



From the President's Desk...

For the first time in the history of AMESA we will be holding our annual congress on the 28 March to 1 April 2010 due to the FIFA Soccer World

Cup as we normally hold our annual congresses in June/July. It has not been easy as this has shifted all registration and submission of papers deadlines forward, including nominations for the positions of the President, Vice President and Secretary, due in February 2010. Please forward your nominations by the 29 January 2010 as per Constitution, included for your convenience on page 2.

Congress 2010 promises great plenary presentations by Dennis Almeida (UK), John Volmink, Retha van Niekerk, Poobhalan Pillay and Sushie Naidoo, as well as exciting panel discussions on Assessment in Mathematics, Foundations for Learning Campaign and Professional Development in Mathematics chaired by Sizwe Mabizela, Palesa Tyobeka and Mellony Graven respectively.

Regions have recently submitted their analyses of the 2009 Mathematics and Mathematical Literacy papers looking at

the cognitive demand of the examination papers with special reference to content coverage, content relevance, and level of questioning, language, fairness and compliance with policy and assessment guidelines. A submission was made to provide effective feedback to the Department of Basic Education.

We also made a submission to the Department of Basic Education on the Grade 9 CTA papers written in 2009 and received a very prompt response from Acting Director General Mr B Soobrayan. The correspondence is available on our website for your information.

I would like to personally apologise for the delay in the production of Pythagoras due to infra-structural changes we were busy putting into place such as the appointment of an editorial team, setting up a new website specially for Pythagoras that will also manage the online submissions, review and communication with authors. I have the pleasure of informing you that we have published and printed one edition of Pythagoras accompanying this newsletter and we hope that you will receive two more in the February mailing.

Old Mutual has faithfully sponsored AMESA over the years and continued to do so in 2009. Their sponsorship pays for our publications and National

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Council Meetings and our membership subscriptions clearly come short of covering all the expenses, hence we are most appreciative of the financial support we continue to receive from Old Mutual. In my recent meeting with the Head of Old Mutual Foundation, Andile Ncontsa, I was very encouraged when he indicated the wish for Old Mutual to get more involved with AMESA structures at regional and branch level.

Continued on page 2



Editor's Address

It is my pleasure to present to you the latest edition of AMESA News. From this issue we are introducing what will become regular features for all AMESA News:

AMESA facts (historical and current facts)
Meet Your Representative
Spot the 'Mistake'

These features will inform, educate and at the same time entertain you. Please send your comments via email to news@amesa.org.za OR SMS to 082 202 1889.

Cheers

Prince Jaca

This is the beginning of a new era in our partnership with Old Mutual.

We wish you and your families a warm and joyous festive season.

Thank you for your continued support, valued member and may I remind you to please renew your membership for 2010.

God Bless!
Elsbeth Mmatladi Khembo

NOTICE OF 2010 AGM

CALL FOR NOMINATIONS AND MOTIONS

In terms of AMESA's Constitution, motions and nominations for the 2010 AGM are hereby invited. The AGM will be held during Congress 2010 at the George Campbell School of Technology, Durban, KwaZulu-Natal.

The term of office of the current President, Vice-president and Secretary will come to an end at the AGM in March 2010 and nominations for new office bearers are sought. Please nominate in accordance with the clauses from the Constitution listed below:

Procedures for nominations

24. Nominations for Office Bearers may be submitted by any two members, a branch or a region of the Association. Such nominations must reach the National Secretary not less than three calendar months before the next Annual General Meeting.
25. All nominations shall be made in writing and must contain the names of the proposers and the consent of the person nominated. Nominations by a branch or region must be signed by at least four members of the branch committee or Regional committee.
26. The National Council shall make nominations in respect of every vacancy to which no other nomination has been received and may make nominations in addition to those received.
27. The names of all persons nominated for election at the Annual General Meeting shall be included in the agenda of the Annual General Meeting.

Procedures for motions and decision-making

28. Any two members, a branch or a region of the Association may submit a motion to the Annual General Meeting. Any motion, on which the Annual General Meeting must vote, must reach the National Secretary not less than three calendar months before the date of the Annual General Meeting and must be included in the agenda for the Annual General Meeting.
29. Any motion that does not comply with paragraph 28 may be put to the Annual General Meeting, but may only be put to the vote if an order motion to this effect is carried unanimously by the Annual General Meeting.
20. Notice of a meeting of the Annual General Meeting shall be given in writing and shall be posted to all members at least one month before the date of the meeting. The notice shall include the agenda of the meeting.

All nominations and motions are to be submitted by **29 January 2010**.

Noeline Tomsett
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Mathematics: The Pulse of the Nation

AMESA National Congress 2010

Prince Jaca

AMESA-KZN is getting ready to host hundreds of participants to the 16th Annual National Congress of AMESA to be held from the 28 March 2010 to 1 April 2010. AMESA-KZN is no stranger to hosting big events. Fairly recently AMESA-KZN was accorded the privilege of co-hosting the 10th Invitational World Youth Mathematics Intercity Competition in Durban on the 5th - 10th July 2009.

