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CONTENTS

~ Editor's column 1

➤ *Technology Feature*

~ From Zim to SA to UK – uniting the world with Coding & Robotics . 2
 ~ Fak'ugesi Awards – 2023 winners announced 7

➤ *Education Matters*

~ Paying it forward- through the Marang Education Trust 8
 ~ Testimonials of learners from alcoholic families 11

➤ *Learners, Teachers & Parents*

~ Helping home-schoolers develop holistically 13
 ~ Is boarding right for your child? 15

➤ *Careers and Tertiary Training*

~ Teaching Degrees 101: & corporate careers 18
 ~ Work from home – no degree required 20

ADVERTISERS

Knowledge Network
Page 3

Maskew Miller Learning
Page 6

JHB Christian Academy
Page 10

ADESSA
Page 12

Trinity Christian School
Page 14

Mount Vernon Christian School
Page 17

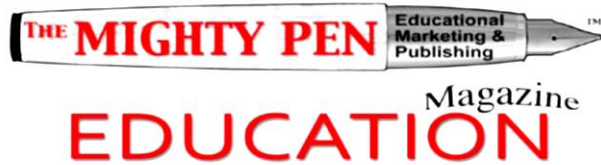
Agape Christian School
Page 19

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Editor's Column

Schooling in Palestine

Education is highly valued among families across the State of Palestine, with 95.4% of children enrolled in basic education. But these impressive rates of enrolment mask the challenges of access to school, as adolescent boys and children with disabilities are vulnerable to dropping out of school, according to UNICEF.

By age 15, nearly 25% of boys and 7% of girls have dropped out of school, while 22.5% of boys and 30% of girls aged 6 to 15 years with a disability have never enrolled in school.

The future is an uncertain one for adolescents, as youth unemployment rates currently reach 40% in the West Bank and 62% in Gaza. Accordingly, UNICEF is focused on facilitating the entry of young Palestinians into the job market through skills building, internships and career development support. Qualifications currently acquired by many young people do not match those of the job market, which in-turn affects their motivation to continue learning. Developing life-skills education is therefore critical to enhancing young people's future integration in the job market.

Violence is also a major challenge for children of all ages, as violence is commonplace in the home and in schools. About 89% of children are subjected to psychological aggression and 74% to physical punishment in the family. Violence in schools takes the form of psychological violence (e.g. verbal insults, non-physical bullying) as well as physical violence (e.g. corporal punishment, physical bullying) and sexual violence.

In addition, close to half a million children in Palestine also require humanitarian assistance to access quality education. The protracted conflict and violent episodes of escalation in the West Bank, including East Jerusalem, the closure of the Gaza Strip, and physical access restrictions, pose daily challenges and threats to the fulfillment of children's rights.

Constant exposure to conflict, economic hardship, and increased poverty, all contribute towards the acceptance of violence as a social norm.

Violence against children in all forms is of serious concern, as it compromises children's learning and future potential.

