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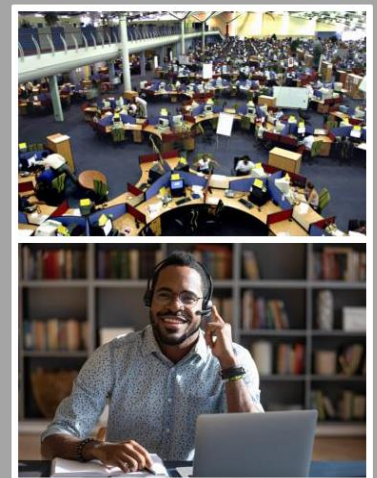
**Teaching  
Coding & Robotics**



**Art in education**



**AI in online learning**



**Call Centre  
Careers**



# WE LOVE TEACHERS

Celebrating our appreciation of teachers this World Teachers Day!

## CONTENTS

~ Editor's column ..... 1

### ➤ *Technology Feature*

~ Empowering the next generation – teaching Coding & Robotics .... 2

~ The impact of AI in online learning ..... 7

### ➤ *Education Matters*

~ New library centre for under-resourced school ..... 8

~ Plastic Changemakers programme to reach 1 million learners .... 9

~ Learners from families with alcohol abuse ..... 11

### ➤ *Learners, Teachers & Parents*

~ A career path guide for Matrics ..... 13

~ How to unleash critical thinking through art education ..... 15

### ➤ *Careers and Tertiary Training*

~ Call Centres remain a smart career choice ..... 18

~ Cannabis & Hemp Training Academy launch ..... 20

## ADVERTISERS

**Maskew Miller Learning**  
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

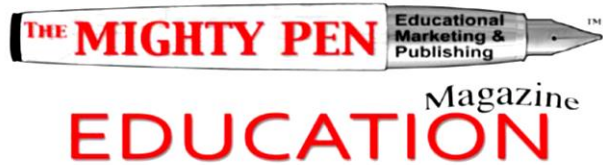
**Agape Christian School**  
Page 19

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## **Editor's Column**

### **Teachers of the world – a day is not enough**

That is why in South Africa we celebrate World Teachers' Day for the entire month of October as Teacher Appreciation Month.

World Teachers' Day is celebrated internationally and in SA on 5 October – and since 2020, in our unique commemorative style, we have extended that acknowledgement of appreciation for a full month.

The theme for World Teachers' Day 2023 is *"The Teachers We Need for the Education We Want: The Global Imperative to Reverse the Teacher Shortage"*.

It aims to reduce the shortage in number of teachers and increase their strength globally. The dedicatory event also examines how education systems, societies, communities, and families recognise, appreciate, and actively support teachers.

Teaching is regarded by many not as a profession, but a calling – perhaps a Divine one. A teacher has the unique opportunity and blessing to make a transformative and lasting impression on the lives of children, teenagers, and even young adults.

World Teachers' Day in South Africa was first celebrated in 1994. Though it is an international celebration, it holds particular significance in our nation.

The country has faced numerous challenges in its education system over the years, such as inadequate infrastructure, lack of teaching resources, and low salaries. Teachers have had to work under difficult circumstances to educate their students. Despite this, teachers remain committed to providing quality education to learners - and in the month of October we honour that.

Schools host special events, award ceremonies and performances, while students often create handmade cards and gifts for their teachers. Many organisations and companies also take the opportunity to acknowledge and celebrate the contributions that teachers make towards building a better future for South Africa.

According to UNESCO (United Nations Educational, Scientific and Cultural Organisation), the world needs 69 million more teachers by 2030 to achieve universal basic education.

**Yours in education**

**Janos Bozsik**  
**Editor**

# Empowering the next generation: teaching the Coding & Robotics Curriculum



Supporting the implementation of a Coding and Robotics Curriculum requires a collaborative effort between publishers, educators, and other stakeholders. Meyer explains that “developing well-structured, age-appropriate curriculum materials that align with educational standards and objectives is imperative.”