Vishnu Naidoo, the Congress Director for the AMESA 2010 National Congress, briefed AMESA National Council that preparations are well ahead of schedule. He confirmed that the Congress 2010 LOC is working very hard to ensure that the expected 1000 participants are well looked after. The appointment of four assistant Academic Coordinators is an innovative idea for this Congress that will ensure a well-balanced academic programme across all phases.

Anyone who was in Bloemfontein will confirm that AMESA had a very strong line-up of plenary speakers and panel discussions. I have seen the line-up of panel discussions and plenary speakers for Congress 2010; I can confirm that we are continuing in the same upward trajectory.

Congress 2010 boasts an experienced, dedicated team of people who are tasked to handle the social programme. It is exciting to note that on one of the Congress evenings we will be hosted at the famous International Convention Centre in Durban for a grand function.

Important Deadlines:

Application for Funding:	1 February
Early Registration:	5 February
Normal Registration:	6 February - 5 March
Late Registration:	After 5 March
Transport Arrangements:	5 March
Cancellations:	12 March

Please Register Early

Woz' eDurban



AMESA Regional Activities

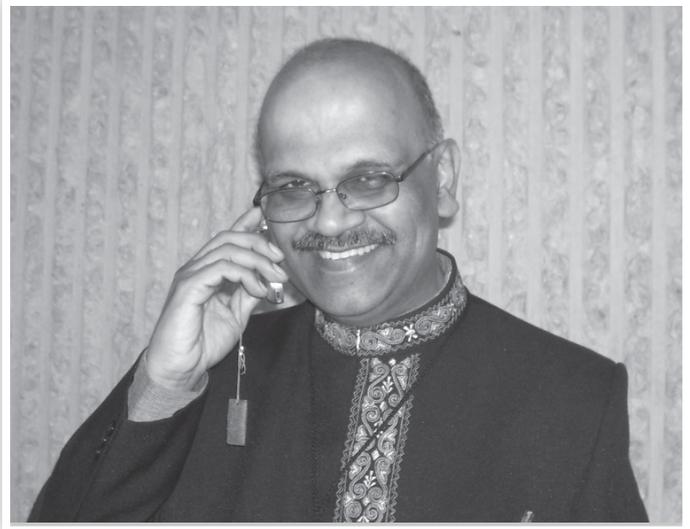
Limpopo Regional Conference

The Northern Academy in Polokwane hosted the AMESA *Limpopo Region 9th Conference beyond 2000 conference*. Khensani Duba, Limpopo Provincial Secretary writes “Mathematical Knowledge for Teaching (MKT) was an appropriate theme during the month of September when the people of this beautiful country celebrate Heritage month. There were 12 ‘How I teach’ sessions, 4 Workshops, 1 Problem Solving workshop, 2 Discussions and 1 Research Paper presented. STATSSA delivered most of the sessions on Data Handling. The quality of presenters was out of this world”. The proceedings for this Conference are available from the Limpopo National Representative, Joseph Mongwe.



Eastern Cape Regional Conference

On the 17th October 2009 seventy participants gathered in Grahamstown, Rhodes University, to attend AMESA Eastern Cape Provincial Congress. The Congress academic programme line-up prides itself of more than 14 presentations, including two plenary guest speakers: Rose Spanneberg (*Integrating Mathematics teacher professional development and curriculum reform*) and Mellony Graven (*When is taking Maths Literacy preferable to maths: Stories from some teachers and learners*). Nico Govender, Wandile Hlaleleni, Mzwakhe Sokutu, and Lise Westaway were elected as the AMESA Executive (President, Vice - President Secretary and Treasurer respectively



Western Cape Regional Conference

The Western Cape Regional Conference was held on 31 October 2009 in Cape Town at the Cape Peninsula University of Technology, Mowbray. Vera Frith of UCT’s Numeracy Centre delivered a plenary talk titled *Mathematical Literacy as a preparation for Higher Education*. Ten presentations covering all phases were presented at the conference, ranging from Foundation Phase Gabeba Agherdien’s *Linking number and number patterns to Tertiary Sibawu Siyepu’s Socio-cultural approaches in learning differential calculus*.

