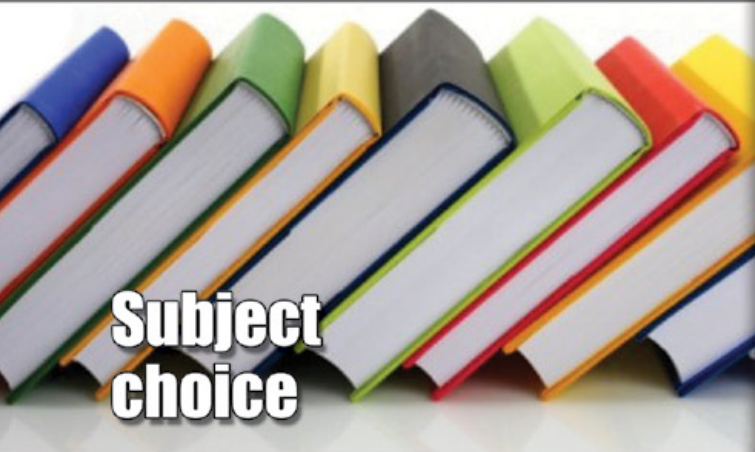




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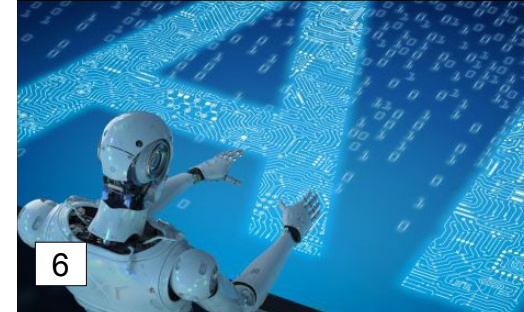
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## Editor's column

### E-Learning teacher development in China

With many hundreds of young South African teachers in the past 20 years having gone over to teach not only English but other specialised subjects in Chinese schools, I thought it would be interesting to see what e-learning development they offer their teachers in the capital city, Beijing.

We managed to source a current research document titled *Teacher development in Beijing for e-Learning in school education* by a study group from Beijing Normal University.

The Beijing government has made progressive efforts to promote teacher development on integrating ICT into classroom teaching practices since the early 2000s. The teacher development on e-Learning in Beijing can be divided into three stages according to the three “Five-year Municipal Plan of School Education Reform and Development” in China from 2000 to 2015.

At the first stage China's Ministry of Education issued the plan for launching “Connecting Schools through Broadband Network” in 2000, aiming to equip K-12 schools with basic ICT infrastructure and digital educational resources. This set high demands for teachers to grasp basic skills in integrating ICT into their teaching practices. For the Beijing government, thus, much attention was paid to cultivating teachers' awareness and basic skills in using ICT for learning and teaching. What is more, the Beijing government considered that some theories were prerequisite for teachers to integrate ICT into classroom teaching. Therefore, teachers in K-12 education were required to take lectures and hands-on programmes related to technical training and theoretical foundation for integrating ICT into classroom teaching.

At the second stage China's Ministry of Education proposed the policy on accelerating the process of comprehensively improving the competency of teachers and students in using ICT, and realising the integration of ICT into education. This national policy made the Beijing government focus on improving teachers' competency in ICT-supported instructional design and effective implementation of e-Learning practices in classroom teaching. Therefore, the Beijing government carried out the teacher development on e-Learning in the form of task-driven activities emphasising teachers' engagement. The instructors of teacher training designed various activities relevant to subject teaching for teacher participants to experience how ICT could be effectively integrated into classroom teaching; and provided resources, cases, and software for teacher participants to design their own subject-based ICT-supported classroom teaching; and arranged teacher participants to share and discuss their instructional design with each other.

At the third stage higher requirements were put forward to enhance e-Learning practices in school education. It realised that ICT should be “infused” into teaching practices, not just be simply used without innovative application. In this stage, the Beijing government focused more on the innovative use of ICT in school education. Therefore, ICT-supported innovative pedagogies were introduced to K-12 teachers, and online teaching communities were set up to select, accumulate, and share the best teaching resources and practices.

Looks like our SA teachers are in good hands.

#### Yours in education

**Janos Bozsik**  
Editor

## Start your child on the coding path, even if their school isn't there yet

There is a lot of talk in South Africa about the Fourth Industrial Revolution (4IR) and the need for education in the country to start preparing learners for the future world of work from a young age. Unfortunately in South Africa, resources are often lacking and many teachers are not yet equipped to teach coding. However this shouldn't stop parents from encouraging their children to start with the basics of coding from a young age, an expert says.

“As we teach our children to read and speak our mother tongue language so we should start with coding at an early age,” says John Luis, Head of Academics at ADVTECH Schools.

