



Magazine EDUCATION

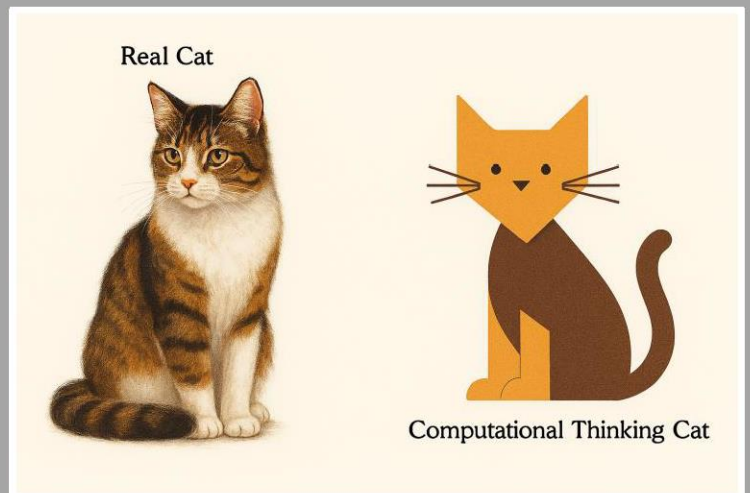
www.TheMightyPen.co.za

A traditional magazine experience – On any digital platform

The Business of Education for School Decision Makers



Classroom to campus



AI integrated learning



Supporting our educators

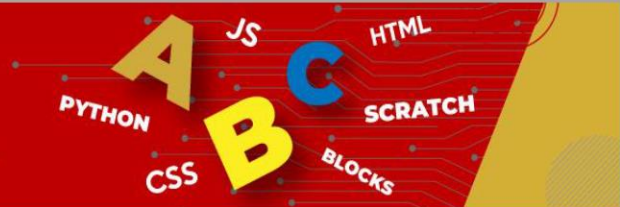


Career choices

Knowledge Network®

From ABC to HTML

Coding and robotics. Preschool to Grd 12.



HAPPY TEACHERS' DAY!

Thank you for all
your hard work



CONTENTS

~ Editor's column 1

➤ **Technology Feature**

~ Beyond the screen – computational thinking across learning 2

~ Coding for kids – rewiring early education 7

➤ **Education Matters**

~ Teacher support – for future generations 8

~ Testimonials – learners from families with alcohol abuse 9

➤ **Learners, Teachers & Parents**

~ Classroom to campus – preparing for first year at varsity 13

~ Post Matric – career choices & options 14

➤ **Careers and Tertiary Training**

~ Work readiness skills – every graduate needs 16

~ Training South Africans – for international jobs 18

ADVERTISERS

Knowledge Network
OFC

Knowledge Network
Page 3

Maskew Miller Learning
Page 6

Maskew Miller Learning
Page 10

ADESSA
Page 11

Trinity Christian School
Page 12

Mount Vernon Christian School
Page 15

Agape Christian School
Page 17

Strategic Partner

adessa

Social Media Partner

SchoolAdvisor
BRIDGE TO YOUR FUTURE

Publisher

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

Branding

TheMightyPen.co.za

Editor

Janos Bozsik

Contributors

- Jil Hrdliczka – founder of Knowledge Network
- Dr Mario Landman - Head of Education Technology and Innovation at ADvTECH
- Dr Linda Meyer – Managing Director of Oxbridge Academy
- Daniel Orelowitz – Managing Director at Training Force
- Adrian Garden - Deputy Dean: Teaching and Learning at Rosebank College
- Jayshree Hanragee - PhD student at the University of Pretoria

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

Back to basics – or is it a case of going backwards?

After much hype since last year about the compulsory implementation of the Coding and Robotics Curriculum in South African schools, it has come to a sudden and grinding halt. Is the reasoning justified, or have we thrown the proverbial baby out with the bathwater?

The Department of Basic Education (DBE) has delayed the mandatory, large-scale implementation of its Coding and Robotics Curriculum due to significant systemic challenges, resource limitations, and a governmental decision to prioritise foundational literacy and numeracy skills. The subject will not be compulsory in the near future.

The Coding and Robotics curriculum was officially gazetted in June 2024 and was being introduced gradually. The initial implementation for the Foundation Phase (Grades R to 3) was planned for 2025, but this has since been postponed, with some plans suggesting a grade-by-grade availability from 2026 for schools with the capacity to do so.

