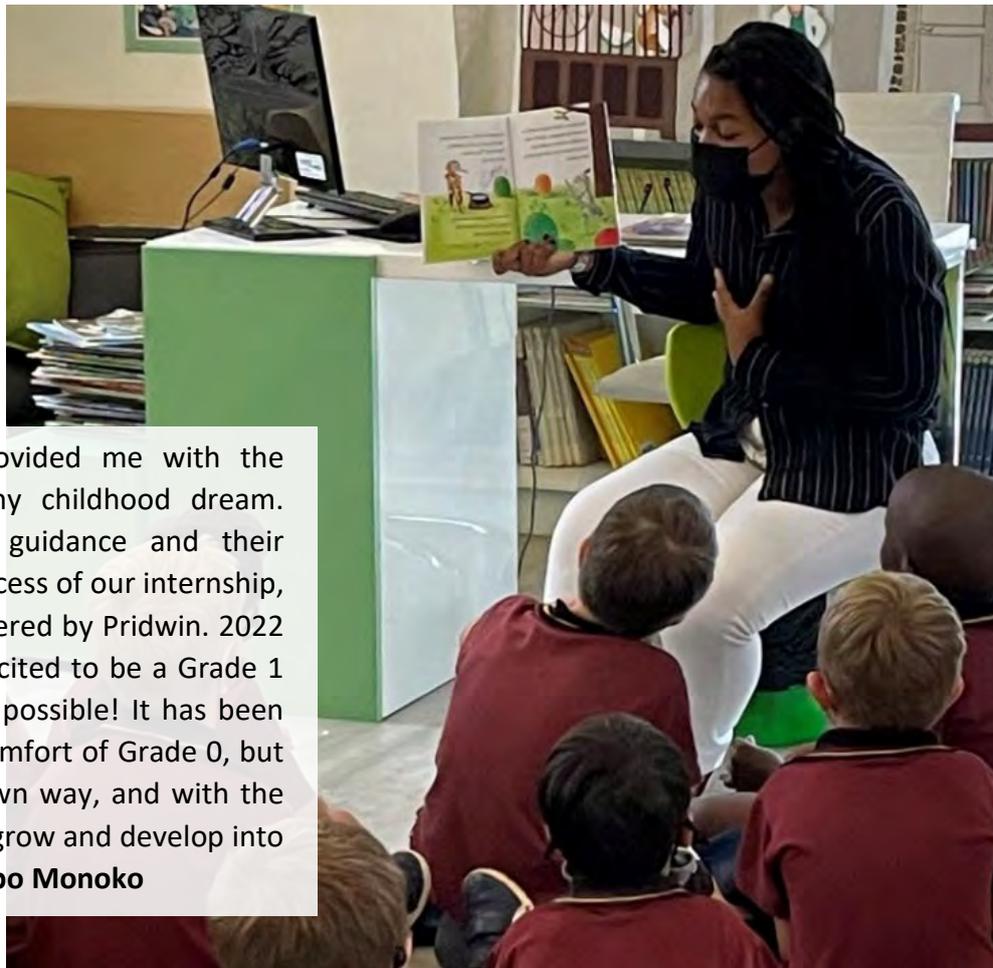
**We aim to ensure that when their time at Pridwin ends, each intern leaves feeling confident in their knowledge and will be able to walk into any South African school and wow the learners, fellow teachers and parents with their skill set.**

The regular Monday morning meetings with Pridwin's Executive Headmaster allow for conversation, and sometimes conflict management, as the interns tackle peer-selected topics such as medical malpractice, the power of sports, equality vs equity and euthanasia. The interns share their thoughts and ideas in this safe space, and practise how to argue one's point respectfully and academically - and even to concede if the situation calls for that. As each person has to lead their selected topic, they need to prepare and are given an opportunity to sharpen their presenting skills.

This is also a great time for the heads of the intern programme to get to know the passions of our interns, and gain insight into their thought processes. We also offer our interns weekly professional development skills such as time management, lesson planning and marking - all necessary tools for a young teacher.

