

Chapter 1: Pastoral role of the educator in SA public schools

Three types of competence

Practical competence

Demonstrated ability, in an authentic context, to consider range of possible actions, make considered decisions and perform chosen action.

Foundational competence

The foundation practical competence is grounded on. Demonstrates an understanding of the knowledge and thinking that underpins the action taken.

Reflexive competence

Ability to integrate or connect performances and decision making, with understanding. Adapt to change and unforeseen circumstances, and explain the reasons behind those adaptations.

= *Applied competence* (ability to integrate all 3)

Adolescence and pastoral care

• **Physical and biological changes**

- biggest change to appearance and nature since learning to walk and talk.
 - Height and weight accelerate
 - secondary sexual characteristics become evident
 - mature reproductive capacity develops
 - growth and differentiation of cognitive ability

- mean age for boys : 15
- girls' menarche : 13

- Boys grade 9: varied in height, weight, strength
- Girls 3-4 years maturity difference

Waking up to the realisation of being fully adult; able to live, die, reproduce, parent.

Worries about "body bits"

Bullying, teasing, included in groupings

Anxieties: tolerate, reassure, steer

• **Psychological factors: ID formation and negotiating transition**

3 Views:

- i) "Storm en drang" - a sickness
- ii) Does not exist other than in a biological sense, merely a sociocultural creation of increasingly leisured, technocratic, liberal, western, pluralistic societies.
- iii) Developmental psychology suggest a bio-physical stage of development - physical appearance, reproductive ability as well as wide-range identity formation.

Ericson's stage 5 - identity vs. role confusion. The task of setting out to make a role for yourself, without confusing it with the roles of others. (occupation, sex roles, politics, religion)

A time for intense debate "to be or not to be"; anxiety arising from that.

Significant influences: peer groups and models for leadership.

Not a blank slate.

Liabilities.

- Fear of being a nobody - no experience of love or sense of one's own personal value.
 - Feelings of neuroses, rather than "true" guilt, because of bad or no training in values.
 - Fear of being in the mainstream - introvert in an extroverted society - hard to make friends / being bullied.
 - Fear of being unable to cope with the world of "then", sex, stress, fighting for a job.
- may cause individuals to turn in on themselves or become overly aggressive.

• **Sociocultural factors**

- learn to set boundaries between roles (counsellor, priest, social worker)

Factors to keep in mind:

- 25% of children under 16 experiences divorce in family
- 1/3 marriages ends in divorce
- Changes in family structure
- Working patterns shifting radically
- Lifestyle patterns shifting radically
- Onset of puberty earlier than before
- Sexual experiences beginning earlier
- Access to money - valued because of possessions
- Trends in substance abuse
- Power of the media - affect views of themselves
- Shifting role of religion
- Young people seen in relation to crime and punishment
- Adults' shifting view of how and what young people should be
- More choice and freedom in modern Western democracies

They need the ethical soundness, credibility and rational consistency of society and the world around them, to establish a stable identity and find meaning in life. Pastoral Education should contribute to the success of that.

Survival strategies : pastoral educator and learners

- Acquire knowledge, understanding and skills to deal with pastoral work.
- Handling boundary issues - is this a problem you can and should handle, how to, whom to refer to..
- Manage caseload, keep in mind your primary role of classroom educator, good basic administration skills and good basic counselling skills.
- Set boundaries on time and place for listening, but attentively and sincerely.
- Strategy : 1 - 10 of seriousness, keeps you in touch with both the problem and the person's ability to solve it himself.
- Emotional scaffolding to learn to manage their development themselves.
change the degree and quality of support as partner becomes more proficient.
remove some scaffolding for development
- They have to learn to find solutions through own reasoning, friendship groups, friendships with adult educators.
- Transition from educator as parent figure to fellow adult.
- Don't solve for them, firmly indicate available paths for sorting out own issues.

Maslow's hierarchy

Primary needs should be met, before cognitive development is possible.

