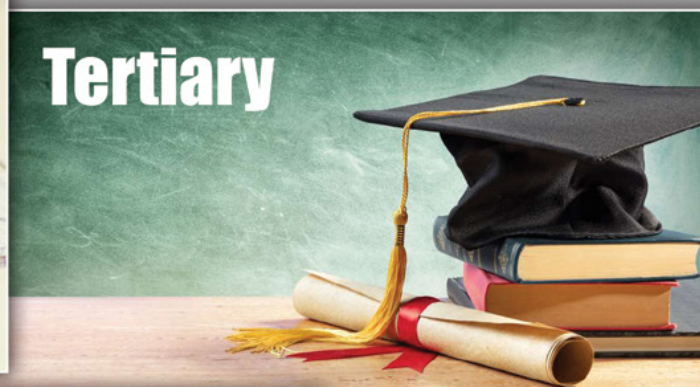
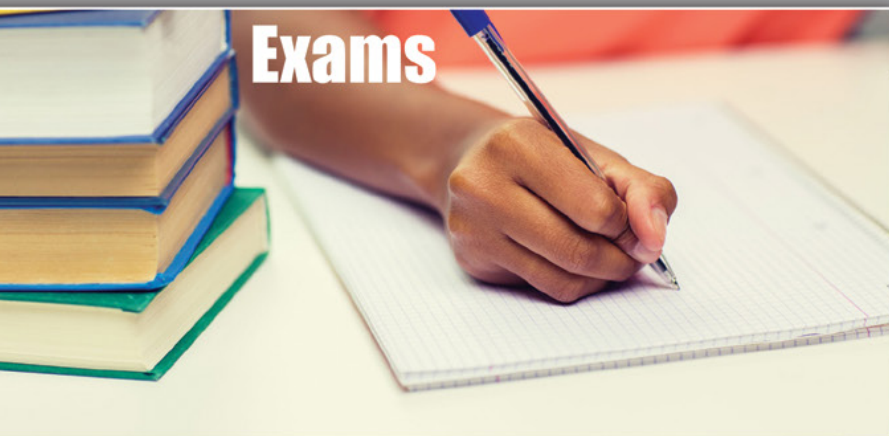


Vol. 6 No. 2 / 3 February / March 2020



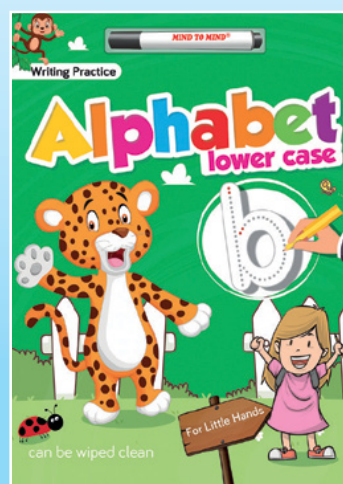
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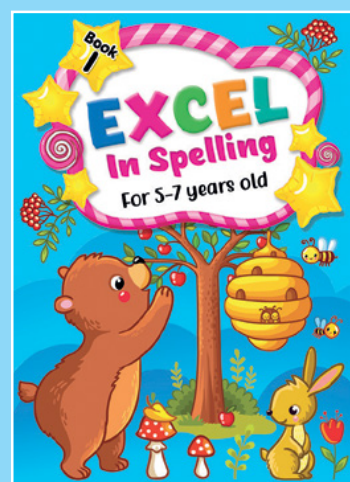
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EDUCATION Magazine

>> Technology feature

Casme 'Science2go' project strengthened by Mahle	
South africa	3
Software solution for learners with concessions	4

>> Education matters

How business can help to improve education outcomes	8
World Read Aloud Day – Grow leaders, get reading	10

>> Learners, teachers and parents

Six ways to get back on track after disappointing matric results	12
------------------------------------------------------------------------	----

>> Careers and tertiary training

Alternative route available to pursue teaching careers for Matrics who miss out on Bachelor's pass	16
Ensure you find the most suitable higher education institution	18

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Editor

Janos Bozsik

Contributors

- Zyaan Davids Anter – managing editor of the Dialogue Business in Society Handbook
- Nick Taylor – education expert
- Christine Zeelie – Dainfern College
- Peter Kriel – General Manager at The IIE
- Horace Mpanza – MD of ADVTECH Schools' Abbot's College High School
- Elbie Liebenberg – Managing Director of Oxbridge Academy
- Henre Benson – Director of CASME
- Professor Patrick Bean – Executive Dean of STADIO, Faculty of Education and Humanities

Correspondence and enquiries

themightypen@vodamail.co.za
082 940 3771

Advertising and publicity

marketing@themightypen.co.za

Production, design and layout

VLC WorX

Website

www.themightypen.co.za

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Editor's column

What makes a good teacher?

Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it is no wonder that it's hard to find great teachers.

Under the current law, schoolteachers must have a bachelor's degree and pass a rigorous test in core curriculum areas. Secondary school teachers must demonstrate competency in the subject area they teach by passing a test or by completing an academic major, graduate degree or comparable course work. These requirements already apply to all new hires.

Schools are required to tell parents about the qualifications of all teachers, and they must notify parents if their child is taught for more than four weeks by a teacher who is not highly qualified. Schools that do not comply risk losing government funding.

We know that high-quality teachers make all the difference in the classroom. We also know that it is becoming increasingly difficult to find them and keep them. Twenty percent of new teachers leave the classroom after four years, and many teachers will be retiring in the next 5 to 10 years.

In order to ensure that every classroom has a qualified teacher, the government recommends that the education department raise professional standards for teachers, improve salaries and working conditions, reinvent teacher preparation and professional development and encourage and reward teacher knowledge and skills.

Implementing these recommendations, however, is a slow process, dependent upon legislation as well as increased funding from both the provincial and national governments, and a will to implement changes at the school district level. Parents can work together to keep the district officials, their school board members and their legislators focused on the goal of having a high-quality teacher in every classroom.

You would think that the most important quality for a teacher to possess would be knowledge, since that's what the job is all about, after all: sharing knowledge. But no matter how knowledgeable a person is, if they cannot convey what they know to others in a way that is not only understandable but engaging, the knowledge itself is useless.

Since a large part of good communication is knowing when the audience has understood, these teachers notice when they have communicated effectively and when they have not. They will often paraphrase, illustrate, or take another tact entirely when it becomes apparent that their communication has fallen flat or has not reached or connected to the entire class.

Another important teacher-skill is classroom management. This encompasses all the strategies a teacher deploys to organise and arrange learners, learning materials, space, and use of classroom time to maximise the efficiency of teaching and learning.

This helps students enjoy an organised, structured environment with an emphasis on a positive educational atmosphere that is conducive to learning.

Yours in education

Janos Bozsik
Editor

Casme 'Science2go' project strengthened by Mahle South africa

The partnership between automotive component manufacturer MAHLE South Africa and the Centre for the Advancement of Science and Mathematics Education (CASME) has seen their joint 'Science2Go' project directly supporting over 17 000 learners and over 250 teachers at 130 schools. CASME has indirectly reached almost 50 000 learners as at the end of 2019.

MAHLE South Africa is one of the largest automotive parts manufacturers, driving the future of engineering stars. They realise this goal through their innovatory approach and their partnership with the likes of the NGO, CASME.

Henre Benson, a director of CASME, said that 90% of public schools lack a functional science laboratory, a necessary requirement to expose learners to hands-on, experiential in science, engineering and technology.

Recognising the difficulties faced by science teachers as well as the opportunity to reach more learners, MAHLE South Africa began exploring, with CASME, ways in which to move the resource centre concept closer to schools. And so the MAHLE South Africa 'Science2Go' Mobile Resource Centre initiative was born.

"MAHLE South Africa partnered with CASME in 2015 to fill this need through the 'Science2Go' mobile laboratory programme that travelled initially to schools in KwaDabeka, Molweni and Cleremont to take hands-on science to primary and high schools learners," he explained.

Jolene Van Heerden, Communications Manager for MAHLE South Africa said, "We continue to spark an interest in science, technology, engineering and maths and with the objective of developing the science leaders of tomorrow."

CASME also focuses on professional development and support for teachers through training and provision of resources for science and mathematics teaching in under-resourced and previously disadvantaged communities. It operates throughout the schooling sector from Foundation Phase to Grade 12 throughout South Africa and implements a range of interventions in support of the Department of Basic Education.

"During the pilot phase we were able to demonstrate a cost-effective response to the need for practical science learning experiences where school laboratories are not a reality in many schools. Our evaluation of the pilot phase showed a 43% increase in Physical Science enrolment in the participating high schools," explained Mr Benson.

"On the back of these successes we were joined by Astron Energy SA (formerly Chevron SA) to launch 'Science2Go 2.0' to expand the reach of the project by a further 30 schools in the Umlazi District," he said.

