



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA



Matthew Goniwe
SCHOOL OF LEADERSHIP & GOVERNANCE

CORPORATE PROFILE 2020

The Leading Development Institute in the Education Sector

www.mgslg.co.za



INNOVATIVELY LED
SYSTEMS THINKERS
STRATEGICALLY DRIVEN
HUMANITY OBSESSED

**School Governance, Development and Support
Leadership and Management**

**Early Childhood Development (ECD)
Teacher Development
Integration of ICT in Teaching and Learning**



“Education is the most powerful weapon which you can use to change the world.”

“The power of education extends beyond the development of the skills we need for economic success. It can contribute to nation-building and reconciliation.”

Nelson Mandela

MGSLG CORPORATE PROFILE

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DREAMS DON'T WORK UNLESS YOU DO !!

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— 1. Introduction

QUALITY EDUCATION A VEHICLE TO REDRESSING
INEQUALITIES FROM YESTER YEARS.

QUOTE

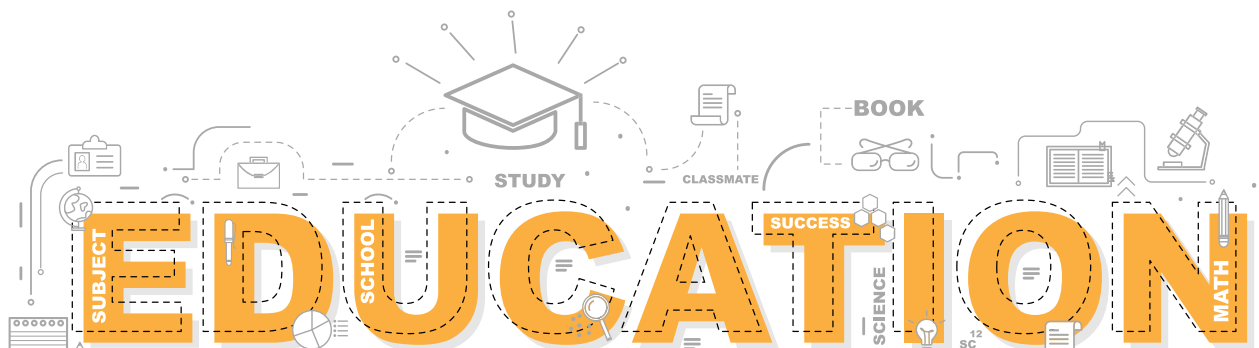
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“Our previous system emphasised the physical and other differences between South Africans with devastating effects. We are steadily but surely introducing education that enables our children to exploit their similarities and common goals while appreciating the strength in their diversity.” Nelson Mandela.

Nelson Mandela

”

Good-quality education for all can be a powerful engine for greater equality. Education is the key to eliminating inequalities from yesterday to preventing needless deaths and illness, and to fostering peace and understanding in our day to day lives. Education is the new currency by which nations maintain economic competitiveness and global prosperity, therefore, the majority of people in South Africa must be seen partaking in this economic competitiveness, not only the marginal few alone.



— 2. Education Sector Reflections

- i. Developing and upskilling teachers to manage today's learning challenges
- ii. Need to develop capacity and capability in the following areas:
 - Education leadership and management Development
 - School Governance Development
 - Early Childhood Development
 - Pre-Grade R and Grade R Practitioners development
 - Representative Councils of Learners Development
 - Improving ICT teacher skills and empowering schools with ICT in Education

WHY LEADERSHIP AND GOVERNANCE MATTERS IN EDUCATION

EDUCATION IS THE TOOL TO REDRESSING INEQUALITIES FROM YESTERDAY

The quality of education is pivotal for the production of human capital and this cannot be compromised by failing to strengthen the quality of education offered in schools. The inputs in the system such as trained and motivated teachers, skilled managers and as well as strong leadership, with a vision to steer the winds of change and providing the desired outcomes.

Effective school leadership is essential to improve the efficiency and equity of schooling. Within each school, leadership can contribute to improving student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments. Leadership and governance play a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership and governance is essential to improve the efficiency and equity of schooling.



— 3. MGSLG 17 years of excellence

MATTHEW GONIWE SCHOOL OF LEADERSHIP AND GOVERNANCE

ABOUT US-TIMELINE

The 1996 Education Management Development Task Team commissioned by the first national Minister of education, Prof. Sibusiso Bhengu, recommended the setting up of national and provincial management institutes. In 1996, a great deal of the investigation was done by the Education Management Development Task Team;

In 1997, the Canadian South Africa Education Management Programme focused on improving education management levels in Gauteng;

In 2002, "The Road Less Travelled" proposal document put forward a cohesive argument for the establishment of a management and governance academy in Gauteng.

On 17 October 2002, the MGSLG was incorporated as a company limited by guarantee under section 21 of the Companies Act and was given Certificate of Incorporation (Registration number 2002/025756/08);

Based on this firm foundation, MGSLG was officially launched in August 2003 as a Section 21 Company.



HISTORICAL BACKGROUND

MGSLG was established in 2002 and launched in 2003 with the vision of becoming the leading school governance and leadership development institute. The organisation adjusted its mission to "provide developmental programmes to enhance competence for effective learning in schools". It set out to do this by developing and delivering support programmes and products for effective learning to Gauteng's district officials, educators, school management teams, School Governing Bodies (SGBs) and Representative Council for learners (RCL) members.

The GDE took a conscious decision to create MGSLG as a Non-Profit Company (previously known as Section 21 Company in terms of the Old Companies Act 61 of 1973), with a view to achieve the following, among other things:

- A partner that could conduct research to inform capacity-building initiatives and alternatives for the GDE
- Quick turn-around in the planning and implementation of capacity-building programmes;
- Value for money in ensuring a focused attention and impact in the schools, through targeted training;
- Professional and dedicated capacity for programmes implementation;
- Provision to GDE of the necessary capacity as an external resource that understands the GDE imperatives.

MGSLG's founding goal was to research, develop and deliver cutting edge capacity-building programmes in the areas of school management, leadership and governance in Gauteng Province.

FOUNDING GOAL

MGSLG's founding goal was to research, develop and deliver cutting edge capacity-building programmes in the areas of school management, leadership and governance in Gauteng Province. MGSLG is incorporated as a Non-Profit Company (NPC) limited by guarantee under section 21 of the Companies Act (Registration number 2002/025756/08); as an NPC MGSLG is regulated by the Companies Act, and also guided by King IV Corporate Governance Report looking at the role of the Board of Directors and issues of independence, however MGSLG also complies with the following:

- Public Finance Management Act
- Treasury Regulations
- South African Schools Act, and other programme related legislature
- Relationship between MGSLG with GDE is regulated through a Memorandum of Agreement

MGSLG is headed by the CEO who reports to the Board of Directors. The Board of Directors is appointed by the MEC of the Gauteng Department of Education who is the sole shareholder/member. MGSLG's governance structure has a majority of its members being independent non-executive directors, all of whom were appointed by the Member in terms of the Memorandum of Incorporation (MOI). In terms of the MOI, the board shall not comprise less than three (3) non-executive directors and not more than 15. MGSLG has 13 non-executive directors and 2 executive directors. For overall monitoring and oversight of MGSLG, the Board is organised in three Committees namely;

- Academic, Research, SGB and RCL Committee,
- Human Resources, Remuneration, and Social Ethics Committee, and
- Audit and Risk Committee: these committees report to the Board of Directors quarterly.