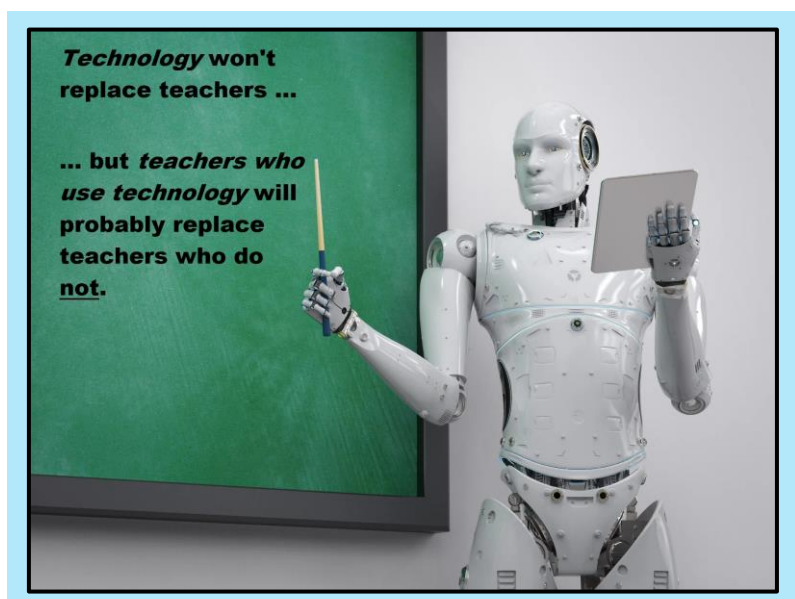
Yours in peaceful education

Janos Bozsik
Editor

From Zim to SA to UK - Computer Science, Coding & Robotics are uniting the world

Written By: Tafadzwa Muchochomi - International Computer Science Teacher

Integration of technology in the classroom, robotics and coding are now an education essential in every country in the world. For the first time it is doable. It's uniting us all. Highly skilled teachers are the key. Goodbye to the digital divide.



It was always my dream to be an international computer science teacher. This year I realised my dream after 13 years in the classroom in Zimbabwe and South Africa.

I am now in the classroom in the United Kingdom. I am settled. I am contributing to the positive future of students in the UK.

I have learned technology integration in the classroom, robotics and coding are now an education essential in every country in the world. The need for our kids to be upskilled in the use of technology is uniting us all, no matter where you are in the world, no matter how much money is allocated to ICT, no matter what technologies kids have at home.

To survive, kids need to be able to do their schoolwork using whichever technologies are available to them from sophisticated computer labs, to shared resources in their learning workspaces or their own smartphones.

Budgets are no longer deciding who learns technologies such as coding and robotics and who does not.

Technology is available to everyone in some form or another. While students are assembling, coding and flying drones, or preparing for coding competitions, others are doing unplugged coding. Prof Greyling enlightened me about unplugged coding - it is coding without computers.



Students learning coding without a computer while being mentored by highly skilled teachers have the same opportunity to become high earning coders of the future as those learning the complexities of aerodynamics while flying drones.

With highly skilled teachers in coding and robotics, we can say goodbye to the concept of the digital divide.

We should not worry about who has what, but rather focus on developing our students using the available tools. The experience gained in problem solving, logic, critical and creative thinking can be transferred to any technology at any time.

Collaborating with Knowledge Network is exciting. Surprisingly, I discovered that computer programming can be taught even to the youngest students, from Grade 000.

Imagine, Grade 000s having a discussion with their teacher about which blocks can be used to complete a programming process. Knowledge Network's storytelling coding enables teachers to work through the coding while following a story.

[➤ to page 4](#)

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➤ from page 2

It is easy. Grade 000 students understand that a coding wait block is needed if there is a time delay in the story. They know exactly where in the code they need to put their wait block and how many 'wait units' they need to put in the story. Grade 000 students can tell their teacher when the code does not work the way the story does.

Knowledge Network's pedagogical resources empowered me to teach coding from Grade 4 onwards, a feat that culminated in my Grade 5 class achieving a perfect 100% pass rate in the year-end assessment.

This achievement, resonating especially since my daughter was part of the class, underscored the transformative potential of the Knowledge Network programme for technology integration, coding and robotics and the technology integration methodology, ILAMM.

Knowledge Network's Grade 5 HTML assessment required students to code a web page using HTML 5, headings, a number list, a table with columns and background colours, and a display of their own line drawing of an insect. Students had to interpret data to complete the drawing with correct detail. This is technology integration involving other learning areas which most schools are trying to achieve.

My daughter, in Grade 5, completed her web page coding assessment on beetles and how to identify beetles using HTML, Notepad or Notepad++ and a painting or vector graphics program. While coding a web page is considered highly sophisticated, the tools being used can be run on the most basic computer systems such as those retired and donated to education by the world's top billion - and trillion - dollar corporations.

It follows then that a school with the most basic equipment and highly skilled teachers could be developing the next generation of high earning web developers, while completing the Grade 5 school curriculum and handing in their projects as web pages via the cloud instead of printed word documents.