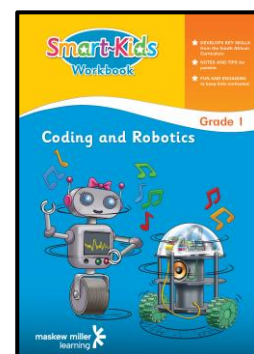
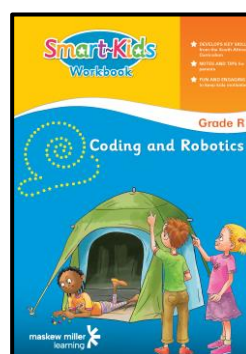
In support of the Draft Coding and Robotics Curriculum for the Foundation Phase (Grades R to 3), *Maskew Miller Learning* has developed content that aligns with the Curriculum and Assessment Policy Statement (CAPS).

In our ever-changing technological world, the Coding and Robotics Curriculum is vital in exposing our learners to new technologies within the schooling environment and building a foundation of knowledge. The Coding and Robotics Curriculum, released by the Department of Basic Education (DBE), aims to guide and prepare learners to solve problems, think critically, work collaboratively and creatively, and function in a digital information-driven world.

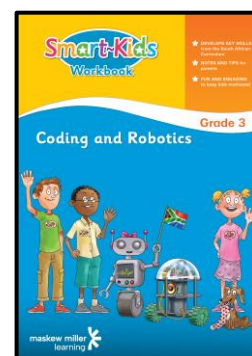
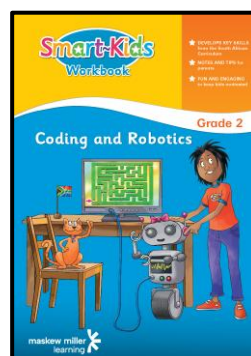
South Africa has been placing a growing emphasis on STEM (Science, Technology, Engineering, and Mathematics) education in recent years. This is partly due to the recognition of the importance of these fields for economic growth and innovation. However, teaching coding and robotics in South Africa is a dynamic field with its own unique set of challenges and opportunities.

The country has a significant digital divide, with many learners lacking access to basic technology and schools having limited access to modern technology, reliable internet, and up-to-date educational resources. This can hinder the effective teaching of coding and robotics. Furthermore, there is a growing awareness of the importance of inclusivity in coding and robotics education.

Carmen Meyer, STEM Content Development Lead at *Maskew Miller Learning*, believes that efforts have been made to bridge the digital divide through various initiatives, such as coding bootcamps, workshops, innovation hubs and robotic competitions, which aim to provide learners with access to digital resources and encourage underrepresented groups, including women and individuals from disadvantaged backgrounds, to participate.



“Our new Smart-Kids Coding and Robotics workbooks consist of write-in worksheets. The workbook is a supplementary resource that teachers can use to introduce the subject to young learners and for parents who want their child to learn and practice the skills required for coding and robotics,” says Meyer.



➤ [to page 4](#)



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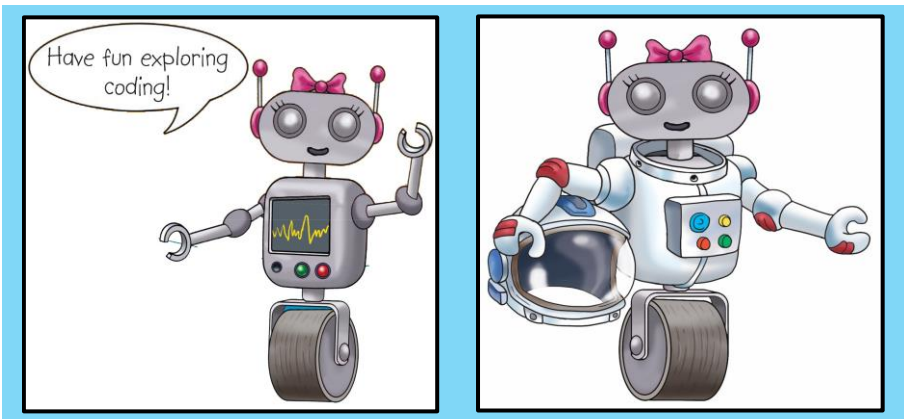
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➤ from page 2

The workbooks not only cover the digital skills and knowledge content areas as prescribed by the draft curriculum, but learners have fun while completing the activities with Robo, an endearing humanoid robot and a new friend to the Smart-Kids characters.