AMESA Regional/Provincial Office-Bearers

	Western Cape	North West	Mpumalanga	Gauteng	Free State	Eastern Cape
Chairperson	J. Stupart	M.P.Moeti	I.R. Shabangu	L. Mosheqane	T. Pitso	V.G. Govender
Vice-Chairperson	G. Powell	P. Walaza	S. Maseko	S. Malapela	Vacant	W. Hlaleleni
Secretary	D. Fahrenfort	Matjila	N. Themba	M. Martins	G. Spain	M. Sokutu
Treasurer	J. P. Kotze	Mokonyane	M.F. Phora	S. Makola	Vacant	L. Westaway
Activities Coordinator	Y. Johnson	T. Makgoba		L. Tshabalala M. Mabeba		
Branch Coordinator		T. Makgoba		K. Mdakane T. Chabalala		



A TRIBUTE TO PROF. T. W. KHAMBULE (1921 - 2009)

On the morning of August 8, 2009, we woke up to the news of the death of one of the exponents of quality education, the custodian of education excellence, Dr Thamsanqa Wilkinson Kambule. Kambule lived for the better part of his life in the tenacious and relentless pursuit of quality education for African children, especially. He resolved that any child taught by him would be the opposite of what Hendrik Verwoerd intended with the introduction of Bantu Education.

Thamsanqa Wilkinson Kambule was born in Aliwal North in the Eastern Cape in 1921. He did not start school until he was 11 (not unusual for blacks at the time), but progressed rapidly when he went to one of the few outstanding black schools, the Anglican St Peter's in Rosettenville, Johannesburg. There, he discovered, "I knew Maths was for me and I was meant for it. I became a fanatic."

After teaching in schools in Southern Africa he returned to Johannesburg to teach. In 1958 he was appointed principal of Orlando High School in Soweto. Over the next 19 years he walked the difficult and hazardous path of striving to ensure the best possible education for his pupils within the framework of "Bantu Education", the segregated and debased schooling imposed on blacks intended to perpetuate inferiority. Constantly watched and checked by government inspectors, he would laugh as he told friends how he had responded to their suspicious questions with logical answers which left them floundering. They did not understand the wry sense of humour behind the straight face. Kambule was called a mathematician. That is correct, because people who study and excel in Mathematics are called such. However, he was more than that. He was a compulsive educationalist, a human rights activist, but most significantly, a man who lived his life as the epitome of what a good school principal is supposed to be like.

In December 1997, T W Kambule was awarded an honorary doctorate by the University of Witwatersrand for his devotion to the teaching of mathematics, conferring on him the title Dr T W Kambule. He was instrumental in the teaching of mathematics at various schools in Soweto and also had a stint at the University of the Witwatersrand.

In 2002, he received an Order of the Baobab in gold from former President Thabo Mbeki for his exceptional contribution to mathematics education, human development and community service. University of Pretoria honoured him with a doctorate of education in 2006.

In 2004 he was honoured when the awards known as the TW Kambule NRF Research Awards was launched. The award is given to black South Africans who have made a significant contribution to science, engineering or technology. In the words of the then Minister for the Department of Science and Technology, "The awards are appropriately named after Thamsanqa Kambule, a highly respected mathematician who has contributed immensely to various aspects of mathematics". Professor Mamokgethi Setati (former AMESA President) and Professor Tshilidzi Marwala were the first recipients of this award.

In 2007 he gave a keynote address at AMESA's 13th Annual National Congress in Mpumalanga. The title of his presentation was "*Reflections on Teaching Mathematics in South Africa*".

In 2008 he was honoured, along with Peter Clark and Gloria Serobe, as the first recipients of honorary membership of the Actuarial Society of South Africa. Kambule was honoured for his work in education, especially in Maths, which has helped to equip previously disadvantaged pupils with the skills required for successful studies in actuarial science.

Some of the great South Africans he shaped and influenced include Nobel Peace Prize winner Desmond Tutu, former national police commissioner Jackie Selebi, Reverend Frank Chikane, Communications Minister Sphiwe Nyanda, journalists Phil Molefe and Joe Tlholoe, Independent Electoral Commission Chief Executive Officer Pansy Tlakula and soccer boss Kaizer Motaung.

*By Prince Jaca with the help of articles from:
The Independent, City Press, Sowetan, Mail and Guardian, African Statistical Newsletter*



ESP TEACHERS' REFLECTIONS

Nomonde Dabula - Eastern Cape facilitator

The Educator Support Project (ESP) for Mathematics in the Eastern Cape started in 2006, working with 15 teachers and two facilitators, just like in the other provinces. The project's philosophical underpinning is that *mathematics is a human activity* and as such its development is not so orderly and linear, but rather messy, although it often presented as a neat finished product. An analogy of preparing food in the kitchen and presenting it as a finished product in the dining room was used. This approach suggests that methodological approaches should involve: seeking solutions, not just memorizing procedures; exploring patterns, not just memorizing formulas; formulating conjectures and not just doing exercises.

In the beginning this was a foreign concept to participating teachers, as they knew mathematics as an orderly organised discipline with well-organised steps based on absolute truths. Product is often seen as critical, sometimes to the detriment of the process involved. But they slowly became more accustomed to such a disposition, until it became a habit to see mathematics as sensible. So whenever a group presented its task, other groups would want the methodology used. It became a slogan in the workshops throughout all the years that *"we want your kitchen method, we see the neat product but how was it prepared?"* This showed that teachers were beginning to grapple with the importance of process as critical, and not just product.