The focus will revert to the longstanding “*Back to Basics*” policy as the DBE found that a significant majority of Grade 4 learners cannot read with comprehension, and many perform poorly in basic mathematics and science. The current focus is on addressing these fundamental deficits before expanding the curriculum.

The DBE claims that many schools, particularly in rural areas, lack the necessary infrastructure, such as computer labs, reliable internet connectivity, and technical support staff to maintain equipment.

One would have thought that these constraints could have been mitigated by the fact that the Foundation Phase curriculum is based on “unplugged” coding, which focuses on computational thinking and problem-solving skills without requiring digital devices or internet access. This approach aimed to make the initial phase more accessible - despite the existing infrastructure gaps.

The main stumbling block seems to be a shortage of adequately trained teachers equipped with the necessary skills to teach the subject effectively. While teacher orientation and training have begun, comprehensive professional development on a national scale remains a challenge.

Other issues include budget constraints around the funding of resources, and difficulties with timetabling.

As it stands, the DBE will consider a more gradual, resource-dependent implementation of Coding & Robotics.

Blessings in education

Janos Bozsik
Editor

Beyond the screen – integrated computational thinking across learning

By Jil Hrdliczka, founder of Knowledge Network

As this article goes to print, the CAPS Coding and Robotics Curriculum is no longer mandatory. According to the official document, “coding and robotics represent an interdisciplinary and multidisciplinary subject that integrates various components of STEAM – Science, Technology, Engineering, Arts and Math.”

While the implementation of Coding and Robotics as subjects may be stalled for the moment, our students’ learning in this area can continue. Important skills can be integrated into computer classes and other learning areas, with or without devices. One of these important skills is computational thinking. It integrates naturally into all learning areas. It’s easy to teach, widely understood by students, and deeply rewarding for our teachers.

The coding and robotics curriculum pause invites us to reimagine how we nurture problem-solving, creativity, and logic across the other learning areas. What if computational thinking could be taught through storytelling, art, or even in play or sport?

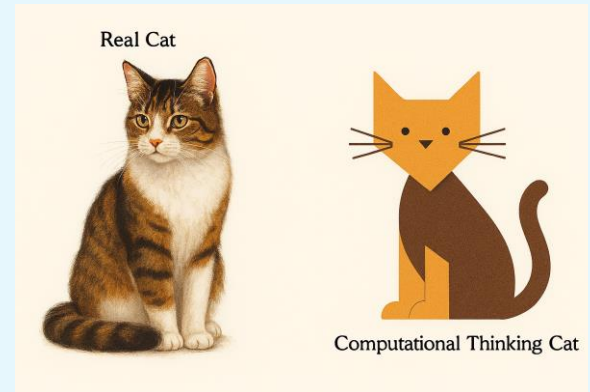
Rooted in computer science, computational thinking means breaking down a problem in small, manageable parts such as spotting patterns, symmetry, similarities and differences. Then, ignoring what is not important for the moment, writing a step-by-step plan. Testing and fixing any errors in the plan can be applied to all learning areas from literature to robotics to art and sport. It is a universal way of thinking that students of all ages can use in everyday life.

We at Knowledge Network use computational thinking in coding and robotics as well as in all the other work completed by teachers and Quads Grade 0000 to Grade 12 students during their technology integration programmes. Varsity students who find themselves at a loss without computer skills at school level can join the Knowledge Network programmes for research and referencing. During this, they too are unknowingly exposed to computational thinking.

Computational thinking is a thinking approach that both humans and computers can understand. It translates complex problems into logical steps that can be followed, executed or programmed by either human or computer, or AI.

The duality is what makes computational thinking so powerful in education. It is not about thinking like a computer, it is about thinking clearly enough so that a computer can follow your logic - and another person could too. Students learn to communicate

Real Cat and Computational Thinking Cat by CoPilot



We asked AI Copilot to draw a real cat and then to use computational thinking to draw a computational thinking cat – break down the task into small parts, spot patterns, symmetry, shapes, ignore what is not important for now, use algorithmic thinking to write a step-by-step plan anyone can follow, spot and fix errors in the design or instructions just like a student would when something does not turn out as expected, which is often the case.

ideas clearly whether to classmates, teachers, exam assessor, or machines. Students build transferable skills like logical reasoning, sequencing and debugging. These skills are useful in writing essays, poems, songs, answering exam questions, and even writing code for robots.

Global curricula define computational thinking as four core pillars: decomposition, pattern recognition, abstraction and algorithmic thinking. These pillars are widely recognised across education systems like SA, UK, Australia, New Zealand, Finland and the US.