Visionary thinking by Knowledge Network's founder. Currently, web development is one of the fastest growing careers. (*Forbes Advisor*).

By the time my daughter leaves school, perhaps HTML will not be as popular as it is today, but she will have the base needed for anything else that comes next.

Programming languages being taught at school include Scratch 3, Python, HTML, CSS are all free. So too are some of the newer languages. Students can be seen using their smartphones to practise what they learned at school.

Even robotics in the simulator can be done on a smartphone. In the school where my daughter learned web page coding, this year's students from Grade 1 up completed a micro:bit robotics project in the simulator as their year-end project.

Collaborating with Knowledge Network makes it easy for teachers to learn and empower their students using whatever technologies are available.

I am an international computer science teacher, now based in the UK, having achieved 100% pass rate in my CAT matric class for three consecutive years with half of my students achieving distinctions in my third year.

I participated in the SITA Robotics competition in Mpumalanga, South Africa, where our robotics club crafted an intelligent solar-powered traffic light, demonstrating the practical applications of robotics. I am teaching HTML, CSS, Python, Scratch, JavaScript and other languages. I am passionate about teaching, about technology integration in the classroom and bringing positive results to my students.

My teaching skills in technology integration in the classroom, robotics and coding are needed in every country in the world.

The need for technology integration in the classroom and upskilling our students is uniting us all. Highly skilled teachers are the key to saying goodbye to the digital divide.

5 Pieces of Advice for Teachers, Tech Coaches, and Principals to Increase Student Engagement

Honor student and teacher voices

allow students and teachers to share what's working and what's not working

Bring hope into your school and classroom

emphasize importance of empathy, the importance of optimism as a leader

Remain positive

the motto during this time is "this too shall pass."

Reestablish norms

educational instruction will move back to the classroom and students will have to readjust to the new environment.

Self-care

teachers are unable to fully educate students without taking care of themselves first



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Fak'ugesi Awards – 2023 winners announced



Eduardo Cachucho,
Fak'ugesi's
Festival
Director



In a vibrant awards ceremony that illuminated the 10th-anniversary celebrations of the Fak'ugesi African Digital Innovation Festival, the Fak'ugesi 2023 Awards for Digital Creativity proudly unveiled the winning projects spanning Animation, Video Games, Visual Arts, Music, and XR (AR/VR) categories.

The awards, now in its second year following a successful debut in 2022, holds the distinction of being the sole award of its kind on the continent, recognising exceptional digital innovation within Africa's creative landscape. Commenting on the awards, Fak'ugesi's Festival Director Eduardo Cachucho says, "Over the past decade since our inception, we've witnessed and celebrated the phenomenal growth of African creativity in the digital space. This year's nominees showcased an exceptional standard, seamlessly blending multidisciplinary practices with digital creativity to celebrate the richness of African culture."

Selected and scored by esteemed panel of external judges, who are leaders in their respective fields, these visionary individuals are recognised for their groundbreaking achievements in their chosen fields and having masterfully infused creativity and digital art to reshape the landscape of African innovation.

Animation

- Arowan Parker - 'The Present'

Arowan Parker, a South African animator, storyteller, and writer, is the creative mind behind 'The Present'. This award-winning project explores the escape into fictional narratives, the rediscovery of human connections and finding beauty in the present moment.

Video Games

- Kushal Jeethendra Sithlu - The Null Factor is a multifaceted creative as a Game Designer, Writer, and Founder of Pineapple on Pizza Studios.

Visual Arts

- Diane Cescutti - Nosukaay is a French visual artist of Cameroonian-Italian and French heritage.

XR

- Agnes Ndegwa - Young Haven is an imaginative 3D artist, VR content creator, and Illustrator, whose brainchild 'Young Haven' ventures into the realm of virtual reality with a profound focus on children's mental health and emotional acumen.