“Robo is one of our proudly South African additions to the well-loved Smart-Kids series. Her silver exterior, pink bow, cute costumes and glowing circuits show young learners that both boys and girls can be tech-savvy superstars,” adds Meyer.

Robo opens an exciting and imaginative world to young learners, taking them on a journey into the coding and robotics space. With her guidance and participation in activities, Robo teaches young boys and girls logical thinking, decomposition skills, internet safety, and how to code using coding blocks. Most importantly, she ignites confidence and models collaboration in problem-solving, empowering learners to tackle any challenge and unleashing their boundless creativity.

“In a field traditionally dominated by males and most often marketed to little boys, Robo promotes gender equality and inclusivity in the robotics workforce. Robo’s impactful presence in the series encourages learners that robotics is indeed for everyone, paving the way for greater female representation in STEM careers and leadership positions,” Meyer said.

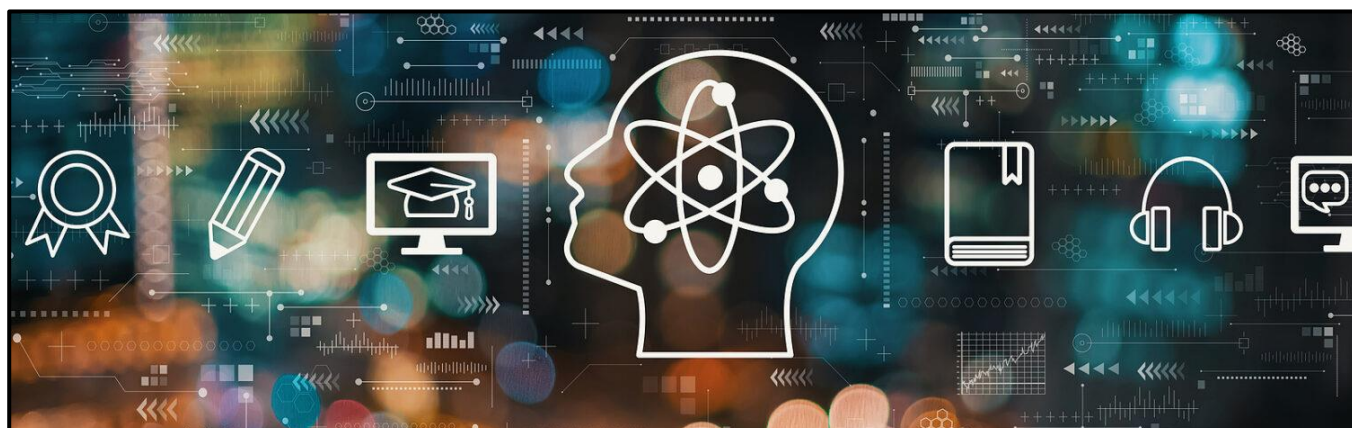
Teaching coding and robotics in South Africa is a field that is rapidly evolving, driven by a growing recognition of the importance of tech education for the country’s future. Despite challenges, there is a strong determination to equip South African learners with the skills they need to thrive in the digital age.

*The Coding and Robotics subject is aimed at guiding and preparing learners to solve problems, think critically, work collaboratively and creatively, function in a digital and information driven world, apply digital and ICT skills and to transfer these skills to solve everyday problems and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society.*

*It has been organised into five study areas: Pattern Recognition, Algorithms and Coding, Robotics Skills, Internet and E-communicating and Application Skills.*

*Coding and Robotics is a subject that transverses across the other core Foundation Phase subjects namely Languages (Home and First Additional) and Mathematics that ultimately strengthens and supports them.*

**Source:** (DBE) Curriculum and Assessment Policy Statement; Grades R to 3: Coding and Robotics.



# 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

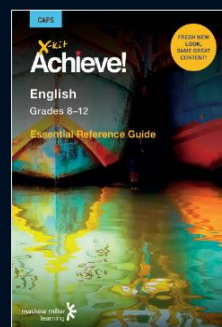
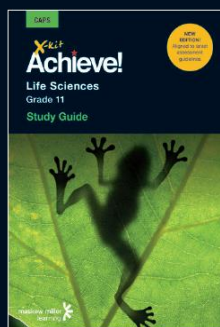
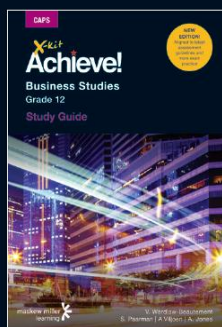
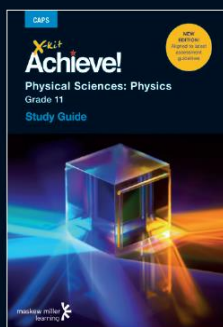
educational instruction will move back to the classroom and students will have to readjust to the new environment.