Across the world, computational thinking can be done without students seated in front of a computer screen. Knowledge Network’s *All about Turtles Learning Computational Thinking Series for Foundation Phase* includes indoor, outdoor and digital work.

➤ [to page 4](#)

Let's make learning easier and fun!

Partner with Knowledge Network® to give your students the best chance to successfully master technology.



This is Marty. Marty can talk, walk, dance, translate, sense and learn.

We use Marty to test code already learned through Knowledge Network for unplugged, ScratchJr, Scratch and Python, and we progress from there. We do machine learning, add microcontrollers and use AI like text-to-speech. Progression per grade is built in.



This is a microcontroller. A micro:bit – a great starter tool to teach how circuits work, how to connect different **robotic** elements, how electricity flows through materials, coding and robotics for indoor and outdoor use. We use it for AI, machine learning, to use with robots like Marty, and for creating **DIY** robotics like windmills, fans, turtles and other. Extensions like sound, recording, servos and microturtle **grids** are excellent teaching tools for little learners too.



Coding. We integrate all the different learning areas into coding. Students code stories, games, shape drawing, animation, calculations and data storage like game scores. They **design** characters for animation, use art and graphics to **create** backgrounds, game interfaces and develop websites.

They do research for photos and images, make music for stories and games, edit sound and record voice. They make videos, **invent** new games and code apps. They learn how to manage their files. Little learners improve their vocab, communication and thinking skills through storytelling **coding**.



This looks like AI. A companion for students and teachers learning **Skills for Schoolwork**. AI is a valuable study companion and **research** assistant. AI can help with full APA-style **referencing** and proper citing.

AI can support writing, provide math help and study guides, and assist students with revision by helping with translations, grammar checks and language conversational practice.

Let's teach students how to use it correctly and safely. Teachers also use it during class to make learning easier.



Skills for schoolwork: we all need excellent skills in all areas of computer use, from writing, drawing, layout, research and referencing to charting, number crunching, animation, sound, video, presenting data for projects using business-standard and newly released tools.

Integrating technology in teaching and learning is the key to mastering all these new skills for schoolwork, coding and robotics. It also develops **computational** thinking, **creativity**, **problem-solving**, **teamwork** and collaboration - key abilities students also need to prosper in the digital age.

Knowledge Network®

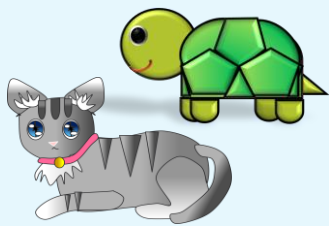
Knowledge Network® integrates skills for schoolwork, coding and robotics. Contact Knowledge Network® today for: integrated lessons and supporting materials, teacher training in technology, integration in teaching and learning, apps for teachers to use in the classroom for young learners.

Landline: +27 11 803 5554 | support@knowledge-network.co.za | knowledge-network.co.za

SACE Provider Number: Knowledge Network® (Pty) Ltd: PR000000963

➤ from page 2

Grade 5 students from different schools learning computational thinking through drawing by creating 3D designs for 3D printing of a cat, turtle, reindeer and dino. These drawings scored 9/10 or more – showcasing the result of computational thinking.



- **Decomposition** : breaking down the animal into parts.
- **Pattern recognition** : symmetry and shape repetition.
- **Abstraction** : ignoring detail that is not important for now.
- **Algorithmic thinking** : logical step-by-step approach.
- **Debugging** : evaluating 3D viability and clarity.



Young students learning robotics need to spend time outside – many robots and automated machines are outside – boom gates for one. Further, young students need to spend time learning in a 3D space, in the open, with fresh air, colours and exposure to environmental factors. The digital part of the Knowledge Network turtle series can be done with devices or via a data projector, smartboard, or left out. Inclusion is better for students to link what they are learning outdoor and indoor to machines, which also excites them and provides additional purpose. In addition, it serves to teach them care and respect in handling equipment in preparation for a time when they will handle expensive school robotic devices. Teachers can attend live, interactive zoom training from their computers anywhere in the country.

At Knowledge Network we include a 5th pillar in all our technology integration programmes, with or without equipment. Debugging is vital across all learning areas because it teaches students how to identify mistakes, reflect on their progress and improve outcomes. This builds resilience, precision, and problem-solving skills that apply far beyond coding.

Debugging is the process of identifying errors or unexpected outcomes, analysing why they occurred, then testing and refining solutions. While this process is associated with programming, its principles apply universally, from editing an advertising flyer to correcting colours in a drawing, or fixing a formula in a spreadsheet, or correcting rainfall data capture at eco schools, or adjusting a sports strategy.