“Parents who are not tech savvy may find this daunting, so the easiest way to start the children off will be to download some apps to their mobile devices which will use games to kick off the coding thought processes. Learning to code is like learning how to speak, read and write in a different language. Children are very good at learning a variety of languages from a young age so teaching them coding will be no different,” he says.

“Technology changes rapidly and our children must be able to adapt, be agile minded and most importantly prepared for the future working world. The 4IR should not be dismissed as a buzzword – it is real, and it is here where our lives will become intertwined with technology, the edges between reality and virtual worlds will blur and we need to ensure our children will be effective workers in this rapidly changing environment.

“This means that in the future world of work, coding will be a fundamental digital skill which our children will need to be literate in much the same way we prepare our children with language, numeracy and physical skills. Coding is no longer a skill reserved for scientists, engineers and IT geeks.”

Luis explains that the fourth industrial revolution is characterised by a rapidly developing technological environment in which disruptive technologies, the Internet of Things, virtual and augmented reality, robotics and artificial intelligence are changing the way we exercise, play, study, live and work.

“Behind this technology, functionality is achieved using code. It is how we communicate with computers, build websites, mobile apps, computer games and instruct robots. The Internet of Things (IoT) is already becoming more integrated into our homes. Smart TVs and watches, automated home management and security are only some of the examples where IoT is already used.”

Like mathematics, becoming competent in the language of coding has many advantages beyond the obvious, he says.

“Coding also helps with maths skills, it fosters creativity, improves problem solving abilities and can improve language and writing skills,” he says.

Internationally coding has long been recognised as a future life skill and is offered as part of the normal primary school curriculum. In South Africa, high schools have had the subject from Grade 10 to 12 as a subject choice



(Information Technology) for many years, but it was mostly offered to select learners based on their mathematics marks. Still, only a small percentage of schools have been able to offer the subject as it requires dedicated infrastructure and highly competent teachers.

The situation looks better at progressive private schools, where coding has been introduced as part of the mainstream offering, from as early as pre-prep, where children are introduced via simple techniques and readily available software.

“While many schools are still in the starting blocks, and most haven't even arrived for the race yet, parents must realise that academic excellence and individual competitiveness in future will require a solid grasp of the language of technology. So the question of a school's offering in this regard should be one they take very seriously before enrolling their child.”

And where they do not yet have the option of enrolling their child in a school that incorporates coding as part of the mainstream offering, they can download some of the various free mobile applications and software, which help young children to start coding. ▲

# ADESSA –

## The “voice” of the e-education industry

ADESSA (Associated Distributors of Education Supplies of South Africa) is going from strength to strength. Membership has been climbing steadily over the past two years, as many companies came to see the value of the association. Members include technology hardware suppliers, content developers, digital app vendors, training institutions, connectivity and other service providers.

After years of working behind the scenes to boost membership and to build good relationships with the decision makers of education, it is satisfying to see that all these efforts are paying off and that ADESSA is now poised to play a significant role in the furtherance of good education in South Africa. Its members are thrilled at the prospects that this opportunity opens for them.

### Bringing together technology and education

The aim of ADESSA is to form a bridge between the e-education industry and education. The industry often does not know what the requirements of education authorities (including the Department of Basic Education, provincial education departments, individual schools and other institutions of learning) are; and education authorities often do not know how current technology trends can be harnessed to enhance teaching and learning. ADESSA brings these parties together for regular information session to enable mutual understanding.

The tagline, **ADESSA – the voice of the e-education industry**, tells in a nutshell what the association is all about.

Many members attended the ADESSA AGM, which was held in Cape Town in June 2019. Some attended in person and others Zoomed in from different parts of the country to hear the main speaker, Brian Schreuder (Head of Department of the WCED), giving an inspiring talk about the approach of the Western Cape Education Department towards education. Mr Schreuder highlighted the role that the private sector can play in providing good quality content and invited ADESSA to continue its discussions with the province.

### Industry and Government

Henry Kavuma of the DBE then spoke about the SONA ICT Commitment of the President and in very clear terms spelled out the critical role that ADESSA will play in the future to assist the DBE to execute its five-year plan. ADESSA has



**Brian Schreuder – Head of Department of the WCED**

been tasked by the DBE to chair a digital content forum, which will have as output a Digital Content Framework. This framework will be used by both education authorities and the industry to ensure that appropriate digital content is made available to educators and learners. ADESSA members has the opportunity to provide input to this important document, making sure that their voice is being heard.

In the coming months ADESSA members will have the similar opportunities to engage with education authorities during workshops, information sharing sessions and exhibiting at events.