4. Matthew Goniwe the Pioneer and Teacher

“We need to prepare teachers with the spirit of Matthew Goniwe”

Panyanza Lesufi - Gauteng Education MEC

Matthew Goniwe was born in Lingelihle Township which lies on the outskirts of the town of Cradock in the Eastern Cape. He came from a large family of eight children of whom he was the youngest. He attended the St James School and Cradock Bantu Secondary School, passing his Junior Certificate examination in 1963. As a boy, Goniwe played rugby and took part in boxing for a club in the township. He was not only active but also had a softer, musical side. This love of music led him to join, at an early age, the Cradock Male Voices under the leadership of his brother, Jacques (Bahman, 2003).

Goniwe decided to become a teacher and registered at the University of Fort Hare. His majors were mathematics and science. It was whilst studying at Fort Hare that Goniwe became involved in student politics. Upon his graduation in 1967, he became a teacher at Sam Xhallie Junior Secondary School. Goniwe showed his commitment to education by establishing a school, Holomisa Secondary, in a church hall in the village of Mqanduli which lay about a half hour's drive from Umtata. In 1975, Matthew Goniwe joined a political study group and was arrested in 1976, under the suppression of communism act (Bahman, 2003).

He was sentenced to four years imprisonment in Umtata. His time in jail was profitably used, by studying for a B.A. degree, majoring in political science and education. A short while after his release, Goniwe obtained a post as acting principal of a high school in Graaf-Reinet. He subsequently became the principal of Sam Xhallie Junior Secondary School.

Goniwe was known as a strict disciplinarian, being a stickler for punctuality. Together with a colleague, Fort Calata, he worked at restoring discipline in the school. Absenteeism too, became a thing of the past, within a short time, the order had been created within the school (Bahman, 2003).

A humanist at heart, Goniwe strove to improve the general living conditions of the surrounding community. Goniwe felt strongly that educators ought to stand up for what was right. They could do this by striving to instill a set of values into future generations by being a good example (Bahman, 2003).



On reflection, it is hard to fathom that from these humble beginnings; a legend and prolific leader would emerge.

OUR DNA:

THE ESSENCE OF THE MATTHEW GONIWE SCHOOL OF LEADERSHIP AND GOVERNANCE



INNOVATIVELY LED

We create ethical, forward thinking solutions to overcome the challenges faced by the education sector. We research, identify, develop and deploy leading edge technology, development programs and process improvement tools.



SYSTEMS THINKERS

From Early Childhood Development to institutions of Higher learning, we believe all our work needs to act in concert to connect every element at every phase of the customer journey.



STRATEGICALLY DRIVEN

We believe the path to world-class education is through rigorous and effective empowerment of the educator and the modernisation of the working tools.



HUMANITY OBSESSED

We strive to create educators that adds value to people's lives, not noise. We believe our industry has a huge responsibility in creating Social Cohesion, patriotism and non-violence.

LEARN & LEAD



LEADERSHIP



IDEAS



MOTIVATION



TRAINING



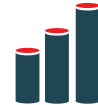
BUSINESS



TEAM



SUCCESS



GROWTH

5. Our Vision, Our Mission and Our Values

OUR VISION

“SHOW ME A PERSON THE YOUTH OF YOUR COMMUNITY POSITIVELY LOOK UP TO AND I WILL SHOW YOU A VISIONARY”

THE FOUNDATION: Matthew Goniwe strove to improve the general living conditions of the surrounding community. Dismayed by the alcohol and dagga abuse that he saw going on all around him, he set about trying to put things right.

THE VISION:

“To become the Leading Development Institute in the Education Sector

UNPACKING THE VISION:

BE THE LEADER:

MGSLG will endeavor to surpass all in class service providers in respect of quality, effective programmes, professionalism, and accountability.

THE DEVELOPMENT INSTITUTION:

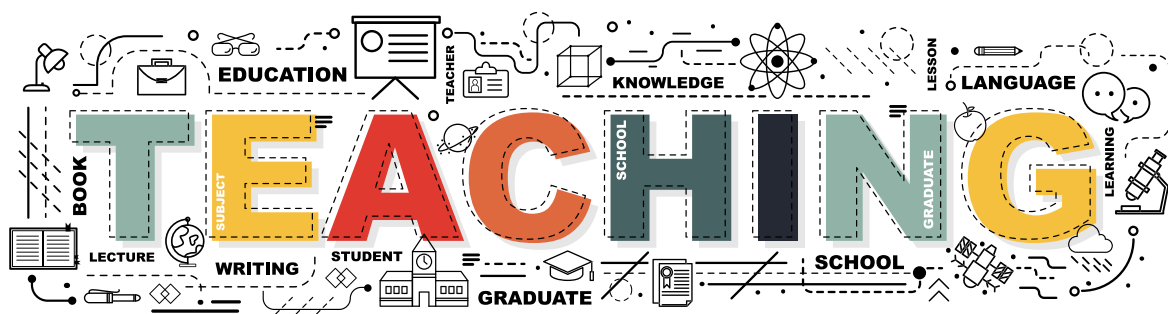
this refers to the capacity building initiatives which form the core of MGSLG's services.

EDUCATION SECTOR:

MGSLG will endeavour to be the leading service provider, throughout South Africa and internationally.

VISION

**To become the Leading
Development Institute in the
Education Sector.**



OUR MISSION

THE PHILOSOPHY:

"TO SUCCEED IN YOUR MISSION YOU MUST HAVE A SINGLE-MINDED DEVOTION TO YOUR GOAL"

THE FOUNDATION: Goniwe showed his commitment to education by establishing a school, Holomisa Secondary, in a church hall in the village of Mqanduli which lay about a half hour's drive from Umtata.

THE MISSION: "To provide innovative and quality development learning programmes in the education sector, measured against the best internationally, to enable quality teaching and learning."

HOW DO WE ACHIEVE THE MISSION:

This mission will be achieved through focusing on:

1. Empowering all the beneficiaries of MGSLG programmes through the delivery of well researched, customised and quality programmes; and
2. To evaluate the impact of the MGSLG programmes and benchmark the programmes on similar interventions internationally.