This was well evidenced in teachers' comments in the beginning of the project: They commented that this was an eye-opener for most of them and were keen for more exposure to this kind of approach. One teacher commented: *"I strongly*

believe that something new is going to happen. This is the start of something great, I hope it is not the end of this kind of gathering."

It is well documented that teachers' beliefs about the nature of mathematics have a direct impact on their teaching methodologies, as beliefs influence practice. During this four-year period, teachers claimed that their confidence in teaching Mathematics in this approach improved. Also, that their misconceptions in content as well as processes of induction, deduction analysis and synthesis are being addressed.

During the final year reflections, most lamented that the project was coming to an end. They even commented that *"some of us are only now beginning to think like mathematicians. We are now beginning to internalise this approach as we really apply it in our classrooms - especially patterns and functions and Mathematical Modelling."* They were also excited to use Excel in developing various concepts relating to functions and graphs, such as the behaviour of m and c in graphs of $y = mx + c$ as well as a , b and c in $y = ax^2 + bx + c$ and probability activities.

They also claim that a spirit of family hood has developed over these years as they can call on one another any time they want clarity on certain concepts. One commented: *"What a family! We bonded very well, it was a fruitful exposure, and we wish this project could be extended for more years."*

I believe our ESP teachers have made a paradigm shift, no matter how little that may be. It is indeed true that it takes time to change our teaching methods, as our methods are embedded in our philosophical convictions on what teaching is all about. This project has definitely succeeded in challenging teachers' beliefs on what mathematics teaching is all about as envisaged in the National Curriculum Statement.

AMESA Facts

Did you know that:

Fact 1:

Currently Mpumalanga Province has the highest number of AMESA branches (15 branches)

Fact 2:

AMESA has had 6 National Presidents since it was founded

Mathume Bopape	(1993 - 1996)
Moses Mogamberry	(1996 - 1998)
Aarnout Brombacher	(1998 - 2002)
Mamokgethi Setati	(2002 - 2006)
Raymond Duba	(2006 - 2008)
Elsbeth Mmatladi Khembo	(2008 to date)

Fact 3:

AMESA was launched on the 8th July 1993.

REMINDER

Please remember that the AMESA office has moved and the new telephone/fax numbers are as follows:

Telephone: 011 484-8917
Fax: 011 484-2706

NATIONAL MATHEMATICS 2010 CELEBRATIONS

DATE: 23 - 27 AUGUST 2010
VENUE: KWAZULU NATAL



MY MATHEMATICS EDUCATOR SUPPORT PROJECT (ESP)

Ramatsobane Ngoana, Limpopo facilitator

In 2006 I was elected by AMESA Limpopo to participate in the Mathematics Educator Support Project(ESP) as a facilitator.

My challenge in mathematics was that learners experience mathematics as a difficult subject. They have a negative attitude towards mathematics, but I like mathematics. I have a challenge of how I can make mathematics fun and enjoyable to learners, so as to increase the number of learners who choose Mathematics as one of their subjects at school level, and hopefully continue to study in a mathematical direction at tertiary level.

As an educator I was able to discover that I was taught ready-made mathematics rather than starting it as an activity which I should do and practice. When mathematics is done as an activity it makes learners to develop independent thinking and to become creative. They are able to discover new ways of solving problems. They have a full understanding of why things are done the way they are done. I discovered that mathematics is a process of different patterns. For example, in sequences of numbers - odd; even; triangular and multiples - I was able to find their functional formulae. This type of patterns can be introduced from grade one.

School implementation of what I have learned from ESP

I learned more about inductive and deductive reasoning, where I realised that it is easier for learners to draw conclusions based on deductive reasoning than on inductive reasoning. Especially when one addresses learning outcome number one (patterns).

For example, forming triangular patterns with fire matches, it is easy to continue with the pattern. However, finding the number of fire matches to be used to complete a certain number of triangles is not easy. Inductive reasoning consists of pattern recognition in a finite data set and pattern extension (generalisation). We focus on the numbers given in the database and recognise a “vertical” functional relationship which yields all solutions, or recognise a “horizontal” recursive relationship which serves as a model to generate additional information.

I enjoyed working with polygonal numbers and how to find their functional formulae. Learners were able to determine the structural formulae and when structures were practically constructed they can easily follow the pattern.

Mathematical Technology

When I started with the project I was technophobic, but I bought a computer with a connection to the internet, and during my spare time I went through many activities provided to us by our facilitator. I am now able to draw graphs or work on probabilities using Excel. It is easy and time saving.

The ESP programme has made me a better mathematics educator. Thanks to Alwyn Olivier who kept on assisting me in the project. Thanks to AMESA Limpopo for electing me to participate in the project. It was an eye opener. Mathematics has a back and a front. I only knew the front part of mathematics. Now I know the back of mathematics.