**ADESSA invites companies who are not yet associated to consider membership. More details can be obtained from the website – [www.adessa.org.za](http://www.adessa.org.za) – or by sending an email to [ceo@adessa.org.za](mailto:ceo@adessa.org.za)**



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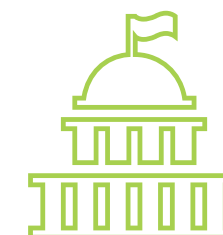
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## Tech & AI revolutionise HR training

Far from falling out of favour as an attractive career choice amid concerns that ‘AI is taking over human jobs’, Human Resources Management is in fact on the cusp of an exciting future as a result of technological changes.

“The field of HR is not going to go away, instead, it is going to become a lot more exciting for those considering pursuing this career path,” says Ruth Jephthah, HR Officer at Oxbridge Academy, which serves more than 20 000 South African distance learning students every year.

She says that locally and globally, companies will continue to require excellent HR professionals who, in addition to enjoying working with people, will need to have strategic insight and the ability to interpret and apply the information and data new technologies provide.

“And the good news is that HR remains a very accessible career, which allows you to get a foot in the door with an entry-level qualification, with great scope for personal and professional development, provided you commit to lifelong growth and learning, and keep up with industry developments,” she says.

She says while traditionally HR was somewhat lagging behind other industries in the use of technology, the field is fast catching up.

“So going into the future, the admin and data parts will mostly be automated, which will enable the HR team to use this information to make a greater contribution where human judgment is required. For instance, recruiting staff has always been a highly personalised process, but some of the world’s most forward-thinking organisations are now automating the early stages of recruitment,” says Jephthah.

“To make the process of interviewing a large number of candidates more efficient, tools such as video interviews, chatbots and facial expression analysis are being used. This saves time in terms of identifying suitable candidates before the later stages of recruitment, but organisations will still require professionals to apply human insight and expertise to interpret and act on information.”

Similarly, data related to timekeeping and attendance is now recorded digitally, with remote or mobile employees being tracked via geolocation and geofencing, and HR staff are required to respond to the resultant logs.

Jephthah says organisations are increasingly moving to cloud-based computer software for their HR functions, with software involving human resource management, talent management, financial services and payroll providing benefits to the companies adopting them.

“With everything stored online, management teams can increasingly collaborate more effectively, while functions such as evaluation and data analysis are also more efficient.”

One of the most exciting developments for HR is gamification – a concept which brings aspects of game playing into the workplace, Jephthah says.



Ruth Jephthah of Oxbridge Academy



“In future, HR managers will be able to use gamification to better engage with staff, make their jobs more enjoyable, and create a vibrant company culture.

“At the same time, HR staff will be relieved of the burden of time-consuming tasks such as responding to frequently asked employee questions or sorting through leave applications. The increase in the use of digital employee helpdesks which can provide automatic answers to queries, as well as online leave application systems, will allow HR staff to focus on more productive and stimulating work,” says Jephthah.

She says technology is transforming HR into a field that requires less admin and more strategy.

“Work is becoming less labour-intensive and more innovative. The coming years and decades will see HR departments becoming exciting places to work, and prospective HR practitioners can rest assured that their services will remain valuable long into the future.”

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# Become a teacher – become the foundation of the nation

South Africa is currently undergoing a shortage of teachers. The teaching profession is said to be going through a recruitment crisis. This means there just aren't enough graduates for the teaching profession. Future Nation Schools strive to spearhead the African education revolution through identifying and utilising children's unique needs and talents and approaching teaching through Project Based Learning.

**T**eachers engineer the future and teaching is the basis of all other careers. Without teachers there would not be any doctors, lawyers, accountants or any other professionals. Teachers are nurturers that raise children through learning and building them up socially. Every child's development is drastically influenced by their teacher.

The most interesting thing to note about entering the teaching field is the growth. Like any other career it can be very progressive you can go from being a foundation phase teacher to becoming a lecturer all the while improving yourself through further education. It is indeed true that you never stop learning and this also means teachers consistently improve the lives of people throughout their lives.

## Why choose teaching?

Head of Future Nation School, at the Fleurhof campus, Xolisa Luthi explains how his passion for teaching fuelled him, "In my first six months of my BA honours in geography, we were all expected to choose a job to assist in the department. I chose tutoring, where I tutored the first-year students.

This is the time my teaching passion was unleashed. We make a difference in someone's life every single day, which goes far beyond the imparting of knowledge. We inspire, support, mentor and get the chance to cultivate young minds." Xolisa Luthi's career has been an inspiration to many. He started his career as a teacher at Victory House and he later went on to become the Senior Education Specialist at the Gauteng Department of Education.

Before you apply to be a teacher, make sure teaching is right for you! Future Nation Schools has put together some tips of things you should consider before choosing a career in teaching

Teaching provides great job satisfaction, it's very rewarding knowing your job and efforts contribute positively in the world. No two days are the same every day

brings new insight. Teaching is not a repetitive task. But before you enter into the industry consider do your research on the salary, career progression, and other benefits you can expect to make sure teaching is right for you.