MISSION

To provide innovative and quality development learning programmes in the education sector, measured against the best internationally, to enable quality teaching and learning.



OUR VALUES

THE PHILOSOPHY:

"VALUES ARE LIKE A CAMPUS WITHOUT THEM YOU ARE LOST FOREVER"

THE FOUNDATION: Together with a colleague, Fort Calata, he worked at restoring discipline in the school. **Absenteeism too**, became a thing of the past, within a short time, order had been created within the school.

"The vision, mission and goals are tangible aspects of an organisation's values and principles". However, the most potent aspects of an organisation's culture and operations are its intangibles - values and principles. Values and principles have the powerful effect of mobilizing everybody in the organisation to the successful implementation of the vision, mission and goals.



ACCOUNTABILITY:

We take personal accountability for our actions and results. We focus on finding solutions and achieving results. When we report, it is not for compliance purposes only; we give meaningful and accurate information to all stakeholders.



COLLABORATION:

We are committed to common goals based on open and honest communication while showing concern and support for each other. We develop a deep understanding of the needs and aspirations of the GDE and the education sector in general. We collaborate to deliver outcomes which add real value to our projects and the South African community as a whole.



EFFICIENCY:

We will do more, achieving maximum productivity, with minimum wasted effort or expense.



INNOVATION:

We create ethical, forward thinking solutions to overcome the challenges faced by the education sector. We research, identify, develop and deploy leading edge technology, development programs and process improvement tools.



INTEGRITY:

We will display respectful, honest, transparent and ethical behaviour, attitudes and actions informed by commitment and honesty to MGSLG. Integrity also requires employees and management to adhere to good governance, legislation, rules and regulations.



PROFESSIONALISM:

We treat each stakeholder with respect, fairness, humility and caring, regardless of personal circumstances or social standing. We look, act and talk professionally.



UBUNTU:

We put others first, we carry ourselves with dignity and self-respect.

OUR VALUES

THE PHILOSOPHY:

"VALUES ARE LIKE A CAMPUS WITHOUT THEM YOU ARE LOST FOREVER"



OUR CULTURE:

It is critical to creating an environment that connects employees to the MGS LG's mission and values and that makes them feel comfortable. To reinforce the importance of focusing on strategy and vision and to reward success. There should be positive and negative consequences for achieving or not achieving the strategy. The reward may be big or small, as long as they lift the strategy above the day-to-day so people make it a priority. Culture is Values in Action and the behaviours that support the values must be rewarded and those that are against the culture should be sanctioned.



— 6. Our Philosophy

THE FOUNDATION:

Chapter 9 of the National Development Plan positions education, training and innovation as central to overall NDP.

In order to live its values and achieve its vision, mission and objectives, MGSLG has adopted the principles of the South African Public Service as contained in Section 195 of the Constitution, being:

- A high standard of professional ethics must be promoted and maintained;
- Efficient, economic and effective use of resources must be promoted;
- MGSLG administration must be development-oriented;
- MGSLG services must be provided impartially, fairly, equitably and without bias;
- Stakeholders' needs must be responded to and encouraged to participate in training and development programmes;
- Transparency must be fostered by providing the public with timely, accessible and accurate information;
- Good human-resource management and career-development practices to maximise human potential must be cultivated;
- MGSLG administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.
- Coupled with the values above, these principles must drive each MGSLG staff member in achieving the vision.



MGSLG FUNCTIONAL AREAS

As the institution advanced, MGSLG has widened its network and increased its influence with academia on the subject of curriculum to achieve a good balance between theory and practice.

Looking to the future, the MGSLG aims to build on its successes to meet the changing needs of the GDE and the external environment. Taking into consideration major shifts in the environment and the impact on MGSLG and the way in which it operates, the following have been identified as institutional strategic Goals for the next period:

CORE FUNCTIONS: EDUCATION DEVELOPMENT PROGRAMMES

It is reiterated that the existence of MGSLG is based on the core programme, with the other factors, referred to as Critical success Factors/ Strategic Priorities, serving as support factors towards the MGSLG vision.

It has been outlined above how the core programmes are derived from the GDE mandate MGSLG'S core programmes are aimed at the development and delivery of quality education and training programmes. This will entail the following:

- To deliver quality Early Childhood Development learning programmes.
- To deliver quality teacher development learning programmes.
- To deliver quality leadership and development learning programmes.
- To deliver quality governance learning programmes.
- To deliver quality training ICT programmes for all stakeholders in the education sector and to capacitate unemployed youth with life skills.

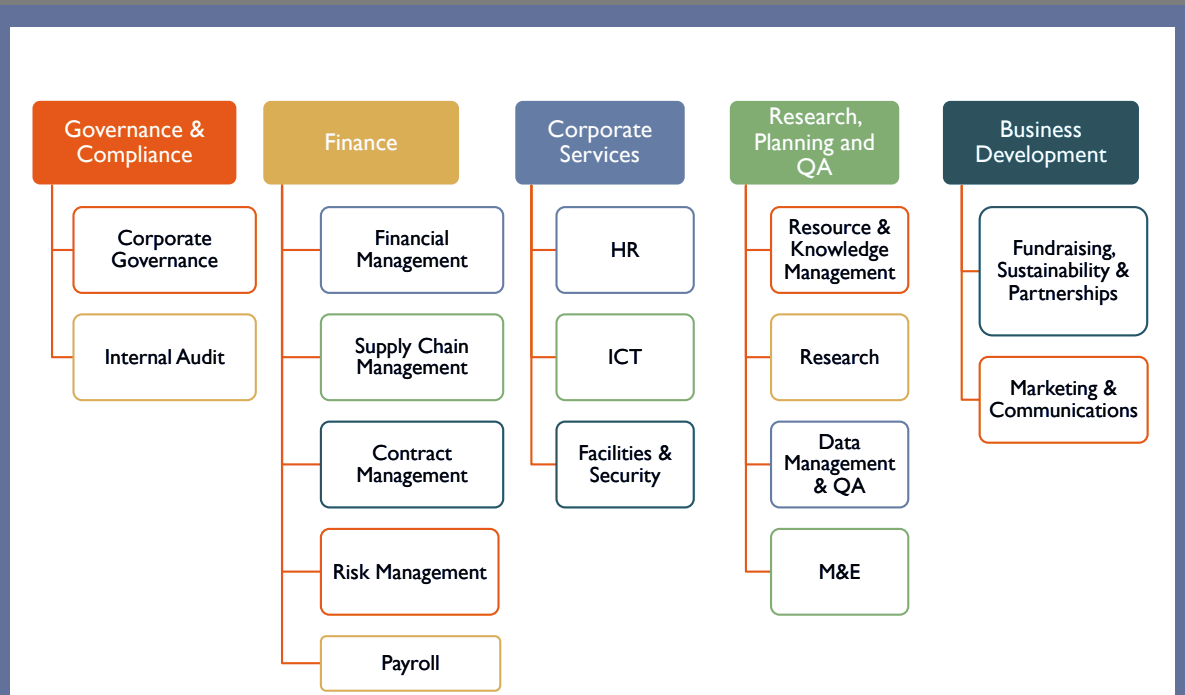


KEY SUPPORT FUNCTIONS

The following are the key support functions that support the mandate of MGSLG:

SUPPORT FUNCTION	KEY FOCUS
Corporate Governance	<ul style="list-style-type: none"> • Good corporate governance • Interface relationship between MGSLG and the GDE • Strategic partnerships • Corporate Strategy and Planning
Finance	<ul style="list-style-type: none"> • Risk Management • Financial management and reporting
Research and Quality Assurance	<ul style="list-style-type: none"> • Institution wide research • Training programme monitoring & evaluation • Capacity building
Corporate Services	<ul style="list-style-type: none"> • Organisational structure • Organisational policies • Human resources • Infrastructure management
Information, Technology and Innovation	<ul style="list-style-type: none"> • Internal processes • ICT capacitation • Information management
Quality Management System	<ul style="list-style-type: none"> • Quality assurance
Business Development and Repositioning	<ul style="list-style-type: none"> • Core business optimisation and planning • Revenue diversification and growth strategy • Corporate marketing, events and communications • Repositioning strategy and national profiling

HOW OUR WORK IS ARRANGED: SUPPORT FUNCTIONS





The Leading Development Ins

OUR MANDATE: WHAT INFORMS OUR WORK

NATIONAL DEVELOPMENT PLAN 2030

GPG TMR PILLARS

- Radical Economic Transformation
 - Decisive Spatial Transformation
- Accelerated Social Transformation
 - Transformation of the State of Governance
- Modernisation of the Public Service
 - Modernisation of the Economy
 - Modernisation of Human Settlement and Urban Development
- Modernisation of Public Transport Infrastructure
- Reindustrialisation of Gauteng and South Africa
- Taking a lead in Africa's Industrial Revolution

GDE STRATEGIC PILLARS

- Curriculum and Assessment Development
- Teacher Provision and Support
- Leadership and Management
- Infrastructure Development and Maintenance
- Planning, Finance and Resourcing
 - ICT in Education
 - Social Cohesion
- School Functionality including Community Involvement
 - Skills Development

MGSLG MANDATE

- School Governance, Development and Support
- Leadership and Management
- Early Childhood Development (ECD)
 - Teacher Development
- Integration of ICT in Teaching and Learning

Institute in the Education Sector

— 7. Our Value Proposition and Service Offering

OUR PROGRAMMES

These programmes, also referred to as capacity building programmes, they are our core functions. The existence of the organisation is based on these programmes. Various other key elements are supporting factors for the core development programmes.

SCHOOL GOVERNANCE PROGRAMME

The School Governance Programme supports the GDE Mandate to strengthen the capacity of school Governing Body members in the public schools within the Gauteng Province. The School Governance Directorate Programme offers the following training programmes for SGB:

- School Financial Management
- Managing School Infrastructure
- Learner Discipline Circular and Policy Mediation
- Recruitment and Selection
- Ethics for SGBs
- Twinning and Schools of Specialization
- High-Risk Schools
- Self Selected School Programmes (Differentiated training)
- School Improvement Planning
- SGB Seminars and Summits

Training for Representative Council of Learners comprises the following:

- RCL Induction
- RCL Training of Executives
- Summits and Conference
- RCL Pilot in 75 Schools



TEACHER DEVELOPMENT PROGRAMME

Teacher Development positions the MGSLG as a leading agent in supporting and developing teachers and officials. Training initiatives are focused on the critical role that the MGSLG can play in visioning the future of training programmes to meet emerging demands on teachers and to ensure that training initiatives continually support the teacher in the delivery of the curriculum. Teacher Development focuses on strategic interventions identified by the GDE to ensure that as an organization, support was provided for increasing the national Senior Certificate target, as well as consolidating training imperatives throughout the education system. Evidence of the systems approach to training and development finds expression in the MGSLG's commitment to strengthening capacity at the grade R, Early Childhood Development, Inclusion, Primary and Secondary levels of the teaching profession. The support to teachers has extended to promoting leadership capability at both school and district levels. School Management Teams receive formal training from Higher Education Institutions and from internally developed programmes that aimed at increasing management capability within the schooling sector. The District and leadership framework creates a pathway for capacity-building within the context of implementation of the GDE Realigned Structure. Teacher development Branches' simulation schools from a District perspective.

PROGRAMMES:

- Mathematics, Science, and Technology (MST) programmes (Across all phases)
- Induction of newly appointed teachers,
- Language programmes (Certificate in Primary/ Secondary Language Teaching (CIPELT/CISELT), African Languages training,
- Rural Education Programmes
- GET Mathematics training
- GET EFAL training
- Secondary School Improvement Programme
- Inclusive education (SIAS and SID) THE PSYCHOSOCIAL PROGRAMMES;
- Multi-certification
- Child Justice and Suicide Prevention
- Box Project

INFORMATION, COMMUNICATION & TECHNOLOGY (ICT)

This online learning environment is as much a business tool for a school as it is a learning tool for learners. Technology will continue to make its way into our classrooms and education systems in new and diverse ways. MGSLG has been at the forefront of training and developing teachers to take advantage of digital tools and online platforms. To support the GDE Mandate, the ICT division is working together with various stakeholders in the education sector, from devices to content creation to ensure that we are part of the development of learners and educators that are digital.

PROGRAMMES:

- ICT Integration Course for Teachers (Blended through Online & Onsite programmes for Beginners; Intermediate and Advanced Teachers
- ICT for Virtually Impaired Teachers
- Project-Based Learning(Blended Through Face to Face & Online for Beginners; Intermediate and Advanced Teachers
- Coding and Robotics
- Digital Literacy for Teachers
- ICT toolkit for all stakeholders(Teachers; Subject Advisors; SMT's; SGB's Learners; Parents)
- ICT District Committees Handbook

LEADERSHIP & MANAGEMENT PROGRAMME

Leadership and management development is a critical aspect of school improvement. The heads of Departments (HoD) are an important instrument. The Heads of Department (HoD) are important instructional leaders. The Leadership and Management Programme seeks to capacitate HoDs with leadership and management skills to optimally manage their departments and at the same time contribute to the SMT is the objective of this course.

PROGRAMMES

- Curriculum Management
- Lead & Manage People
- Managing Organisational Systems, Physical and Financial Resources
- Head of Department Accredited Courses
- Dashboard Driven Decision Making for Districts
- Principals and Deputy Principals Induction
- WSI – District and SMT, Tailor-made onsite interventions for High-Risk Schools
- Ethics for Management.