Why is Knowledge Network's 5th pillar so powerful? By elevating debugging as a pillar alongside decomposition, pattern recognition, abstraction and algorithms, Knowledge Network affirms that learning is iterative. Learning is progressive, understanding grows through cycles, it is not a one-time event. Students need to embrace mistakes as part of growth, they need to develop confidence in problem-solving, they need to learn to trust their instincts, their inner voice, they need to be able to transfer skills across different learning areas and into everyday life.

Debugging fosters critical thinking and resilience. Students learn to see mistakes as learning opportunities, not failures.

Students need to reflect on their own thinking and strategies. This applies equally to Grade 0 and varsity students.

Debugging strengthens student learning in all areas. In literature students revise drafts, in sport students analyse poor coordination, in costing students check calculations, in drawing students adjust colours, perspectives or proportions, in coding students test code for error handling, and in exams students check and edit their answers. In robotics, debugging during the coding process reduces risk and promotes student and equipment safety.

In 2025 Terms 3 and 4, technology integration specialist teachers at Knowledge Network's technology integration partner schools completed the *All about Turtles Learning Computational Thinking Series*. Foundation phase students cut out and assemble paper turtles, colour them in, work out paths for them on indoor and outdoor grids and code digital turtles. These students apply their computational thinking skills to tracing, colouring in and drawing of characters in a coded story or writing the story.

Computational thinking is not about thinking like a computer, it is about thinking clearly enough that a computer, another person, or AI, can follow your logic. It is a critical, future-ready skill. With trained teachers, it can be seamlessly implemented in any school, anywhere in the world, at any time.

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

Knowledge Network®

Fuelling young innovators

Unleash talent. Grow skills.
Empower learners.





MASTER MATHS WITH MASKI'S AI-POWERED MATHS TUTOR!



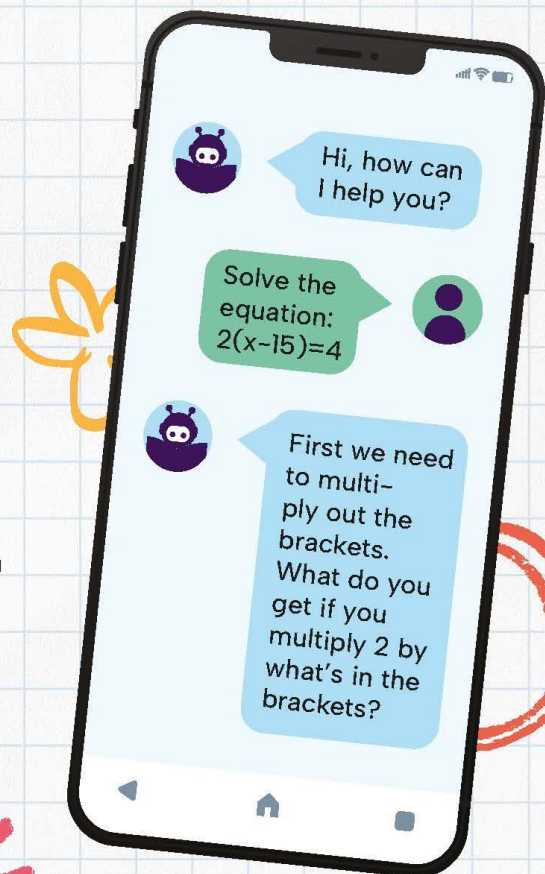
STRUGGLING WITH TRICKY MATHS PROBLEMS?

Maths Tutor is a powerful tool that offers step-by-step guidance to help Gr 7 – 9 learners solve Maths problems and provide extra practice questions!

How it works:

- ✓ Simply take a photo of your work, send a voicenote or type a message to Maski of your Maths problem.
- ✓ Maski will guide you to solve the problem step-by-step.
- ✓ Receive a clear, summarised solution once you're done.
- ✓ You could also complete additional practice questions.

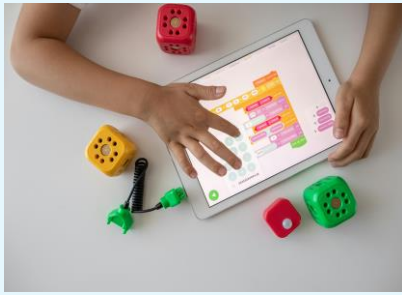
Scan the QR code
and get Maths
study assistance!



powered by **maskew miller**
learning



Coding for kids – rewiring early education



Integrating coding into the early education years of South African students must be flagged as urgent rather than optional – a fact that is made abundantly clear by global education experts.