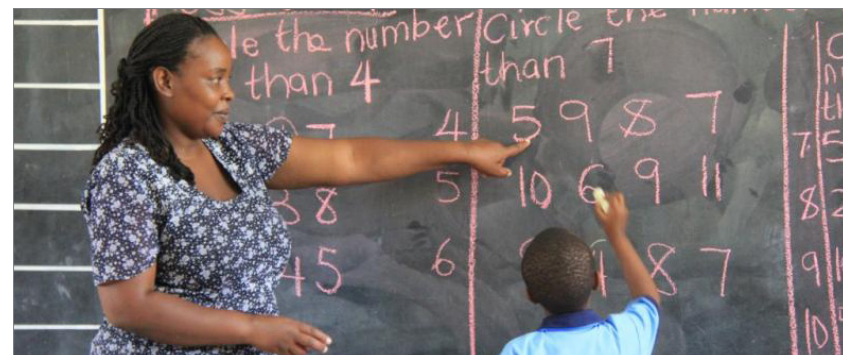
A great way to find out if you will like teaching is to arrange some classroom experience at a local school or college. If you can spend time observing lessons, it will give you a valuable insight into what teaching is really like.

## Some questions to ask yourself

- Are you passionate about the profession and making a difference in the world?
- Do you have a love for children of all ages?
- How dependable are you?
- How effective are your communication skills?

The beauty of it all is that you will use everything you learned in your degree and you get to pass it down. If you are passionate about a particular topic, what better career than one that allows you to explore that subject day in and day out, and pass on your knowledge and enthusiasm to the next generation. As a teacher you will benefit from excellent job security.

Teaching is always going to be hard work and those that become teachers are always going to need to be committed to the profession. What makes it easy is passion – if you have the drive to make a real difference and help others, teaching will give you the perfect opportunity to do so. ▲



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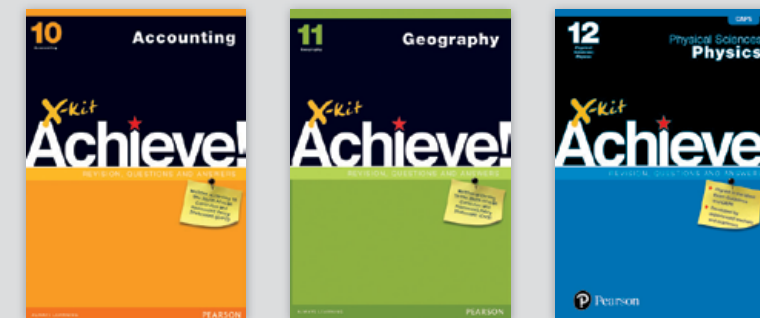
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# Turning dreams into reality through education

Education is the key that unlocks an individual's true potential and opens the doors of opportunity for young people to pursue and enjoy meaningful careers. In the South African context specifically, however, access to tertiary education is limited, with many young dreamers often unable to afford university fees and the many expenses that accompany this.

For Siphokazi Mbuweni and Tshepo Selepe – two young South Africans who grew up in challenging circumstances and worked hard to matriculate despite the odds – the opportunity to study meant being able to go after the careers they really wanted. Born and bred in Embalenhle Mpumalanga Province, Mbuweni wanted nothing more than to be an accountant one day, while Selepe from Wattville in Ekurhuleni was passionate about one day working as an actuarial scientist. Now, three years later, both students have graduated with their bachelor's degrees from the University of Witwatersrand, thanks to a great deal of hard work, determination and a helping hand from leading hospitality group, Peermont.

"When I got the news that I qualified for a scholarship from the Peermont Educational Trust (PET), I was so excited and scared at the same time," says an eager Selepe. "This was the only opportunity I received to further my studies since I matriculated."

Selepe has made it through three tough years of studies and graduated with a B.Sc in Actuarial Science from the University of Witwatersrand this year. He has already landed a job in the actuarial science field and is excited about his future prospects.

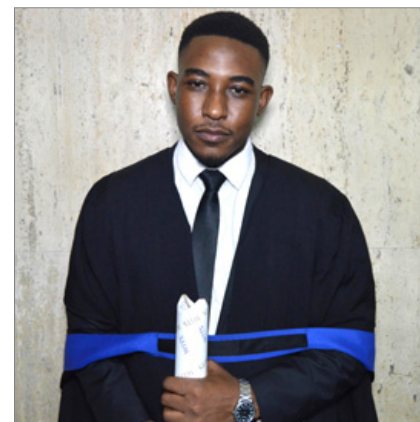
Mbuweni has seen similar success after being awarded a bursary from the Southern Highveld Community Development Trust after she matriculated in 2015. Having excelled in accounting at school and realising at an early age that she had a love for numbers, Mbuweni went on to study at the University of Witwatersrand thanks to the Trust, and also graduated with a B. Accounting Science this year. Mbuweni describes this as a milestone she has reached with the support of the Trust and says, "Having them is like having a second family away from home."