- **Kerri-Lyn Jones: Head of Interns**

- **Thandazile Ndlovu: Deputy Head of Interns**



Realema and Pridwin have provided me with the financial freedom to pursue my childhood dream. Realema's excellent individual guidance and their workshops help us to make a success of our internship, as do all of the opportunities offered by Pridwin. 2022 has started with a bang; I am excited to be a Grade 1 intern, and to learn as much as possible! It has been challenging adapting from the comfort of Grade 0, but each grade is rewarding in its own way, and with the guidance of my mentor, I aim to grow and develop into a teacher in my own right. - **Karabo Monoko**

## PRIDWIN Continued



Each morning I wake up with an overwhelming feeling of gratitude. I am mindful of grabbing each new learning opportunity with both hands, and I am more determined than ever to make myself and my family proud. I have enjoyed the numerous staff development opportunities offered each week at Pridwin, and I am thankful for the insightful, nurturing and wise conversations I have had with Pier and Susan. My mentor at Pridwin is fully committed to making sure I gain the most out of my first year as an intern. She is kind, nurturing and supportive of me and my current inexperience. Each day she provides me with several opportunities for growth allowing me to develop my confidence and to develop meaningful relationships with the boys in our classroom. To me the boys are the real teachers and the ones from whom I learn the most. - **Jane Ndlovu**

When starting my internship in 2021, I had very little professional experience, and my learning curve was huge. However, my time at Pridwin and as a Realema intern has seen me grow from strength to strength. I am proud of the relationships I have developed with the boys as well as my mentors and various other staff members. My greatest teachers are the boys that I have taught. Watching them grow, develop and progress from the beginning of the year to the end of the year has been most insightful, rewarding and equally motivating for me as I too have grown, developed, and progressed into a more confident and reassured second year intern. I am most grateful for the constructive feedback I have received from my mentors, and I am proud of the improvements I have made to my own communication and critical thinking skills. I have been actively involved in specialist subjects such as sport, art and technology. There is still so much more to gain from this programme both on a professional and personal level. And I am ready for the challenge! - **Sandra Ncube**

My experience with Realema has been great. The programme and the partner school, Pridwin, have given me a remarkable opportunity to gain hands-on experience and develop into a great teacher. This has allowed me to learn the importance of on-the-job training as I have faced experiences that my textbook could never cover. One of the most valuable things I have learnt so far is how to influence learners positively. I have also learnt how to create relationships with my learners, which was a struggle for me at first. The programme has pushed me out of my comfort zone and challenges me to achieve as much as I can. - **Obakeng Maila**

## HOLY ROSARY PRIMARY SCHOOL

We value assisting previously disadvantaged students to further their education towards a teaching degree in a structured environment. We provide them with the necessary life skills, while integrating different cultures of learning in the workplace.

Realema's intern is afforded the opportunity to observe qualified teachers from a variety of backgrounds and ethnic groups. She receives practical experience by teaching lessons with the guidance of a qualified teacher, who provides immediate feedback to ensure growth and improvement. She is included in all staff development, social and extra-mural activities. We provide our intern with a salary and accommodation, IT support and Wi-Fi, learning materials, a study area and pastoral support. The intern has the opportunity to observe how teachers manage parents, pupils and colleagues in a variety of situations.

Our intern adds value to the school as we have an extra staff member who can be deployed when necessary to fill in for substitution, break duty and assistance with weaker learners in the classroom. We appreciate the opportunity to get to know her and watch her grow in the profession. The partnership with Realema means that the responsibility of the intern's studies has been shifted from the school to Realema so that we can focus on the requirements of the teaching profession.

It has been pleasing to watch Tsholofelo grow in confidence and develop her skills of communication, computer literacy, and her management of personal challenges.