## Self-care

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

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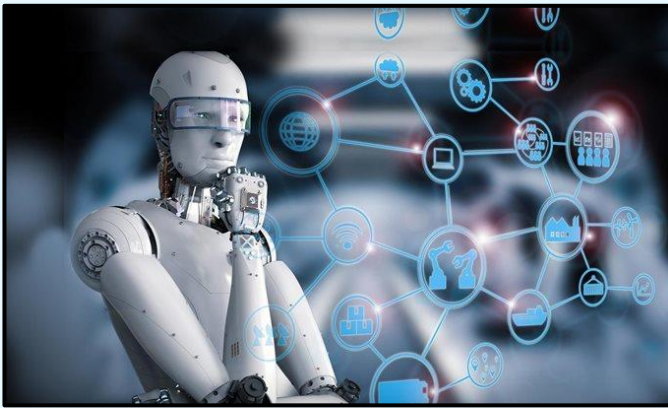
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# The impact of AI - in online learning



**The opportunities for artificial intelligence (AI) in online learning and teaching are broad, ranging from personalised learning for students and automation of instructors' routine tasks to AI-powered assessments.**

For example, AI tutoring systems can provide personalised guidance, support, or feedback by tailoring learning content based on student-specific learning patterns or knowledge levels. AI teaching assistants help instructors save time answering students' simple, repetitive questions in online discussion forums, and instead instructors can dedicate their saved time to higher-value work. AI analytics allows instructors to understand students' performance, progress, and potential by decrypting their clickstream data.

While the opportunities for AI are promising, students and instructors may perceive the impact of AI systems negatively. For instance, students may perceive indiscriminate collection and analysis of their data through AI systems as a privacy breach. The behaviour of AI agents that do not take into account the risk of data bias or algorithmic bias can be perceived by students as discriminatory.

Instructors worry that relying too much on AI systems might compromise the student's ability to learn independently, solve problems creatively, and think critically. It is important to examine how students and instructors perceive the impact of AI systems in online learning environments.

Learner–instructor interaction plays a crucial role in online learning. Communication, support, and presence, improve students' satisfaction and learning outcomes. The learner–instructor interaction further affects students' self-esteem, motivation to learn, and confidence in facing new challenges. Less is known, however, about how introducing AI systems in online learning will affect learner–instructor interaction and more work is needed to understand the long-term ramifications.

Unlike educational technologies that merely mediate interactions between instructors and students, AI systems have more autonomy in the way in which it interprets data, infers learning, and at times, takes instructional decisions.

## Communication

In online learning environments, communication refers to questions and answers between students and the instructor about topics directly related to learning contents, such as instructional materials, assignments, discussions, and exams. Students and instructors expect AI systems will positively impact the quantity and quality of communication between them but bears the risk of causing miscommunication and responsibility issues.

## Responsibility

Although students believe AI systems would improve the quantity and quality of instructional communication, they worry that AI could give unreliable answers and negatively impact their grades. Most students feel like the lack of explainability of AI would make it hard to blame even though it may hold a position of responsibility in some situations, such as answering questions where its answers should be considered as truth.

*Source: International Journal of Educational Technology in Higher Education*

## New library centre – for under-resourced school



**The Ikokobetseng Primary School in Vanderbijlpark, Sedibeng District received a library and resource centre last month. This is the 70<sup>th</sup> such project unveiled by Imperial & Motus Community Trust, founded by Imperial Holdings (today known as Imperial, a DP World company) and Motus.**

Over the past 18 years, the Trust has committed to increasing reading skills and access to learning resources in underserved communities as part of their commitment to sustainable literacy intervention, and this latest initiative is a great milestone towards the Trust's goal of 100 libraries by 2025.