"Education is an incredibly powerful tool and the future of South Africa's youth depends on opportunities like these," says Peermont Trust Manager, Jenny Findlay. "It gives Peermont and the teams directly involved such a huge sense of pride to be involved in changing the narrative for these incredible young people and getting them a step closer to realising their dreams through the work of the Trusts, and we're looking forward to seeing their careers soar in the not too distant future."

Peermont sponsors full scholarships for deserving matriculants from the Ekurhuleni district through the Peermont Education Trust. By offering a mentorship programme and holistic support throughout the student's tertiary years, the Trust has been able to achieve an 85% graduation rate. To date, the Trust has celebrated 120 graduates in various fields of study including



Siphokazi Mbuweni



Tshepo Selepe

commerce, engineering, medical technology and physics.

The Southern Highveld Community Development Trust (SHCDT) sponsors underprivileged youth from the Secunda area with scholarships, internships and learnerships. The SHCDT also ensures the learners have the emotional support they need to succeed, through the help of mentors available to the students throughout their studies and beyond. ▲

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# Public schools in Gauteng – are your admissions policies up to date?

If you run a school that is preparing to review its next set of young applicants, you need to ensure that you are fully up to date with the Gauteng Department of Basic Education's new admission policies.

In particular, you should be aware that recent changes have been made regarding the province's feeder zone regulations, with the radius of these zones extended from 5km to 30km. Are your school's 2020 policies compliant?

## Addressing past injustices

Exactly 25 years after apartheid, South Africa is still living with problematic spatial planning legacies. These legacies continue to be borne out in tangible ways, affecting people's daily commute, their employment opportunities and the schools to which they are entitled to send their children.

Until recently, public school policies mandated that schools prioritise applicants living or working within a 5km radius of their schools. This diminished the chances of children living further away from better-resourced schools from being admitted to these schools.

But for the last 18 months, Gauteng MEC of Education Panyaza Lesufi has been acting on a 2016 Constitutional Court ruling to address these issues. Lesufi has done this, and in November 2018 new regulations regarding the province's feeder zones were officially gazetted.

"Feeder zone determination plays a significant role in ensuring that access to our schools is fair, transparent and conducted in an equitable manner," Lesufi said.

The new system gives learners who apply to the school closest to them preferential rights but, if the school is full, they can now apply to any school within a 30km radius of where they live or work. Learners who have siblings at the school they are applying to are also given priority.

Other admissions rules have been under the spotlight, too, with Lesufi calling for reform in regulations that potentially discriminate against learners based on their race, ethnicity, language, age, religion, sexual orientation, HIV status and other criteria.

## Assessing your school's compliance

As a public school in Gauteng, it's critical that you are compliant with these new legislated changes, but assessing all of your school's policies can be a confusing and time-consuming process.

Fortunately, there are resources available to help you, such as Teach360, an education solutions provider that developed a number of school policies addressing most of the needs of schools. These policies are comprehensive enough to cover the pertinent components that schools need to manage, but you can even adapt or tailor them according to your school's specific needs.



Edwell Gumbo, GM of Teach360

Teach360's school policies are fully compliant with the most recent legal and regulatory requirements and cover matters such as learner discipline, language, religion, human rights, HIV/AIDS and time-scheduling.

These policies have been drafted by one of South Africa's top education law professors and endorsed by international specialists in the field.

"We recognise that schools have to have clear and comprehensive policies in place in order to operate effectively and be compliant with the law," says Edwell Gumbo, GM for Teach360. "Our products simplify this process by providing all the access to information and tools that schools need."

The new school feeder zones will be revised at least every three years, or whenever a new school opens in an area. Ensuring that your policies are up to date and legally compliant will minimise any disruptions these changes cause so that you can get on with the task of educating South Africa's young minds. ▲

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Password

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Must include upper and lower case  
Must include a number  
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Recent Timetable Successes	Parallel Medium	Primary	High	Combined	Academic	Technical	Special	Government	Independent
Carel de Wet High School, Vanderbylpark	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hoërskool Jan van Riebeeck, Cape Town	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kingsway High School, Amansimtoti			✓	✓	✓	✓	✓	✓	✓
Lady Gray Arts Academy, Eastern Cape				✓	✓	✓	✓	✓	✓
Florida Vaardigheidskool (ELSEN), Cape Town				✓	✓	✓	✓	✓	✓
Orban School, Melville, Johannesburg	✓	✓	✓	✓	✓	✓	✓	✓	✓
Meredale Primary School, Johannesburg	✓	✓	✓	✓	✓	✓	✓	✓	✓



# The wonderful gift of boredom in children

Never in the history of mankind have we been so bombarded by technology in the form of cellphones, tablets and computers. Cindy Glass, Owner and Co-Founder of Step Up Education Centres say, "We are a species with highly addictive personalities and we seem quite oblivious to the effects that this is having on our ability to learn and retain new information, concentrate on tasks, engage in creative, imaginative play and enjoy healthy human relationships. Our children spend many hours watching screens, hopping between apps and only needing to focus for seconds at a time, if at all. We are, quite literally, losing our minds."