**- Brenda Pullen: Foundation Phase Teacher**

Interacting with children on a day-to-day basis is empowering me to become a knowledgeable and wise teacher. The transition from school to the world of work was a challenge, but with the help of my mentors I managed to overcome this obstacle. One of my growth areas was to develop self-awareness, gratitude and confidence. It always seems impossible until it is done, but I have kept my dreams alive by having faith, believing in myself, and following my vision with hard work and determination. - Tsholofelo Maphosa



## ST JOHN'S PREPARATORY SCHOOL



The St John's intern programme has continued to serve as a young teacher development programme, helping to fulfil the need for experienced and well-qualified teachers in our South African context. Our internship consisted of a cohort of 15 interns in the year 2021, with eight of these being Realema interns. The COVID-19 pandemic presented heaps of uncertainty for many, and this was no different for five of our Realema interns who were due to complete their degrees and find employment by the end of the year, while continuing to hold their roles and expectations within our programme.

Our interns are spread across the grades, from Grade 3 to Grade 7. Depending on their phase of specialisation, they may annually alternate from one grade to another. They are assigned a new mentor every year to observe boys of different ages and academic standards, build new professional relationships, acquire subject-teaching skills and knowledge, and learn how to manage classes. Their school programme is extremely rigorous, starting at 7:00am and ending well into the afternoon, as they are fully immersed in our academic, co-curricular and cultural programmes.

The uncertainty of school as we knew in 2020 created many opportunities for professional development, experimenting, and taking a leap of faith in education. Our interns had to bridge the gap between in-person teaching and learning, and teaching and learning online, using different forms of communication and resources. Determination, problem-solving, curiosity, and hours of involvement in weekly professional development sessions saw them adapt to this new way of connecting to our learners, and interacting with each other as colleagues too. This group thrived as a collective and continued to implement their new skills and knowledge beyond the worst periods of the COVID-19 pandemic.

The St John's intern programme celebrated yet another successful year at the end of 2021. After numerous weekly intern professional development sessions, staff development, termly manager feedback sessions, corridor conversations, class mentor feedback sessions, and self-progress evaluations, all our interns achieved the goals they had set for themselves at the beginning of the year. Our five Realema leavers were successfully placed into various schools as full-time teachers, and the remaining three Realema interns grew in confidence within their work environment as well as in general professional ethics. They were certainly ready to take on a mentoring role to the new 2022 interns. We continued to value deeply our relationship with Realema in shaping and moulding exceptional educators for our future generations.

**- Samukelo Masango: HOD African Languages, Intern Mentor**

Realema and St John's College have taught me the significance of being optimistic and determined and the importance of time management. I play and coach basketball, which is something I never done before. Most interns have found themselves developing different hobbies, which makes it fun!

- **Buyisiwe Khoza**



I did not want to become a teacher just to share information, but to receive information as well. Realema has placed me at one of the best schools one can find. I love how I am recognised even though I am just an intern and not a qualified teacher yet. I am grateful for my salary, even though it is small. I have been to the school's cocktail parties, its basketball tournament and I've sharpened my skills in rugby, swimming and athletics. - **Avela Mini**

God really came through for me when I received a Realema bursary and internship. I am still finding my feet and I now realise the importance of planning ahead, completing tasks on time, prioritising and being disciplined. My mentor teachers offer guidance on what is expected of me as a teacher intern and I am gaining understanding of why children behave in a certain way. It makes my academic content more relatable. Very few people receive such an opportunity; I regard myself as privileged that someone saw the potential and hunger in me.

- **Leruo Ramhitsana**



I learn so many things from the boys as they come from different backgrounds. Realema's goodwill mentors help us overcome challenges, such as balancing work and academic studies. I have learnt how to swim, and I was a timer at the basketball tournament, which taught me more about the sport. My involvement in the art class has also taught me the importance of art and how it promotes expression and creativity; it is beautiful and makes me feel joyful. - **Maria Mambane**



Children tend to view young interns as a reliable friend, a guide, a teacher, and a 'big sister', which can be challenging but still such a rewarding experience! Being a teacher is not about how out-going you are, but rather how passionate you are. When your heart is in it the rest just comes naturally. - **Michaela Welcome**

Realema supports my dream of becoming a teacher. I am a little introverted and am proud that I have come out of my comfort zone to form relationships with my house mates. Through Realema, I have learned that consistency is key and time management is crucial to balancing work and studies. - **Kagiso Ramaleba**

## KINGSMEAD COLLEGE

At Kingsmead we are passionate about helping to 'grow' the next generation of educators in South Africa. We are proud of our partnership with Realema, who embody our united and shared passion for teaching. At our core, we care deeply about being part of the solution to poverty in our country and couldn't think of a better NPO with which to partner.