Coding is not just about training the next generation of programmers or preparing students for tech careers; it's about equipping students with the tools to think critically, create boldly, and collaborate effectively in a world shaped by technology.

What is clear is that South Africa lags too far behind the rest of the world in integrating coding from an early age. While some leading SA private schools are on par or even ahead of their global peers, the vast majority of students in the public and even private education sector are not being exposed to the fundamentals that will set them up for success.

Why coding is essential

"Integrating coding into curricula remains crucial because it fosters computational thinking, a universal skill set that transcends programming," says Dr Mario Landman, Head of Education Technology and Innovation at ADvTECH.

Coding teaches children how to break down complex problems, think logically, and design solutions systematically - skills that are vital in an AI-driven world where understanding and shaping technology is key. Beyond technical proficiency, coding cultivates creativity and collaboration as kids experiment, iterate, and work together on projects. These abilities prepare them not just to use AI tools but to innovate, adapt, and critically engage with technology.

This is essentially the answer to the question – will AI take my job in the future? Developing a coder's mindset ensures that students thrive in a future where human ingenuity complements AI advancements.

By introducing coding basics from a young age, schools can harness children's potential and build a foundation for lifelong learning that will help across various subjects and levels.

Teach coding – without resources

Even in resource-constrained environments, innovative approaches and partnerships can make coding education accessible.

As governments, educators, and communities prioritise digital literacy, the question is not whether coding should be part of education, but rather how quickly we can make it a reality for every child.

Many schools, particularly in underserved areas, face challenges in implementing coding education due to limited access to computers, software, or trained educators.

Innovative ideas

Unplugged activities, such as using paper-based puzzles to teach algorithms or role-playing as "robots" to understand programming logic, require no technology and can be just as effective for introducing computational thinking. For instance, the CS *Unplugged* initiative has been adopted in over 50 countries, reaching schools with minimal resources.

Low-cost tools like *Scratch*, a free block-based coding platform, can run on older computers or even tablets, making it accessible for schools with limited budgets.

Partnerships with nonprofits such as *code.org* provide free curricula and training for teachers, reducing the need for specialised staff.

For schools with intermittent internet access, offline coding tools like *CodeMonkey's* downloadable lessons or Raspberry Pi kits offer affordable solutions. Teachers can also integrate coding into existing subjects, such as using data analysis in math or storytelling in language arts.

Teacher support – for future generations



This year, World Teachers' Day was celebrated globally and in South Africa on 5 October. It centred on the theme of *"Recasting teaching as a collaborative profession,"* highlighting the transformative potential of collaboration for teachers, schools and education systems.

South Africa's education system continues to face significant challenges, including historical inequalities and resource constraints, which place immense pressure on teachers. As the nation looks to the future, supporting educators – in both the public or private sector – has become a critical priority to ensure students are equipped with the skills and inspiration they need to thrive.

Teachers are at the heart of shaping young minds and building a brighter future. Supporting them is essential for creating opportunities for students and strengthening communities.

Recent studies have again highlighted the strain faced by teachers, including heavy workloads, a massive administrative burden, and the emotional demands of addressing students' social challenges.

Teachers play a vital role in guiding students toward a better future. When we support them, we enable them to inspire and empower the next generation. Teaching is more than a job - it's a calling that shapes individuals, communities, and society.

Schools can support their teachers by:

- Reducing administrative burdens: Streamlined systems, additional support staff, and technology can free up teachers' time, allowing them to focus on teaching and connecting with students.
- Prioritising mental health and wellbeing: Wellness programmes, such as counselling and peer support networks, can help teachers manage stress and feel valued in their roles.

Teachers are also learners

Educators should be supported through continuous professional development, particularly given the constantly evolving tech landscape. The world looks very different from a few years ago when they graduated, and educators should be empowered with the skills they need to support students who will be walking into an unknown future in a few years' time.

Building capacity is important. Investing in new educators through bursaries, mentorship, and partnerships with training institutions will help build a sustainable teaching workforce to meet long-term needs.

By supporting teachers, we create a ripple effect that uplifts students, families, and communities. It's about giving educators the tools and encouragement they need to make a lasting impact.

Collaboration among schools, policymakers, and communities is essential to ensure teachers receive the resources and recognition they deserve.