While the initiative was originally aimed at improving mathematics and science results of learners in township schools, the need to focus on developing literacy and reading skills through a comprehensive literacy intervention programme also became apparent. In fact, the lack of these literacy skills was identified as a key hinderance to the successful adoption of other skills.

“The ability to read for meaning in early childhood in South Africa has declined significantly. As a result, interventions aimed at promoting reading for meaning in early childhood can play a vital role in addressing these challenges and developing young minds for healthy and successful futures” says Esha Mansingh, Board Member for the Imperial & Motus Community Trust and Head of Corporate Affairs and Sustainability for sub-Saharan Africa at DP World (Imperial's parent company). “The Imperial & Motus Community Trust programme is also about making such centres accessible to the broader communities, encouraging community participation in literacy programmes and successes, and I congratulate the Trust on its 70<sup>th</sup> library and resource centre milestone.”

Ikokobetseng Primary school's library and resource centre will serve learners in Grade R to Grade 7, and is equipped with barcoded books, teaching aids, sports equipment, charts, board games, and computers with computer-based programmes. Additionally, the library also comes with a whiteboard, chairs, desks, carpeted reading areas, as well as two training rooms, and will be managed by a trained librarian assistant.

Mr George Mokoena, Principal at Ikokobetseng Primary School, says: “We are honoured to be a beneficiary of this programme and believe that the library and resource centre will have a fundamental impact on not just their school, but community at large. We are grateful to the Imperial & Motus Community Trust for partnering with our school and providing a fully packaged centre with the required support to ensure its sustainability – without adding pressure to our current systems, but rather, supporting it, making for an improved and more efficient learning environment”.

“Our commitment through the Trust, is to find ways in which to impact the educational journey of children in South Africa and provide support for their future success in life. We have therefore committed to a fully comprehensive literacy programme at Ikokobetseng Primary School, which aims to address grassroot level skills and provides the necessary learning environment and tools, to promote healthy educational development for learners in underserved communities,” added Shayda Arbee, also a Board Member for the Imperial & Motus Community Trust.

*Image by Jade Photography*

# Plastics Changemakers Programme – aims to reach 1 million children

The Two Oceans Aquarium was abuzz with excitement as The Breteau Foundation launched its ground-breaking initiative in Africa – the Plastic Changemakers programme. The Breteau Foundation's Plastic Changemakers premier and launch event brought together prominent individuals and organisations committed to addressing plastic pollution, one of the most pressing environmental issues of our time.

Among the prestigious attendees were Ronald Mukanya, Director of Sustainability Management from the Department of Environmental Affairs & Development Planning, Bruce Probyn, Chairman of the Western Cape Education Council, Nozipho Mthembu, Foundation Phase Educator at Molo Mhlaba School for Girls, and Melissa Zackon, Programme & Operations Coordinator at Nature Connect.

## Insights on plastic pollution in the SA education context

"In educating our children about plastic without overly emphasising its negative aspects we encourage them to comprehend it in terms of accumulation, its removal, and the adverse effects of plastic contents on our well-being. In altering the language we use, and reaching children on their level through channels like the 'Miraculous™: Tales of Ladybug & Cat Noir' Action episode, we can teach them about plastic's impact in ways that are more relatable to them. In doing so, we can foster Earth Warriors who view plastic not as litter, but as a resource to be responsibly managed. Learning indirectly, without explicitly framing it as 'litter' or 'saving the environment,' has proven to be a remarkably effective, albeit ongoing challenge when it comes to instilling both knowledge and a sense of responsibility for litter and ecological awareness," Probyn said..

"In educating children from foundation phases and up about plastic and its impact, we are able to influence their behaviour at grassroots level, empowering children to be changemakers in their community," says Mukanya.

Forming an integral part of the Plastic Changemakers programme is the 'Miraculous™: Tales of Ladybug & Cat Noir' episode. In a ground-breaking collaboration, The Breteau Foundation joined forces with ZAG and Method Animation (Mediawan Kids & Family), the visionary creators behind the immensely popular animated series 'Miraculous™: Tales of Ladybug & Cat Noir'. They co-produced the episode 'Action' with the aim of raising awareness about the worldwide plastic crisis.



