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FOR EDUCATORS & PRINCIPALS

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- 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

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- 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

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A list of Alateen meetings may be found on our websites:

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<http://www.alanongauteng.co.za/>
<https://al-anon.org/newcomers/teen-corner-alateen/>

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Editor's column

World Teachers Day: What does the union have to say?

Every year on October 5, the world celebrates World Teacher's Day to highlight the responsibilities, rights, and the value of teachers. More than 100 nations, including India, the United States, Canada, Australia, Philippines and South Africa mark the day with zeal. The day honours teachers all around the world for their important role in their countries' economic development by providing education that enhances people's quality of life.

The day brings attention to the numerous issues surrounding teacher recruitment, training, and education. The day is significant in terms of overcoming these difficulties and marking their progress. World Teachers' Day also sheds focus on teachers' working conditions and job prospects across the world, as well as the ways in which they are discriminated against.

The theme of World Teacher's Day 2021 is, *'Teachers at the Heart of Education Recovery.'* The theme recognises teachers for their tireless efforts to keep teaching even during hardships like COVID-19 Pandemic.

The South African Democratic Teachers' Union (SADTU), the largest union in the education and public service sectors, had this to say:

In the first year of the pandemic alone, 1 650 teachers lost their lives and dozens more continue to die. The theme for this year's celebration, "Teachers at the heart of education recovery" places a heavy load on the shoulders of teachers who are still grappling with the effects of the COVID-19 pandemic.

SADTU commends the teachers for the role they have played in ensuring that education continues under these trying times. They have had to adapt to new ways of teaching using online platforms to reach their learners; they have had to be counsellors to their learners who have lost their parents and teachers; they have had to be safety officers to ensure their schools comply with the health and safety guidelines in order to save their lives as well as those of learners; they have had to sacrifice their precious time with families teaching during weekends and holidays to make up for the lost time. They are indeed at the heart of education recovery.

SADTU is calling for increased investment in the well-being, training, professional development and working conditions of teachers to recover the learning losses and to adapt to new ways of teaching and learning.

We celebrate this day under a heavy cloud of austerity measures that have threatened the stability of the education system until the union challenged the government, in KwaZulu Natal (KZN). The union made sure that no educator or education personnel would lose their jobs in KZN.

The country needs more teachers, more resources, more training and better working conditions for teachers. Quality education for all is the only sustainable way of recovery where the teachers are at the centre. We therefore demand that education be classified as an emergency in order to release the required financial relief required for an inclusive and sustainable recovery.

Yours in teaching

Janos Bozsik
Editor



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World Teachers' Day: New program launches to 'teach the teachers' about technology, social media and digital potential

The rise of e-learning means educators need to upskill on digital risks while inspiring students to reach their digital potential

On World Teachers' Day, October 5th, MySocialLife, South Africa's leading program in schools focusing on online safety, media literacy and digital potential, announced the launch of a program to 'teach the teachers' about the latest challenges and opportunities of a life spent increasingly online.

The 75-minute online course uses a web-based 'log in and learn' approach to reveal what's happening regarding social media, apps, trends, cybersecurity, scams, mental health and essential privacy settings. From this foundation, they can approach their students with a greater understanding and deeper interest to find what excites them in the digital space.

Dean McCoubrey, Founder of MySocialLife, explains, "We know the majority of teens and pre-teens are online more, so how are we guiding them to look behind the right doors with that screen time? While social media, apps and games are entertaining, there are also amazing websites, apps and resources to help educate, inspire, and, even make money from. It's evident that there is a skills gap in our country already. We have to start earlier to mentor students in finding multiple interests in this rapidly evolving world of technology. Some of these students will only enter higher education in the middle of this decade, and then graduate into the workplace in 2030. Jobs will be fiercely contested and relevant skills will be central. It's a little like retirement, the earlier you start and the better the guidance, the returns will be greater."

"By teaching the teachers, we can help them guide their students to other ways of using smart devices that may open doors for them, ones which can lead to a love of photography or programming or analytics. If you take the amount of time spent online by GenZ and borrow just 10% of it per day and direct it towards a passion or hobby, you can generate fresh momentum. It can also help with mental health too, given the deeper purpose that students find," McCoubrey adds.



Tough times

However, most teachers do not feel equipped to deal with the diverse aspects of a digital social life, and McCoubrey says it can feel like it's a vast online landscape to understand, while others admit to being overwhelmed during an uncertain and difficult 18 months. "They need training that is concise and relatable, given the pressures," he says.