By fostering a culture of appreciation and providing practical support, South Africa can empower its educators to nurture a generation of innovators, leaders, and problem-solvers. This will also ensure that every student reaches their full potential.

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".

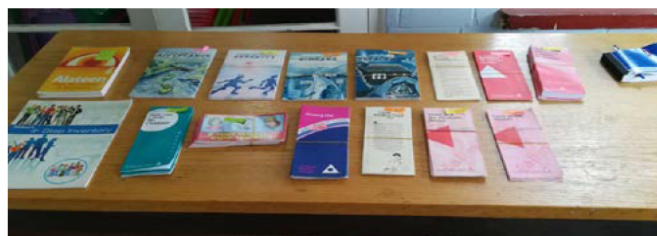
It's amazing how much honesty there can be in Alateen when alcohol is full of lies. **"Maria" age 11.**



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.**



π CRACK THE MATHS + CODE



A Study Guide with your own personalised AI tutor

A bold new series of study guides for Grades 10–12, designed to build Maths confidence and unlock every learner's potential. Say goodbye to Maths anxiety and hello to real understanding!

What makes this series different?



A unique, visual and motivational approach



Fully CAPS content



Personalised AI tutor



All activities include assessments and answers



Multimedia assets to support topics



Clear explanations, diagrams and notes



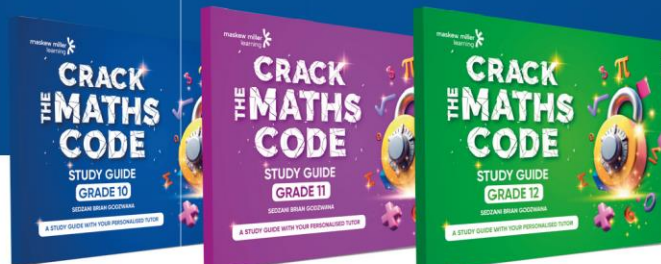
Progressive, exam-level questions



Backed by a proudly South African author



ORDER NOW



NEW

T: 021 532 6008
orders@mml.co.za

maskew miller
learning

THE VOICE OF THE E-EDUCATION INDUSTRY

- Associated Distributors of Educational Supplies in South Africa
- Official convener of the DBE's Educational Digital Content Forum
- Established in 2003
- Facilitates information flow between members and government
- Is independent of government
- Promotes sound and ethical business practices
- Works for the interests of its members

BENEFITS TO...

MEMBERS



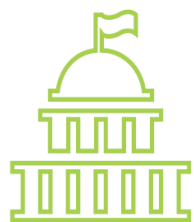
- Enhanced credibility with government and educational institutions
- Up-to-date information about educational needs in SA
- Networking in the educational industry
- Affordable membership fees
- Free advertising space on the ADESSA website
- Exhibition discounts

EDUCATIONAL INSTITUTIONS



- Ethical companies
- Knowledgeable suppliers
- Reliable services and support
- Established companies

GOVERNMENT



- A single channel of disseminating information to industry
- Assured of ethical behaviour and good quality products and services
- Values the input of member companies when determining policies and setting standards



Partner with us

Empower teachers. Elevate learners.
App skills. Coding. Robotics.

Knowledge Network®

TRINITY CHRISTIAN SCHOOL

PRESCHOOL • ELEMENTARY • SECONDARY



808-262-8501
www.TCSKailua.net
[@TCSKAILUA](https://www.instagram.com/TCSKAILUA)

We are a Christian classical school in Kailua, Hawai'i. Let's come together to nurture the lives of our keiki so that they may forever love God, love others, and love learning.

Join our 'ohana today!

Classroom to campus – preparing for varsity

The first year of university represents a monumental milestone for South African school leavers. It is a time filled with excitement and uncertainty, where new beginnings are marked by challenges that often feel daunting.

Unfortunately, high first-year dropout rates at universities across the country tell a sobering story: many students are unprepared for the profound personal and academic shifts that come with stepping into this new phase of life.

“Transitioning from high school to university is a life-altering experience. It is equal parts thrilling and intimidating as students step into a new world of independence, increased academic demands, and personal growth. It’s not just a change of where you learn; it’s the start of a transformative chapter in your life,” says Dr Linda Meyer, MD of Rosebank College and Oxbridge Academy.

Advice for school-leavers

University requires a level of self-discipline and accountability far beyond what is needed in high school. Unlike schools, many universities do not enforce strict attendance policies. It can be tempting to skip classes, but attending lectures regularly is non-negotiable for academic success.