SPOT THE MISTAKE

$$-2 = (-2)^1 = (-2)^{\frac{6}{6}} = (-2)^{6 \times \frac{1}{6}} = 64^{\frac{1}{6}} = 2^{6 \times \frac{1}{6}} = 2^1 = 2$$

$$\therefore -2 = 2$$

If you think you have spotted the mistake write your comment to the Editor and stand a chance to win a One year subscription for AMESA Membership



LEARNING AND TEACHING MATHEMATICS (LTM)

Learning and Teaching Mathematics (LTM) Journal is one of AMESA's three publications intended to provide our membership, and those interested in mathematics education, another platform for sharing ideas. LTM provides a medium for stimulating and challenging ideas relating to mathematics teaching and learning at all levels. While this journal "listens" to research, it does not publish conventional research reports; rather it presents articles that describe or discuss mathematics teaching and learning from the perspective of the practitioner. Compared to other conventional journal LTM provides a less threatening environment where both the beginners and the well experienced share ideas.

In Volume 2 of LTM Anesh Maharaj of KZN writes a very interesting piece titled: *A Geometric Approach to Completing the Square*. In this writing Anesh interrogates the Learning Outcome 2 in the FET phase. This is a very simple and easy to read article. "*Kids say the Darndest Things*" is an article submitted by *Modisaemang Molusi*. This paper was published in our *LTM Volume 3* and as you can see when you read it is in keeping with publishing articles that discuss mathematics teaching and learning from the perspective of a mathematics teacher.

This journal is very popular among teachers and we have had much positive feedback on how valuable a resource it is to many. We need more mathematics teaching and learning stories.

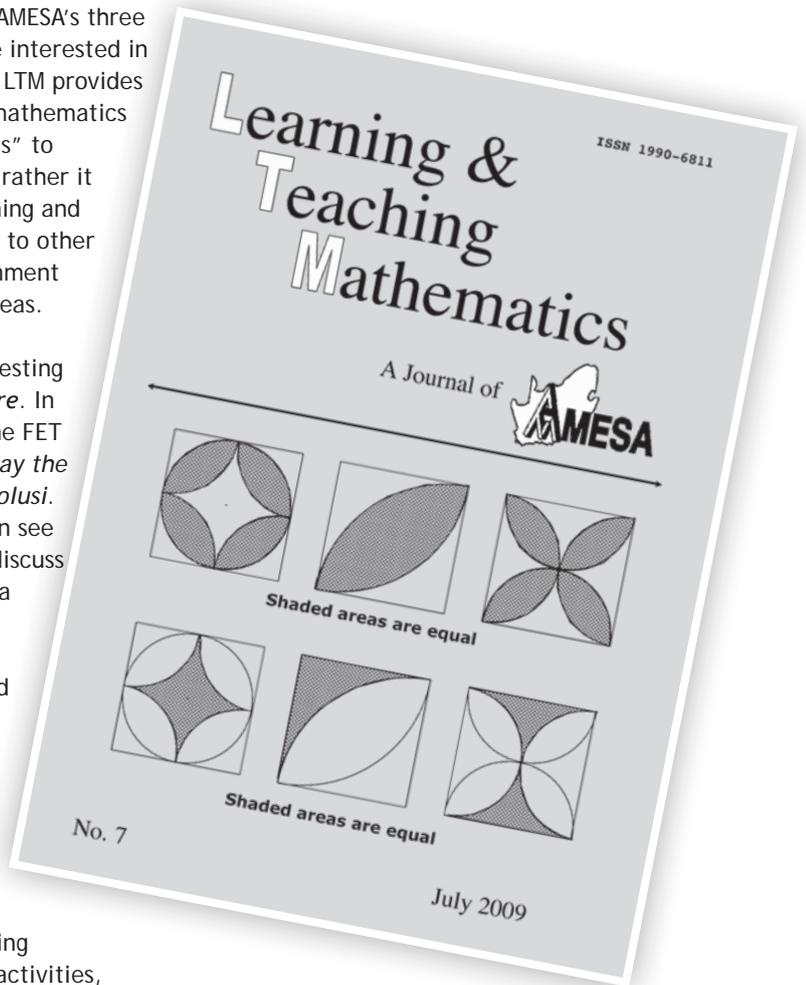
The types of articles considered for publication in *Learning and Teaching Mathematics* include:

- *Ideas for teaching and learning*: articles in this section report on classroom activities and good ideas for teaching various mathematics topics. This includes worksheets, activities, investigations, etc.
- *Letters to the editors*: discussion pieces that raise important issues on the teaching and learning of mathematics and current curriculum innovations, including views and news on current initiatives.
- *Kids say and do the darndest things*: personal anecdotes of something mathematical that has happened in a classroom.
- *A day in the life of ...* includes stories about a head of department, a mathematics teacher, an NGO worker etc.; it could also be an account of a visit to another mathematics classroom... another school... another country...
- *Reviews*: reviews of mathematics books, school mathematics textbooks, videos and movies, resources including apparatus and technology, etc.
- *Webviews*: reviews of mathematics education related websites.
- *Help wanted* is a question and answer column: teachers can send their questions on teaching specific topics or aspects to this column for fellow colleagues in the AMESA community to respond to.