OUR MARKET IN BRIEF

All the stakeholders in the public education fraternity constitute MGSLG's clientele. However, for purposes of market segmentation, the GDE remains the official consumer of MGSLG capacity-building interventions in so far as they pay for services by way of grants. All the other client stakeholders have their interests subsumed by the GDE. Thus, although learners, educators, parents, professional associations, trade unions, pressure groups, etc. all have a customer's claim upon MGSLG's services, the services must satisfy GDE.

EARLY CHILDHOOD DEVELOPMENT PROGRAMME:

Investment in ECD is critical to ensure better performance in formal schooling which will result in improved post-schooling outcomes, including employment. MGSLG is embarking on being at the forefront of training and capacity development of Early Childhood Development Practitioners including the professionalisation of ECD practitioners. ECD also provides a fertile ground for the introduction of digital literacy and skills and thus gives us a platform to assist teachers to integrate ICT into teaching.

ECD PROGRAMMES:

- Pre- Grade R Learn Not to Burn – Capacity Building
- Pre – Grade R National Curriculum Framework (Capacity Building)
- ECD Practitioners Bachelor of Education (B.Ed.) Foundation Phase Teaching NQF Level 7
(480 Credits)
- ECD Practitioners NQF Level 6 Programme – Diploma in Grade R Teaching (380 Credits)
- ECD Practitioners NQF Level 4 Programmes – Further Education and Training Certificate
(141 Credits)
- Grade R Assessment Practices – 15 SACE credits



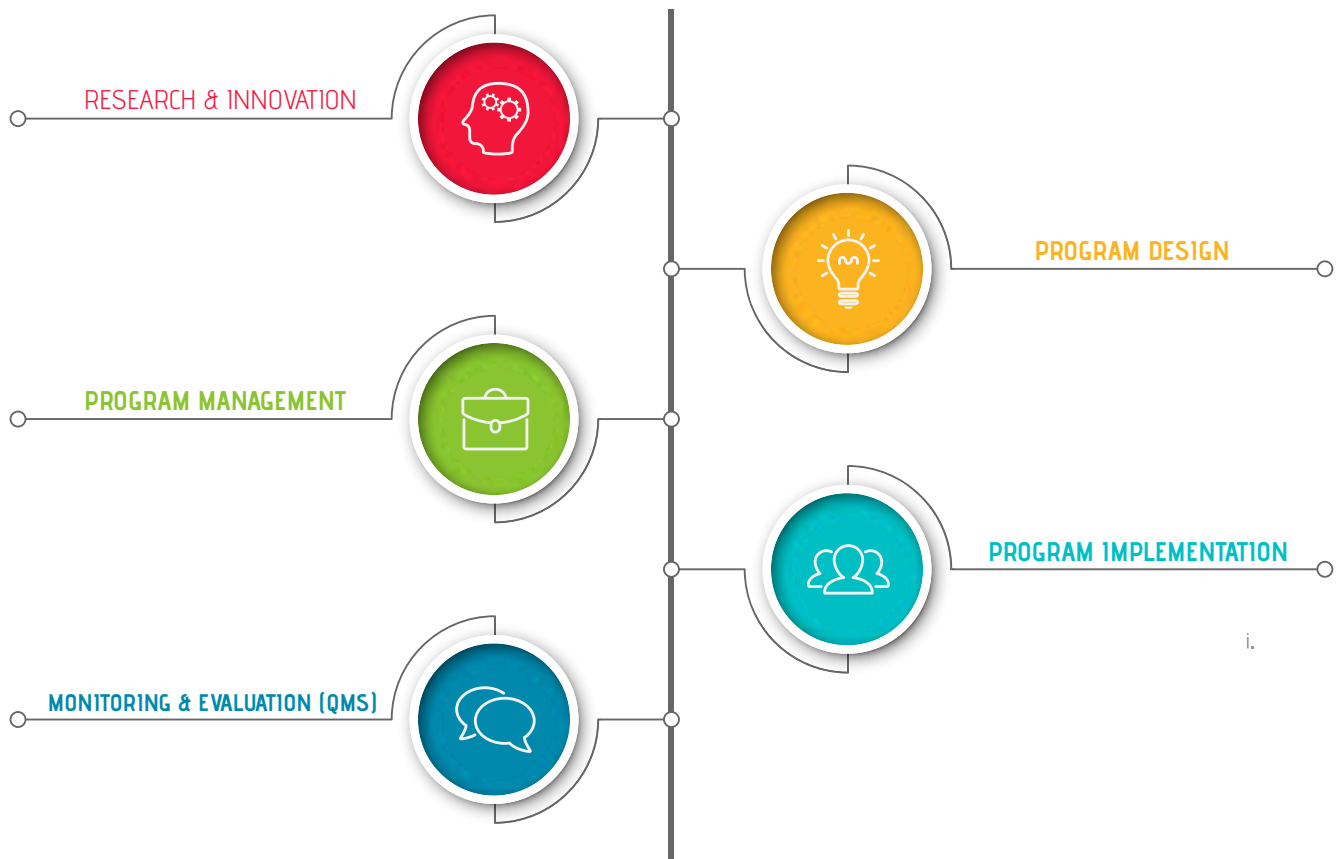
MGSLG@ GLANCE



— 8. Our Road Map to Service Excellence

THE MGLSG DELIVERY MODEL

Our delivery model aims to address the components indicated in the diagram below. This delivery model also supports, prescribes to and is an additional practice has been added to improve the efficiency of MGLSG.



THE 10-20-70 APPROACH TO CAPACITY BUILDING

To become the campus that guides the development of quality teachers, efficient school governance, exemplary leadership and education management in the country, MGSLG had to develop a solid approach that would suit the current status core of the education system. All MGSLG training programmes are based on this strategic approach:

THE 10-20-70 STRATEGIC APPROACH

- 10% of the training will be traditional lecture information providing sessions.
- 20% of the training in each program will focus on availing opportunities for participants to practise, demonstrate, role play or simulate the newly acquired knowledge, skills and/or attitudes.
- 70% being the majority of the training program, will be on the job training providing support, change management training and development for participants.

GAME CHANGERS

MGSLG has grown with leaps and bounds, leaping over every huddle that has presented its self. This has been made possible by the development of game-changing tool that MGSLG continues to develop and introduce into their day to day work. The following are some of the game changers that have been introduced to improve MGSLG's efficiency and productivity.



MODERNISATION OF INTERNAL PROCESSES

In the changing world, modernisation of the organisation's processes is a strategic imperative. The continuous evolution of systems, processes, and technology in keeping with global trends will ensure scalability.

Modernisation of processes and systems will ensure consistent alignment with strategic objectives.