Music

- IKx'am - !Habesi is a non-profit organisation, is dedicated to researching, restoring, and promoting !Xam and Khoe knowledge systems, culture, art, and heritage through new media.

"As we celebrate the outstanding winners of the Fak'ugesi Digital Creativity Awards, we recognise that their exceptional projects not only captivate local audiences but also resonate on the global stage. With opportunities for international residencies and participation in industry events, these innovators are poised to showcase their talents to the world," says Cachucho.

Paying it forward – through the Marang Education Trust

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) recognises October 5th as World Teachers Day, a day to celebrate teachers’ impact in our communities and support them.



As the dedicated Corporate Social Investment vehicle of Maskew Miller Learning, Marang Education Trust was established in 2008 as a Public Benefit Organisation to provide best practice solutions to improve teaching and learning outcomes within challenging, under-resourced and disadvantaged contexts in South Africa.

Marang Education Trust employs a team of former teachers who are regularly upskilled to operate as master teacher trainers and research assistants to work directly with schools. The team is dedicated to giving back to other teachers.

“We are blessed to work with some of the most amazing teachers in South Africa! Our teachers go above and beyond for our learners and often impact beyond the classroom and in the school community,” says Dr Nadeen Moolla, Research & Development Manager and Educational Psychologist at Marang Education Trust. “Indeed, none of us would be where we are without great teachers in our lives.”

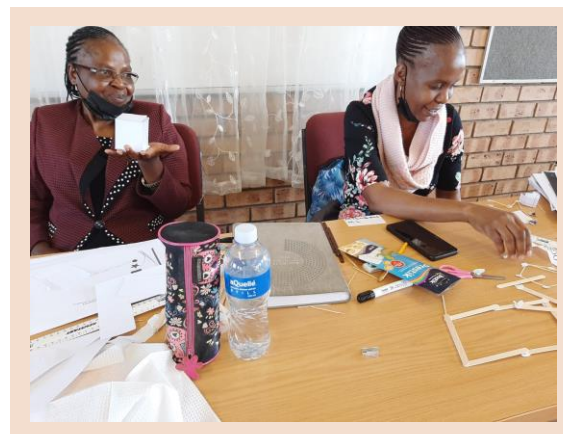
The reflections below are from our Regional Managers, who provide direct curriculum and leadership and management training, coaching and mentoring at schools. They capture how Marang Education Trust endeavors to pay it forward, by giving back to the teaching profession.

Teacher development and support is at the heart of the work

being done every day. The team have their feet on the ground and are committed to enhancing teaching and learning practices. The aim is to improve school effectiveness on a systemic level as they collaborate with school district officials to make sure schools receive quality support.

Ms. Nondumiso Mnyamana, Regional Manager Eastern Cape “Supporting teachers on curriculum differentiation, mathematics, and reading to learn is gratifying, as I get to work with teachers in all the subjects. It is so rewarding to touch the lives of each teacher. The support given is based on the areas requiring support as per our baseline findings. This means that the support offered is based on needs as articulated by teachers and grounded in research, rather than on conjecture or assumption. The support to schools is provided on an ongoing basis in the form of workshops, mentorship sessions, classroom-based support, demonstration lessons, and reflective sessions.

Mr. Sihle Khuzwayo, Regional Manager KZN, “The most important venture in life is to contribute to the lives and work of teachers. I am assigned with the responsibility of supporting



➤ to page 9

➤ from page 8

School Management Teams to grow in their space of practice. Engaging with more principals, deputies and departmental heads has made me realise that the support I am rendering brings value to their personal and professional growth.”

Dr Nadeen Moolla, Research and Development Manager, “I have learnt a great deal in my work with schools about achievement in the face of adversity, given that our work centers on supporting deep rural and township schools. I am always inspired by teachers who are committed and dedicated to their profession, and I therefore constantly search for opportunities to share knowledge, skills and expertise with teachers, young and old. My aim is always to enhance their practice and to motivate them to continue to give of their best and give of themselves whole-heartedly to the young people in their care.”