Learning and Teaching Mathematics is a peer-reviewed journal, published two times a year and distributed to all members of AMESA.

Learning and Teaching Mathematics is also available online to AMESA members

AMESA National Council would like to request all presenters in the regional and branch congresses or meetings to submit their regional conferences papers and presentations for consideration to our *Learning and Teaching Journal (LTM)*.



National Mathematics Week

By Faaiz Gierdien and Lorraine Burgess

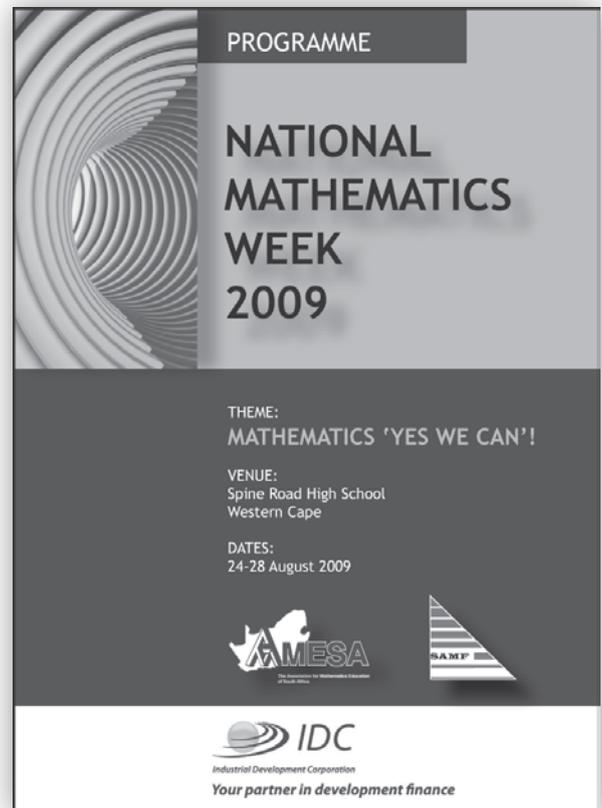
Theme: Maths, Yes we can!

National Mathematics Week was first introduced during the World Mathematics year 2000, with the support of the Department of Education. The then Minister Kadar Asmal suggested that, if successful, it should become an annual event. The South African National Committee for the International Mathematical Union (IMU), through its member organizations, the Association for Mathematics Education of South Africa (AMESA) and the South African Mathematical Society (SAMS), thus decided to celebrate the event on an annual basis.

The main purpose of NMW was to dispel the myth that mathematics is difficult, cold, abstract and only accessible to a selected few. NMW is a vehicle to popularize mathematics, to increase public awareness, understanding and appreciation of mathematics and create an opportunity for learners, parents, educators and general public to together share the excitement of mathematics.

National Mathematics Week is celebrated by every AMESA region/ province, every AMESA branch, every district and every school. There is also one National Mathematics Week event hosted by different regions on rotational basis. In 2009 Western Cape Province hosted this national event.

AMESA Western Cape was privileged to host the National Maths Week (NMW) celebration for the first time in 2009 at Spine Road High School. This school was chosen because of its central location to the underprivileged schools within Mitchell's Plain, Khayelitsha, Guguletu, Athlone, Phillipi and Delft. One of the main aims of NMW was to encourage participation from schools in these areas. Another reason for choosing the school is because of its state-of-the art hall. These are some of the reasons for also choosing the theme; *Maths, Yes we can!*



NMW Programme details:

DAY 1: August 24.

Then the national anthem was sung by the Chris Hani Secondary School. Welcome remarks were made by Johann Engelbrecht (SAMF), Lorraine Burgess (AMESA, W Cape) and the vote of thanks was delivered by Vishnu Naidoo. The master of ceremony was Kosie Smith from Institute for Mathematics and Science Teaching University of Stellenbosch (IMSTUS). Present were several schools represented by a learner and a teacher from the outlying and neighbouring schools. The deputy minister of the Department of Science and Technology (DST) opened NMW with a powerful message on the importance of mathematics education. He spoke of mathematics education as the cornerstone in developing and nurturing mathematical skills and mathematics initiatives that need to go beyond formal teaching and learning. He briefly sketched the role of the DST in visibly profiling mathematics over the past ten years.

DAY 2: August 25

This day was devoted to activities for primary school learners and their accompanying teachers. It started with Family Maths activities organized by Lorraine Botha, Elizna Prinsloo and Marlin van Heerden. There were also the competitions with daily prizes organized by Casio and Macmillan.