MAHLE South Africa is a member of the National Association for Automotive Component and Allied Manufacturers (NAACAM) and CASME a beneficiary of NAACAM's three golf days this year. Renai Moothlal, NAACAM Executive Director, said that South Africa's economic prosperity depends on the availability



of sufficient highly educated and trained people in science, mathematics and technology.

"Increasing such availability, particularly with people from disadvantaged backgrounds, will go a long way to addressing structural growth and inequality, especially as we move into a technology intensive working future. CASME is one of the organisations successfully addressing this need and we are proud to be associated with them."

CASME's portable laboratory kits provide a way to bring practical, hands-on science learning and teaching into schools at relatively low cost. "Whilst the resource centres have achieved some success at bridging the gaps in science teaching and learning, in many cases equipment is not utilised effectively. One of the reasons for this is that teachers lack the necessary experience, skills and confidence to use the equipment either in demonstration or in hands-on activities with learners. Many schools also lack the capacity and experience to ensure the maintenance of equipment," said Mr Benson. ▲

Software solution for learners with concessions

Accommodations and concessions are not easy for any child who is experiencing difficulties or challenges at school. Dainfern College discovered a cost-effective software programme from V-Soft Technologies, called Exam Portal, that assists the learners during exams; allowing them the chance to reach their full potential.

SchoolAdvisor recently chatted to Christine Zeelie from Dainfern College to find out how the Exam Portal has helped learners to complete exams without being inhibited by their learning barrier.

Why did you decide to use Exam Portal?

Dainfern College chose to use the Exam Portal to assist all accommodation students (only reading accommodation) to have the same chance of achieving success in their exams as any other Grade 12 learner.

How does Exam Portal help your learners who have concessions?

The Portal assists the learners with reading long sections of articles/sources rather than having to read it themselves, running the risk of missing words or parts of sentences. A student with severe dyslexia, for instance, can now listen to the section needing to be read as well as use the Portal to read the paper question-by-question to them. This means that the learner will have a better chance of achieving the mark that they are capable of. Over the last two and a half years we have clearly seen the difference it makes to exam marks.

How have your learners adapted to the use of Electronic Readers?

Our learners are very well adapted because the team running the Exam Portal ensures that all users of the Portal receive training early in the year. This assists them in understanding the system as well as ensuring that they get sufficient



time to get used to the system before writing their prelims and final exams on there as well.

Which features are the most valuable to you as a school and to your learners?

The exam reading functionality. We have not yet had students using the system for other uses. Although, with the recent upgrades, the marking/grading system on the Exam Portal looks to be a great addition.

Would you recommend Exam Portal to any school or any teacher?

Yes, I would! It is not hard to set up, is user-friendly and assists the learners very well with the accommodations that they have.

Clearly, Exam Portal, improves the exam writing experience for students who have concessions. Trusted and used by the IEB (Independent Examinations Board), the software gives every student the chance of reaching their full exam potential. Setting up Exam Portal is easy. You can either install it locally on the School Server or simply use the web-based version. ▲



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LEARNERS WHO BENEFITED FROM THE ALATEEN PROGRAMME

Below are some comments from school children in the Alateen programme

(Names are changed to protect members' anonymity)

My daughter has changed so much in the past year since attending Alateen. There's a new confidence, a renewed happiness, and more openness. She has the courage to share in AA meetings, and to engage with people outside of them. She's growing into an amazing person, and I couldn't be prouder of her.

"Proud Mother".

It's amazing how much honesty there can be in Alateen when alcohol is full of lies. **"Maria" age 11.**



Alateen has relieved me of the stress in my life. I have more focus on my schoolwork and I have stopped overthinking everything. I have serenity in my life for the first time as I have stopped worrying about my Dad's drinking and am more confident.

"Jabulani", age 11.

I have been told by my friends & family I am much more relaxed, calmer and more mature. I have been going to Alateen for nearly three years and I don't worry so much about my Mom and am not so negative. **"Lucy" now age 13.**



Alateen has helped me stop worrying about what might happen at home if my parents are drinking and fighting. **"Ray" age 12.**

Alateen has helped me deal with the stress at home and my school marks have improved. I didn't want to go to meetings at first, but now I look forward to the weekend meeting and seeing my friends there. **"Rebecca", age 15.**

Before Alateen I found it very difficult to talk to other people at school. Now I feel freer, am much more confident, and understand it's not only my family that has this problem. **"Mark" age 14.**

I used to bottle up my feelings about everything, until my anger would explode. At Alateen I learned a better, calmer way to share discuss any problems with my group. **"Jay" age 16.**



FOR EDUCATORS & PRINCIPALS

What is Alateen?