Accessibility

The program seeks to first explain the different dimensions of life online for students between Grades 4 to 6 and also Grades 7 to 11 – latest trends, social apps, gaming, cyberbullying, fake news, privacy and security issues. "Increased screen time can also mean increased risk so you have to know what's in front of you as a teacher first, so you can navigate the space with these age groups," he says.



"Having taught this exact module myself in schools for several years and now moving teach it online, I am so delighted to make this accessible, not just to teachers in South Africa, but to other African countries. We have received interest from Namibia, Zimbabwe and Kenya for our program. The simplicity of our learning management system (LMS) means that educators can first download a lesson plan, plus a teacher pack of tips and tools before they watch the six instructional videos. It's all about simplicity and accessibility."

The vantage point of listening

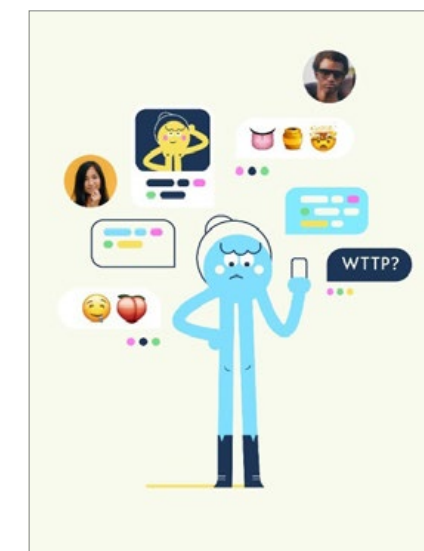
MySocialLife approaches the education of digital risk and digital potential using a four-prong approach of teaching students, their teachers, their parents and psychologists, the first on the continent to do so, giving them a unique vantage point of listening to all groups and helping to bridge the technological divide. The approach has seen them shortlisted this month as 'Startup Company of the Year' at the GESS Awards in Dubai, with winners to be announced on November 15th.

- Digital Identity, digital footprint and reputation online
- Bullying and empathy
- Critical thinking online
- Privacy and online safety settings
- Cybersecurity threats
- Obsessive use, mental health and focus
- Sexting and sexuality online
- Digital potential: How to explore and excel



Ironically e-learning, with all its benefits, has also increased the need for foundational digital citizenship skills. McCoubrey concludes: "We have seen a real increase in attention from schools this year. They have come to the realisation that e-learning, social media, gaming and smart devices are not going away. They are also more nervous of the reputational damage that can hit their schools if they don't take a more active role. The only solution is to bring together the adults and the students in a more united approach to the challenges and the opportunities of this evolving space."

From there, we can point students in the direction of their passions, so they can develop skills beyond their peers. You cannot see that path unless someone lights up the way." ▲





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

Earning a university degree is crucial in today's economy: Higher education holds the key to improving South Africans' economic prospects

By Shai Reshef, President of University of the People

Unemployment is the greatest struggle South Africa's youth face today. Youth unemployment (15 to 34 years) hit a record high this year on the back of the pandemic and resulting economic slump, reaching a staggering 46.3% in Q1 2021, according to Stats SA. With nearly half of young people unemployed and looking for work, change is clearly needed. And education holds the key.

Employment prospects

Stats SA's data shows that of the 7.2 million unemployed persons in the first quarter of 2021, more than half (52.4%) had education levels below matric, followed by those with matric at 37.7%. Only 2.1% of unemployed persons were graduates, while 7.5% had other tertiary qualifications as their highest level of education.

The difference between the employment prospects of graduates and non-graduates is so stark that tertiary education can be described as an economic imperative. Recent decades have shown that higher education is, if not a cure, at least a protection against unemployment.

According to a World Bank report in 2019 "the importance of acquiring skills to enable South Africa's youth to find jobs and earn higher wages thereby alleviating poverty, income inequality and joblessness, makes the policy to enroll more students in tertiary institutions a must."

And the importance of higher education will only increase. A 2017 Harvard Business School study showed that job listings requiring degrees are increasing – even in jobs that didn't previously demand it. For example, in 2015, 67% of



Shai Reshef

production supervisor job listings asked for a college degree, while only 16% of employed production supervisors had one, according to the study.

Wage gap

Of course, a certificate or degree cannot guarantee a job. But it significantly increases an applicant's chances for success in today's hyper-competitive job marketplace. It also significantly increases a person's earning potential. Another Stats SA data set, released in 2017, showed that there is a clear increase in monthly salary the more educated someone is. According to the study, a person who has earned their matric can expect almost double the



salary of a high school drop-out. A tertiary certificate results in a 67% jump in potential earnings and a bachelor's degree a massive 330% increase in salary.