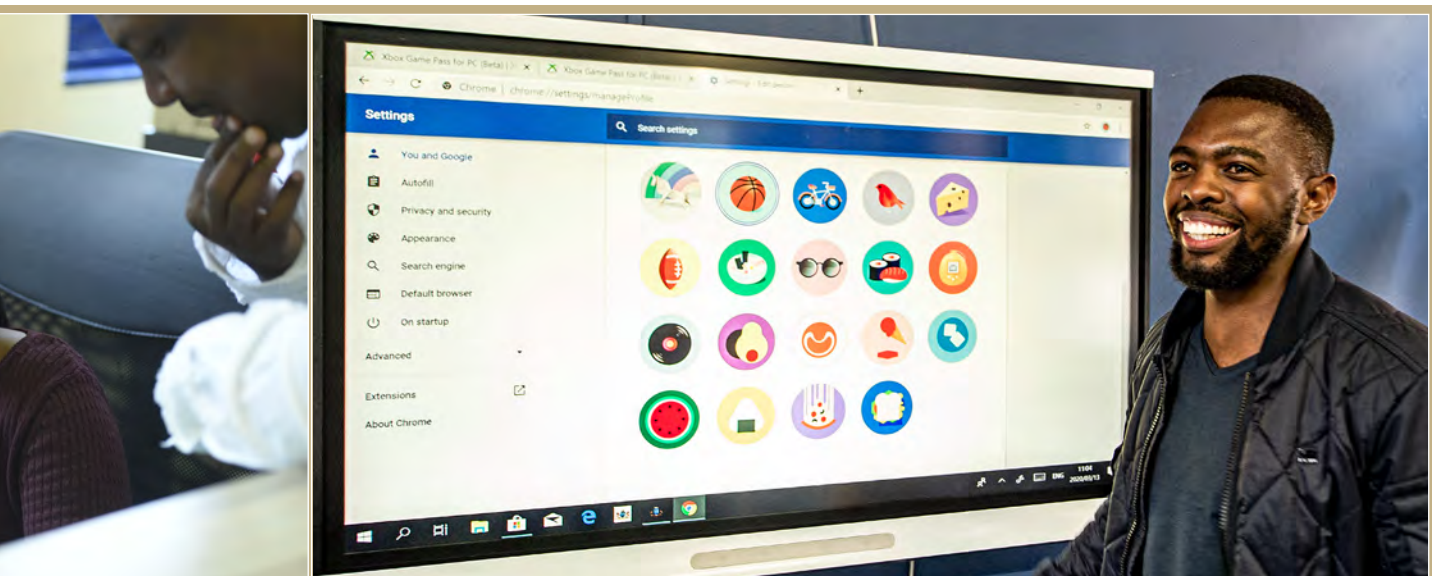
Modernisation internal systems are characterised by;

- Automation – optimise execution time spent
- Digitisation – storage of all interaction and documentation in digital forms
- Dynamism -the system is adjusted to support business, not adjust business to system
- Scalability – adaptable to any size organisation
- Governance – governance enforced through business processes
- Audit Trail – all interactions are recorded

BLENDED PROGRAMMES

Amongst other things, all MGSLG training programmes will be blended and ICT driven. Each and every MGSLG training programme will have both the physical one-to-many classroom part and one-to-one virtual part. For every training program a participant has attended, he or she's will be able to access that training from his or her mobile phone, laptop, tablet or desktop using the internet. The training and support on the internet will be interactive and available twenty-four hours to ensure in-the-job support.

USE OF ICT resources is creating an opportunity to provide the best and internationally competitive training programmes. For MGSLG to realise its vision of being the leading provider of the education development programmes that it provides all its training programmes must be driven by ICT tools and techniques. This entails the use of the latest technological artifacts to train and participants must use the artifacts to learn. If the participants do not learn from the way trainers train, then the trainers must train the way participants learn. One way participants learn, especially youths, is via the internet using their mobile phones. Trainers must use the internet for participants to learn.



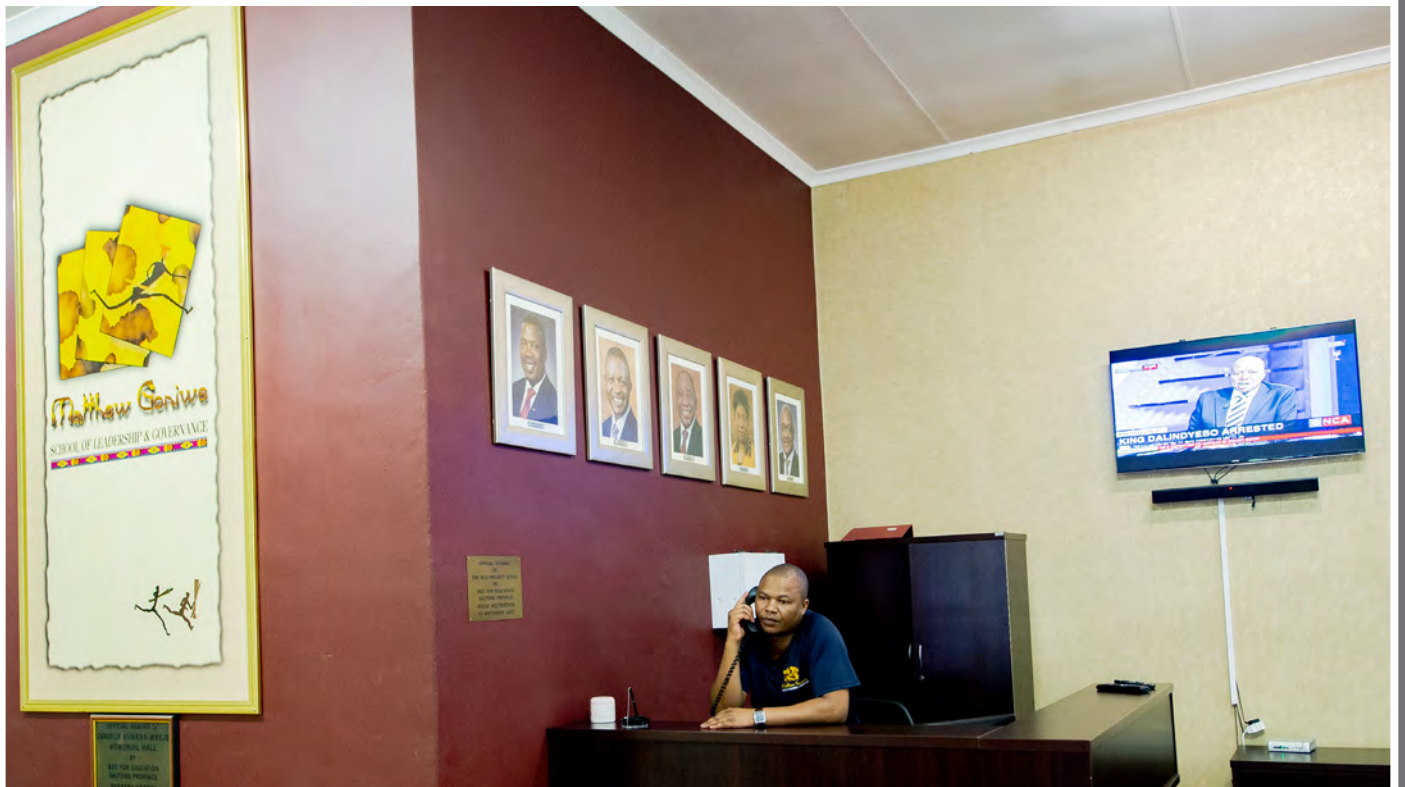




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9. Institutional Leadership and Governance