DAY 3: August 26

This day was devoted to high school learners and their accompanying teachers. It started with career talks by the following people.

Bruce May from the Mathematics Department at the University of the Western Cape. He spoke on mathematics-related careers.

Raymond Smith, from the Western Cape Education Department shared an inspiring tale of the career of a mathematics teacher by the name of **Adrian Dow**. We were honored to have him as senior curriculum planner for Mathematics in the WCED.

Mymoena Guzgay and **Adeeb Abrahams**, two civil engineers, gave details on the role of mathematics in their training as engineers and where and how they apply mathematics in their practice.

The career talks were followed by

John Webb's presentations on problem solving and Maths Competitions while

Lorraine Botha and **Elizna Prinsloo** continued with Family Maths activities aimed at high school learners this time.

DAY 4: August 27

This day was a split between high school and primary school learners in terms of activities.

It started with the career talks by the same presenters, followed by:

John Webb's presentation on problem solving and Maths Competition for the high school learners.

Alwyn Olivier and **Faaz Gierdien** ran Mathematics Challenge-type questions for the primary school learners.

Lorraine Botha and **Elizna Prinsloo** continued with Family Maths activities aimed at high school as well as primary learners.

DAY 5: August 28

On this day there was the closing ceremony which several principals from the neighbouring schools attended. They received resource packs on behalf of their respective schools.

Learners were bused in during the mornings on Tuesday, Wednesday and Thursday. They enjoyed the various challenges and activities that were offered. They were rotated between the various activities. At a time we had three groups per activity.

AMESA Mathematics Challenge, organized by Alwyn Olivier from the Research Unit for Mathematics Education at University of Stellenbosch (RUMEUS) was also launched during this week. Learners had the opportunity participate in the various questions in the Mathematics Challenge. This competition was written at the various participating schools and not at Spine Road High School as such. The final results are not known yet. Certificates of participation will be handed out later.

On average we had about 450 learners and 20 educators attending the mathematics week activities daily. The total number of participants was 1090 learners and 310 teachers. This number includes both primary and secondary schools. The learner activities included; Problem Solving tasks from Family Maths; Maths Challenge (Grade 4-7); Maths Quiz (Grade 8-9); Problem Solving Activities with Geostructa; Tangrams, provided by RUMEUS; Family Maths, CASIO calculator workshops, Yusuf Johnson & Lorraine Burgess.

The resource packs provided to participating schools included Maths 20, Maths 36 and Maths-a-move and Geostructa. Teachers will get further exposure to these games at our regional conference on October 31st.

Our special thanks go to IDC for making the event a great success. We would also like to thank Vishnu Naidoo for his wonderful ideas and for assisting with the resource packs for schools; the Local Organizing Committee, including the Mitchell's Plain branch chairperson, Ismail Fillis.

General impressions from attendees & presenters:

Ismail Fillis, the principal of Parkhurst Primary School, Mitchell's Plain, made the following remarks' National Maths Week was fantastic for our school and for the children'

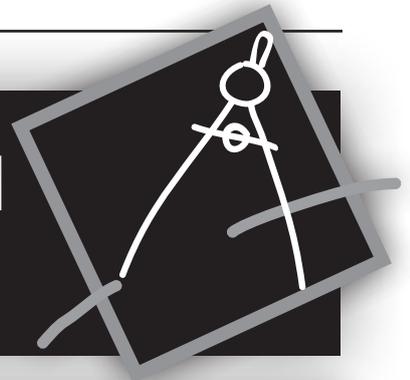
Aletta Loopuyt from Casio

Having a Casio table at the NMW proved very positive. I was able to meet several teachers with whom I would otherwise not have had contact, and have subsequently done a couple of workshops as a direct result of the exposure.

As far as I could ascertain the learners who attended did enjoy the activities presented, and from that point of view the week can be seen to have been a great success