Deficiency needs : Physiological, Safety, Belongingness and love, Esteem.

Routine, trust and acceptance, esteem and respect of others

Growth needs : Need to understand, Aesthetic needs, Self-actualisation

Golden rules for teacher as pastoral carer

- Ensure administrative efficiency - deal with problems promptly
- Listen carefully and sincerely. Take time to do so.
- Set clear boundaries - responsibilities (your's or learner's)
- Knowledgeable about where to refer particular problems
- Never attempt to take learner's "side" before checking
 - that their story corresponds with the views of others involved
 - which other staff already knows, or should know about the problem
 - what viable options they have for solving their problems with or without emotional scaffolding.

Chapter 2 : Understanding cultural diversity in the public classroom

Diversity defined

Cultural backgrounds, ethnic heritage, socioeconomic classes, abilities and disabilities.

5 Intermingling cultures

Universal - humans are biologically alike

Ecological - people's location on earth determines how they relate to the natural environment

National - people are influenced by the nation in which they live

Local and regional - local and regional differences create cultures specific to an area

Ethnic - people reflect their ethnic heritages

Macroculture - core values of society

Microcultures - share many, but not all of dominant values. Religious practices, economic background, school or classroom.

Extent to which individuals associate with microculture differs from person to person.

Race - artificial category, based on biological differences. Only true as far as people misidentify themselves as members of a social group on basis of physical traits alone.

Five categories of diversity

• *Racial and ethnic identity*

Same ethnicity - sense of identity from common national origin, religion or sometimes physical attributes. (beliefs, values, language, customs, traditions)

Qualities can come in conflict with school practices - competition amongst learners, familiarity with teachers, independence and cooperation.

Not every member will behave same way or hold same beliefs.

Being different is not the same as being deficient.

Racism - domination of one social group by another, leads to inequalities in access to education, wealth, political power.

Built on a belief system that regards one's own group as inherently superior to others (ethnicity or physical characteristics).

• *Language and culture*

Language - primary means through which ethnicity is shared.

Communication difficulties - academic problems or withdrawal from the school community

Bilingualism

Ability to speak fluently in 2 different languages (read, write, speak, think equally well)

Additive bilingualism

Enhance academic achievement through complete literacy.

Because of conceptual interdependence, a concept learnt in one language is also learnt in another.

Advantage in cognitive tasks - better step back and reflect on structure and function of language - gives broader perspective.

Ability to think about one's own knowledge of language - metalinguistic awareness.

Dominant bilingualism

Neither positive nor negative effect on achievement.

Fully competent in first, nearly in second language.

Subtractive bilingualism

Negative influence on achievement. Conversationally competent in both, but did not develop thinking skills necessary for full literacy in their first language - necessary for transfer to second language, else second language suffers.

May feel conflict or confusion about their cultural allegiances - must learn to operate not only in two languages, but also two cultures.

- ***Dialects and regional culture***

Distinctive version of a language or a variation within a language - pronunciation or grammar.

Often share ethnic heritage, geographical regional culture, social and economic background.

Should view as a source of strength and a resource for learning standard English.

Bilingual teacher, or monolingual English speaking or more proficient bilingual learners can help.

Steps to build on language skills of learners

- Become familiar with dialects and language skills of your learners (better to detect when miscommunication or misunderstanding occurs)
- Use reading materials with predictable and familiar text structures. (knowing text schema will help learners comprehend the text and figure out the meanings of unfamiliar words)
- Use visual aids to supplement printed and audio materials (using multiple modalities to express a concept will facilitate learner comprehension)
- Have learners make up stories and conversations using different dialects and speech styles (discuss situations and context where each will be appropriate).
- * Pair learners with a peer interpreter who can explain points and tasks in their own language.
- * Aim to include these learners in the lesson, even by inviting them to give out books.
- * Ask someone to translate key terms or instructions into the additional languages. Write them on the resources so that they can be re-used.
- * Use simplified language while building up their literacy skills.