***At the heart of the launch event was the unveiling of the Plastic Changemakers programme and Educator's Pack - a free, ready-to-use educational initiative developed by The Breteau Foundation.***

***This programme consists of five modules and several free resources that can be adapted to national school curricula on a global basis. The programme and its resources were designed to equip teachers and students with the knowledge, confidence, and solutions to create ambassadors for change in the fight against plastic pollution.***

"In raising these issues and inserting them into these kids' favourite animated superhero stories, The Breteau Foundation is engaging and educating young minds through beloved characters they can easily relate to," says Mthembu.

The entire Plastic Changemakers programme - including the five education modules for teachers and children, and the Miraculous™ Action episode - is available on - **The Breteau Foundation's website at:**

**<https://plastic-changemakers.breteaufoundation.org/>**

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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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## Career path guide – for Matrics



**The transition from the structured environment of high school to the expansive horizon of what comes next is a challenging one, filled with excitement and anticipation. However, for those Grade 12 students who are still unsure about their future moves, it can be an extremely anxious and perplexing time. Most Matrics who are standing at this critical juncture find themselves balancing the enthusiasm of youth with the responsibilities of impending adulthood, having to make one of the biggest decisions they will ever make in their life.**

“For many, this is the first time they are asked to make significant decisions that will shape their futures. While parents can guide the process, ultimately the buck stops with the Matriculant who will have to live with the decision, which can easily lead to analysis paralysis on their part,” says Adrian Garden, Deputy Dean: Teaching and Learning at Rosebank College.

While there may be endless possibilities, making the 'right' choice can be daunting. What career should they pursue? Which path aligns most closely with their dreams, skills, and values? How do they ensure that their chosen path won't lead to regrets later?

“This choice, undeniably, is monumental. It's not just about securing a job or determining what they will study next; it's about sculpting the foundation they will build for the rest of their lives. Each decision has ripple effects, influencing their immediate years after school and potentially determining their satisfaction, success, and well-being for decades to come,” says Garden.

But the decision process can be made easier and more effective by following a few guidelines which will channel into a good choice, rather than just hoping the right idea will arise at some point, he says.

“Through thoughtful, structured exploration and informed decision-making, school leavers can carve out a path that aligns with their aspirations and the ever-evolving demands of the modern world.”

### Self-reflection

If you are not sure about who you are and what you want to do, there are a few structured assessments that can be illuminating, to help individuals align their intrinsic qualities with potential career paths. These include, for instance, the Myers-Briggs Type Indicator (MBTI), the Holland Code, and numerous other free career interest and personality assessments online.

### Job market assessment

It's important to study the current and future job market, to view your options through a pragmatic lens. Research careers in

high demand both locally in South Africa and internationally, potential income brackets in various professions along with future earning potential, and the expected longevity of the field and future growth prospects of specific sectors. It is also important to match your skills and subject choices with the careers you have an interest in. Student support and career services at good higher education institutions are invaluable in this regard – as they will have deep insight into careers of the future, as well as being able to help you match your strengths to specific fields of study.

### Study options

Further study after Matric is very likely a crucial stepping-stone to making your dream career a reality. But remember that not all institutions and programmes are created equally. So if you have an idea of your area of interest, thoroughly investigate the reputation of the various institutions that offer the qualifications within your field of interest; the content, curriculum and faculty; financial factors that come into play such as tuition fees and living expenses; and campus life, to see if it will be conducive to personal growth and networking.

### The real world

To gain a real-world perspective on your prospective career, connect with mentors and professionals in the field who can give you a better understanding of what the field is like in reality. Try to understand day-to-day experiences and potential challenges faced in the role, essential qualifications, skills, and attitudes beneficial for that profession as well as personal stories of lessons learned. If possible, try to gain some hands-on experience by seeking out internships and volunteering roles.

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# How to unleash critical thinking - through art education



Most good schools, whether public or private, incorporate art into their curricula – especially during the primary school years. This subject sometimes has the reputation for being the class where you can take a break from the ‘real work’, which is why its importance as a developmental tool for critical thinking isn’t well understood.

But parents and teachers can use art to the great advantage of the child, if they know how important its role is and how to practically go about art education and appreciation, an education expert says.

“Art incorporates all the important factors required in critical thinking – observation, reflection, interpretation and application,” says Desiree Hugo, Academic Head: Schools Division at ADVTECH.