Marang Education Trust values teamwork that is driven by collaboration, which is crucial to making a positive and sustainable impact. In 2008, the Trust only had two staff members and worked with 16 schools across four provinces. Today, the Trust has grown to 15 staff members and is making an impact at 84 schools across seven provinces. Furthermore, they have awarded several learners in supported schools with undergraduate bursaries.

“A partnership with the Marang Education Trust is a journey towards establishing quality and sustainable professional development and support”, says Dr Veronique Genniker, Trust Executive.



Marang Education Trust was established in 2008 as a Public Benefit Organisation to provide best practice solutions to improve teaching and learning outcomes within challenging, under-resourced and disadvantaged contexts across South Africa. We are a SACE accredited professional development service provider and research-based organisation. We collaborate with the DBE, Teacher Unions, Education Stakeholders and Thought Leaders, nationally and internationally. We partner with school districts and schools to provide professional development and support in 4-year cycles to improve teaching and learning and leadership and management outcomes. We focus on social and emotional learning, mathematics, reading to learn, and leadership and management.

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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.*



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Helping home-schoolers – develop holistically

Homeschooling offers numerous benefits, including personalised education, greater accessibility, safe environments, and flexible schedules. However, one concern many homeschooling parents still harbour – rightly or wrongly – is that their children might not benefit fully on the social development front.

"Traditional school environments provide ample opportunities for social interaction, and it is natural for homeschooling parents to be concerned about the comparative exposure their children enjoy (or not)," says Colin Northmore, Principal at Evolve Online School.

However, he says there are several proactive steps parents can take to ensure their children also develop strong social skills to address this concern.

Northmore says practical strategies for connecting homeschooled students with peers and fostering essential social development can include a combination of the following:

Homeschooling groups

"One of the most valuable resources for homeschooling families is local homeschooling groups or co-ops. These groups bring together homeschooling parents and their children, creating opportunities for social interaction," Northmore says.

"Joining a homeschooling group allows your child to meet and connect with peers with similar educational backgrounds," he says, adding that there are some very active Facebook groups that can also assist parents and students. These include Homeschooling in South Africa, SA Home Schooling Group, Socializing Home schoolers South Africa, Homeschool South Africa, KZN Homeschooling and Cape Home Educators.

"These groups often organise field trips, extracurricular activities, and social events, providing homeschooling students a chance to develop friendships and practice social skills. At Evolve Online, we organise several live events each year to facilitate the development of relationships between families, and these events are open to all families who have chosen homeschooling for their children."

Sports and extra-mural activities

One of the challenges of homeschooling is for your children to find a balance in how they spend their time, notes Northmore.

"If they use an online curriculum, you must carefully manage screen time. Getting your children to participate in Green-Time, Team-Time, and Dream-Time is crucial to their health and directly impacts their academic performance.

"Enrolling your homeschooled child in sports teams, music lessons, art classes, or other extracurricular activities can be an excellent way to facilitate social interaction. Not only do these activities provide opportunities for children to make friends, but they also allow them to develop teamwork, communication, and cooperation skills. Be sure to choose activities that align with your child's interests, as this will increase their motivation to participate and connect with peers who share their passions."

Playdates

Organise playdates with neighbours, friends, and family members with children of similar ages, and encourage your child to initiate inviting peers or joining others for playdates, recommends Northmore.

"Play allows children to use their creativity while developing their imagination, skill, and physical, cognitive, and emotional strength. Playing is vital for enhancing curiosity and creativity, building neural pathways to allow for questioning and to deepen learning.

Community involvement

Engaging in the local community and local community initiatives can create a supportive and enriching environment for the homeschooled child.

Local events & classes

Northmore says homeschooled children greatly benefit from exploring and getting involved in local events, workshops, and classes that align with the child's interests.

Open communication

Communicate openly with your child about their social experiences.