Alateen is:

...a fellowship of young Al-Anon members, usually teenagers, whose lives have been affected by someone else's drinking.

Purposes of Alateen

Young People Come Together to:

- share experience, strength, and hope with each other
- discuss their difficulties
- learn effective ways to cope with their problems
- encourage one another
- help each other understand the principles of the Al-Anon program

Alateen Members Learn

- compulsive drinking is a disease
- they can detach themselves emotionally from the drinker's problems while continuing to love the person
- they are not the cause of anyone else's drinking or behaviour
- they cannot change or control anyone but themselves
- they have spiritual and intellectual resources with which to develop their own potentials, no matter what happens at home
- they can build satisfying and rewarding life experiences for themselves

Sponsorship & Supervision

In order to be registered as an Alateen group, there must be TWO Alateen Group Sponsors at each meeting. These sponsors – Al-Anon Members in Alateen Service (AMIAS) – are experienced Al-Anon members, certified through the Alateen Service certification process, prior to serving, and are in possession of a SAPS Police Clearance Certificate, renewed annually.

2019 UPDATE

During 2018 we operated 2 Alateen Groups in Gauteng & 2 in KZN. Supported by our friends in AA, they brought their children to us and have reported amazing results both at home and in school through regular attendance at Alateen meetings.

For 2019 we are focusing on bringing our message to schools – to both learners & educators. We KNOW there's a need. We know families are in pain. If you'd like an information session at your school, call our helpline 0861 252 666

We believe alcoholism is a family disease because it affects all the members emotionally and sometimes physically. Although we cannot change or control our parents, we can detach from their problems while continuing to love them.



We do not discuss religion or become involved with any outside organisations. Al-Anon has but one purpose: to help families of alcoholics.



UNDERSTANDING THE EFFECT OF ALCOHOLISM ON CHILDREN

For nearly 70 years, Al-Anon Family Groups, globally, has helped the families who live with the disease of alcoholism.

The disease of alcoholism in a family member or friend affects children and teenagers in many ways that impact on their behaviour and ultimately, their school work.

Frequently, students and educators do not realise that a relationship with an alcoholic could be a factor in poor performance, disruptive behaviour and other problems.

Alateen helps young people understand how alcoholism affects the lives of all who are associated with a problem drinker.

Alateen in South Africa

We have learned that learners are very cautious about attending Alateen meetings at their schools.

In some areas Alateen meetings are held in the evenings in a nearby church hall, community centre or somewhere secure.

Parents/guardians must give written permission for Alateen attendance.

Alateen South Africa has groups across the country.

A list of Alateen meetings may be found on our websites:

<http://www.alanon.org.za/meetings/>
<http://www.alanongauteng.co.za/>
<https://al-anon.org/newcomers/teen-corner-alateen/>

**alanongso@iafrica.com –
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Al-Anon Family Groups
 Help and hope for families and friends of alcoholics

How business can help to improve education outcomes

The 2019 matric results showed an improved pass rate and a slight reduction in the pervasive inequalities in the system. However, quality and throughput (the number of learners reaching matric) remain significant challenges. As learners settle into a new school year, the business community must reflect on the role that it can play in strengthening the sector.

Education continues to receive the most corporate support, with 94% of companies investing in the industry; and an average of 50% of corporate social investment (CSI) expenditure going to the sector in 2019. In the *Triologue Business in Society Handbook 2019*, education experts share insight on fundamental ingredients needed to reform the sector.

Quality research needed to bolster education

Well over R16 000 is spent each year to educate a South African child in a public school. The efficacy of this investment leaves much to be desired, with fewer than two out of every ten children in grade four able to read for meaning in any language.

In *Supporting system improvements in education by bolstering research efforts*, education economist Dr Gabrielle Wills makes the case for the value of research in informing quality improvements. Wills notes that, just like a company would conduct the necessary research to ensure that an expensive piece of equipment it intended to buy would effectively serve its purpose, so too should companies take the time to ensure that their investment into education has a solid chance of creating meaningful impact.

In addition, investment into sound monitoring systems, including data management and tracking of per-learner spending, as well as accountability processes for redress could contribute to significant savings and improved functionality across the sector.

Investment in teacher undergraduate education key

In *Greater accountability for improved school performance*, education expert Nick Taylor identifies weak educator knowledge and skills as a key issue impeding quality education and says that universities, government and the private sector each have an important role to play in responding to this crisis.

