



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Anton Lembede Mathematics, Sciences & Technology Academy

School of Innovation & Leadership



PROSPECTUS 2021

Who we are.....

The KZN Department of Education is proud to announce the establishment of the:

Anton Lembede Mathematics, Sciences & Technology Academy School of Innovation & Leadership

Our unique Academy is designed as a model for quality education in the 21st Century.

A phased opening of Year groups.....

The Academy opens its doors to its pioneering team of teachers and Year 8 students in January 2021 and will reach capacity by 2025.

2021
Year 8

2022
Year 9

2023
Year 10

2024
Year 11

2025
Year 12

Our developing history.....

The **Anton Lembede Mathematics, Sciences & Technology Academy: School of Innovation & Leadership** was publicly launched at the magnificent new campus on Friday 18 September 2020 by the KZN MEC for Education **Mr Kwazi Mshengu** and Head of the KZN Department of Education, **Dr Enock Vusi Nzama**. The Academy was constructed on the site of the old La Mercy Primary School with the support on the Centre for Public Service Innovation (CPSI) and the Coega Development Corporation. The MEC and HOD reinforced the vision for this special focus Academy to reflect Innovation in all its facets. In this way, the Academy would serve as an ideal model for other educational institutions in delivering a world-class education that addresses the demands placed on our youth by the rapidly changing environment of the 21st Century.



Our Mission.....

“Developing creative leaders of the future through a world-class rounded education”

Our Vision.....

We are a Specialised Focus Academy aiming at excellence where students with high potential and ambition receive a world class education to become the leaders, thinkers, and designers of the future.

We regard ourselves as a pioneering Academy focusing on development of skills for the 21st Century in all our students through all our subjects and activities.

We benchmark ourselves against the best public & independent educational institutions, and we aim to be a national & world leader.

Above all, we adopt a caring and nurturing approach in the development of our students as our main priority.

Our Values.....

Integrity & an ethical mindset

Collaboration, teamwork & service

Leadership through positive influence

Innovation & creativity

Hard work, focus & self-motivation

Nation-building in a context of significant change

Our Badge.....



The badge depicts an element of education but also symbolises a **bird taking flight**, indicating our students' potential for career opportunities after their learning experiences at this Academy. The wings extend past the outlines, emphasising that there are no boundaries, and that the sky is the limit. It also promotes thinking outside the box. The two top points of the triangle symbolise Mathematics and Sciences, and the bottom point represents the end product which could be careers in the technological and leadership fields.

The colours are drawn from the KZN Government logo.

Gold symbolises courage, passion & wisdom, emphasising the qualities of the institution & its students.

Blue symbolises stability, wisdom & inspiration.

Green symbolises energy, growth & ambition, representing students with drive & eagerness to achieve their goals.

Factors that ensure the Academy achieves its Mission & Vision.....

- Securing an exceptional management team and a set of innovative teachers who embody the values and ambitions of the institution.
- Autonomy to incorporate new insights and best practice in management, staff appointment and curriculum delivery.
- Intentional curriculum design and pedagogy in every subject beyond established curricula norms and incorporating development of 21st Century skills by integrating ethics and values and building emotional intelligence, creativity and innovation.
- An extra-curricular program comprising all-round wellness, sport and cultural activities.
- State-of-the-art facilities and a secure and comfortable on-campus boarding establishment to enhance teaching and learning.

Governance.....

The interim Board of Governors comprises role players from the KZN Department of Education as well as leaders and professionals from commerce and industry, and educational professionals. The Board's responsibilities include ensuring good governance and accountability of decision-makers, approving and legitimising policies and strategies, and establishing partnerships with organisations to benefit the Academy.

The Board comprises a minimum of 7 members. Executive members representing the KZNDOE comprise not less than 51% of the Board. Independent non-executive members drawn from commerce, industry or the education profession to ensure a diversity of perspectives, should comprise 40% to 49% of the Board. Gender representation should be a minimum of 40% for males and 40% for females.