“Parents of younger children know this scenario well: your child arrives home with a piece of art, you praise them for their good work, stick the artwork on the fridge, and move on. However, by taking some more time discussing what went into the construction of the work, parents can gain invaluable insight into their child’s thinking, as well as develop their ability to communicate their thinking,” she says.

Hugo advises parents to ask their children specific questions about their artwork, for instance “what is that you drew there?”, “why did you decide to do this?”, “why did you choose these colours?”.

“When you hear their explanations as to their thoughts, it gives you a window into their world and elevates their work from just another pretty piece to a connection and discussion opportunity. It’s important that parents take the time and make the effort to do that,” Hugo says.

Teachers should also aim to guide students to create observational



art if they want to develop critical thinking capacity.

“If you ask someone to draw a flower, they’ll typically draw that one we all do from memory, with the circle in the middle, the little arches around the circle, and a stem with perhaps a leaf or two. But if you put a flower in front of the child along with a magnifying glass and ask them to draw what they see, you are going to find they do a greater dive into deep observation,” says Hugo.

## Practical ways to use art to develop critical thinking skills

### Open-ended art projects

- Provide opportunities and materials for students to freely express themselves without tight guidance or direction on expected outcomes or deliverables. This helps them assess the tools at their disposal, use their imagination and problem-solving skills, and hone their craftsmanship.

➤ [to page 16](#)

➤ from page 15



She notes that Loris Malaguzzi, founder of the Reggio Emilia Approach, described the "infinite ways that children can express, explore, and connect their thoughts, feelings and imaginings" as follows: "These languages (the Hundred Languages of Children) are symbolic and are open to the endless potentials in children. They believe in the potential of a child's ability to wonder. It is the belief that there are "multiple ways of seeing and multiple ways of being."

"A high quality, holistic academic offering will consider this approach to all learning, to ensure students build critical thinking skills, while being offered opportunities to inquire and develop creative theories."

### Artistic analysis

- Expose students to a wide range of art and lead in-depth discussions about their observations. What do they think the artist was thinking, why do they think certain choices were made in creating the artwork, how does the art make them feel, what do they see in the art? This develops their visual processing skills, linking them up to their analytical skills.

### Combine art and stories

- Extend the art lesson by tasking students with developing stories based on their work. These stories can include characters and character development, plotlines, and inspiration for follow-up art.

### Combine art and academics

- Maths problems have long been approached by drawing a simple sketch of the problem at hand. This can be extended to various other subjects, by asking students to create a visual representation of the matter before them, as well as their proposed solution. This helps them visualise the problem and helps with brainstorming all while exercising creative muscles.

"Imagine believing that children have the ability to express themselves in more than one way. Now times that by 100, if they are given the tools and encouragement to extend their potential range," says Hugo.

*A critical challenge for arts education has been a lack of empirical evidence that demonstrates its educational value. Though few would deny that the arts confer intrinsic benefits, advocating "art for art's sake" has been insufficient for preserving the arts in schools - despite national surveys showing an overwhelming majority of the public agrees that the arts are a necessary part of a well-rounded education.*

*Research shows that a substantial increase in arts educational experiences has remarkable impacts on students' academic, social, and emotional outcomes.*

*Students who received more arts education experiences are more interested in how other people feel and more likely to want to help people who are treated badly.*

Source: [Houston Education Research Consortium](#)



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## Call Centres remain – a smart career choice

An often-overlooked career option for South African school leavers is that of becoming a call centre operator. Given recent advances in Artificial Intelligence, some may now even discard this idea out of hand because of mistaken perceptions about machines taking over the jobs of humans in this field.

The reality however is that the call centre industry in South Africa remains robust and in need of real humans, and that the field provides a foot in the door to a wide range of careers down the line, an education expert says.

According to a recent report by *Research and Markets*, a leading global research institution, South Africa was voted by global contact centre managers as the preferred business process outsourcing location in the world.

“The report noted SA’s competitive advantages and said that the South African contact centre industry, which includes call centres, technical support and back and front office services for multinationals and South African companies, has recorded exceptional growth in recent years, driven by strong support by government through the incentives offered by the Department of Trade, Industry and Competition,” says Siyavuya Makubalo, Marketing Manager at Oxbridge Academy.

