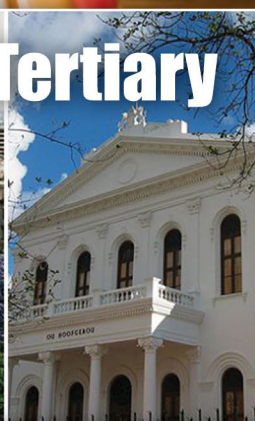
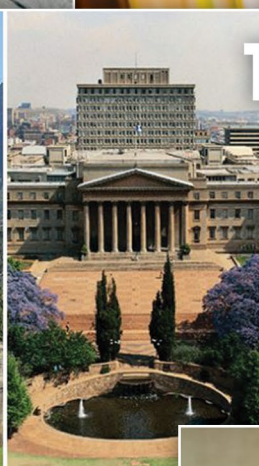


Vol. 6 No. 10 / 11 October / November 2020



# Magazine EDUCATION

[www.TheMightyPen.co.za](http://www.TheMightyPen.co.za)



**Tertiary**



[Click cover to view or download](#)



# SUPPORTING EXCEPTIONAL TEACHERS WITH *essential resources*

Thanks to exceptional teachers, learning hasn't stopped and neither will our support. Our learning resources ensure that teachers are equipped with relevant, quality content that not only improves learner performance, but also inspires a love of learning.

That's why we're committed to providing great service and fast deliveries of all your favourite Pearson products, while still respecting the rules of social distancing.

**Spot On FOCUS**

**Platinum TODAY**

We offer the best CAPS-approved content, that's trusted by teachers.



Contact us to learn more.  
za.pearson.com

Access free resources.  
www.classroomsolutions.co.za



6



10



18



20

## Contents

[Click on a headline or advertiser](#)

**THE MIGHTY PEN** Educational Marketing & Publishing

**EDUCATION** Magazine

### >> Technology feature

Purple Mash Case Study: "It allows our teachers and learners to be creative whilst reinforcing knowledge" .....4

### >> Education matters

My daughter's grateful journey through Alateen – A Dad Speaks Out .....6

TAS challenges corporate SA to change 20 900 learners' lives with Project JIKA .....8

### >> Learners, teachers and parents

Little kids big feelings – helping young children manage anger .....10

Matrics: You're still standing... now keep on walking right to the end .....12

### >> Careers and tertiary training

Time to rethink the "why" and "how" of tertiary learning .....16

Leadership should aim to create more leaders not followers .....18

New doctorate offerings in Policing and Management .....20

### Advertisers

**Pearson Education**  
IFC

**Alateen**  
IBC

**The Mighty Pen EDUCATION**  
magazine  
OBC

**Pearson Education**  
Page 3

**Sunward High Performance**  
School  
Page 7

**Sunward Park High School**  
Page 9

**CeeBee Debt Management**  
Services  
Page 13

**Al-Anon Family Group**  
Page 14 – 15

**Solution4Learning**  
Page 17

### Strategic Partner

**adessa**

### Social Media Partner

**SchoolAdvisor**  
brought to you by KNEBANK





# EDUCATION Magazine

## Publisher

The Mighty Pen (Pty) Ltd  
The Mighty Pen EDUCATION magazine

## Branding

TheMightyPen.co.za

## Editor

Janos Bozsik

## Contributors

- George Eadie – CEO of The Answer Series (TAS)
- Dr Greg Pienaar – Principal at The Bridge Assisted Learning School
- Dr Divya Singh – Chief Academic Officer at STADIO
- Divya Vasant – AMAZI CEO and Co-founder
- Natasha Madhav – Senior Head of Programme: Faculty of ICT at The IIE
- Marlini Pillay – Grade 1 teacher, Redwood College La Lucia
- Dr Susheila Moodley – managing director of the Facilitation Workshop

## 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

## Copyright®

All rights reserved

## Editor's column

### Matric exam papers go viral...is this the future of e-learning?

Those who are paying attention to education matters will no doubt have heard of the breaking stories about the leaked Grade 12 (Matric) exam papers.

According to a recent article published in *Times Live* by Andisiwe Makinana, Political correspondent, the government says it decided on a rewrite of two leaked matric papers to restore public confidence and protect the integrity and credibility of the examination process.

Quality assurance agency Umalusi had also warned the basic education department that the integrity and credibility of the two leaked question papers had been irrevocably compromised because the full extent of their spread could not be determined.

Basic education minister Angie Motshekga announced recently that matric mathematics paper 2 and physical sciences paper 2 would be rewritten across SA.

This will be the first time that matrices across the country rewrite an exam due to leaking of question papers.

"It's a very difficult decision and a very sad decision to take. We have had provincial rewrites, but it's the first time ever to have a national rewrite," said Motshekga

"We really want to apologise to our learners who had not had access to the paper (but) for me as a minister, if Umalusi says it won't recognise the results, for me it closes the matter. We can't risk as a sector any situation where Umalusi disowns the results," she said.

The mathematics paper will be written on December 15, and the physical sciences exam two days later, on December 17.

Motshekga said the department could not find an earlier date, that the timetable was already choc-a-bloc but also that they felt pupils needed time to refresh.

Three question papers – maths paper 2, physical science paper 2 and business economics paper 1 – were leaked last month via WhatsApp. The leak of the business studies paper was discovered before the exam was written, and the paper was replaced but with the other two, the leak only became evident after the exams were written.

The department had three options:

- a national rewrite of mathematics 2 and physical science paper 2, to erase any doubt that these question papers were compromised;
- a national rewrite for maths paper 2 and a selected rewrite for physical science paper 2 because the physical science paper did not spread as widely as the mathematics paper; or
- to have no rewrite for either paper and try to address the irregularities that had occurred, including taking action against those involved.

But it would have been extremely difficult to identify pupils who had access to the question paper because the leak was through a social media platform.