These findings not only apply in South Africa but are echoed worldwide. A Pew Research Centre study in 2014 showed that the value of a college degree is greater than it has been in nearly half a century – the earnings gap between those with bachelor's degrees versus high school graduates is wider than it was for previous generations. Paul Taylor, then-executive vice president of the Centre, said: "The driver of the widening gap is not so much that today's college graduates are doing better than yesterday's college graduates; it's that today's high school-only graduates are doing worse than yesterday's high school-only graduates. The real story is the collapse in economic opportunity for people who do not continue their education beyond high school."

And with the Organisation for Economic Co-operation and Development ranking South Africa's education system as amongst the lowest in the world in 2015, those opportunities are bleaker than ever – especially on an international stage. There is no quick fix for the economic difficulties the country currently faces.

But imagine, for a second, how different these statistics would look if more youth had the opportunity to pursue tertiary education after high school. Institutions such as University of the People, where I serve as President, provides such opportunities.

University of the People is a tuition-free American online university, which with its low fees and internationally recognised accreditation, makes higher education affordable and accessible to everyone with matric.

As Madiba famously said: "Education is the most powerful weapon we can use to change the world."

Bio of the author: Shai Reshef

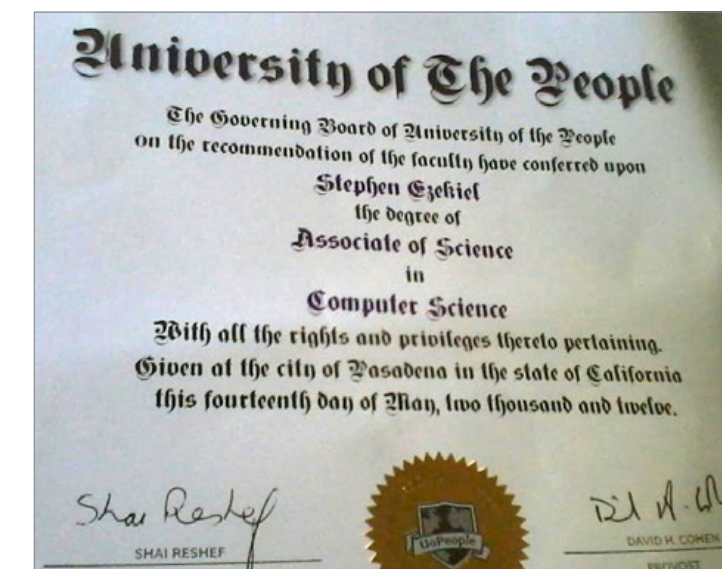
Shai Reshef is President of University of the People (UoPeople). Reshef has over 25 years of experience in the international education market. Reshef has been named one of Fast Company's 100 Most Creative People in Business; selected by The Huffington Post as the Ultimate Game Changer in Education; granted an RSA Fellowship; nominated as one of Wired Magazine's 50 People Changing the World, and selected as a Top Global Thinker by Foreign Policy Magazine. Reshef's speaking appearances

include the Clinton Global Initiative; DLD; TED, and lectures at Yale, Harvard, Stanford, Edinburgh, Oxford and many others. Reshef holds an M.A. from the University of Michigan and an honorary doctorate from the Open University. Reshef's TED Talk and Nas Daily video have over 25M views.

About University of the People

University of the People (UoPeople) is the Education Revolution. It is the first non-profit, tuition-free, American, accredited online university. Currently there are over 106,000 students from more than 200 countries and territories. Designed to open access to higher education globally, UoPeople helps qualified high school graduates overcome financial, geographic, political, and personal constraints keeping them from collegiate studies. The university offers associate and bachelor's degree programs in business administration, computer science, and health science, as well as an MBA and M.Ed. program. Graduates of UoPeople can be found working at such companies as Deloitte, Amazon, Apple, Pfizer, Google, Microsoft and IBM. UoPeople collaborates with Harvard Business School Online, New York University, McGill University, and the University of Edinburgh and is supported by foundations such as the Gates Foundation, Ford Foundation and Hewlett Foundation. ▲

Learn more at: www.uopeople.edu



Are you preparing your learners to live successfully in the Fourth Industrial Revolution (4IR)?

A lot is being said about the **Fourth Industrial Revolution (4IR)** and the need to be ready for it. While there are lots of frightening statistics and scary stories, there is not a great deal of understanding of what the Fourth Industrial Revolution is exactly, and what we need to do to be active participants in it. Education is meant to be the way to facilitate a positive future for our youth; but, what does that mean for you the Educator?