She adds that we are born with an innate ability and need to explore, learn, design, imagine and engage with our physical world. "We have bodies that can move and minds that can dream of the impossible and make it possible. There is no technology on earth that can replace the brilliance of a human mind, if it is allowed the opportunity to be used effectively."

Children are born wanting to play and learn, but, even before they are able to express this genius, we put a screen in front of them. Screen-time has become the new nanny of the 21<sup>st</sup> century and studies have shown that 'she' is the least effective way to encourage the holistic development of a human being.

Cindy explains that in order for our brain to learn the essential skills of creativity and imagination, it needs to have space. Research has shown that too much screen time causes the human brain to become over-stimulated. It does not have to do any work to receive the images and activities that are available at a touch of a button. Few, if any, critical thinking or problem-solving skills are required to mindlessly hop between apps, videos and games. The mind is a muscle that needs exercising and engagement in order to develop and grow.

At the same time however, we know that Technology is here to stay. So how do parents ensure that it is used wisely? What would happen if you deliberately

restricted the amount of screen time that your children were allowed to use? Many parents would flinch at the thought. 'My child will be angry and worse, bored.'

Cindy recognises that this would be most parents' concern but adds that it would only be for a week. "Children are so addicted to their screens that it may take a few days to adjust to finding other ways to engage with their world more effectively BUT, once boredom kicks in, the mind begins to wake up. The brain seeks to stimulate itself and looks for ways to create new scenarios in which to work. This is where imagination and creativity and new ideas begin. Art, music, reading, climbing the tree outside, having real human conversations, dancing, running, laughing, writing and designing are some of the essential life skills that will start developing as a result of being bored for a moment. The brain is forced to focus for longer periods of time and concentration skills are greatly enhanced."

"As parents, it is our responsibility to ensure that we give our children opportunities to be without the world of addictive technology so that their minds, bodies and emotions can develop to their full potential. It is our responsibility, to take responsibility for how much time is spent in front of a screen. Do not fear boredom. Allow it. You may just be surprised at the outcome." Cindy concludes. ▀



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# LEARNERS WHO BENEFITED FROM THE ALATEEN PROGRAMME

Below are some comments from South African school children in the Alateen programme

(Names are changed to protect members' anonymity)

## Feedback

### Teacher

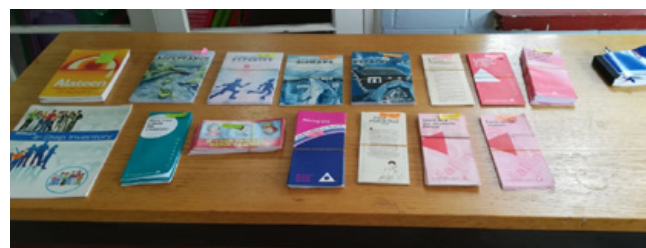
In February this year Alateen visited Sunward Park High School in Boksburg and spoke with 1 800 learners. The coordinating teacher, Ms Juanita Engelbrecht, said that for days after the talk by Alateen learners were going on the website and asking questions. "This service is a blessing and affects many of our children," said Ms Engelbrecht. "We should have this in every school."



## Patience

### Ally

I was constantly angry with my mother. We always fought and never talked. Two years after my mother joined Al-Anon, I finally decided to come to Alateen. I didn't realize what I was doing. After eight meetings I realized how easily I could talk to my mother. Although it is hard to admit, I also see how much we are alike. I have learned about patience in Alateen and how important it is in communication, because I must wait and think about what I want to say. Now I can let my anger simmer down. My sister, who is the alcoholic at home, told me the importance of asking questions. Whenever I need an answer, I ask. Communication has definitely made an impact on my life. I couldn't have done it without Alateen.



## Communication

### Kirsten

My communication skills have improved since Alateen. I used to play the role of the shy girl who waited for people to talk to her. If there was something I wanted to say, I held it in. Now I have the courage to introduce myself to others. Because I am working the program and going to meetings, I know how to establish limits. I can confront someone if I need to without getting uncomfortable feelings. Thanks to Alateen and the tools I have gained, my relationships with my family and friends are strong, healthy, and happy. I am so grateful to Alateen for all the positive things I have received in my short life. Without this program, I wouldn't be the person I am.