## Yours in ethical education

**Janos Bozsik**  
Editor

## Letterland

### Child-friendly phonics

# Helping children to read, write and spell the fun way for over 45 years

### Interactive Handwriting Flashcards

These large flashcards can be wiped clean so there are no mistakes – perfect for handwriting skills! Comes with a special pen!

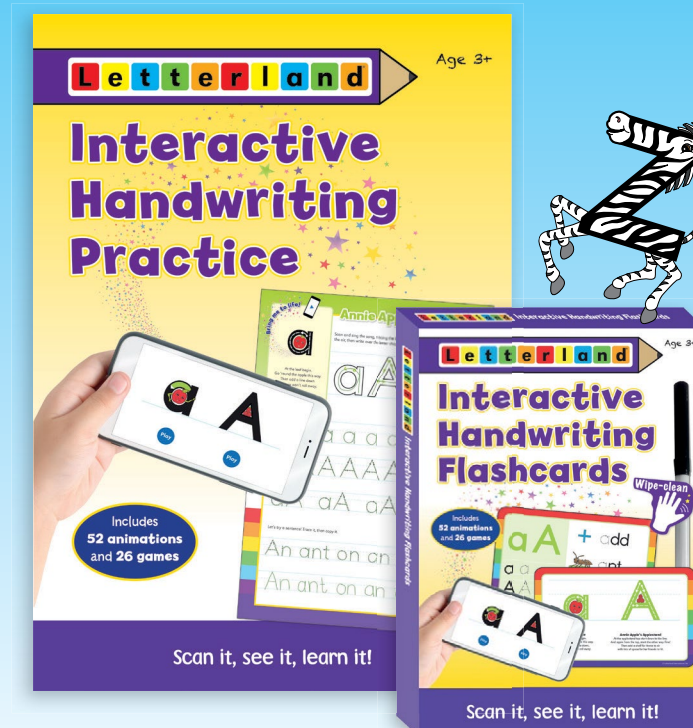
### Interactive Handwriting Practice

Help your child remember how to form letter shapes; where each letter starts and the 'movement pathway'.

The unique phonics-based approach to teaching reading, writing and spelling. **Letterland** uses characters to make plain black letter shapes come to life.

Visit [www.letterland.com](http://www.letterland.com)

for more information and to download **FREE** resources.



Use the **FREE Interactive Handwriting app** on your mobile or tablet for an interactive experience! Scan the book or cards to reveal 52 handwriting animations plus a game for each letter of the alphabet.



Available from all leading bookstores and online retailers.



## Customer Services

Email: [pearsonza.enquiries@pearson.com](mailto:pearsonza.enquiries@pearson.com)  
Tel: 021 532 6000

# Purple Mash Case Study:

“It allows our teachers and learners to be creative whilst reinforcing knowledge”

Redwood College La Lucia have been using Purple Mash for their Grade R to Grade 7 learners for over 4 years now. SchoolAdvisor wanted to find out how it has enhanced their teaching experience, so they chatted with Grade 1 teacher, Marlini Pillay.

**M**arlini has hands-on experience with the variety of tools and resources that the Purple Mash software offers and uses it regularly in her class. She also explains how it helped her to effectively communicate with her learners during the lockdown. Here's what she shared with SchoolAdvisor.

## 1) Why did you decide to use Purple Mash?

**A:** We have been using Purple Mash for over 4 years now. We were looking for a computer literacy program that was current and relevant to this generation of kids. There are many computer literacy curriculums on the market but many become outdated quickly. With the 2Simple team of developers and consultants, we know that Purple Mash content, topics, and tools are frequently updated and are kept current and relevant.

## 2) What Grades at your school use Purple Mash in their lessons and do you see Purple Mash as a valuable educational tool for primary school learners?

**A:** We use Purple Mash for our Grade R to Grade 7 learners. Purple Mash is indeed a valuable educational tool for primary school learners. It is very user-friendly and is designed to be appealing to younger users. It has the look and feel of an app/game that a child may use on a tablet. There is also Mini-Mash that can be used by Pre-primary learners.

## 3) How do your learners enjoy using Purple Mash and which activities do your learners enjoy doing and why?

**A:** The Learners find Purple Mash games and the Mashcam app very enjoyable. The Games are educational and allow the learners to compete 'virtually'. The Mashcam is a webcam app that allows learners to take pictures of themselves in character or against various backgrounds that allows them to play pretend and to record audio messages. They have loads of fun. During the lockdown, older learners enjoyed 2email and 2blog as it allowed them to 'chat' and connect with their classmates.

## 4) What would your teaching experience be like if you didn't have Purple Mash? How does PM enhance your teaching experience?

**A:** I think my teaching experience without Purple Mash would have been quite difficult. I would have probably needed to use multiple apps or platforms to achieve similar results. This would have ended up being frustrating as each app would have required learner set up and management.

Purple Mash enhances my teaching experience in the following ways:

- It has multiple applications that allows me to cover a wide variety of subject areas: English, Maths, Life Skills, Social Studies, Science, Computer Literacy, Coding, etc.
- It is a safe site for kids without any external adverts. Learners do not need to go out of this site for any reason.
- Purple Mash allows me to access lessons and resources across various topics. I can edit and adapt these lessons to customize for my school use. The Purple Mash tools also enable me to create my own quizzes, activities and even games – all in alignment with the lessons that I am teaching.
- Purple Mash has a Learner Management System through which I can create and manage learners, staff, and even parents.
- Purple Mash has a parent portal through which parents can monitor their child's tasks and performance.
- The Collaboration tools like 2email and 2blog allow me to communicate directly with my learners either individually or as a group. 2blog allows for group sharing and discussion which has been highly beneficial especially during the lockdown.
- Teachers can also look at the Data dashboard or pull a report to analyse learner performance.