MR PANYAZA LESUFI

GAUTENG DEPARTMENT OF EDUCATION – MEC

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

We envisage a South Africa where everyone embraces their full potential, a country where opportunity is not by birth but by ability, education and hard work. Realising such a society will require transformation of the economy and focused efforts to build the country's capabilities in the particular institutions of education and innovation. The young people, in particular, deserve better educational and economic opportunities wherein, the utilisation of Information Communication Technology (ICT) as a catalyst, is endeavored at improving learning and teaching. Enhancing classroom effectiveness, stimulating communication and learner engagement to set them on a journey of achievement and excellence in every aspect of their lives.

Over the coming years, we are going to start seeing drastic changes in the way education reacts to the changes in technology that we see ourselves using daily. Technology has the potential to redefine the way we do things. Teachers will need to embrace the fusion of technology into their subjects but along with that, they must understand what the role of technology will be and how to facilitate that within their learning ecosystem.

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

I am proud to be associated with the organisation that has been tasked with carrying on the legacy of a great teacher, Matthew Goniwe. Let the life of Mathew Goniwe motivate us all to improve the education sector.

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

Teachers will need to understand the ethics of using technology and how to balance the use of technology with humanity. They will need to be able to establish where the line is regarding facilitating and controlling. Fortunately, they are not walking the road to change on their own, the government through the Gauteng Province has established the Matthew Goniwe School of Leadership and Governance, through this organisation the government hopes to drastically improve the way education is delivered to our children at all levels of education.

The Matthew Goniwe School of Leadership and Governance is leading the way in term of providing readiness to prepare learners to operate in the “fourth industrial revolution” (4IR), this is being done through various blended programmes that will assist everyone involved in the education of our children from the teacher in the classroom to the principal leaders and administrators. It essential that we look at the improvement of our learnership approach as a wholistic change beyond the classroom to change society.





MR TSELISO LEDIMO

CHAIRPERSON OF THE BOARD

Mr Tseliso Ledimo is currently the Provincial Secretary of South African Democratic Teachers Union (SADTU) in Gauteng province. He is a seasoned educator who also holds a school principal position. He has the versatility to work across various environments including at strategic leadership level. He has extensive experience in the education sector as a teacher, manager and trade unionist. He is a great negotiator with passion for education and fighting for employee rights.

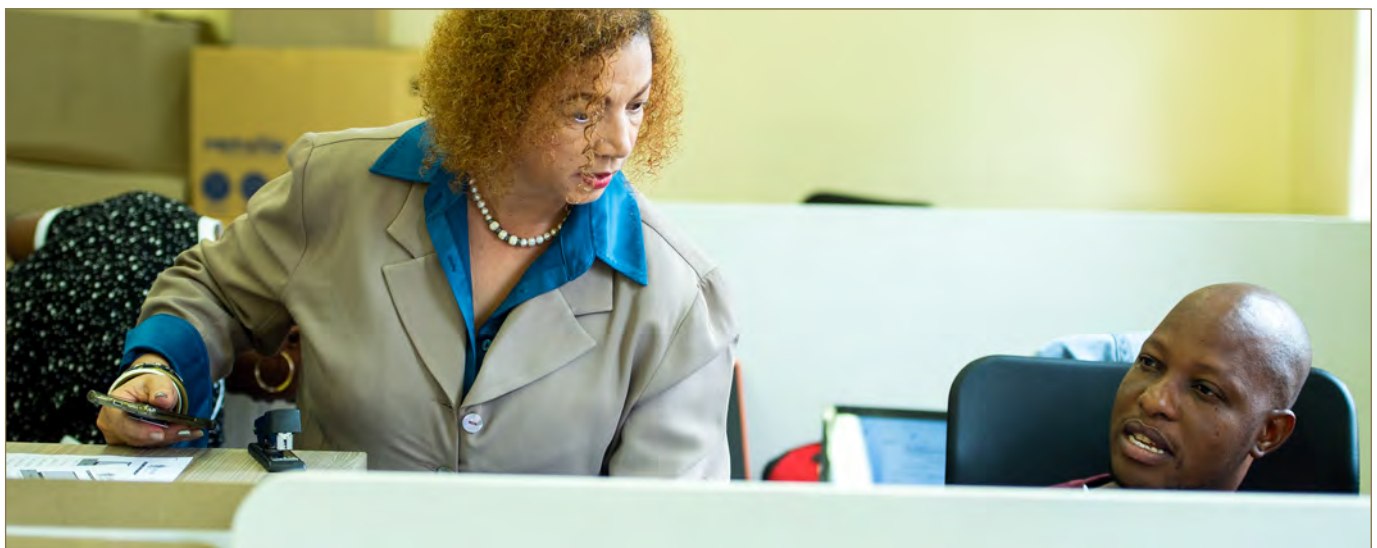


MS. VIOLET NTSALI

DEPUTY CHAIRPERSON OF THE BOARD

A brave and resourceful woman, who always endeavours to bring change in people's life. The Thembisa dweller has touched different lives through her ideas and skills, before joining MGSLG she held various community building and business leadership positions.

Violet is passionate about the power of education and how it can be used to empower the most under-resourced communities. This passion led her to MGSLG, in 2014, she was appointed at Matthew Goniwe School of Leadership & Governance as a non-executive director in the board of directors. In 2020 she now holds the position of non-executive deputy chairperson at Matthew Goniwe School of Leadership & Governance.





ADV. THULANI MAKHUBELA

CHIEF EXECUTIVE OFFICER

Adv. Thulani Makhubela is currently the Chief Executive Officer at the Matthew Goniwe School of Leadership and Governance (MGS LG), a training and development institute in the education sector.

He has held numerous Senior and Executive Management positions before joining MGS LG.

Makhubela has accounted well for himself earning the recognition from both internal and external stakeholders. In the two years he has been at MGS LG, he has turned the organisation around in terms of Human Resources Planning and Development.