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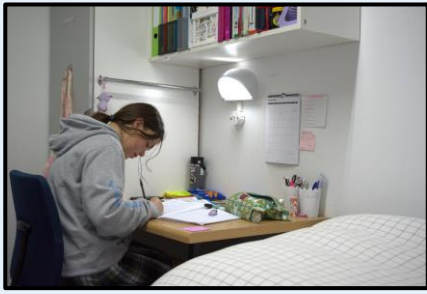


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Is boarding - right for your child?



For many families, boarding school is a family tradition which goes back generations. For other families, modern life requires work and travel commitments that make boarding for high school students a necessity. But the questions that are central to every parent's concern are: will my child be happy as a boarder? And how do I know which boarding school will be a good fit?

First off, let's look at five reasons why boarding may be a good thing for your child.

1. **Collaboration, social skills and emotional intelligence.** Living with others in close proximity brings challenges that promote the development of self through introspection, metacognition, and trying out new skills in a safe, supportive environment.
2. **Independence and effective management of time.** Utilising prep time for homework and study, following a structured schedule, taking care of one's self, possessions and immediate environment encourages maturity. And, of course, living on campus simplifies so much as boarders can move between classes, sport and other activities without wasting time on travel.
3. **Diversity.** Being part of another "family" that includes members who are different to you exposes students to different worldviews, promotes discussion and understanding, and helps ensure the school's values are inclusive.
4. **Healthy relationships with parents and family.** The teen years can be fraught, and in some instances boarding is extremely beneficial to teen-parent relationships.
5. **Preparation for life after high school, especially for tertiary studies.** Learning to handle responsibility in a structured but safe environment, to sort out normal daily challenges independently, to be considerate and to collaborate are all skills that many South African matriculants enter university without. Established boarding students adjust to tertiary education much faster and easier.

Even with this list of positives, parents and students will still have a

host of questions. Unfortunately, school brochures and campus tours can seldom provide thorough answers. Somerset College, in the Cape Winelands, attracts students from all over Africa and beyond, many of whom join the school as boarders where they have the option to do the IEB curriculum to matric, or to switch to Cambridge AS and AL Levels for their last two years.

We asked the team that is intricately involved with the daily activities of boarding life at Somerset College to share their answers to questions they are most frequently asked by parents and prospective boarders.

Does boarding school suit everyone?

"Different people have different needs and not all students naturally enjoy boarding", says Ms Cindi van der Berg, Head of Girls' Boarding at the College. While some teens love to spend time away from home and thrive on living on a school campus, others prefer their immediate family environment, she explains.

"Traits in students that tend to make the adaptation to boarding easier include high levels of independence, a strong motivation to develop social skills, a drive to participate in a variety of extramurals, and the willingness to cohabit with a variety of different people," says Cindi.

➤ [to page 16](#)

➤ from page 15



Mr Hilton Toro is Head of Boys' Boarding at Somerset College (where he has worked for 14 years). He adds that age also plays a large role in the suitability to board. "At College we only provide the option to board from Grade 8 and above. While there are always exceptions, students younger than Grade 8 often crave more frequent time with their family of origin."

Tasmyn Jewell (Director of Pastoral/Academics at Somerset College) notes that "modern teens are not only navigating the developmental and socio-emotional challenges that young people face, they are also tasked with handling both internal and external expectations related to academics, sport and culture, friendships and of course social media. A boarding environment can provide a valuable sense of belonging and an additional support structure to teens."

"It is important to note however that with an increase in neurodiversity and extremely different abilities to integrate the sensory environment, some students find boarding overstimulating - especially at first," she adds

At Somerset College, students coming into either Founders House (girls) or Vineyard House (boys) in Grade 8 go through a specialised welcome period in which they are assisted to adapt to a "family away from their family."

Cindi suggests that if a child shows an interest in boarding, the first step is to make enquiries from a school and arrange an in-person visit. "But then don't be afraid to follow this up with more discussions if you have concerns - don't feel embarrassed to ask questions," she adds.

Tasmyn agrees. "Look at as many different options as you can to find a school that provides transparency and has full support structures in place. Once you've decided on one school, give boarding a try for a period of time, to see whether it is suitable."