Our Codes of Conduct.....

Students are expected to comply with the Academy Code of Conduct, the Boarding Code of Conduct and other policies such as the Uniform & Dress policy which will be finalised in December 2020. These policies will be communicated to students and parents during the orientation interview or at other appropriate times. The Academy expects that disciplinary procedures contained in these policies should be unwarranted as students admitted to the Academy would willingly subscribe to the positive values of the organisation.

Our staff & service providers.....

Our initial teaching staff of 13 for Year 8 in 2021 comprises the Principal, members of management, subject heads and teachers. Our support staff of 22 comprises administrators, boarding supervisors, drivers, general assistants, sports coaches & a medical clinic matron. The Academy outsources services for Catering, Security, Cleaning, Laundry & Grounds Maintenance.

The Academy is a specialised focus institution.....

Established in terms of Section 12 (3) (iii) of the SA Schools Act

A public school may be:

- (i) an ordinary public school;
- (ii) a public school for learners with special education needs; or
- (iii) a public school that provides education with a specialised focus on talent e.g. sport, performing arts & creative arts.

“The Academy is not just an ordinary government school”

Admissions Policy criteria.....

Applicants will be evaluated on more than just academic performance. Successful applications will be selected according to the following criteria:

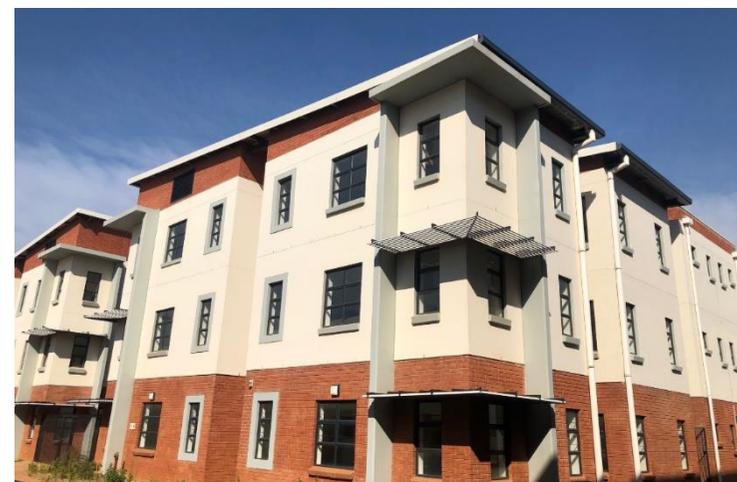
- General academic merit as reflected in Grade 7 reports of each term
- Excellence in Mathematics and Science
- Attributes such as character, integrity, work ethic, teamwork & resilience.

Other points regarding Admissions.....

- All students are required to reside in the Boarding Establishment on a termly basis. Boarders will be entitled to return home during the mid-term free weekends & at the end of each term.
- All students will be required to participate in one sport per term, serve in a service task team each year & participate in a cultural activity.
- A sizable proportion of a year group will be reserved for students who meet the admissions criteria & are from financially disadvantaged backgrounds and whose parents cannot afford Academy and boarding fees. The Academy has a responsibility to verify the financial background of the parents of such applicants.

Our Boarding Establishment features.....

- The B.E. consists of 10 newly built 3-storey houses i.e. two separate houses for each year group: Boys & Girls.
- Each room accommodates 6 boarders and includes personal workstations and internet connectivity for each boarder.
- Each B.E. house is well-secured with a security rooms, fire alarms, electronic access & and a residence for the B.E. supervisor.
- The Medical Clinic is situated in the central area and is managed by a medically trained Matron who resides at the Academy.
- Each B.E. house includes shower & ablution facilities on each level and a communal recreational room.



Our Boarding philosophy.....