Our interns gain experience through many opportunities at Kingsmead. In the Foundation Phase classroom, the interns are involved in the running of the classroom and gain insight into the daily administration involved in the class management and the structure within a classroom. Our interns see differentiation in practice, and can support and extend children, according to their learning needs. They assist with break duty which gives them the opportunity to see children interacting beyond the scope of a classroom. Assisting with sport and physical education lessons also affords them an opportunity to interact with students.



The calibre of interns we receive from Realema epitomise passionate, enthusiastic, and diligent professionals.

In the Intermediate Phase, Tsholofelo Rapoo has had the opportunity to gain experience in Grades 5-7 Mathematics, as well as be part of a LEAD class. She observes lessons and supports students who have questions or need additional explanation or practice during lessons. She teaches one lesson a week while being observed by the class teacher. She receives guidance with planning her lessons that she will be teaching, and access to resources to assist her in her planning. Meaningful, constructive feedback is provided once she has taught a lesson. This allows for growth and reflection. Tsholofelo has had the opportunity to take responsibility for some of the marking. She is also leading an extension lesson called 'Vocal Fixation- African Edition' where students can grow their interest in singing.

In the words of Nelson Mandela, "Education is the most powerful weapon which you can use to change the world." We believe that with Realema we are working together to achieve the noble task of educating the next generation. - **Lauren Myburgh: Intern Co-Ordinator Kingsmead College**



"Kingsmead College has equipped me with the knowledge, resources and skills I will need when I begin full-time teaching. The workshops, webinars and staff development sessions have developed my problem-solving abilities. Furthermore, learning how to integrate technology into the classroom has taught me how to optimise my lessons and make learning more enjoyable.

I'm proud of how far I've progressed as a 'pandemic intern.' I evolved from isolating myself and being anxious all the time to loving being among others. I'm also proud of how many responsible risks and challenges I've given myself this year. I work in a predominantly female workplace. I've witnessed the devotion, continuous effort, and perseverance from these women. This really has led me to recognise and celebrate how women empowerment has moulded me into a self-assured, eager, and courageous woman, who rises by lifting others.

- **Tsholofelo Rapoo**

I have learned a lot at Kingsmead College. Learning how to manage a class takes a lot of practice. I have learned what I should do when a student speaks out of turn, and what I can do when students are fighting with one another. It takes a lot of trial and error to figure out what works. Being an intern gives me time to put what I have learned from my lectures and readings into practice; it gives me the opportunity to figure out what works best for me.



There are many teaching resources available to me, and the workshops, such as Emotional Awareness and TSSA have really helped nurture and grow me. Being a teacher intern also helps me with my studies as I can always ask for help from my mentors.

I am an introvert so having to interact with other teachers has been a challenge for me. I am working towards being comfortable around everyone and speaking, but I know it will take some time.

I enjoy being in a classroom with the girls; I feel that I understand them and they also get my energy. I spent a number of years working in Kingsmead's preschool, but having started with my BEd Foundation Phase studies this year, I look forward to learning new teaching styles. - **Phindiwe Tshabalala**

I have the opportunity to be part of a great school. The environment is warm and welcoming, and I am growing and developing my skills every day. - **Keletso Makoa**

Since I have joined Kingsmead College, I have become more confident with planning and presenting my lessons in the Foundation Phase, and this has assisted me with my practical modules. My mentor teacher's feedback and guidance on my lessons has helped me improve my classroom management, vocal, and pedagogical skills. The workshops provided by the school have had a great impact on my professional growth, and I am very proud to say I am a developing, thinking, and attachment-aware teacher.