If boarding is a "family away from a family", what ratios should exist between students and staff?

"A smaller hostel or boarding house is preferable," says Cindi, "but however small or large, there should be a ratio of at least one teacher to every 15 students. At Somerset College, we keep the total number of boarders to 120. Each hostel head has six support staff or boarding house assistants - which then brings it to a ratio of 1:10. Add the school grade heads and pastoral team and it probably comes down to something like 1:5."

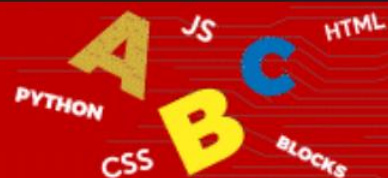
What about initiation practices?

"One should never blur the boundaries between the provision of healthy orientation and scaffolding, and outdated and highly destructive initiation practices, hazing and bullying," says Tasmyn.

Knowledge Network*

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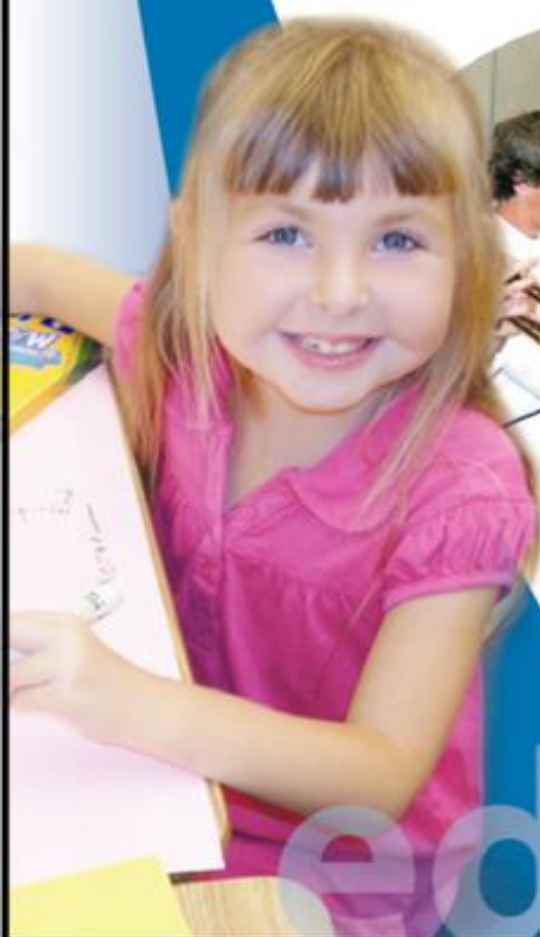
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eduUc Education

Teaching Degrees 101: & corporate careers

The education profession has come a long way in the last few decades with the growth of the private education sector, and whereas previously career options for graduates were limited, prospects now abound, an education expert says.

“Because graduates are in demand both domestically and abroad, teaching credentials have grown in popularity. The teaching profession's career development has also adopted a new perspective in which teachers can go from being school mentors to leadership positions, such as vice chancellor of the university,” says Dr Lindiwe Mokotjo, Head of Faculty: Education at The IIE.

“Where previously, teachers would mostly be headed to a classroom for the duration of their career, with only a handful being promoted to heads of department or deputy or principal, they now have a wide range of options on top of teaching including, but not limited to, instructional design, tutoring, coaching, school management, educational consulting and the option of joining the corporate world of private education. Additionally, there is also great demand for qualified South African teachers abroad,” Mokotjo says.

The way future teachers should be prepared has drastically changed as a result of the expansion of the teaching profession. The transformation includes understanding the material being taught, how it is being taught, the setting in which learners are being taught, and the fact that each learner is unique and capable of excelling when working with a qualified teacher, says Mokotjo.

“Teachers play a vital role in shaping future generations as they sculpt our leaders of tomorrow. Schools of education therefore must be focused on preparing dynamic and skilled future teachers for a life long and successful career in education by equipping them for the 21st century classroom.”