## 5) What is your favourite tool within Purple Mash

**A:** My favorite tool is the “2Dos”. I love how it allows the teacher to set lessons for learners, assign due dates, allows teachers to mark learner's work, assign scores, and give feedback. I can motivate students by giving them a reward and comment using emojis. Kids enjoy receiving this type of feedback. Instructions for the lessons or feedback can either be typed or sent via a voice/audio note. This was very beneficial to me as a Grade 1 teacher as my students were still learning how to read. Marked work can then be archived in the learners' individual profiles which then becomes evidence of learning.

## 6) What sets Purple Mash, apart from other similar tools you may have used?

**A:** For me what sets Purple Mash apart is the fact that it encompasses valuable tools across multiple learning areas on one online platform. Learners can access their profiles via the internet across a tablet, laptop, PC, or even a phone. It is a Learner Management System and Content Management System all rolled into one creative, user-friendly space.

## 7) Would you recommend Purple Mash to other schools as software which enhances creativity, reinforces knowledge, and engages interaction?

**A:** Yes, I would definitely recommend Purple Mash. It is a user-friendly tool for both learners and teachers. Regular updated content means that schools do not need to worry about having to create new content. The Purple Mash software allows teachers and learners to be creative, allows for learner engagement and interaction, whilst reinforcing knowledge. Purple Mash is also affordable and offers value for money.

## 8) How would you describe the level of support that you receive from the Purple Mash team?

**A:** I have received excellent support from the Purple Mash team especially during this very difficult year. Purple Mash provides support in multiple ways, through their teacher training platform, online webinars, teacher blogs, YouTube channel, and most especially through the supportive Purple Mash team: Tim, Nielle, and

Karen. The Purple Mash team is always willing to listen and help. They are open to new ideas and suggestions and seek for ways to make teaching and learning more enjoyable.

If you would like to get into contact with 2Simple and learn more about Purple Mash and how it can benefit your school, here is their contact information: [Website](#) // [5-star reviews on SchoolAdvisor](#) // or Contact Tim Holliday [Email](#) // Tel: +27(0) 84 502 4777

### CONTENT FOR SOCIAL MEDIA

[Facebook](#) / [LinkedIn](#)

An online used platform used by schools to discover and receive quotes from top-rated school suppliers called [@SchoolscapeLive](#), recently heard from Redwood College La Lucia about how the Purple Mash tools and resources have enhanced their teaching experience, while also allowing for learner engagement and interaction.

[Twitter](#)

An online used platform used by schools to discover top-rated school suppliers called [@SchoolscapeLive](#) recently heard from Redwood College La Lucia about how the Purple Mash tools and resources have enhanced their teaching experience and learner engagement. ▲



# My daughter's grateful journey through Alateen – A Dad Speaks Out

Starting from the beginning, I became a grateful member of Al-Anon overseas in November 2014. I entered the first time, as they say, on my hands and knees. It was clear that I had a lot of recovery to do, and I put in the work. I was grateful for follow group members who helped me through this journey and the Twelve Steps.

When I returned to South Africa in 2017, my daughter was having great difficulties and had been in therapy for a couple of years. She was acting out, had tummy aches but we didn't know why, and her math marks took a dive.

When she came to live with me full time, she was clearly getting better but there were nagging problems with her mother, who by the end of the year was in and out of rehabs several times. Why does she care more about the bottle than me? Why doesn't she love me? Why can't she stop drinking? Why does she lie to me?

I don't know how I found out about Alateen, but thank God I did. My daughter joined a Johannesburg-based group hosted at a local church. (Remember Sunday school? It was in that room!) The two AMIASS [Al-Anon members Involved in Alateen Service] were amazing mentors and mother-figures to my daughter, and for that I am grateful. I don't know if they were just getting started in South Africa at the time, but often she was the only Alateen in the room, or with one other girl. Since that time, through the incredible commitment by the AMIASS, there are a number of Alateen groups around South Africa that are well attended. Thanks to The COVID-19, they can attend more than one online meeting a week no matter which city, or choose a group based on schedules.



The growth of my daughter over the last three years in Alateen has been incredible. She has become extremely confident and focused on her own stuff, as it should be. She is able to stand her ground, not only against her alcoholic mother, but in everyday school life. She knows who she is, what she wants, and isn't in school trying to impress anybody or trying to be popular. That puts her in the minority of being a well-adjusted child, despite the odds.

Without Alateen, my daughter very well could have woken up at age 30 with a battleground of broken relationships left in her wake. Instead, she has a small number of strong friendships and a larger number of school friends. She has gratuity, which I can't say for myself at that age. She lives the Serenity Prayer. Even in the lockdown, she accepted the things she could not change. She got even stronger and more confident in her abilities and understood what she wants in life. Let's just say she handled it better than me.

Let's face it – nobody likes joining support groups. There is nothing fun about sharing common problems with strangers. But after a couple of meetings, we get used to it, we benefit from it, and funny enough, the strangers become friends. It's the same with children.

Thank you Alateen for the incredible influence you've had on my daughter's life! ▲



The 'School of the Future' launches the High Performance Maths & Science School



## SHPS

Sunward High Performance School  
NCS & CAPS Curriculum

Extended school day from 07h30 to 16h30  
Enrolment from 01 September to  
31 November 2019  
Opens 13 January 2020

Home of:  
Elasi  
SchoolLMS  
Driven by:  
Karabo & Columba principles

The enhancement  
of high performance  
learners with  
extended focus on  
Maths & Science

Includes the integration of  
CODING & PROGRAMMING  
into the curriculum

Visit us at: 6 Hanou Street, Farrar Park  
Email: [info@shps.education](mailto:info@shps.education) Web: [www.shps.education](http://www.shps.education) Call: 066 544 5277 or 078 064 0036

## SUNWARD HIGH PERFORMANCE SCHOOL



### ENROLMENT CRITERIA

- Grade 10 to 12 : Maths – Must have 60% or above  
Science – Must have 60% or above

### COMPULSORY SUBJECTS (20 CREDIT SUBJECTS)

1. English (Home) – 5 Hours per Week
2. Afrikaans (FAL) – 5 Hours per Week
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>
7. <u>Business Economics</u>	7. <u>Geography</u>
<u>OR</u>	<u>OR</u>
Economics	EGD (Minimum 20 Learners)
	<u>OR</u>
	Tech Civil (Minimum 20 Learners)

We also offer Saturday Classes for: CODING & ROBOTICS



# TAS challenges corporate SA to change 20 900 learners' lives with Project JIKA

The Answer Series (TAS) established a CSI education initiative called Project JIKA in 2010 with a mission to provide access to equitable quality learning material to under-resourced learners. This project can not only rescue an underperforming school but take it up to more competitive levels.