## Forgiveness

### Anonymous

I've learned to communicate much better with my parents. Before I joined Alateen, my mom and I fought a lot because I felt we didn't understand each other. Alateen showed me we are similar in more ways than I could have ever realized. Alateen also gave me the tools I needed to forgive my dad and remake my relationship with him.



## 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/>

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*Literature & more information is available. Just call us.*

 **Al-Anon Family Groups**  
 Help and hope for families and friends of alcoholics



## Grade 9 subject choices – more options require greater thought

Grade Nine learners will soon have the exciting task of selecting the subjects they want to pursue for the next 3 years, on which they will be tested during the final exams. Because of the withdrawal of the designated subject list by the Department of Basic Education last year, they are truly spoilt for choice, but this also means they need to be more focused than ever, because their decision now can have far-reaching and even life-altering consequences, an education expert says.

“It’s a tough ask of teenagers to make a commitment now which will affect their ability to gain access to higher education and potentially their qualification of choice in four years’ time, when many are not even yet sure what they want to study after school,” says Dr Gillian Mooney, Dean: Academic Development and Support at The IIE.

Mooney explains that Grade Nines are required to select at least seven subjects on which they will be tested in Matric, four of which are compulsory: Home Language, Second Language, Maths or Maths Literacy, and Life Orientation. The balance then, are elective subjects, and should be chosen carefully.

“Because there are no longer so-called designated subjects, learners may be tempted to choose subjects they envision will be comparatively easier than others, in order to gain the best possible Matric marks,” she says.

“However they need to consider not only which subjects will ensure they get admission to higher education, but also which subjects will allow them admission into their chosen qualification. If they don’t yet know what they want to do, they need to make sure that their choice positions them well to access a wide range of qualifications. Their selection must also ensure they can claim a well-rounded education upon completion of their schooling.”

Mooney says Grade Nines – with the help of their parents or guardians, and ideally even with the help of career and student counsellors from a respected higher education institution – need to carefully weigh up their various options, and the various combinations of subjects that are suitable for them.

“The aim is to choose those subjects that will leave you with a wide range of options, while at the same time also positioning you optimally to perform well in your last three years of school,” she says.

“Your subject choice must enable you to demonstrate proficiency in critical thinking and numeracy, and particularly important is the choice between Maths and Maths Literacy, as many university courses still require core maths,” she says.

Choosing three relatively easy subjects as electives might help a learner achieve good aggregate marks, but their options will be limited if their education doesn’t incorporate those subjects that teach logic and argumentation, and scientific and reasoning skills as found in for instance History, Accountancy and Maths, and Physical and Life Sciences, says Mooney.



“So it would not be wise to go for the short-term gain of spectacular marks, instead of implementing a long-term vision which will support an holistic academic development, as the impact on the future student’s studies – which require higher reasoning than what is expected at school – will be significant, even if they do qualify for study,” she says.

“The best way to future-proof your study options and therefore career choices, as well as your ability to be resilient and adapt to currently unpredictable changes in the world of work - is to get as solid a grounding during your last three years of school as possible, even if it is going to be more challenging.

“Before making your choice, make an effort to gain as much information about admission requirements for potential career paths from a wide range of higher education institutions, and then to work back to ensure that your subjects will enable you to enter those fields. Very importantly however, ensure that your choices reflect a wide enough range to develop an extended skills base which will serve you well into the future.”

## Unlocking a successful career in Early Childhood Development

The READ Group is pleased to announce the launch of The READ Institute, a leading South African training provider in the Early Childhood Development (ECD) arena. As part of the READ Group, The READ Institute is built on the foundation of READ Educational Trust. This proudly South African NGO has worked tirelessly in teacher training and school resource provisioning, actively promoting literacy through successful programmes, since its inception in 1979.

The READ Institute offers three different ECD qualifications: and FET Certificate (NQF level 4), a Higher Certificate (NQF level 5), and a Diploma (NQF level 6). All three qualifications are accredited by SAQA, the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA), and Higher Education and Training through Lyceum College (No 2001/HE07/011).

### What you need to register

Countless South Africans with a passion for teaching little ones will be pleased to hear that no matric certificate or equivalent qualification is needed to register



for the FET Certificate. This provides the perfect stepping stone to a career in ECD; one which is highly sought-after within the South African education context.

While the Higher Certificate will successfully prepare candidates for careers as day care teachers, ECD practitioners, Au Pairing or as pre-school teachers, the Diploma in Grade R Teaching paves the way to becoming a Grade R teacher, teacher’s assistant and more.

### The courses

All courses are created to empower facilitators in any setting; urban or rural. The READ Institute qualifications provide countless tips on creating toys, games and learning resources with locally-available items. Qualifications are set to leave candidates well-rounded and confident in the ECD field. ▲





# When the going gets tough...

**How to push through, whether you are a mother, employee or student, or possibly, all three**

While fulfilling the role of a parent is certainly a blessing, for many working parents who wish to advance their career, studying further is a challenging option. Providing for your family's needs, both emotional and financial, takes its toll and can leave little time for your personal growth.