- ***Socioeconomic status***

A family's relative standing in society, measured by income, occupation, education, access to health coverage and community resources, and political power and prestige.

Poverty - daily hardships, low wages, un- or underemployment, little property ownership, no personal savings, lack of food resources.

High risk for dropping out of school, academic failure, antisocial behaviour.

Feelings of helplessness, dependence and inferiority.

It would be a mistake to assume lowered ambition or lack of desire to improve - they maintain belief in personal control, have high expectations, positive self-regard.

- ***Gender and sexual identity***

Sex - a biological difference, relatively fixed at birth

Gender - a social construct, refers to thoughts feelings and behaviours; labelled predominantly masculine or feminine.

Actions labelled gender specific might be generated by ethnicity, socioeconomic status, the expectations of one's context.

Behaviour different in same-sex versus mixed-sex groups.

Not all males or females behaves in gender-stereotypical ways.

Differences between genders

1. Females, lower dropout rate. Less likely to get into trouble for behavioural problems, less likely to be placed in special education programmes for learning disabled, behaviour disordered, or emotionally disturbed.
2. Gender differences seem to surface at different ages.
3. Girls - tend to prefer structured activities, assign specific roles.
Boys - unstructured play activities.
4. Differences in emotions, relations, communicative styles.
Girls - cooperative to share feelings and thoughts
Boys - competitive, express anger
5. Differences from biology or culture
Treated differently from birth. Department stores, gendered names for toys.
6. Learning preferences
Boys begin to outpace girls in science achievement in senior phase - gender difference / cultural upbringing.
Boys carry out more science experiments and handle more lab equipment - attitude of girls toward science declines
Large-scale assessments should not be used to predict learning in individuals
7. Instructional activities
Males - prefer to work independently, with active learning tasks
Females - prefer cooperative groups, direct supervision of the teacher
8. Boys - demand more attention, call out answers, get more feedback
by college age girls received 1800 hours less instruction

Teachers should be aware of how they interact,
structure their class to meet both needs.

Don't discriminate, avoid perpetuating gender stereotypes that get in the way of learning.

How to create a gender-fair classroom

- Examine your own attitudes and behaviour for possible gender bias (teachers can inadvertently communicate gender-role stereotypes and expectations)
- Model the behaviour you want learners to adopt, reinforce learners for behaving in a non-stereotypical way.
- Expose learners to a variety of gender roles that illustrate both woman and men in non-stereotypical roles. Choose curricular material with a balance of gender roles, select a variety of role models for guest speakers, tutors and mentors.
- Encourage learners to use non-sexist language, help them to identify linguistic bias in the materials they read and programmes they view.
- Use a variety of instructional strategies to meet learners' individual needs and to help them to develop strengths in areas where their skills are weak.

• ***Exceptional ability and disability***

Exceptional learners - requires special education and services to reach their full potential.

Mental retardation, learning disabilities, emotional/behavioural disorders, communication disorders, impaired hearing, visual impairment, physical disabilities or special talents.

Can form a microculture.

Differences should not lead to discrimination.

Provide with learning opportunities that take advantage of their capabilities and enable them to reach their full potential.

How to create a culturally unbiased classroom

- Look for ways to present diverse perspectives, experiences and contributions.
Present concepts in ways that represent diverse cultural groups
- Include materials and visual displays that represent members of all cultural groups in a positive manner.
- Provide as much emphasis on contemporary culture as on historical culture, and represent cultural groups as active and dynamic.
- View your instruction holistically
so that multicultural aspects will permeate all subject areas and all phases of the school day.
- Draw on your learners' experiential backgrounds, daily lives and experiences.
- Make sure all learners have equal access to instructional resources including computers and special programmes, as well as you.

Chapter 3 : Building schools for an integrated South African society - diverse people unite

Racially integrate or prepare learners to live in an integrated society.