MR SIBUSISO MAHLANGU

CHIEF FINANCIAL OFFICER

Mr Mahlangu is a highly experienced, competent and qualified Financial Director with 22 years strategic, operational and management experience in leading and managing large business units, teams, departments and companies in challenging and diverse environments.

His experience covers private and public-sector roles. He has strong experience managing finance departments within the education sector.

He is an accomplished negotiator and proven deal maker, who possess the acumen of a modern-day CFO having successfully worked alongside CEOs, board of directors and top executives in strategic decision making, shaping organisational growth.



— 10 .Exciting Highlights

Matthew Goniwe Family & the members of the Cradock Four together with MGS LG leadership were having breakfast before the 2019 Matthew Goniwe Memorial Lecture & National Teaching Awards. Pictures by: Bayanda Magoswana - Mgs lg Communications

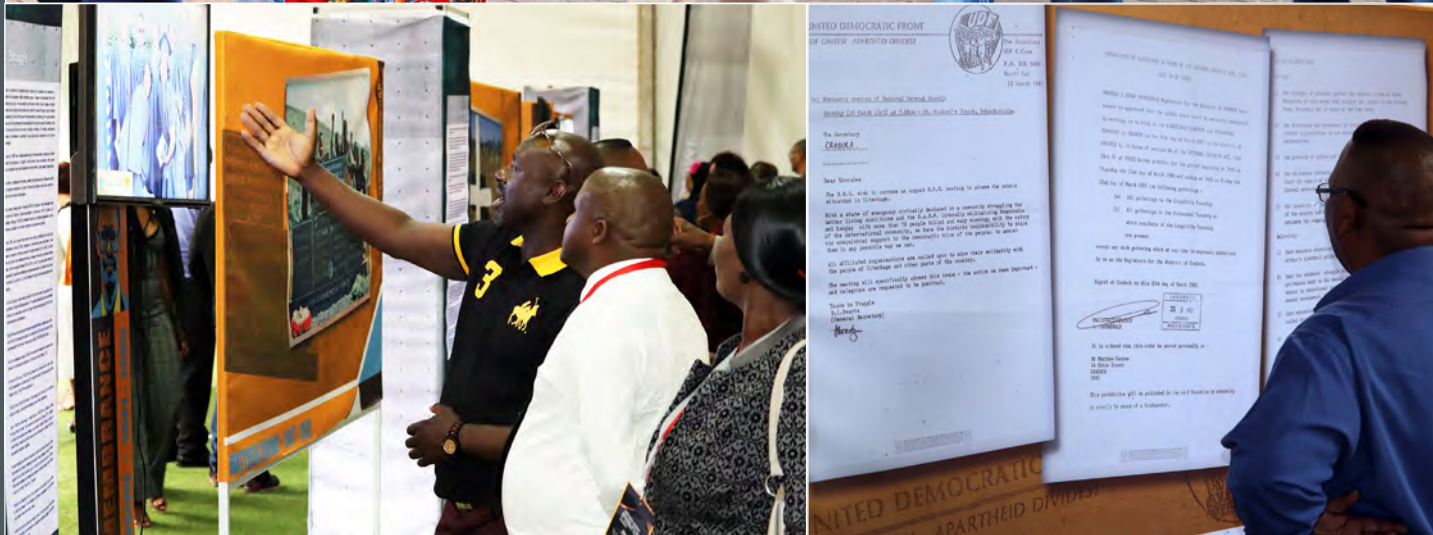


Matthew Goniwe Family & the members of the Cradock Four together with MGS LG leadership were having breakfast before the 2019 Matthew Goniwe Memorial Lecture & National Teaching Awards. Pictures by: Bayanda Magoswana - Mgs lg Communications



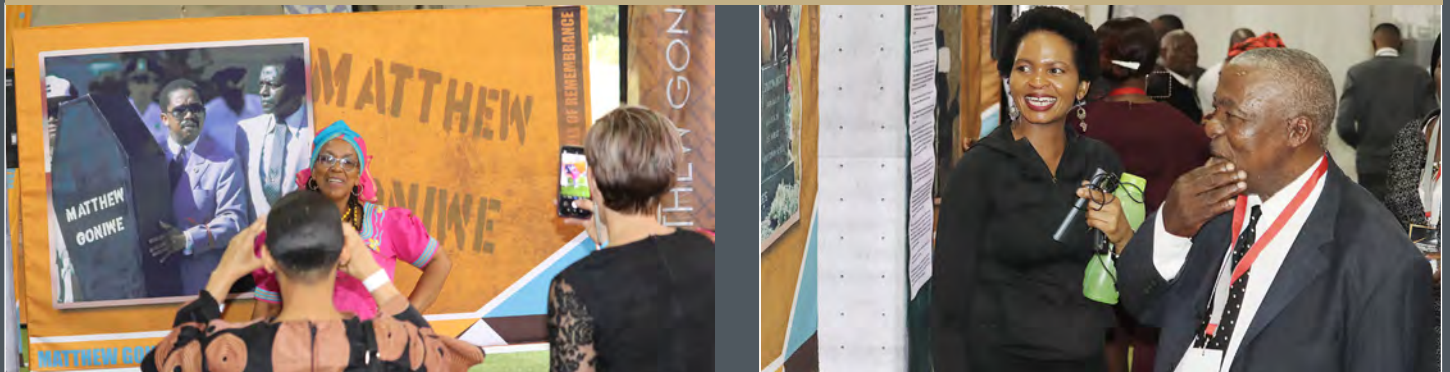
Matthew Goniwe Family & the members of the Cradock Four Garden of Remembrance taking a walk around the Matthew Goniwe Wall of Remembrance Precinct during the 2019 Matthew Goniwe Memorial Lecture & National Teaching Awards .

Pictures by: Bayanda Magoswana - Mgsig Communications



Matthew Goniwe Family & the members of the Cradock Four Garden of Remembrance taking a walk around the Matthew Goniwe Wall of Remembrance Precinct during the 2019 Matthew Goniwe Memorial Lecture & National Teaching Awards .

Pictures by: Bayanda Magoswana - Mgsig Communications



1. MGS LG Marketing Team exhibiting at the Youth Month Expo.
- 2 & 3. ICT Facilitator doing demonstrations at the at ICT Conference.



4. Matthew Goniwe donating at the Kids Haven Orphanage in Benoni.
5. ECD Graduation Ceremony.

Pictures by: Bayanda Magoswana - Mgs lg Communications



"Our choices and actions do not live for a moment, nor do they die with us. They will always build or tear down. Our choice, in anything is to nurture or to suffocate. To dominate, or to lead". Adv. Thulani Makhubela



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA



Matthew Goniwe
SCHOOL OF LEADERSHIP & GOVERNANCE



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