CAPETONIANS TAKE GOLD IN MATHS OLYMPIAD 2009



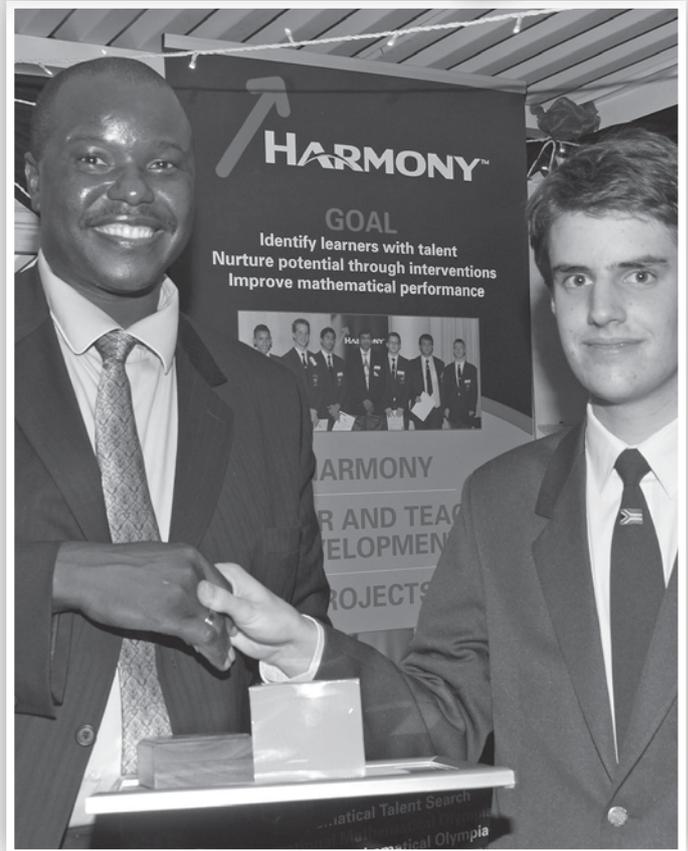
Harmony Gold Mining Company, proud sponsor of the South African Mathematics Olympiad, hosted the annual Mathematics Olympiad ceremony in Salt Rock on Saturday, 17 October 2009.

The ceremony, a highlight in the school calendar, recognised extraordinary achievement in mathematical proficiency and skills of Grade 8 to 12 learners by awarding the top learners' in each category with honorary medals.

This year two Capetonian learners walked away with the gold medals. Greg Jackson, a Grade 11 learner of Bishops Diocesan College, won the senior division and Robert Spencer, a Grade 9 learner of Westerford High School, won the junior division.

Learners from the Western Cape dominated the evening by also winning 10 of the 18 silver medals. They are Khadija Brey (Grade 9, Wynberg Girls' High School), Hekkie Breytenbach (Grade 9, Paarl Gymnasium), Nicholas Cheng (Grade 9, Fairmont High School), and Mickey

Chew (Grade 9, Elkanah House High School), Guy Paterson-Jones (Grade 8, Bishops Diocesan College), JC Schoeman (Grade 9, Parel Vallei High School), Liam Baker (Grade 12, Mondale High School), Francois Conradie (Grade 12, De Kuilen High School), Ashraf Moolla (Grade 10, Rondebosch Boys' High School) and Sean Wentzel (Grade 10, Westerford High School).



Greg Jackson receives his prizes from Jackie Mathebula

Senior group

The remaining silver medalists are Arlton Gilbert (Grade 12), Lee-André Moodley (Grade 11) and Dalian Sunder of Star College in Durban, Dessi Nikolov (Grade 11, Eunice High School in Bloemfontein), Henry Thackeray (Grade 12, St. Alban's College in Pretoria), Anne-Mien Schoombie (Grade 10, Hoërskool Sentraal in Bloemfontein), Stephen Barnes (Grade 9, Pearson High School), and Dylan Nelson (Grade 9, Benoni High School).

For more than four decades, the South African Mathematics Olympiad has aimed to promote mathematics by exposing learners and teachers to creative problem solving strategies and techniques. The Olympiad, consisting of a senior division (grade 10 to 12) and junior division (grade 8, 9), is held annually and attracted more than 60 000 participants in the first round of the Olympiad.

The Olympiad is organised by the South African Mathematics Foundation in cooperation with the *Association for Mathematics*



Education of South Africa, the South African Mathematical Society and the 'Suid-Afrikaanse Akademie vir Wetenskap en Kuns' and is sponsored by Harmony Gold Mining Co. Ltd.



Greg Jackson (left) and Robert Spencer (right) with Jackie Mathebula from Harmony



Robert Spencer receives his prizes from Prof Nic Heideman

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AMESA Free State Chairperson

Free State Representative on the AMESA National Council

Free State province is known for soccer and rugby and for its enthusiastic supporters, "local is lekker". Thapelo has just assumed the responsibility of leading AMESA Free State and he is really counting on the support of AMESA members and of anybody with interest in mathematics education to take understanding of mathematics teaching and learning to a different level. Thapelo hosted more than 800 delegates in June/July 2009 as Congress Director for Congress 2009 in Bloemfontein. With a smile on his face he says "Congress 2009 was very difficult to organise but with the help and the support from individuals in the Free State and the National Council, we managed".

The AMESA News Editor gives a *high five* to all AMESA members in Free State. You guys were such wonderful hosts, it was cold in the City of Roses, but you warmed us with warm hearts and great hospitality.

AMESA has branches in the following areas of the Free State: Thabo Mofutsanyane, Lejweleputswa, Sasolburg, Xhariep and Motheo that will formally be launched in 2010.

Thapelo has promised us that there are some regional and branch AMESA activities planned for 2010 and that they will invite the editor, and also send us pictures and reports.

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- 2009/2010**

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