Ensure learners become proud and active citizens in the post-apartheid SA.

School is a microcosm of society.

Challenges facing education

Exclusionary practices:

- Exclusive use of language
- Exclusion of learners by charging high fees
- recruitment of learners from outside catchment area
- scheduling sgb meetings at times when black parent cannot attend
- no provision for a dominant African language as a first language subject
- staff profile predominantly white, while learner profile is mixed
- encouraging black and white learners to sit separately
- imposing foreign culture on black learners - initiation
- limited provision for sporting codes
- amalgamation for schools into combined schools on a single set of premises to avoid integration
- discriminatory practices with regard to discipline of different race groups
- discouraging or preventing black learners from studying mathematics or commercial subjects on higher grade

Defining racism and racial discrimination

Any distinction, exclusion, restriction of preference based on race, colour, descent or national or ethnic origin, which has the effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in political, economic, social, cultural or any other field of private life.

In school settings: intentional or unintentional denial of the right to participate fully in the education process, or the denial of dignity or self-expression of an individual learner, educator, manager, parent or group, on the basis of race.

Tribalism, ethnicism, xenophobia, sexism.

What is race?

There is no scientific basis for the racial classification of human beings.

All from human race - biologically speaking.

Discrimination based on an individual's superficial features.

Different shades of racism

Discrimination varies in both degree and kind.

- Extreme - principals refuse to accept learners, or learners refuse to accept teachers; on the basis of race, poverty or ethnic affiliation.
- Violence - another extreme and visible kind of discrimination. Often the results of managers not acting when there are problems, or being seen to take the side of one group
- Indifference or contempt for the suffering or the need for human dignity of people of another skin colour. (Without realising)
Denying there's a difference, "colour-blindness".
Does not help us deal with the challenges it poses - in such cases usually the most powerful culture dominates, other cultures are repressed and subtle forms of discrimination flourish. It does not take into account the complexity of social relations across colour, religious or linguistic boundaries.
- Generalise about individuals, label or make assumptions.
They do not explore the issues in any detail, but advance their own explanations.
- Attempts to celebrate diversity can also lead to a form of racism, it can emphasise superficial differences like food or dress at the expense of deeper issues of power; learners do not always like to be singled out for their differences..

Discrimination leaves a lasting imprint

Negative effect in the psychological, cultural and academic domains.

Individual learners become adults, parents, leaders in the community - lasting imprint on the community.

Withdrawal into a cocoon of silence, anger or despair.

Psychological damage - Feelings of inferiority, low self-image, depression, anxiety.

Discrimination might affect the functionality of the school : learner alienation, conflict, violence, protests preventing normal teaching and learning from occurring.

Discrimination can impede academic performance of a learner who feels disempowered in the classroom.

Affects the perpetrator, develop a false sense of superiority and entitlement. Isolation, mistrust, fear.

Impoverish the culture of the school, community, country.

Racial integration

Individuals from all backgrounds enjoy the rights to access and participate in all aspects of the management and services of the institution.

Participation is reflected in the composition, outputs, practices and culture of the institution.

It reflects the extent to which the school have made a conscious attempt to respond to the needs of historically disadvantaged groups, and help learners form relationships with others, irrespective of colour or creed.

Racial integration implies:

- All human beings are seen as equal, irrespective of class, colour, religion, gender and other categories.
- Diversity in learner and staff profiles is seen as a strength.
- Differences are acknowledged, discussed and celebrated, where appropriate.
- Differing needs are catered for and the legacy of past discrimination is taken into account.
- Different needs are not catered for by means of separation of learners into parallel structures.
- An active stance is adopted in order to promote mutual understanding and reconciliation.
- All individuals irrespective of colour, class or religion, are seen as participants in the process of promoting racial integration.

Portrait of an integrated school

What a visitor will see

- ***Relationships among learners***

No racial dominated streams. No segregation. Encourage learners to mix after hours. Confident about appearance, language, identity.