Taylor believes that initial teacher education (ITE) has significant potential to produce skilled and competent teachers since, not only are students in ITE far younger than the average in-service teacher – and hence more amenable to learning new concepts and skills – but they have more time – four years of full-time study – to do so.

Corporate donors have largely confined their efforts to providing bursaries to student teachers, says Taylor. He believes that, while this is important work and should be continued, an even more urgent priority is to invest in the improvement of the quality of teacher undergraduate education.

“In addition to these thought-provoking articles on how business can help to strengthen the education sector, this 22nd edition of the *Triologue Business*



in *Society Handbook* also provides industry-leading data on spending patterns and approaches to CSI, thought leadership pieces on the role that business can play in helping to address other key socioeconomic issues, including addressing the country's high rates of violence, unlocking employment opportunities for South Africa's youth, and strengthening the functioning of municipalities,” said Zyaan Davids Anter, managing editor of the Handbook. ▲



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3. Maths – 10 Hours per Week
4. Science – 10 Hours per Week
5. Life Orientation – 2 Hours per Week

CHOICE SUBJECTS (20 CREDITS EACH)

6. <u>ACCOUNTING</u>	6. <u>LIFE SCIENCES</u>
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World Read Aloud Day –

Grow leaders, get reading

The Paper Manufacturers Association of South Africa has pledged its support of Nal'ibali's two million target for World Read Aloud Day, which was held on 5 February, and offers five ways to make reading fun and engaging.

According to a survey conducted by the South African Book Development Council, a mere 35% of adults with children in their homes read to their young ones while a 2016 Progress in International Reading Literacy study – which tested reading comprehension, found that 78% of South African Grade 4 pupils could not read for meaning.

Reading to children from an early age is an acknowledged factor in early childhood development as it not only strengthens the bond between adult and child, but helps little ones develop cognitive, auditory processing and conversational skills.

LitWorld, a nonprofit addressing global literacy and human rights, has declared 5 February 2020 World Read Aloud Day.

Not only does the Paper Manufacturers Association of South Africa (PAMSA) have a vested interest in all things paper, it is also a member of the South African Book Development Council which seeks to increase access to books, especially indigenous language and diverse content literature.

Our digital world has pros and cons, so it's not surprising that a debate on the merits and pitfalls of e-books against the printed page wages on. Recent studies and educational experts are proving that paper books often trump digital devices, especially when it comes to reading and comprehension.

It is for this reason that PAMSA has pledged its support for World Read Aloud Day as well as local literacy campaigns such as Nal'ibali.

World Read Aloud Day, annually celebrated on the first Wednesday of February, advocates for access to literacy and diverse stories, as well as the power of reading aloud – an activity that has an immensely powerful impact on children's development.

Support Nal'ibali's World Read Aloud Day campaign

South African organisation Nal'ibali is built on the simple logic that a well-established culture of reading can be a real game-changer for education in South Africa. The organisation believes that literacy skills are a strong predictor of future academic success in all subjects – and children who regularly read and hear engaging stories, in languages they understand, are better equipped and motivated to learn to read and write.

Each year Nal'ibali celebrates World Read Aloud Day by issuing a brand-new children's story in all 11 official languages for caregivers across the country to read aloud to their children. This year the campaign aims to read the story aloud to two million children. You can sign your pledge to read aloud and download a copy of the official story here: <https://nalibali.org/WRAD-2020>

You will also find loads of resources on their website.



LitWorld also provides a multitude of online resources, including activity guides at litworld.org/worldreadaloudday

Five ways to make World Read Aloud Day fun and engaging

1. Switch off your cellphone and dedicate 15 to 20 minutes reading to your little – even big – one. You're never too old to be read to. You could even have your older children read to you! And it's great practice for them.
2. Choose the story together – scan the bookshelf or visit a library to find the book you want to read aloud together. Arrange a book swap with friends.
3. Find a quiet, comfortable area to read together. Make a magic tent with a bed sheet and some cushions. Take away distractions such as toys or devices.
4. Dramatise the story with different voices and accents. Get the kids to do the sound effects. Get older children who can read to participate and assign characters to them.
5. Take your time. Don't rush. And most of all, have fun! "LitWorld's annual World Read Aloud Day has become a movement engaging hundreds of millions of people around the world in standing up for literacy as a foundational human right," says Dorothy Lee, executive director of LitWorld. "When communities have access to strong literacy tools, every aspect of life improves." ▲



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Six ways to get back on track after disappointing matric results

Matrics from the Class of 2019 who failed, didn't perform optimally, or didn't get the results they needed to pursue their chosen field of study should not despair, as there is a range of options available to them to address the situation, education experts say.