**B**ut they can't do it alone – and so are calling on South African businesses to support this scalable model and help them achieve their goal to change 20 900 lives over the next three years.

The Answer Series will partner with corporates looking for a proven investment solution to positively impact education in South Africa. There are three ways to get on board this critical need. "One is to allocate this year's budget and roll-out at the end of January 2020. The other is that we'll roll-out in January on the promise of payment in March and the third is a roll-out in March to coincide with the new financial year while leaving plenty of time for the learners to derive great benefit in the 2021 academic year. We will match any funding provided to equip high schools with TAS study guides," explains TAS CEO George Eadie. TAS will extend the same matching deal to the donor company should they seek to support their staff's children with study guides.

To further motivate involvement and support, TAS has also committed to giving a 5% commission, through formal contract, to anyone who facilitates a successful donation.



**PROJECT JIKA**

"We believe that capability is evenly distributed regardless of resources. It's opportunity and access that is unevenly distributed, and COVID-19 has only raised the need for great printed resources for digitally excluded learners," says Eadie.

To date, TAS has partnered with Pick n Pay's accredited non-profit company, Aid Education, Do Good Now and the Pick n Pay Schools Club. "Most affluent learners in South Africa use TAS study guides and Project JIKA is levelling the playing fields. It is in line with the sustainable development goal around education and every last detail has been mapped out for the next three years. Project JIKA also subscribes to the highest level of governance and formal CSI project management. It's a pleasure to be part of," comments Catherine Bothma, Managing Director, Aid Education NPC.

"The JIKA project maximises chances of success for learners, which has a lasting impact on schools, communities and our country. It has the potential to render thousands more South Africans employable and eligible for tertiary education annually. Please contact TAS to find out how to get involved," says Eadie. ▲



**SPHS**  
Leaders in E-learning



Sunward Park High School

**An E-learning ecosystem – the holistic solution**

**The gamification of learning & App development**

**Providing E-learning tools through supplier partnerships**

**Created 5 000+ E-lessons for the Matthew Goniwe School of Leadership**

**Sharing the vision of MEC Panyaza Lesufi: 1 learner – 1 tablet; 1 teacher – 1 laptop**

**Learn to earn & earn to learn – creating an internal economy through virtual banking**

**Redressing the inequalities in the education system by empowering over 120 000 learners**



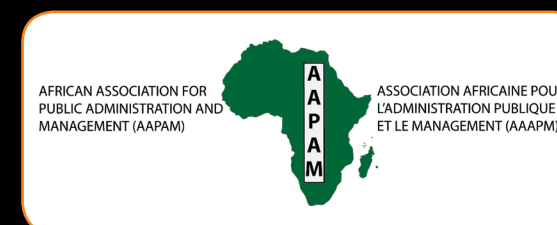
1<sup>st</sup> public school to go 100% digital  
Blueprint E-learning school



Finalist in the 2015 United Nations Public Service Awards (UNPSA) for Improving the Delivery of Public Services



WINNER of the 2015 Centre for Public Service Innovation Awards (CPSI) for Innovative Use of ICT for Effective Service Delivery



SPHS E-learning project nominated for the African Association for Public Administration and Management Awards (AAPAM)



# Little kids big feelings

## – helping young children manage anger

The past few months have had a tremendous impact on the mental and emotional wellbeing of most people, and young children have not escaped the impact of COVID-19 and the lockdowns in this regard. Parents may have seen a change in their children, including increased instances of anger outbursts, sometimes of the explosive kind.

“There has definitely been an increase worldwide and in South Africa of children struggling to manage anger and anxiety – outbursts that are quite distinct from run of the mill so-called tantrums which some children exhibit under normal circumstances,” says Educational Psychologist Dr Greg Pienaar, Principal at The Bridge Assisted Learning School, a brand of ADVTECH, Africa’s leading private education provider.

The Bridge, which opened its doors in January 2018, has filled a niche demand in education, catering to students of average to above average ability who face certain learning barriers and social or emotional challenges.

Pienaar says that parents whose children exhibited out-of-character anger outbursts, with an increase in frequency or intensity, may have been left baffled by these incidents.

“The first thing to note is that, given the unusual circumstances of this year, this behaviour is relatively normal. However, having said that, parents definitely need to address the situation to ensure it is resolved, and seek help should they struggle to do so,” he says.

A September report by the Centre for Disease Control (CDC), noted that COVID-19 affected children directly and indirectly beyond getting sick or the threat of them or their loved ones falling ill.

“Many children’s social, emotional, and mental well-being have been impacted by the pandemic. Trauma faced at this developmental stage may have long-term consequences across their lifespan,” the report said.

Listed as contributing factors to this impact were:

1. Changed routines
2. Breaks in continuity of learning
3. Breaks in continuity of healthcare
4. Significant life events that were missed
5. Loss of safety and security

“All the above factors, and many others, mean that children have had to deal with a major and historical life event at a very young age, when they are still learning to process feelings and emotions. Unusual behaviour may have arisen as a result,” Pienaar says.

“This includes anger outbursts, simply because children often don’t know, or don’t have the tools, to express their feelings effectively when they are young. Anger is their way of communication, their way of telling you there is a problem.”