We believe that the boarding experience at the Academy will benefit our students in a number of ways:

- Boarding provides a holistic experience which supports the covert (hidden) curriculum of developing positive attitudes of lifelong learning which occurs in both formal and informal settings.
- In line with our Mission & Vision, the B.E. will be managed in a nurturing and caring way. Boarding will be a new experience for most, and proactive emotional support for all boarders will be provided by our staff.
- Boarders develop a sense of responsibility and independence in adapting to B.E. routines and procedures.
- Boarders will forge new friendships and learn the art of collaboration and leading through positive influence which are vital 21st Century skills to which the Academy subscribes.
- Boarding activities after academic hours will include homework sessions, relaxation time, social engagement, excursions and sport in a controlled and safe environment at all times.

Note: Costs of Boarding are included in the Academy fees. Catering is outsourced to a reputable service provider; this includes 3 meals per day plus a break-time snack. To ensure that new boarders overcome the expected initial uncertainty or anxiety of the boarding experience in the first 3 weeks, contact between parents and boarders must be only through the Boarder Master/Mistress or Matron.

The Academy is a fee-paying institution.....

- The Academy fees are set annually in consultation with the Head of the KZN Department of Education.
- Fees for 2021 have been set at **R42 400** per learner.
- Fees may be paid annually by 28 February of each year, or over 10 months.
- Fees cover running costs of the Academy, including learning materials and equipment, boarding, meals and Academy uniforms.
- Parents or guardians are, however, advised to subscribe to a Medical Aid and/or an Accident Fund to ensure that their child receives quality hospital care if necessary. The Academy must be informed of any medical or accident policy applicable to students.
- Parents or guardians are legally liable for the settlement of Academy fees unless their child is awarded a Scholarship.

Application for Scholarships or Bursaries.....

- Appeals are made to private and corporate donors for funding of Scholarships or Bursaries to benefit students who consistently excel and embody integrity and strength of character and who are from financially disadvantaged backgrounds with parents or guardians who are unable to afford Academy fees.
- Criteria for Scholarships are: Academic excellence as indicated by the student's Grade 7 school reports for each term, extra-curricular involvement, character profile, work ethic and proven financial need.
- A limited number of Scholarships or Bursaries are awarded at Year 8 level in accordance with the funding available, and applications must be submitted before the start of any academic year.
- In view of the limited budget, the Academy might not be in a position to award Scholarships to all deserving applicants who meet the Scholarship criteria. The Academy also reserves the right to implement a Scholarship examination if necessary.
- The Academy has a responsibility to verify the financial background and employment details of parents or guardians to assess financial need, and to request documentary proof.
- A recipient will be expected to meet the criteria consistently and to maintain good conduct. Awards are reviewed each year to ensure that the student continues to meet the criteria. An award may be withdrawn if a student fails to meet the criteria, in which case parents will be legally liable for the payment of fees.
- Awards of Scholarships or Bursaries are to be kept strictly confidential to prevent undue public pressure being placed on the recipient. Awards may be withdrawn if friends, family members or any other persons publicise the award.
- A student who has not been granted a Scholarship or Bursary in Year 8 and who excels significantly in a subsequent year may be considered for an award only if donor funding is available for that purpose.

The Academy has a specialised and focused Curriculum to address the Mission & Vision of a Section 12 (3) (iii) institution....

Subjects in Year 8 & 9 comprise:

- English (HL*)
- Mathematics (core)
- Accounting (not E.M.S.)
- Geography (not H.S.S.)
- Visual Arts & Design
- Life Skills (not L.O.)
- IsiZulu (HL*)
- Science (not N.S.)
- Life Sciences (not N.S.)
- History (not H.S.S.)
- Innovation, Technology & Robotics
- Computer Applications & I.T.