Being a working mother is demanding, as you often need to balance family responsibilities, and work commitments. If you're ambitious, this includes studying. However, many working professionals are managing all three roles very successfully! More and more institutions offer online studies that are flexible and adapted to the modern fast-paced way of life. Institutions of Higher Learning realise further studies can be difficult and overwhelming at times and IIE MSA, a brand of The Independent Institute of Education (The IIE), is here to assist you to shape your future. There are many reasons parents may wish to go back to school themselves, to complete the education or degree they weren't able to previously, to get that step up the career ladder or possibly to shift their career entirely!

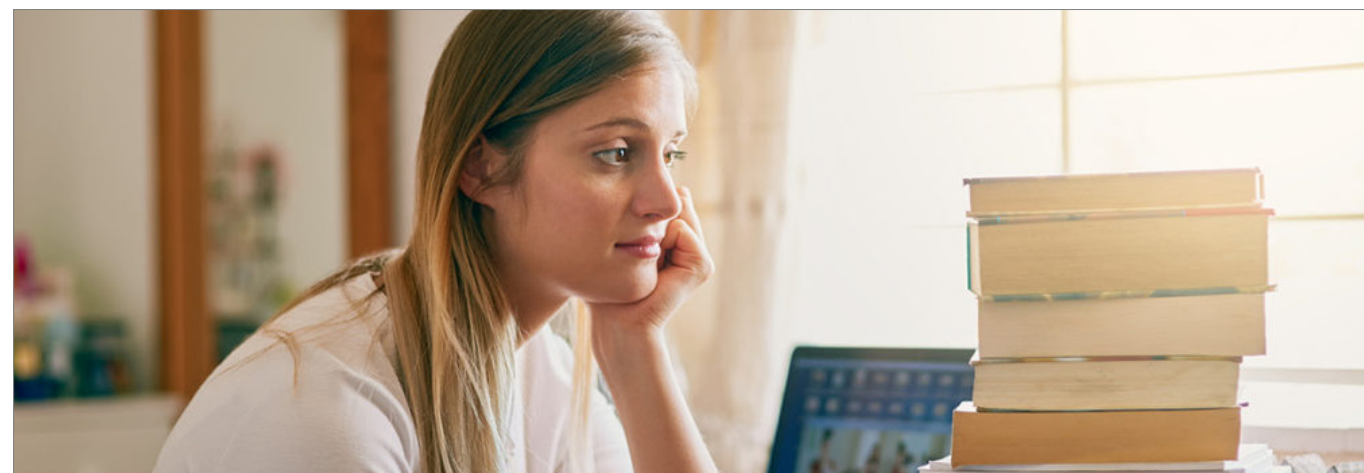
Whatever their reasons might be, many parents find themselves looking into obtaining their tertiary qualifications well into adult life.

## These are some considerations and tips for studying as a working mother

- Make sure that you are ready and have evaluated whether you can balance both working and studying before you register, as that greatly impacts your ability to successfully complete the chosen qualification or course.
- Have a discussion with your employer regarding your study plans, so that they can factor your study leave in and ensure that you work smart, in order to complete all your tasks before going on study leave.
- Meet and engage with your lecturers to better understand your course requirements and expectations so you can plan for family time without overlapping exam time
- Have a plan of action and create a timetable that you will follow. Plan ahead and stick to your plan, as this will help ensure that you stay on top of all your course materials and workload.

- Take a break from studying for your own sanity and have some fun spending time with your children, this will ensure you don't feel as if you're missing out on their routines.
- Try to involve family and friends to help out with your children and babysit, especially when you need to study.
- Cook and freeze food in advance to avoid preparing dinner every day, and have your study snacks safely hidden away from curious family members.
- Consider using public transport such as the Gautrain, as that will allow you to study during the commute.
- Remaining goal-driven, thinking positive and having an 'I can do' attitude will drive you to even work harder to reach your goals, for both you, and your family.

The feeling of being tired and overwhelmed is completely normal during this time. Just remember that these changes are temporary and before you know it your studies will be complete while maintaining healthy family relationships too. ▲



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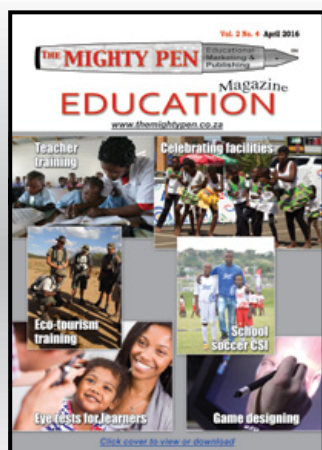
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