**Dr Greg Pienaar – Principal at  
The Bridge Assisted Learning School**

Essentially, *the misbehaviour is the language the child has available* to express themselves.

So, parents and teachers need to respond appropriately to meltdowns and not immediately react with harsh punishment, arising from their own anger. It is important to model calm and considered behaviour at this point, Pienaar says.

“The most important first step is to understand that there is a reason for the meltdown, and then to determine what that reason is. This involves spending time with the child, and communicating as effectively as possible,” he says.

“Remember we as adults have the ability to understand what is going on, even in our uncertainty. But our children were faced with a tremendous amount of unexpected and immediate changes, ranging from wearing masks, having to social distance, giving no hugs or not seeing important people in their lives.

Children had to learn to grow up and face fear of death, uncertainty and the fallout from their parents’ fears and anxieties before they were mature enough to handle these big changes and big feelings. So it is not reasonable to expect all children to just have absorbed these changes and coped forthwith.”

Pienaar says to bring the situation back to normal, parents should ensure they:

### 1. GET ALL ROUTINES BACK TO NORMAL AS SOON AS POSSIBLE

Try to get life at home back to a predictable routine, explain why it is necessary and why everyone is going to stick to it. Children need predictable routines, boundaries and restrictions to give them the parameters in which they can explore and thrive.

### 2. HARNESS ‘IN THE MOMENT’ SITUATIONS

Under normal circumstances, an anger tantrum may call for a timeout. However instead of timeouts, try time-ins. Sending children away and into isolation may sometimes worsen the situation. Rather take the child for a walk, or sit in a park, and be there for them. Discuss the feelings the child is having, and discuss how the child can manage those feelings in an alternative way. Listen and learn.

“Remember that there is a difference between a tantrum and an outburst of anger, although they may seem similar on the surface,” Pienaar says.

“A tantrum occurs when a child doesn’t get his way. The way to address this is to consistently not indulge the demands of the child, which ultimately allows the child to learn that the parent will be consistently enforcing rules and boundaries, and that tantrums are pointless.”

Anger issues however point to larger problems outside of the child’s control.

“Developing a close connection with the child, spending quality time and developing language around emotions, is the best way to empower a child to manage their anger effectively. If this does not help, and the outbursts continue or escalate, it is advisable that parents seek additional intervention to address the matter early and before greater emotional trauma develops.”



**ABOUT DR GREG PIENAAR** Dr Pienaar holds a doctorate in Psychology. His work has focused mainly on the school-going child over the years, in terms of therapy or play therapy in private practice. He continues to make a significant contribution to the field of assisted and special needs learning through his articles in Educational and Psychological Journals and papers at International Conferences.

**ABOUT ADVTECH** The ADVTECH Group, a JSE-listed company, is Africa’s largest private education provider and a continental leader in quality education, training, skills development and placement services. The Group reports its performance in a segmental structure reflecting the Schools and Tertiary as two separate education divisions, and Resourcing as the third division. ADVTECH’s Schools division comprises 10 brands with more than 100 schools across South Africa, including Gaborone International School in Botswana and Crawford International in Nairobi, Kenya. It owns 9 tertiary brands, across 30 campuses across South Africa and the rest of Africa, and its higher education division, The Independent Institute of Education, is SA’s largest and most accredited private higher education provider. ADVTECH’s 9 resourcing brands places thousands of candidates annually, assisting graduates to make the transition from the world of study to the world of work.

**ABOUT THE BRIDGE SCHOOL** The Bridge caters for students with average to above average abilities. The school follows a neurodiverse approach, ensuring that all students are included, catered for and receive the additional support they need. With our increased knowledge around educational development, we see that more people are affected by Neurodevelopmental conditions than ever before. Neurodiversity follows the view that brain differences are normal, rather than deficiencies. When following a Neurodiverse approach, students with learning and thinking differences benefit greatly. ▲

# Matrics: You're still standing... now keep on walking right to the end

The Matric Class of 2020 is entering the final stretch of their school careers and their exams, after facing down one of the most disruptive years Grade 12s have arguably ever faced as a collective. While the pressure is slowly lifting, and the end is in sight, now is the time to double down and give the final push to achieve to the best of their ability, an education expert says.

**"T**his year has been so hard, and brought up so many different challenges for Matrics, and they must be applauded for getting this far given all the uncertainty, missed school days for many, and losing out on all the big events and milestones that make this year so special," says Natasha Madhav, Senior Head of Programme: Faculty of ICT at The Independent Institute of Education, SA's largest and most accredited private higher education provider.

"You have already demonstrated that you could get this far and deal with everything COVID and the lockdowns have thrown at you. You are already set up for success with your newly developed resilience and grit, so use these new skills to maintain your momentum in coming days to ensure you score every single mark you are able to in your remaining papers. Don't drop your resolve now, but rather give it your all right to the end," Madhav says.

She points out that with most of the papers behind students, it is mostly the comparatively less challenging subjects remaining, which may lead Matrics to approach the next few weeks with a more relaxed attitude towards revising.

"But remember that every mark counts toward improving your aggregate, and therefore your options for your future, whether in terms of which higher education institution you can gain access to, or whether you can gain access to your chosen qualification. Given the massive competition for limited opportunities, even small differences between candidates can have a substantial impact on outcomes," she says.

Madhav says the most important thing to combat now is fatigue – physical and emotional – to ensure you finish strong.

"Don't let your mind play games with you – try to regain your focus and remember the big picture every single day until you hand in your last paper. Make sure you get enough fresh air and exercise, take regular short breaks that don't involve a screen, and aim for small wins that compound."

Madhav says that regardless of performance in previous papers, whether it was good or less than satisfactory, a student's performance over these next 2 weeks can still make a positive impact on their overall results.