At the beginning of the year, I battled with transitioning from being an ECD intern teacher to a Foundation Phase intern teacher. However, I have received so much support from my mentor teacher and other teachers. With the knowledge I have gained from the previous two years - both practical and theoretical - I am managing to find balance, and I am learning more. This year I am growing much stronger professionally, emotionally, and mentally. - **Lerato Baloyi**



## KIRSTENHOF PRIMARY SCHOOL

Kirstenhof Primary has run an intern programme for quite some time. The emphasis of this programme has changed over the past three years as we have moved towards a more developmental approach. KPS is a community school which welcomes a diverse socio-economic group into its classrooms. Although a diverse staff has been a priority for some time, this has not developed as much as we would have liked. With this in mind, we have targeted the intern programme as an area which could help to grow a group of teachers who would better reflect our school's families and be a good fit for our school culture.

To attract, grow and include interns who come from a different lived experience is a challenge. To this end, our partnership with Realema has been most useful to the school management.



**The experience that Realema brings to the discussion has been invaluable. Their willingness to share procedures and documents has given us at KPS a leg-up and made us more accountable for the success of specific aspects of the programme.**

We as a school do not have the capacity to provide individual counselling and academic support to our interns. The weekly tutoring provided by Realema has kept the interns on task, and we believe that their expertise in English language tutoring makes a big difference.

Both of the Realema interns have been a great addition to KPS. They have been very involved in the school programme and have earned respect from all. It has been particularly gratifying to see the two young men learning to stand up for themselves and gain the confidence of the parent body. Equally gratifying has been Ncedo Tywaku's teaching of isiXhosa to two of our grades. Because his presence commands respect and his nature is so engaging, the children are developing a new-found respect for the language.

The value of Realema's partnership to KPS, in an area of education which has so many trials and potential failures, cannot be overestimated. This was clearly demonstrated when Sam Folo was not getting a response from the institution chosen for his studies and, through Realema's contacts and tenacious approach, he was able to register. We believe that our relationship will grow from strength to strength as we look to take on bigger challenges and optimise the influence of our programme in the years ahead. -

**Stuart Payne, Principal**



I've always enjoyed school and wanted to be on the other side of the classroom - as a teacher. My love for teaching started when I was just 13, when I started tutoring primary school kids and became a Sunday school teacher. As captain of my football team, I found that I was good at encouraging and influencing other players. My patience, ability to share knowledge, passion for empowering the youth and of course my love for teaching and coaching made my decision to study teaching very easy - but opportunities to become a teacher were hard to come by. Realema has made this possible for me; not only by paying for my tuition but by guiding and mentoring me; which I think is worth more than any tuition.

**Realema builds relationships, and their mentor makes a genuine effort to reach out to me. She ensures that I'm on track with my studies and that my passion for teaching burns ever higher.**

The laptop that I received from them makes studying easier and the accommodation assistance also helps to ensure that I'm comfortable. Distance studying is not easy, but Realema has taught me how to manage my time so that I submit assignments on time, and balance work, school and social life.

My internship at Kirstenhof has exceeded my expectations. I am involved with Drama and Life Skills, and I have joined the school's Christian Union club. Realema and Kirstenhof guide me in teaching correctly and effectively. This year, I have learnt to play field hockey, something I've never done before, and I am now coaching hockey. I really am learning how to become a good teacher, a great mentor and an influential leader. - **Sam Folo**

My first few months with Realema and Kirstenhof Primary have already impacted my life enormously. For one, I have moved from an unhealthy and unlawful living environment to accommodation that is closer and more conducive to work. What a difference it has made!

I am a work in progress of independence, self-discipline and management. My journey at Kirstenhof has been amazing - filled with leadership challenges and small accomplishments. I was the head of u/11 cricket (and responsible for selecting its three teams) and I teach IsiXhosa to Grade 4 and 5 classes. I have learned to cope under pressure, develop interpersonal skills, respond to complaints, manage a classroom and plan lessons, just to mention a few.