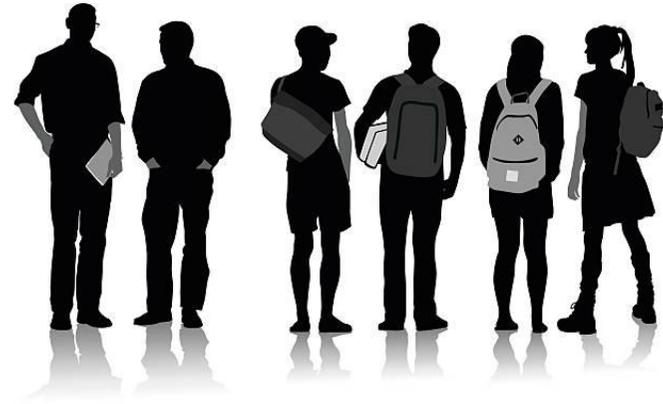
* Home Language level

Where appropriate, each subject incorporates Emotional Intelligence, Cultural Intelligence, Leadership, Entrepreneurship & Technology. Life Skills incorporates theory of inter- and intra-personal skills. For enrichment, Advanced-program courses, possibly online, are offered from Grade 10 e.g. Mathematics & Languages.



Skills built into our Curriculum include.....

- Critical evaluation of information
- Effective verbal and visual communication
- Collaboration and leading through positive influence
- Effective listening, creativity, innovation & problem-solving skills
- Technological capability
- Emotional intelligence, cultural intelligence & self-reflection
- Research skills with ability to consider all factors (CAF) & opposing points of view (OPV)
- Resilience and determination
- Ethical and moral mindset



Our teaching & learning philosophy.....

Our teachers must:

- Be innovative to connect and synch with the post-millennial character of students
- Value & highlight creativity, leadership & entrepreneurship in all activities of the Academy
- Perfect the flipped classroom & blended teaching & learning
- Adopt a nurturing approach in teaching students first (mastering subject content will follow)
- Develop active students & inspire them to adopt a mindset of lifelong learning
- Adopt a questioning approach & use questions which provoke thinking & problem-solving skills
- Adopt creative techniques e.g. de Bono's Opposing Points of View (OPV) and Consider All Factors (CAF)
- Educate students on emotional intelligence & insist on self-reflection
- Use technology intelligently and responsibly
- Augment or 'flesh out' the curriculum to create meaning and understanding.



We aim to develop applied competence in all our students.....

An integration of the **skills**, the **attitudes**, and the **applications** that a student is able to perform in a way that suits the learning context. It is described as the **foundational competence** (knowledge) and the **reflexive competence** (application in context) which students need to be judged fully competent.

Our assessment philosophy comprises.....

- Quality assessment to support the objectives of the Academy
- Continuous assessment but not over-assessment
- Demonstration by students of practical skills included in our Curriculum
- Diverse tasks to stimulate thought & creativity
- Co-designed intentional learning & assessment around topics of Ethics, Innovation, Leadership & Entrepreneurship



What we expect of our teachers.....

Our teachers are expected to embody values & skills that are aligned to the Academy's vision and have the ambition to be part of something different i.e. a change agent. They need a high level of emotional intelligence to enable self-reflection to foster an innovative mindset. This is to facilitate agility and flexibility in their decision-making and teaching, and to ensure that are able to connect effectively with diverse groups of post-millennial students. Our teachers must be team players, professionals and subject experts who visibly promote attitudes of life-long learning. Other vital attributes are excellence in communication & technological skills and resilience and willingness to 'go the extra mile'.



Innovation as a subject.....



Expected components of the content of this focus subject include:

- Thinking creatively and with mental agility
- Becoming a positive change agent
- Effective collaboration techniques
- Empowering self & others by acquiring scarce skills
- Strategic planning through scenarios & artificial intelligence
- Debate & discuss to identify, strategize & solve real problems
- Experiential learning through task teams with specific aims
- Online short courses



Leadership as a subject.....



Expected components of the content of this focus subject include:

- Leadership without title & leading by positive influence
- Values-based leadership principles and practices
- Creating shared value through a moral and ethical mindset
- Different leadership styles to promote inclusivity
- Navigating the complexities of business systems
- Case studies on successful and failed business
- Lead in entrepreneurship, innovation, creativity & technology
- Developing personal action plans and applying self-reflection



Our approach to Technology.....