"If you did well in previous papers, now is not the time to relax and let the chips fall where they may. Aim to do as well as possible on your remaining papers, which may broaden your prospects in future, potentially opening up opportunities you may not even have been aware of."



**Natasha Madhav – Senior Head of Programme: Faculty of ICT at The IIE**

"On the other hand, if you didn't do as well as you have hoped until now, you have to let that go and focus on what you can still make happen. Don't panic, because every mark makes a difference and there is still opportunity for you to improve on your general result," she says.

Madhav says that students should apply a single-minded, laser-like focus to their studies right now, and leave their hopes and anxieties for the future to one side while they complete their exams.

"This will allow you to start investigating your future path armed with the best results you could achieve, and to discover all the interesting and exciting study and career paths that have been emerging in recent years for which you may now likely qualify as a result of your final determination and drive. Greater options don't equate to lessened competition, so putting in the work during these final days can make all the difference in future." ▲



## ...your call to CeeBee The School Fees debt recovery specialists

Since 1999 we've made School Fee Debt Collections our business. We currently successfully and efficiently assist over 200 schools to recover bad debt.

CeeBee is your risk free solution ensuring your best prospect for bad debt recovery.

- No collection, no charge
- Legal at no cost to you - Credit Listing, Summons and Judgement
- Fixed Fee Structure - effective rate of 16%
- Month to month contract
- Personal service - one point of contact with regular progress and legal reports
- Established in 1999, with an excellent track record
- Fully accredited, registred with Council for Debt Collectors and ADRA
- Understanding of school environment
- Background credit checks and debtor verification
- Owner run and managed
- National footprint

### More info:

0861 CB DEBT or 0861 22 3328  
sales@ceebee.co.za www.ceebee.co.za

**CEE BEE**  
DEBT MANAGEMENT SERVICES (PTY) LTD



# 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.**

### 2020 UPDATE – COVID-19, Lockdown & Zoom

During 2019 we presented to more than 2 000 high school learners on the benefits of Alateen. The lockdown for South Africa, instituted in various levels since March 2020, was first a shock and then as Al-Anon and Alateen moved all weekly meetings to Zoom, it not only provided our members with safe attendance from their homes, but solved many issues for parents. Suddenly, their teens were not only online for school lessons, but attending Alateen meetings from the safety of their homes, did not have to be transported to meetings, and could still get all the benefits of the Alateen programme, but see their friends there as well.

All Alateen meetings are now on Zoom, maybe attended from anywhere across the country, even internationally, and are held at suitable times during the day, such as late afternoon/early evening.

The meetings are 60 mins long, attended and hosted by three officially appointed Alateen Group Sponsors at each meeting – Al-Anon Members in Alateen Service (AMIAS).

Our Alateen meetings are now working well for the teens, we give them time to chat to each other as well as attend the full meeting. We still need an indemnity form from the parent/guardian (Children's Act compliance) and ask that the teens have privacy for their meeting.

Call us for details.

\*\*\*\*\*

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.*

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



# Time to rethink the “why” and “how” of tertiary learning

By Dr Susheila Moodley, managing director of the Facilitation Workshop

Just over 1 000 000 matric learners are currently writing their final examinations. Many as we know, through no fault of their own, will be unprepared; writing with the odds of success and tertiary exemption stacked against them. And yet, for most, the stress of this year extends far beyond these exams. It speaks fundamentally to their futures... Careers that they banked on at the start of the year may have changed significantly, requiring new skillsets that they couldn't have predicted. They may have very reduced prospects of employment within their sector of interest; and/ or there probably will be limited tertiary education places available next year given that many students might need to repeat this year of study. Each of these realities will impact many matrices in very real ways.

In a country where employability is often (incorrectly) associated with university tertiary education, we arguably need to be doing far more work as a sector to educate the Class of 2020 about the range of career options that are not only available to them, but that they will have access to at the start of 2021. We should also be speaking to them about the importance of understanding their own learning styles; the value of “power” skills as opposed to traditional skills; and how they should be paying greater attention to the immediate applicability of what they have learnt in order to gain work experience. This is of course in the context of equipping them with a far more entrepreneurial mindset: showing them how career paths they have chosen can enable them to employ themselves and others as opposed to trying to step into employment, or relying on others for employment.

Our ability to achieve the above is linked to how we engage with both learners, their parents *and* their family circles of influence. If anything, COVID-19 has forced many more middle-class and affluent families to reconsider their views of “traditional education”: where and how learning can *and should* take place; and how best their children – with their unique personalities and learning styles – learn. For some, especially in the context of older pupils, being able to learn at home has opened up new possibilities. It has also demonstrated that, with access to data; connectivity and a device, many learners will step-up and take responsibility for their own growth and development. Some of them don't necessarily want to go to traditional university anymore – choosing to supplement what they learn online with what is being taught elsewhere by global industry experts as opposed to from dated textbooks. Some might not feel safe going

back to large learning spaces given the looming presence of COVID-19. Still others could have found greater community circles of support in their 2020 online-experience and understand the value that these hold.

What does this mean for private tertiary institutions and their role from 2021 then? Arguably that we have to provide accessible, relevant, fairly priced tertiary learning qualifications and alternatives immediately. Online learning management systems *with support* need to be seen as a non-negotiable for example, with blended learning an option for those students that are interested. Furthermore, courses need to explicitly include power skills (such as creativity; design-thinking; basic coding etc.) – as we've done with our FutureBanker BBA (Finance) – to ensure that students graduate with qualifications that are relevant and *can be used well into the future*.