Distance study through Unisa has been mentally and emotionally draining. Realema's efforts in resolving the administrative challenges at Unisa have been unbelievable. This took a weight off my shoulders so that I could focus on things within my control, such as submitting assignments on time.



**The mentors at Realema and Kirstenhof guided me in how to make a good first impression and form positive relationships with parents and learners, while also establishing the necessary boundaries.**

I am grateful to Realema for believing and investing in me. I will strive to ensure that the dream becomes a reality and to represent Realema and Kirstenhof in the best way possible. - **Ncedo Tywaku**

## OUR TEAM

Our management team, supported by a Board of Trustees, has the expertise and passion needed to run a successful and growing education non-profit organisation and trust such as Realema. Operational duties include engaging with our multiple stakeholders, implementing our programme plan, offering mentoring and support to our interns, marketing and fundraising, and the financial oversight and governance of Realema. The team also develops and implements Realema's expansion and sustainability strategies.



**Patrick Lees: Founder, Executive Committee and Trustee**

Patrick is a passionate educator with 25 years' experience as a teacher. He served as headmaster of our founding Partner School, St John's Preparatory for 10 years and he is currently the Executive Headmaster of Pridwin Preparatory School. Patrick has a heartfelt desire to develop teachers in the holistic interest of children. He is excited about transformation and 21st century education and its relevance to the South African context.



**Pier Myburgh: CEO, Executive Committee and Trustee**

Pier Myburgh started her working life as a journalist at the Financial Mail. She became a stockbroker in 1988, trading derivatives for ten years during which time she owned her own stockbroking firm. She has completed a Master's Degree in Creative Writing and published short stories in South Africa and the USA. After consulting in corporate sustainability, she joined Patrick Lees in 2013, to design, launch and implement Realema's strategy.



**Susan Crosse: CFO, Head of Jhb Cluster, Executive Committee**

Susan Crosse qualified as a chartered accountant in 2000 after completing her articles at Deloitte. Her career included both external and internal audit, as well as a financial director role for a medium-sized short and long-term insurance company. While studying honours in Industrial and Organisational Psychology, she joined the St John's College Foundation, where her passion for improving our country by growing passionate and capable teachers was kindled.



**Nombuso Ramokgopa: Trustee**

Nombuso Ramokgopa qualified as a professional nurse and midwife from Chris Hani-Baragwanath Nursing College in 1996 and has worked in both the public and private healthcare sectors in various capacities. She is involved in the care space for the elderly and in youth and women upliftment projects. Nombuso holds a Master's Degree in Bioethics from Wits University, is a member of the IoDSA and serves on boards of several non-profit organisations.



**Steve Milton: Trustee**

Steve spent 13 years as the managing director at Grant Thornton Capital, at the time one of the biggest independent financial planning businesses in SA. He was a member of the founding team of Omega Capital, a specialist wealth management company, in 2009. Finding balance and understanding his purpose in life is important to Steve. His work as a Realema trustee enables him to connect his passion for education, financial management and social service.



**Graeme Montgomery: Trustee**

Graeme is an Independent Business Advisor and Non-Executive Director serving on several boards and governance committees. His previous executive roles include being the Head of Corporate Banking and the Private Bank at Standard Bank, as well as a Senior Industrial Advisor at Financial Investment Group Brait. He has been a Trustee of the St John's College Foundation since 2009 and served as Chairman from January 2016 to May 2018. He was a member of the St John's College Council from 2010 until February 2019 and has served as a Trustee on the Natures Valley Trust since 2009.



**Dr Daniel Pretorius: Trustee**

Daniel Pretorius is a partner at Bowmans, practicing in the public law and regulatory areas, with a special focus on education. Daniel has served on the governing bodies of St John's College, Holy Family College, St Martin de Porres School, and St Augustine College of South Africa. From 2013 until 2018, he took a sabbatical from law to teach History and Latin at St John's College. During that time, he served on many of the school's committees, including the transformation & diversity committee.