“Remember that this is not the end of the road, and that although some extra work will be required, you can rectify the situation and still pursue your professional dreams down the line, even if it is a little later than you had hoped,” says Horace Mpanza, MD of ADvTECH Schools' Abbotts College High School.

Mpanza says that depending on one's performance, there are a number of paths to pursue, including to:

- **Redo matric**

A Grade 12 student may opt to redo their entire year so that they can improve all of their marks. This is a good option for those learners who did not perform well enough to qualify for studying towards their chosen qualification.

“Remember if your marks increase, your admission point score will also increase. If the thought of returning to your old school is too intimidating, look into the option of completing Matric through a registered and accredited private institution, but be sure to select one with a reputation for academic excellence as a result of its commitment to assisting learners with improving their results,” says Mpanza.

- **Redo matric + upgrade some subjects**

Grade 12 learners who only need higher marks in some of their subjects do not need to redo all of their subjects. Instead, they can enrol on a part-time basis for 1 to 6 subjects.

“Good institutions will assist learners with making decisions about the best course of action. For instance, they may look at the student's results and then identify if there isn't an extra subject that they can redo to increase their overall marks,” says Mpanza.



- **Write supplementary papers later in the year**

“This is an option, but one that should be considered carefully,” Mpanza says.

“Because you won't be attending any formal classes to help you overcome the challenges which led to the disappointing results in the first place, you need to be extremely self-disciplined and focused to make this option work. It can be done but be sure that you are 100% committed when going this route.”

- **Do a bridging course**

Another option is to do a bridging course through a tertiary institution.

“Be careful to ensure that the bridging course will provide access to your preferred degree down the line, by speaking to a student advisor at the institution,” Mpanza advises.

Additional options open to learners, are to complete Matric through distance learning, or pursue a vocational qualification, says Elbie Liebenberg, Managing Director of Oxbridge Academy, which serves more than 20 000 South African distance learning students every year.

“No matter what the outcome of your final exams were, there are always options, and sometimes finding the right way forward – for your specific circumstances and aspirations – just requires some research,” she says.

- **Matric through distance learning**

“The benefit of doing Matric subject rewrites or your entire Matric via distance

learning, is that it is affordable and can be done from the comfort of your own home.

“However, it is imperative that you find a respected, registered and accredited institution, with a reputation for user-friendly and easy to understand learning materials, and excellent tutor support available both telephonically and online,” Liebenberg says.

- **Vocational training**

“A vocational qualification makes you more employable, by providing the specific skills and theoretical knowledge required in fields such as, for instance, office management, childcare, small business management, and hospitality and catering services,” says Liebenberg.

“All of the aforementioned qualifications can be completed without having a Matric certificate and via distance learning, which means that you can even start earning while you're learning.”



“It is better to make the time and effort now, and start from a position of strength a few months or a year down the line, than to resign yourself to forever having results that won't do you any favours in the job market,” he says.



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Alternative route available to pursue teaching careers for Matrics who miss out on Bachelor's pass

Many matriculants who passed their exams are still disappointed. They did not achieve a Bachelor's pass. It can be crushing to discover that your marks are not high enough to secure university entry if that is the educational route you had hoped to pursue post-Matric. Thankfully, according to Professor Patrick Bean, Executive Dean of STADIO Faculty of Education and Humanities' School of Education (formerly Embury), this does not have to be the end of the dream for students wishing to train as teachers or early childhood development (ECD) workers.

“While it may take an extra year and is only available as an alternate route in some academic programmes, and only through certain higher education providers, there is an alternative route available to matriculants who want to pursue teaching as a career,” Prof. Bean says. “In education, we call this type of offering an ‘articulation possibility’ for those without a pass. Essentially, what this means is that the student successfully completes a Higher Certificate programme in the field in which they want to study and covers certain diploma or degree modules, which will enable them to progress to study further within that field.”

One example of this is the STADIO Faculty of Education and Humanities' School of Education's Higher Certificate in Pre-School Education, a one-year, self-contained programme, at NQF 5 level. “This programme contains five Bachelor of Education (B. Ed) degree modules,” says Prof. Bean. “This means that on successfully obtaining the year-long qualification, students are able to apply to carry these credits forward and, armed with their higher certificates, are able to register for a B. Ed degree programme in either the foundation or intermediate phases.”