While for many institutions, this could involve rethinking their approach to the “business” of education, there is no time to waste. We cannot afford for this generation to be disadvantaged in any way. If anything, we need to ensure they are more intrepid, resilient and resourceful than the generations that preceded them. This broadens the scope of our collective responsibility and accountability and means that the time for our sector to act is **NOW**. ▲



SCHOOL OF  
TRANSFORMATION  
Equity College

- ✓ Small classes
- ✓ Caring environment
- ✓ Restored self-esteem
- ✓ Focused on remediation
- ✓ Qualified teachers trained to deal with:
  - ✓ Concentration concerns
  - ✓ ADHD/ADD
  - ✓ Reading problems
  - ✓ Anxiety

**Experience the difference!**

12 years in existence

**Contact us**  
011 892 5597  
316 Trichardt's Road, Parkdene, Boksburg  
✉ admin@schooloftransformation.co.za  
www.solutions4learning.co.za

GRADE 1-12 FULL TIME SCHOOLLING  
Umdusi Registration: 17SCH01 00374

SCHOOL OF  
TRANSFORMATION  
Equity College

**Don't let your child be a High School Dropout!**

School of Transformation now extends its highly successful tuition model into skill-based training for learners from the ages of 16 - 22 years.

- ✓ Small Classes
- ✓ Individualised support
- ✓ Qualify as a trained chef
- ✓ Your door into the hospitality industry

**Contact us**  
011 892 5597  
316 Trichardt's Road, Parkdene, Boksburg  
✉ admin@schooloftransformation.co.za  
www.solutions4learning.co.za

**CONTACT School of Transformation - Equity College now for an assessment to see if your child qualifies!**

FULL TIME REMEDIAL COLLEGE  
Umdusi Registration: 17FET02 0010PA



# Leadership should aim to create more leaders not followers

*Equip people to lead themselves & lead you in what they are good at*

There's so many misguided theories about leadership. We've all read articles about "leading by example" or "serving to lead". The ideas sound wonderful but miss two important realities: leaders are human and the practice of leadership is about learning how to be led not how to lead others. If you are in a leadership position and you accept these two realities about yourself, leading becomes a space for you to accept yourself, learn more about yourself and grow, sometimes even more than the people you are charged with leading. We're sharing a few tips on how to create more leaders and learn to be led as a leader.

## 1. Accept and respect your humanity

Too often, we create the pressure for leaders, especially women in leadership, to appear "perfect". As leaders we interpret "leading by example" to mean being almost parental to the people we lead: forever the problem-solver, the counsellor, the endlessly patient, the always available. And taking on that impossible role reinforces the expectation that our team starts having of us to be perfect. Without realising it, and with the best of intentions, people place leaders on a pedestal and leaders happily take up that mantle until something happens that reminds everyone that leaders are human and everything comes crashing down. It is important as a leader to reject the temptation to create a veneer of perfection. Install yourself as human, as someone who makes mistakes, who doesn't always have the answers, who experiences anxiety, self-doubt, anger, frustration, stress. If you allow your team to know you and see you as human, you create the space to make mistakes, to fail and to call on them to help you navigate the challenges.

## 2. Invest in the tools that help you and your team get to know themselves

Self-discovery is an active investment in the tools, the resources and the support you need to keep getting to know yourself. Knowing what makes you tick is so empowering. It allows you to help others understand how to get the best out of you and importantly, what brings out the worst in you. It is so valuable to building



**AMAZI CEO and Co-founder  
Divya Vasant**

a healthy dynamic to invest in the tools, resources and support for your team to embark on their own self-discovery. Having everyone know each other's pain points, how to bring out the best in each other, how each works differently, communicates differently, has different needs allows you to craft collaborations that really unlock value for you, for your team and for your organisation.

## 3. Be active in confronting your insecurities

AMAZI CEO and Co-founder Divya Vasant believes that "broken people create broken organisations". One of the reasons she and her team at AMAZI launched their Virtual Knowledge Hub, is to share the tools they have found invaluable in leading themselves authentically as a group of women entrepreneurs. Vasant shares that she found her insecurities being reflected back in the organisation she was building. Early on, she realized that if



she did not invest in understanding how her life-story had created self-limiting narratives that she kept reinforcing, she wouldn't be able to create an organisation that allowed her, and the women she works with to unlock their potential. One of AMAZI's core values is "to nurture the untapped potential of women" and the founding team believes the practice starts with them. They've collected a toolkit of insights and practices over the years that they've packaged into easy, bite-sized learning modules which they've made accessible and affordable to any woman keen on harnessing her true potential.

## 4. Create an environment that encourages your team to lead you

The phrase "leadership should aim to create more leaders, not followers" could not be more important than it is now, at a time where all of us have been gripped by the overwhelming uncertainty the COVID-19 pandemic has thrown at us. Nobody has all the answers, everyone is trying to figure out how to navigate this time. Leaders who want to present themselves as being "strong" and having the answers are less useful than those who take the opportunity to support and create the space for their team to lead them. When you allow your team to guide you on what they are strong at, where in your organisation they see themselves feeling confident, feeling energised and adding value, you give them the opportunity to lead you in building that area. Allow yourself as a leader to spend your energy empowering your team to take the lead in the areas they thrive in instead of trying to spread yourself thin and come up with all the answers.



AMAZI's Virtual Knowledge Hub courses cover topics such as "Leading myself authentically", "Do you know yourself", "Awakening to your Why" and are written as if the team is having a conversation with you while you unpack these topics. The practical exercises shared are tools that the AMAZI team uses in their day to day to help build their organisation. The mobile application allows you to do a quick section, a self-reflective exercise while you travel to work or wait in line at the grocery store. And most importantly, these modules are affordable because the AMAZI team recognises that self-development tools and support are needed now more than ever so while budgets may be slim, the Virtual Knowledge Hub offers leaders an affordable way to connect their teams to empowering content. The courses range from R450.00 to R1200.00 and offer a variety of holistic modules designed to impart knowledge, a solid skill-set and confidence. Courses including Awakening to your WHY (R450.00) and Leading Yourself Authentically (R850.00) are firm favourites in igniting a team member that is resilient, mindful and tenacious.