- All teachers and students should be technologically savvy
- Students must learn to use technology ethically and appropriately
- Students and teachers should not become slaves to technology; instead they should use technology to complement personal skills
- Sensible use of digital material will add value to the teaching & learning process & will enable students to learn the skill of identifying fake news or content
- Every teacher must use the technology provided to them regularly and judiciously
- Although digital resource material and texts will enhance efficiency & economies, teachers must be aware that exit examinations continue to be pen & paper based
- Although a move towards a paperless environment is advantageous, teachers must be aware that reading for meaning could be compromised by digital material.

Devices provided to students & teachers.....



Caveat:

Students & parents will be required to sign commitments that these devices will be secured and maintained in good working condition. The Academy reserves the right to require parents to recompense the Academy for any loss incurred due to negligence or recklessness, misuse or failure to secure the devices provided to students.

Our Sport philosophy.....

We believe that involvement in Sport stimulates:

Good, healthy activity habits

Teamwork, collaboration & compensating for weak links

Independent decision-making

Opportunities for future careers

Ability to accept success and failure with dignity



Sports envisaged at the Academy....

The Wellness program is designed to conscientize boys and girls about the importance of healthy living and diet. Aerobic fitness and movement sessions and information sessions form the basis of this program, which is designed to prepare students for participation in various sports.

The Sports to be offered will be implemented in line with students' interests, and the construction of sports fields and facilities which will occur during 2021. The initial indoor sports that will be conducted in the Multi-Purpose Centre are:

General wellness & fitness

Basketball

Netball

Indoor Hockey

Indoor Soccer

The initial Sport program may comprise the following off-campus activities:

Cross-country running

Swimming

Tennis

Squash

Golf

Outdoor Sports that are planned for the near future include:

Athletics

T20 Cricket

Rugby Sevens

Our existing & proposed sport facilities.....



Existing Indoor Multi-Purpose Centre



Artist's impression of proposed sports fields

Other extra-curricular activities.....

Service task teams

These are vital components of the Service Leadership Development Program. They include: Community outreach, Photography, Video editing, Public relations & events, and Academic support.

Cultural activities

These include Debating, Chess, Choir, Music and Dance.

Personal development courses

Topics on emotional intelligence, leadership, entrepreneurship and public speaking are examples of the courses offered. These are intended to supplement the skills offered in the various academic subjects in order to enhance leadership competence.

The legacy of Anton Muziwakhe Lembede.....

Anton Muziwakhe Lembede (1914 – 1947) was a South African activist and founding president of the ANC Youth League (ANCYL). He has been described as ‘the principal architect of South Africa's first fully-fledged ideology of African nationalism.’ Lembede had a strong influence on Nelson Mandela, Walter Sisulu and Oliver Tambo.

He was born on 21 January 1914 on a farm in Eston, KZN. He was the eldest of seven children. His father was a farm labourer, and his mother was a teacher who home-schooled her son and taught him to read and write until grade four. He was given the name ‘Anton’ by a priest at Eston. It was only when Anton turned 13 that he started his formal education at the Catholic Inkanyezi School.

He attended Adams College from 1933 to 1936, after which he took up teaching posts and pursued a Bachelor of Arts degree in his spare time, majoring in Philosophy and Roman Law. He moved to Johannesburg after finishing his L.L.B and completed his articles at Pixley ka Isaka Seme’s law firm which he took over when Seme retired.

Anton Lembede died suddenly in 1947, aged 33, from cardiac failure. He was regarded as the progenitor of the ‘Programme of Action’ that was adopted as a guiding document by the 1949 meeting of the ANC. His legacy is arguably the ‘Youth League manifesto’ policy document that he and his wife worked on during his lifetime. After the publication of his collected works, one reviewer commented that his ‘ideas achieved canonical status’.

Source: Wikipedia