Prof. Bean says this qualification is also available in a two-year part-time format, which is ideal for students who want to work and study at the same time, and via distance learning, making it accessible to students throughout South Africa.

“According to a [UNESCO](#) report, teaching remains one of the world's most critical professions, and there is in fact a dire shortage of teachers globally. With this in mind, teaching is certainly a favourable profession to consider,” Prof. Bean says. “This Higher Certificate qualification comprises the first year of the National Diploma in ECD where additional fundamental learning is included. Or, students can choose to register for a B. Ed degree at a university or private institution of higher education.”

Pursuing a degree or career in teaching equips students for a range of jobs – many of which are outside the classroom. These can include guidance counselling, school management, curriculum development, administration, instructional design, workplace training, adult education, and research, among others.



Furthermore, even if graduates of the Higher Certificate decide not to study beyond the one-year Higher Certificate qualification, it equips them for a range of other ECD-oriented careers. These include working in day-care centres or play groups, Grade R or nursery school teaching, working as an au pair or pursuing a career as a an ECD motivator, fieldworker, facilitator, trainer or manager in the government, community or private sectors.

“During this peak tertiary application period, when many students and their parents are feeling anxious about their tertiary prospects, it is reassuring to know that there are indeed avenues such as the Higher Certificate option. Though this may add a year to the duration of one's degree, it adds a lifetime of opportunity, potential and value. And, given the need for educators and ECD practitioners in South Africa, the Higher Certificate in Pre-School Education can certainly offer attractive career prospects,” concludes Prof. Bean. ▲

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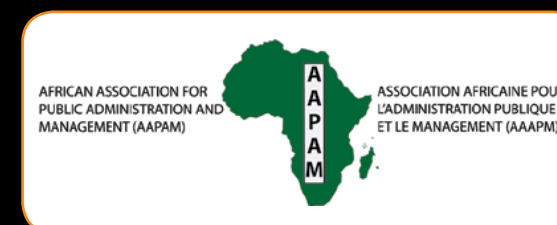
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Ensure you find the most suitable higher education institution

With South Africa's Matric pass rate at an historical high, many thousands of learners are in the unexpectedly happy position of having received a Bachelor's pass, and therefore qualifying for further study. Those who didn't make provision for this eventuality, may now find themselves in a situation where they no longer need to settle for their Plan B, but can in fact go for Plan A – realising their dreams of pursuing a degree – but with no place at university yet.

An education expert has warned however that these Matriculants need to take extra special care to ensure that they are signing up for the right qualification, for the right reason, at the right institution, and not fall prey to unscrupulous providers just because they feel pressured to sign up for anything because of time constraints.

“Higher education Minister Blade Nzimande has warned prospective students not to fall for bogus colleges, which can cost precious time and money with no return at the end, but to ensure that they sign up at a registered and accredited institution,” says Peter Kriel, General Manager at The Independent Institute of Education.

He says ensuring that an institution and qualification is above board, by doing the relevant checks, is indeed a crucial step before one even considers enrolling.

But more than that, prospective students have to ensure that their qualification will, after three or four years of study, in fact still be relevant and likely to provide a foot in the door and the ability to hit the ground running once that door has opened into the world of work.

“Unfortunately, many qualifications – even from respected universities – are not going to adequately prepare you for the world of work, and work of the future. Keep in mind that technology is constantly advancing, with new approaches, best practices, tools and so forth being incorporated into workplaces all the time, all over the world.

“So your institution and qualification must be cognisant of this, and importantly, have a close connection to industry, to ensure that your education isn't obsolete by the time you attend your graduation ceremony,” he says.

Kriel says prospective students must first speak to career advisors at public universities and private institutions, interrogating both their insight into the current challenges in today's world of work, as well as their approach and insight into the likely challenges of the future.

>> to page 20



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"Ask them how they expect your field to evolve in future, and how their curriculum takes this into account. In addition, how agile their response is likely to be to new technological and other advances, and their incorporation into the curriculum.

"Many institutions will claim they go beyond academics and theory, but can they give you insight into their commitment to lifelong learning and the development of vital soft skills so highly valued by employers?"

Kriel says while the clock is indeed ticking now for those who still need to apply to a higher education institution, due diligence must under no circumstances be discarded.

"A hasty and ill-informed decision in coming weeks can have major repercussions into the future. So make sure you check all the boxes before you embark on this



new and exciting chapter in your life: find the right qualification for you, ensure that it is registered and accredited, and ensure that your institution is future-focused and committed to the holistic development of students and providing assistance – before enrolment, during studies, and after graduation."