## 5. Have honest conversations

Now, more than ever, is the time to get uncomfortable as a leader. It is uncomfortable to share with your team that "I am not coping, I need to take some time offline to decompress" or "I am anxious about our finances, I need to help to think through what we can do". Sharing what is making you feel stuck, what is gripping you at your throat, what is keeping you up at night is difficult and uncomfortable. It may also be difficult and uncomfortable for your team to hear it. But out of this discomfort comes the opportunity to forge a more authentic relationship with your team where you can ask for support in a way you may have never done before and your team has the opportunity to step into being able to lead and support you in a way they may never have been given before. ▲



# New doctorate offerings in Policing and Management

Former Southern Business School (SBS) CEO Chris Vorster has moved to the helm of STADIO Higher Education and is firmly steering the ship to success with the introduction of two doctorate qualifications for 2021.

The two doctorates that will be offered next year, for the first time, are in Policing and Management. Chief Academic Officer at STADIO, Dr Divya Singh, notes that a doctorate is the apex qualification for any profession. “We want the whole vertical spectrum for all our programmes. However, our approach will be to first bed down these two doctorates and make sure we have the quality and perfect processes in place before we start looking at expanding in the other disciplines,” she says.

STADIO has five faculties: education, law, arts and design, science and technology as well as commerce, administration and management. Singh says both doctorates fall under commerce, administration, and management.

The institution offers hybrid learning, which is a way of combining traditional classroom experiences, experiential learning objectives, and digital course delivery that emphasises using the best option for each learning objective. Singh attributes this learning model as one of the reasons for the 11% increase in student numbers for the second semester this year, against the backdrop of COVID-19.

Over the past two decades the School of Management for Safety in Society, under the umbrella of its previous institutional title of Southern Business School, has developed thousands of law enforcement officers and enabled their promotion in the workplace.

Southern Business School has been running a Bachelors’ degree and Honours degree in police practice since 1997 and the Masters programme was recently accredited. “The offering is now complete with the introduction of the doctorate. The idea is that your police leadership should be equipped with both the discipline, skills knowledge and the underpinning academic bases,” Singh explains. Although the doctorate is a two-year programme, STADIO anticipates that students will complete it in three to four years given that they will be holding down full-time jobs while studying.

Singh says STADIO has chosen to adopt a slightly different, more practical approach compared to the traditional theoretical approach that you would find when studying a PHD, for example. “Our thinking is to incorporate themed or focused research. So, instead of five people researching five different things, the five students would collectively grapple with a specific problem.

“For example, if you looking at policing in Khayelitsha, one would look at the issue of detection, one would look at community policing in the area, and another one would look at statistics and the economic impact.

“Once their research is complete, we will be able to pull together a complete, holistic report. The research will then be handed over to the police and can be



used to advance policing in that particular space,” she says.

She points out that this approach will solve problems in a practical space, making a significant contribution to the working environment and this is the deciding factor likely to distinguish the STADIO offering from that of the public universities. The same approach will be adopted with the Doctorate in Management.

For the six months to June 2020, STADIO Holdings reported a 15% jump in revenue to R468.2 million with a corresponding 10% rise in student numbers to 31 053.

The group commenced construction on its first multi-faculty campus, STADIO Centurion, in November 2019. The facility was intended to open in 2021 but management has elected to conserve cash until the full effects of COVID-19 are known. In line with this thinking, the facility construction and opening date has been pushed out to 2022. ▲

## 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.**

### 2020 UPDATE – COVID-19, Lockdown & Zoom

During 2019 we presented to more than 2 000 high school learners on the benefits of Alateen. The lockdown for South Africa, instituted in various levels since March 2020, was first a shock and then as Al-Anon and Alateen moved all weekly meetings to Zoom, it not only provided our members with safe attendance from their homes, but solved many issues for parents. Suddenly, their teens were not only online for school lessons, but attending Alateen meetings from the safety of their homes, did not have to be transported to meetings, and could still get all the benefits of the Alateen programme, but see their friends there as well.

All Alateen meetings are now on Zoom, maybe attended from anywhere across the country, even internationally, and are held at suitable times during the day, such as late afternoon/early evening.

The meetings are 60 mins long, attended and hosted by three officially appointed Alateen Group Sponsors at each meeting – Al-Anon Members in Alateen Service (AMIAS).

Our Alateen meetings are now working well for the teens, we give them time to chat to each other as well as attend the full meeting. We still need an indemnity form from the parent/guardian (Children’s Act compliance) and ask that the teens have privacy for their meeting.

Call us for details.

\*\*\*\*\*

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.*

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





# Magazine EDUCATION

[www.TheMightyPen.co.za](http://www.TheMightyPen.co.za)

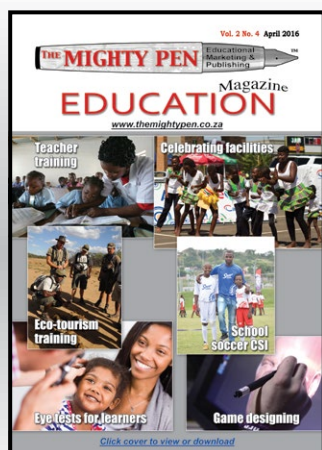
A traditional magazine experience – On any digital platform

*The Business of Education for School Decision Makers*

**A Free Monthly Digital Magazine for Principals  
and Teachers**

**Distributed Direct to the Inboxes of 7 500 Principals &  
Schools Nationwide**

**Includes Most Gauteng Schools  
600 Independent Schools**



- **SEE THE PRODUCTS & SERVICES OF EDUCATION COMPANIES ADVERTISING IN THE MAGAZINE**
- **FULLY INTERACTIVE PDF – VIEW ON ANY PLATFORM OR SOFTWARE**
- **INCLUDES VIDEO CLIPS & HYPERLINKS**

**VISIT OUR WEBSITE: [www.TheMightyPen.co.za](http://www.TheMightyPen.co.za)**