- **Embrace the campus experience**

The university is not just about academics. It is an opportunity to grow holistically, and the best higher education institutions offer a vibrant array of opportunities to enrich student life. Join clubs, societies, and professional networks. Whether it’s a sports team, cultural group, or academic club, these experiences will complement your studies and help you build meaningful relationships. Some people you meet may become lifelong friends, professional collaborators, or mentors who shape your journey.

- **Leveraging campus resources**

One of the first tasks for incoming students should be to explore their institution's resources. Libraries, tutoring centres, counselling services, and career guidance offices are invaluable support systems designed to help students succeed.

“The workload may feel overwhelming at first,” Dr Meyer acknowledges. “But don’t wait until it’s too late to seek help. Asking for academic or personal assistance is a sign of strength, not weakness. Familiarise yourself with available resources early, so you know exactly where to turn when you need support.”



- **Navigating tech and logistics**

Adapting to university life also involves mastering new systems and tools. Students must become adept at using technology, including learning management systems, online libraries, and communication platforms.

“Spend time on the student portal to understand how it works and ensure you have the necessary tech equipment,” Dr Meyer advises. “You’ll rely heavily on devices and software for coursework, communication, and research. Familiarity with these tools is essential to keep up with academic demands.”

Finally, Dr Meyer emphasises the importance of maintaining a balanced lifestyle. The freedom of university can lead to poor habits if students are not intentional about their routines.

University is a time to explore, grow, and prepare yourself to make meaningful contributions to your community and the world. Approach it with curiosity and determination.

By embracing the opportunities and responsibilities of university life, students can set themselves on a path toward academic achievement, personal growth, and future success.

Post Matric – career choices & options

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.

“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.

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.

Most Matrics who are standing at this critical juncture in their lives find themselves balancing the enthusiasm of youth with the responsibilities of impending adulthood. But with the right planning and guidance, this decision does not have to be as daunting as it first seems.



Discover



**MOUNT VERNON
CHRISTIAN SCHOOL**

Christ-Centered Education

High Academic & Character Standards

Class Size Limited & Caring Staff

Personal Interaction • Spiritual Growth

The staff at MVC is committed to educating, loving & praying for children in a safe environment. We are committed to smaller class sizes and offering individualized, attentive & relational education.



Visit us at
www.MountVernonChristian.org

(360) 424-9157

**820 West Blackburn Rd
Mount Vernon**

Band • Choir • Drama • Sports

Faithful Community

education

Work readiness skills – every graduate needs

By Jayshree Hanrajee: PhD student at the University of Pretoria



From my years as an undergraduate through to working while studying for my Master's degree, combining study with full-time employment has undoubtedly been a challenge. During this period, I have seen many candidates for job roles from all walks of life, each of them diverse in their knowledge, skills, talents, abilities and aptitudes.

The work environment can seem like the survival of the fittest and recent high school and college graduates are underprepared to enter the workplace.

The qualities that establish trust, cultivate a leadership mindset and produce productive results are the most valuable in today's world. So, as a young and inexperienced professional, what can you do to maximise your success when entering the world of work?

Here are a few pointers to help you on your way to being job ready:

- **Be realistic**

Expecting to get a high-level position at beginners' stage is generally an unrealistic goal. It's fine to start at the bottom. Finding your dream job in today's modern and dynamic job market requires flexibility in your approach. You must be willing to attempt new strategies that will help you cast a wide net and boost your chances of being employed. It is obvious that digital technology has had a significant impact on recruitment trends, so take advantage of it.

- **Teamwork makes the dream work**

In the workplace, skills serve as a sort of trade. The more skills you have, the more valued you will be as an employee. Knowing how to effectively collaborate with others is a valuable skill for success. The more you understand how to function in a group, the better you'll be able to perform as a unit. Without teamwork skills, you'll be at a disadvantage within the company.

- **Communication is key**

Another important aspect to consider for your goal of employability is being able to communicate effectively. Always communicate what you want to say in a concise, accurate and suitable manner, and aim to maximise the efficacy of your communications by using methods appropriate to the situation.

- **Focus on the solution**

Employers reward employees who can work through problems on their own or as part of a team by outlining difficulties, brainstorming options, discussing ideas, and ultimately making sound judgments. Therefore, developing effective problem solving is one of the key attributes that can make you stand out from the crowd.

- **Confidence breeds success**

Confidence may appear to be a personality feature, but it is a talent that can be learned, improved, and developed just like any other. You can boost your confidence in certain areas simply by practicing; the more you do something, the more confident you will become at it.