As a result, it is imperative that prospective education students ensure they vet their chosen institution and qualification carefully to confirm that they aren't stuck in the historic education mould, but that they are strongly focused on staying ahead of latest developments and trends in the field.

Mokotjo says there are a number of different education qualifications to choose from, for instance:

- A Higher Certificate in Early Childhood Care and Education. This is an entry level/introductory qualification (at NQF Level 5) to the study of early childhood development (ECD) education from birth through to 4 years of age.



- A Bachelor of Education (BEd) in Foundation Phase Teaching (FPT) is an undergraduate professional qualification aimed at preparing students to teach learners from Grades R to 3.
- A Bachelor of Education (B Ed) in Intermediate Phase Teaching. This is an undergraduate professional qualification aimed at preparing students to teach children from Grades 4 to 7.
- A Postgraduate Certificate in Education (PGCE) in Senior Phase (SP) and Further Education and Training (FET) Teaching.

There currently is a growing need for a dynamic pipeline of professional teachers, who are able to bring enthusiasm and innovation not just to the classroom, but to the education profession as a whole. The field has evolved, with new and exciting opportunities for ambitious young people.



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Work from home – no degree required



As the world of work changed post-pandemic, so have the priorities of many working people who seek a better work-life balance. In recognition of the fact that many positions don't require 9 to 5 in-person attendance, companies have increasingly been introducing hybrid work models, or even fully remote roles.

Those considering working fully remotely in future – whether they are just leaving school and need to further their studies or whether they want to change careers – would do well to do their research to see which positions are most likely to enable them to work from home in future before strategising how to make the dream a reality, an education expert says.

“In contrast to the way the world of work looked pre-pandemic, it is now completely acceptable for someone to strategise their career based not only on what they want to do for a living, but also how they want to structure their work/personal life,” says Siyavuya Makubalo, Marketing Manager at Oxbridge Academy.

“That does not mean people who take this approach are intending to slack or be less professional in future, but rather that they have the discipline and internal drive to work independently and productively even outside of physical offices spaces.”

Makubalo says some roles lend themselves more readily to remote working, and that those considering what they want to study next year should therefore investigate which remote roles are in highest demand from companies, and how their own strengths and interests align with these different careers.

In addition to an expected increase in the trend of companies hiring for remote roles, many young people are also willing to build their brand in the world of freelancing and consulting – and to do a job effectively, professionally and on time.

Some of the most in-demand roles that naturally lend themselves to remote work and freelancing/consulting, include:

- Advertising and marketing management
- Bookkeeping and accounting
- Public relations
- Human resource management
- Secretarial/Virtual assistant
- Project management
- Tourism and hospitality

“The good news is that ambitious young people can get their foot in the door in all of the above fields, without a university degree and while studying online. The same self-starter skills required to be a success as a remote worker or freelancer, are the skills that will stand them in good stead while studying,” says Makubalo.

If you invest in your personal brand by getting that first qualification, building your portfolio and reputation, networking and taking care of your professional online presence, you have the power to build a career that will serve your life vision.



Magazine EDUCATION

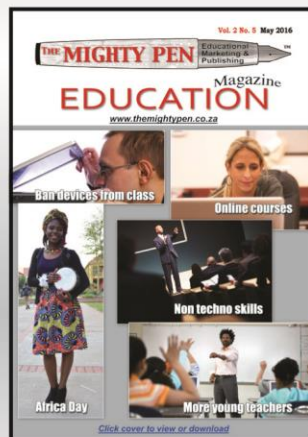
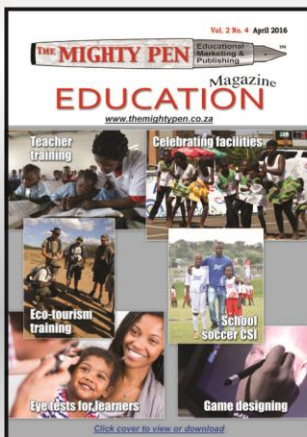
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