**Gill Gallagher: Academic Tutor, Johannesburg**

Gill Gallagher has extensive experience, having taught both the IEB and government school curriculum. In recent years she has primarily focused on teaching and guiding children with special needs. Prior to relocating to Johannesburg, she was the principal of a school that followed the IEB curriculum from Grades 1 to 12.



**Catherine Steenkamp: Classroom Coach and Academic Tutor, Cape Town**

Catherine Steenkamp has been involved in various facets of education for her entire career. She has taught English at both high school and primary school level and has also supervised and mentored postgraduate student teachers during their teaching practice. She has a keen interest in language and language acquisition and has an honours degree in Applied Linguistics.

When I think about my time at Realema so far, I feel grateful! Their support structures are priceless to me. I can always rely on my fellow interns, especially the ones that I work with at Jeppe Prep. Pier and Susan really make time for us and having them on my side is a blessing. They've helped me with Unisa challenges, talked me through new ideas or personal issues, and even reminded me to submit documents when needed. They care about our personal and professional development so much and the workshops and meetings that they arrange for us throughout the year are evidence of that. I have left every session either having learnt something or feeling fired up, often both. I strongly doubt that I would have made it this far in my studies without Realema and I look forward to finishing my degree with them! - **Shaun Mntungwa**

## OUR FINANCIALS

Our management team, supported by a Board of Trustees, has the expertise and passion needed to run a successful and growing education non-profit organisation and trust such as Realema. Operational duties include engaging with our multiple stakeholders, implementing our programme plan, offering mentoring and support to our interns, marketing and fundraising, and the financial oversight and governance of Realema. The team also develops and implements Realema's expansion and sustainability strategies.

### Realema Teacher Intern Programme Trust

(Registration number: IT003152/2017(G))

Annual Financial Statements for the year ended 28 February 2022

#### Statement of Financial Position as at 28 February 2022

Figures in Rand	Note(s)	2022	2021
<b>Assets</b>			
<b>Current Assets</b>			
Trade and other receivables	2	60 283	34 070
Cash and cash equivalents	3	11 542 664	7 628 258
		<b>11 602 947</b>	<b>7 662 328</b>
<b>Total Assets</b>		<b>11 602 947</b>	<b>7 662 328</b>
<b>Equity and Liabilities</b>			
<b>Equity</b>			
Trust capital		100	100
Accumulated surplus		8 799 098	5 078 759
		<b>8 799 198</b>	<b>5 078 859</b>
<b>Liabilities</b>			
<b>Non-Current Liabilities</b>			
University fees due	4	2 115 649	1 874 843
<b>Current Liabilities</b>			
Trade and other payables	5	12 920	11 960
University fees due	4	675 180	696 666
		<b>688 100</b>	<b>708 626</b>
<b>Total Liabilities</b>		<b>2 803 749</b>	<b>2 583 469</b>
<b>Total Equity and Liabilities</b>		<b>11 602 947</b>	<b>7 662 328</b>

### Realema Teacher Intern Programme Trust

(Registration number: IT003152/2017(G))

Annual Financial Statements for the year ended 28 February 2022

#### Statement of Comprehensive Income

Figures in Rand	Note(s)	2022	2021
Income		5 587 755	4 260 003
Operating expenses		(2 243 011)	(2 923 631)
Investment revenue		375 595	270 478
<b>Surplus for the year</b>		<b>3 720 339</b>	<b>1 606 850</b>

## FINANCIAL SUSTAINABILITY PROJECTIONS

We support our bursary recipients for the four years that it takes them to complete their BEd degree. We run regular projections to test our financial sustainability and the number of bursaries that we can offer in a given year. While we have an extremely healthy balance sheet, the projections below illustrate that the majority of our funds are already committed to supporting our existing interns.