Regardless of what industry you desire to work in, or what your career choices are, these top five skills can help you to perform more effectively in your search for success.



Agape Christian School

CELEBRATING 25 YEARS OF EXCELLENCE

From Grade R to Grade 12

"Be excellent in what is good"
Romans 14:19

- AFFORDABLE PRIVATE EDUCATION GRADE R TO GRADE 12
- High Academic Standard
- Loving Environment • Instilling Biblical Values
- Small Classes • Aftercare with Supervised Homework
- Sport + Cultural Programme

OPEN DAY - EVERY THURSDAY
8am to 3pm

1126 Cornelius Street, Weltevreden Park 1709.

Tel: 011 475 1661 / 082 923 7611

Email: mrjagape@vodamail.co.za Website: www.agapechristianschool.co.za



Training South Africans – for international jobs

By Daniel Orelowitz, MD at Training Force



South Africa's unemployment crisis is a national tragedy. Stats SA in the final Quarterly Labour Force Survey (QLFS) for 2024 confirmed the scale of the challenge - too many are seeking work and finding only frustration.

But what if this crisis could be rebranded as an opportunity? What if there's a way to equip jobless South Africans with the skills they need to build real careers, even if it means setting them up to look for overseas opportunities first? The world needs trained workers and skilled professionals, particularly in the food production, hospitality and customer service industries.

Training South Africans to meet those needs would be life changing and the impact of training programmes tailored for international employers would be invaluable. Our people could gain global experience, earn competitive wages and develop much-needed expertise, which they'll bring home with them and put to work strengthening South African industries.

The SA reality

Millions of people, especially young people, cannot find jobs. This is partly because businesses, both international and South African, aren't investing enough in the country. Factors like complicated regulations make it hard to do business here and companies often look elsewhere, discouraged from expansion and investment by the amount of red tape involved in dealing with South Africa.

International opportunities

On the other hand, there is an urgent need for skilled workers in places like Europe and America. They've got aging populations and not enough young people to fill the vacancies. Plus, even though still highly qualified, a lot of people aren't interested in some of the more basic, but still important, jobs. These include business administrative work and the skilled trades. Even call centres in the UK cannot retain staff, despite competitive pay and lucrative benefits. Simply put, these just aren't jobs that people over there want to do, and that leaves a gap for South Africans to fill.

We're already seeing interest from overseas companies looking to hire South Africans, and now our job as educators and training providers is to bridge the gap by equipping people with the skills they need to take them overseas to more mature markets. It's about training people to meet international standards so they can confidently take on 12-month contracts with employers abroad.

An international focus

South Africa's technical and occupational skills training is already at a high standard, often aligned with curricula such as Australia and New Zealand. But to take it to the next level, training must also focus on workplace traits like adaptability, cultural awareness, and a strong work ethic. Focusing on the EQ side of training is as important as skills, as work culture in places like America can be very different, with the expectation for a high level of commitment and performance.

From unemployment to opportunity

When South Africans return home after working abroad, they bring valuable experience and expertise that can significantly benefit local industries.

The bottom line is that training South Africans for jobs overseas isn't just about sending people away. Rather, it is a significant opportunity for national development. Think of it as a long-term investment.

They will bring fresh ideas, maybe even start their own businesses, and that will have a positive long term economic impact. Plus, the money they send home will benefit our economy immediately.

Of course, it would be preferable for this job creation to happen at home, but until then, this is an incredible way to give people much-needed opportunities that build a better future for South Africa.

This approach prioritises investment in our people, our nation's most valuable asset.



Magazine EDUCATION

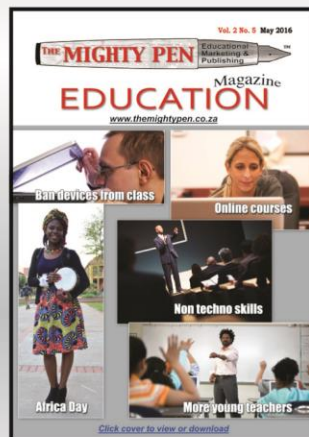
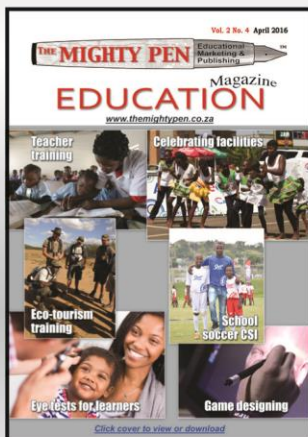
www.TheMightyPen.co.za

**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