Via Afrika's online course, **Teaching for the Fourth Industrial Revolution**, has been written specifically for educators to help you prepare yourself, and your learners, for successful and effective lives as we continue deeper into the Fourth Industrial Revolution. As part of Via Afrika's Digital Education Academy, this course consists of **nine two-hour sessions** that you can do online in your own time.

The first session, Getting to the Fourth Industrial Revolution, provides a key understanding of what an industrial revolution is, and why we are talking so much about the Fourth Industrial Revolution right now. This session provides an insightful look into the key elements of the first three industrial revolutions to lay the foundations for a detailed look at what the 4IR is, how it has already had an impact on society and what this means for an educator. Finally, in this session, a very brief overview of the key technologies of the Fourth Industrial Revolution will give you insight into what the technological changes are for you as an individual, and you as an educator. This session is an excellent introduction to anyone who wants a firm grasp of the 4IR.

Each of the key 4IR technologies is covered in a session on its own. These technologies are:



These six sessions above develop the knowledge and skills needed to appreciate and evaluate the specific technology. You will learn more about its purpose, application and the opportunities it creates. You will also experience a basic introduction to using the technology within an educational context. Of course, as an Educator you will want to be able to apply these learnings in your classroom.

While each of the previous sessions gives insight into the application of the technology, the session GenReady for the 4IR will offer you various teaching and learning strategies, as well as personal and professional development concepts needed to bring 4IR into your classroom.

The final session in the course explores some of the other 4IR technologies, like 3D printing and cloud computing, for example, that have an impact on our lives in the 4IR.

You will receive a certificate issued by Via Afrika, as well as a digital badge (see examples below) for inclusion in your online profiles to show others just how you are developing your 4IR knowledge and skills.



Contact Maria de Witt by email: vatraining@viaafrika.com for more information.



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Pre-school Math education requires an urgent rethink

The massive change our world has experienced these past two years, and the fact that the future will be very different from anything we have come to know, means that it has become crucial that the way we think about teaching and learning in the Pre-School Phase is reconsidered, an education expert says.

“Understanding how students learn, what is relevant and how we can make the necessary connections, is vital if we are not only going to prepare students for what they may face in the future but also if we are going to develop them as self-confident,” says Lynda Eagle, Academic Advisor: Early Years at ADvTECH.

She says students must be ready and prepared to solve problems that they may encounter in future – problems that may look very different to those we would have faced in the past – and that they must be empowered to adapt, manipulate and change situations, to be creative and innovative and contribute to their communities in a positive and beneficial manner.

“Mathematics is one of the areas that we encounter in our everyday lives. It plays a vital role in the way the world works but it also appears to, in many cases, conjure up fear, anxiety, and avoidance from a young age,” says Eagle.

“We therefore need to ask why this is so, and the answer may be the way in which we approach and teach mathematics – particularly during the younger years. By shifting practices – by understanding how children learn, observing them while they play, tapping into their interests, making meaningful connections, and building a creative, problem-solving culture, we can prepare them in a positive way for future learning in mathematics and life in general,” she says.

Eagle says that while it is important to build robust connections between number and quantity, it is equally important to help students make sense of how mathematics works, how it is connected to other areas and to develop spatial awareness.

“We need to situate mathematics within the real world, and provide students with plentiful and meaningful opportunities where they are able to hypothesise, explore, experiment, investigate and discover – where they learn through situations and the manipulation of objects in a concrete way in order to build their understanding and to make those all-important connections.”

Of utmost importance is for parents and teachers to be patient and give students not only the opportunity to explore and experiment in the mathematical space but also the time they need.



“We need to recognise that they also learn at their own pace and in their own way and that this process cannot be rushed, and shortcuts cannot be taken – particularly in mathematics education. This is required if we want students to approach problem-solving in a positive and creative manner throughout their education journey, where they can fail and try again and where there is not just one way of doing something or just one outcome. This is needed if we want students to be able to reason and apply what they have learned and understood in different ways and for different purposes or reasons,” Eagle says.

“Teachers will do well in adopting a strategy where they get to know the students and introduce the concepts in mathematics that are so important in a meaningful and concrete manner, while connecting concepts not only through man-made materials, examples and situations but also by linking them to mathematics in nature, real-life and the arts. Just as in life, recognise that building positive relationships always leads to more successful outcomes, and in future hopefully also the creation of spaces in which mathematics is celebrated.” ▲



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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...