Projection notes:

- These projections do not consider any new bursaries in coming years
- Numbers of interns reduce as the interns graduate
- Inflation of 6% was assumed

### FINANCIAL PROJECTIONS

		2022	2023	2024	2025	2026	
OUTPUT	PER INTERN	48 INTERNS	42 INTERNS	33 INTERNS	17 INTERNS	1 INTERN	TOTAL
Uni fees and books	22 500	1 080 000	1 001 700	834 273	455 564	28 406	3 399 942
Academic tutoring	4 500	216 000	200 340	166 855	91 113	5 681	679 988
Classroom coaching	4 500	216 000	200 340	166 855	91 113	5 681	679 988
Psychology	4 500	216 000	200 340	166 855	91 113	5 681	679 988
Accommodation support	12 000	576 000	534 240	444 946	242 967	15 150	1 813 303
Laptops and IT support	10 500	504 000	467 460	389 327	212 596	13 256	1 586 640
Catering for gatherings	1 000	48 000	44 520	37 079	20 247	1 262	151 109
Mentoring	6 200	297 600	276 024	229 889	125 533	7 827	936 873
Transport	3 000	144 000	133 560	111 236	60 742	3 787	453 326
Medical Insurance	2 400	115 200	106 848	88 989	48 593	3 030	362 661
Candidate Enrichment	1 500	72 000	66 780	55 618	30 371	1 894	226 663
Audit; other prof fees	2 350	112 800	104 622	87 135	47 581	2 967	355 105
Management and office	25 000	1 200 000	1 113 000	926 970	506 182	31 562	3 777 714
<b>TOTAL</b>	<b>99 950</b>	<b>3 285 600</b>	<b>3 047 394</b>	<b>2 538 044</b>	<b>1 385 926</b>	<b>86 417</b>	<b>10 343 380</b>

With a little admin effort upfront, you can help us develop professional teachers for South Africa forever - without costing you a cent - by signing up to MySchool or including Realema as one of your beneficiaries on your existing profile. You can also use a physical card by signing up online at [www.myschool.co.za](http://www.myschool.co.za), in-store at any Woolworths, SMS "sign up" to 31231, call 0860100445, or email [cs@myschool.co.za](mailto:cs@myschool.co.za). You can link your MySchool card to your Woolworths card so that you don't have to swipe twice.

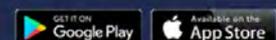


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## OUR DONORS

Behind every gift that we receive, is an individual or group of people who understands the importance of transforming teaching in South Africa to secure a future for our children and grandchildren. More than that, our donors feel compassion for young men and women who deserve a tertiary education and a chance to a sustainable career; students who can become leaders in their own communities, but who simply don't have the financial means to get there.

### Our heartfelt thanks to all the donors who have supported Realema throughout the years.

At Realema, we manage our funds with great care. It is our policy to only offer internships when we have funding in place for four years of study. We save costs where we can and rely on the goodwill of our many volunteers. We have also built up a library of university books returned by interns who have completed modules, so that the books can be used again.

#### Corporate donors; Trusts; NPOs

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- Bowmans: Pro bono assistance
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- Amici Pizzas: Pizzas and entrepreneur training
- Frank Magwegwe: Financial Readiness Workshops
- Nicola Aylward: Stress Management and Mindfulness
- Elmarie Papageorgiou: Coaching
- Dr Debri van Wyk: Life skills workshops
- Ciska van der Merwe: Learning styles evaluations
- Sharon Oelofse: Bookbags for new interns
- Luke, Gavin and Bonita Jones: Laptop
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- Sandra Wood of Sandy's Kitchen: Fundraiser catering
- Mandy Poole: Laptop
- Jill Brodie: Mindfulness training
- Ian Small-Smith: Legal assistance
- Mary Raubenheimer: Laptop
- Steve Hall: Leadership workshop
- Ntsiki Ndumela: Coaching workshop
- Nadia Kinghorn: Aptitude
- Frances Campbell: CV assistance
- Kirsten Carter: Life skills workshop and life coaching
- Wayne Purchase: Life coaching
- Simon Johnston: Life coaching
- Lisa Sydow: Life coaching
- Michelle Bennett: Life coaching
- Kenda le Roux: Life coaching
- Lindy James: Classroom coaching



# Realema

teacher intern programme



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