“Overall, while it is true that AI is transforming the way that call centres operate, there are still plenty of reasons why a call centre job can be a good career choice for young people in South Africa. From the job opportunities and development of transferable skills to the personal growth and competitive salaries, a call centre job can offer a range of benefits that make it a good call career-wise,” she says.

Makubalo says that the call centre sector is still a key employer in South Africa and that, despite the advances in AI, there remains a high demand for real-life, human customer service representatives in call centres, which means that there continues to be excellent entry-level opportunities available for young people starting out in their careers.

“Many customers still prefer to speak to a human representative when they have an issue or question. This means that call centre operators can offer a valuable human touch, which can be especially important in industries such as healthcare or finance, where customers may have sensitive or complex queries.”

She notes that call centres are high-stress environments, where teamwork is key – a combination that, if mastered, opens up a world of opportunity. “While it is tough, it provides the ideal



opportunity to gain experience, build and develop your transferable skills, and practise creative problem-solving. These so-called soft skills are in high demand in a myriad of non-call centre environments and can be applied to a range of other jobs in different industries, which means that a call centre job is a great steppingstone for young people looking to build a versatile career.

“In other words, qualifying as a call centre operator and entering the profession doesn’t mean you are going to be glued to a headset for the rest of your days. Quite the contrary! If you make your mark, you will become eligible for advancement not just within the company, but also outside of it in new roles.”

And on the salary front call centre salaries are often very competitive compared to most entry-level jobs in South Africa.



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# Cannabis & Hemp – Training Academy launch



**The Eastern Cape Cannabis and Hemp Training Academy, a groundbreaking collaboration between Cheeba Cannabis Training, Hlomla Multi Services, Training Force, and Funda Lula, was officially launched earlier this year. The event was attended by Queen Nokwanda Dalindyebo of the AbaThembu Kingdom, Chief Jali of the Rharhabe Kingdom, representatives from the Agricultural Department, and various notable dignitaries.**

This pioneering training centre aims to provide comprehensive education and training on the cultivation, processing, and distribution of Cannabis and Hemp products. With a particular focus on unlocking economic and social opportunities in the Eastern Cape region, the Eastern Cape Cannabis and Hemp Training Academy is set to play a significant role in the development of these industries.

Cheeba Cannabis Training, Africa's leading provider of Cannabis and Hemp training and education, brings over four years of experience and expertise to this collaboration. Having successfully delivered multiple training and educational programmes from their flagship campus in Rivonia, Johannesburg, Cheeba Cannabis Training is expanding its reach by establishing six official Cannabis and Hemp training centres across the country.

Linda Siboto, Co-founder of Cheeba Cannabis Training, expressed his enthusiasm, saying, "We are thrilled to collaborate with Hlomla Multi Services, Training Force, and Funda Lula in establishing the Eastern Cape Cannabis and Hemp Training Academy. Our mission has always been to provide top-quality education and training in the Cannabis and Hemp sector, and this academy allows us to expand our reach and significantly impact the economic and social development of the Eastern Cape region."

Funda Lula, the lead project developer, has been instrumental in bringing this initiative to life. Their dedication and commitment to the development of the Cannabis industry have played a crucial role in establishing the academy.

Said Phindile Ncede from Funda Lula. "Through this initiative, we aim to drive economic growth and create sustainable opportunities in the Cannabis industry. By providing a platform for education, skills development, and industry collaboration, we believe the academy will be instrumental in unlocking the region's potential."

The Eastern Cape Cannabis and Hemp Training Academy will initially focus on delivering various skills programmes and learnerships, including CATHSSETA aligned Cannabis & Tourism and merSETA aligned Community House Building with Hemp. This diverse range of offerings reflects the academy's commitment to providing valuable training opportunities that cater to different interests and sectors within the Cannabis and Hemp industries.



# Magazine EDUCATION

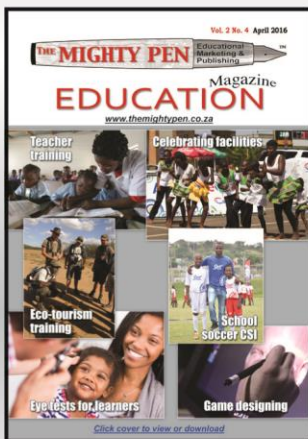
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