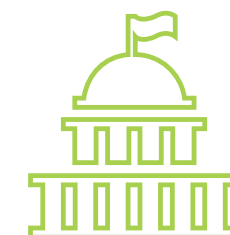
MEMBERS

- 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

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



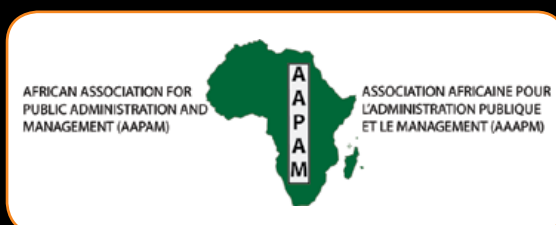
1st public school to go 100% digital
 Blueprint E-learning school



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)



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

SUNWARD HIGH PERFORMANCE SCHOOL

We also offer Saturday Classes for: CODING & ROBOTICS

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

COMPULSORY SUBJECTS (20 CREDIT SUBJECTS)

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

ENROLMENT CRITERIA

CHOICE SUBJECTS (20 CREDITS EACH)

6. ACCOUNTING
 7. Business Economics

OR

Economics

OR

6. LIFE SCIENCES
 7. Geography
EGD (Minimum 20 Learners)
OR
Tech Civil (Minimum 20 Learners)



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EDUBOARD™
INTERACTIVE CLASSROOM SOLUTIONS

More than ever, SA's youth need basic workforce skills

By Dion Reddy, education expert at Optimi Workplace

Record numbers of learners are moving through our education system every year, putting massive pressure on our economic landscape to create more jobs. Years of local economic challenges, compounded by the global pandemic, have resulted in our unemployment rate reaching its highest-ever level of 34.4%.

In terms of unemployment, it is the youth who are the worst affected. A report from Stats SA earlier this year outlined how the unemployment rate was “46.3% among young people aged 15 to 34 years, implying that almost one in every two young people in the labour force did not have a job in the first quarter of 2021”.

Stats SA went on to state that “those aged 15 to 24 years are more vulnerable in the labour market with an unemployment rate of over 63%, an absorption rate of about 7.6% and a labour force participation rate of 20.6%”.

Other alarming statistics point to how even qualified youth are burdened with this problem as Stats SA states that “the graduate unemployment rate was 40.3% for those aged 15 to 24 and 15.5% among those aged 25 to 34 years, while the rate among adults (aged 35 to 64 years) was 5.4%”.

While policymakers and business leaders will need to do more to drive up investment and growth, there is still low-hanging fruit that we as South Africans can strive towards in terms of improving this situation for our youth.

One such area that we can pay more attention to is basic workforce skills.

As indicated by the Stats SA figures, there are those with a matric, and even university graduates, who might have the right education requirements for certain jobs, but are unable to secure positions they are qualified for.

Some of this may be owing to a lack of basic workforce skills, including knowing how to put together a CV, understanding the ins and outs of business communication, business mathematics and budgets, reading payslips, dealing with diversity and so much more.

To some, these skills might seem to be an obvious prerequisite for the working world. However, because of our unjust past, the majority of South Africans do not have the privilege of generational knowledge and advice to help guide them through.

Affordable short courses

As South Africa's leading workforce training provider for over 25 years, Optimi Workplace, through its offering Media Works, has launched affordable short courses that can help our youth better navigate the world of employment, especially during this time of crisis.

As a result, we've developed our Effective Workforce (EWF) programme which features 21 short courses, each costing just R450. These online courses can be




Dion Reddy

easily purchased via our website, and you get access to them immediately upon paying. The courses are short enough that they can be completed within a day, but learners can have access to them for up to 18 months.

These NQF-rated courses are also fully mobile-friendly and consist of interactive content, as well as dedicated chat groups. In terms of topics, these courses range from business skills to preparing oneself for employment, working in a team, to managing personal finances, and many more.

It's effectively a full toolkit to help anybody get ready for the workforce and, upon completion, learners immediately receive a printable certificate. Businesses, from anywhere in South Africa, can also buy these courses for their newer employees. It's further worth noting that this spend can be utilised towards the skills development component on businesses' B-BBEE certificates.

Finally, for anybody who wants to find out more about our EWF programme, we'll be conducting a free webinar on 20 October where we will be explaining more about our courses and how they work. You can [RSVP by clicking on this link](#).

Together, we can do more to help tackle this crisis and create a better future. 



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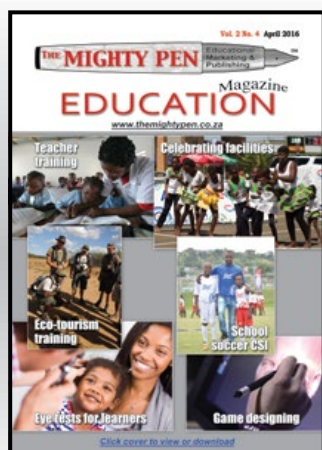
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