Verifying a qualification

South Africa has a register of all qualifications which is managed by the South African Qualifications Authority (SAQA), and this register is referred to as the NQF.

Something can only be called a qualification if:

- 1) It has a credit value of 120 as a minimum, and
- 2) is registered on the NQF with an NQF ID (sometimes called a SAQA ID) number.

The shortest possible qualification is therefore normally one year as it takes about a year of study to do 120 credits. A degree is normally at least 360 credits and so on. Without these two being in place, what you are studying is considered a short course and not a qualification, so it cannot be called a diploma or degree. So, if a South African institution is offering you a diploma for three weeks of study, it is not legitimate and warning lights should start flashing about that institution.

Before enrolling, prospective students must look up their desired qualification and check its level and credit value, as well as information about what it covers, at <http://regqs.saqa.org.za/>

Verifying an institution

Prospective students can find a complete list of all registered private colleges and higher education institutions at: www.dhet.gov.za/SitePages/DocRegisters.aspx ▲

FOR EDUCATORS & PRINCIPALS



What is Alateen?

Alateen is:

...a fellowship of young Al-Anon members, usually teenagers, whose lives have been affected by someone else's drinking.

Purposes of Alateen

Young People Come Together to:

- share experience, strength, and hope with each other
- discuss their difficulties
- learn effective ways to cope with their problems
- encourage one another
- help each other understand the principles of the Al-Anon program

Alateen Members Learn

- compulsive drinking is a disease
- they can detach themselves emotionally from the drinker's problems while continuing to love the person
- they are not the cause of anyone else's drinking or behaviour
- they cannot change or control anyone but themselves
- they have spiritual and intellectual resources with which to develop their own potentials, no matter what happens at home
- they can build satisfying and rewarding life experiences for themselves

Sponsorship & Supervision

In order to be registered as an Alateen group, there must be TWO Alateen Group Sponsors at each meeting. These sponsors – Al-Anon Members in Alateen Service (AMIAS) – are experienced Al-Anon members, certified through the Alateen Service certification process, prior to serving, and are in possession of a SAPS Police Clearance Certificate, renewed annually.

2019 UPDATE

During 2018 we operated 2 Alateen Groups in Gauteng & 2 in KZN. Supported by our friends in AA, they brought their children to us and have reported amazing results both at home and in school through regular attendance at Alateen meetings.

For 2019 we are focusing on bringing our message to schools – to both learners & educators. We KNOW there's a need. We know families are in pain. If you'd like an information session at your school, call our helpline 0861 252 666

We believe alcoholism is a family disease because it affects all the members emotionally and sometimes physically. Although we cannot change or control our parents, we can detach from their problems while continuing to love them.



We do not discuss religion or become involved with any outside organisations. Al-Anon has but one purpose: to help families of alcoholics.

UNDERSTANDING THE EFFECT OF ALCOHOLISM ON CHILDREN

For nearly 70 years, Al-Anon Family Groups, globally, has helped the families who live with the disease of alcoholism.

The disease of alcoholism in a family member or friend affects children and teenagers in many ways that impact on their behaviour and ultimately, their school work.

Frequently, students and educators do not realise that a relationship with an alcoholic could be a factor in poor performance, disruptive behaviour and other problems.

Alateen helps young people understand how alcoholism affects the lives of all who are associated with a problem drinker.

Alateen in South Africa

We have learned that learners are very cautious about attending Alateen meetings at their schools.

In some areas Alateen meetings are held in the evenings in a nearby church hall, community centre or somewhere secure.

Parents/guardians must give written permission for Alateen attendance.

Alateen South Africa has groups across the country.

A list of Alateen meetings may be found on our websites:

<http://www.alanon.org.za/meetings/>
<http://www.alanongauteng.co.za/>
<https://al-anon.org/newcomers/teen-corner-alateen/>

**alanongso@iafrica.com –
24 hr Helpline – 0861 25 66 66**

Literature & more information is available. Just call us.

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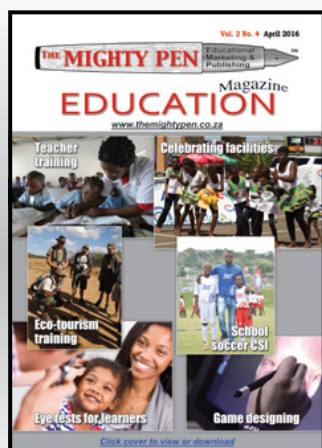
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