- ***Images on display***

Decorations, name, motto - reflect diversity of values.

- ***Proudly South African***

National flag, all verses of national anthem, celebrates important national days in addition to important religious and cultural days observed by learners.

- ***Language***

Announcements, notices - in languages used by learners.

Not prohibited to speak home languages during breaks, encouraged to learn African languages.

Opportunity to study home languages as first languages.

Support other languages without removing them from academic mainstream.

Effort to pronounce names accurately.

- ***School profile***

Teaching profile reflects learners' mixed profile, diversity of educators for learners to experience something of other cultures. African teachers not employed solely to teach indigenous languages.

- ***Leadership and management***

Reflects diversity of school's profile into race, language, social class, gender.

Dialogue with parents is welcomed, takes place at times when parents are available.

- ***Curriculum***

Promote knowledge and consciousness of social justice and equity.

All learners are encouraged to take gateway subjects. No large achievement gap due to previous educational background - academic support strategy to narrow the gap.

- ***Support materials***

Learning and teaching support materials promote respect for diversity or ways to make learners aware of the discriminatory nature of the materials.

- ***Food and entertainment***

Food in feeding scheme, events, tuck shop reflects diversity of religious and cultural approaches of learners. Kosher, halaal, African traditional.

Entertainment reflects aspirations of all learners - dialogue and compromise to encourage learners to share in an inclusive entertainment programme. Music is negotiated so all are willing to compromise and participate.

School does not encourage outings where only some learners can pay and others are left behind.

- **Sports, arts and culture**

Sporting codes to cater for all interests. Mix in choir, broad range of genres in concerts.

No crude stereotyping.

Participates in sport and culture events organised by circuit, district or local community structures.

- **Dealing with special needs**

Provision for learners, educators, parents. Alternative ways to help navigate.

- **Religious observance**

Does not favour particular group. Encouraged to share information and insights, religious differences are not used to keep learners apart.

Specific religious requirements (scarf, skullcap, yarmulke) are allowed.

Provision for specific religious observances outside school (funerals or mosque attendance)

- **Discipline**

No evidence that gender race or social group is disciplined more.

Problems relating to discipline affecting only one group are investigated and solutions found through dialogue and leadership.

- **"us" and "them"**

Conversations not peppered with "us and them" as if learners and educators have not begun to understand and appreciate one another as being part of the same community.

- **Incidents**

Dealt with swiftly and in an appropriate manner. Skills of conflict resolution are taught, appropriate responses to complex situations have been discussed in staffroom or at workshops.

Consultation with provincial officials or members of the community has occurred.

Learners and educators know where they can turn to for support of counselling.

The ethos of an integrated school.

Underlying school culture

- **The school is functional**

Respect, acknowledged, good administration, clear focus on purpose of education, firm disciplinary boundaries (reduce the need for defensiveness and fear), development of tools for negotiation, respect, tolerance, coping with difficult situations - safety and pride.

- **The school has embraced change**

Enthusiastic about inclusive culture, support system.

- **An integrated school has a new culture**

Does not suppress culture and practices of minorities, also not a fruit salad - rather a new optimistic and rejuvenated institution. School culture is firmly rooted in the community and proud of its relationship to the rest of SA,

16 strategies for incorporating constitutional values in the educational system

- Nurturing a culture of communication and participation in schools
- role modelling: promoting commitment and competence among educators
- Ensuring that every South African is able to read, write, count, think
- promoting a culture of human rights in the classroom
- making arts and culture part of the curriculum
- putting history back in the schools/curriculum
- introducing religious education into schools
- facilitating multilingualism
- using sport to shape social bonds and nurture nation-building at schools
- ensuring equal access to education
- promoting antiracism in schools
- freeing the potential of girls as well as boys
- dealing with HIV/AIDS and nurturing a culture of sexual and social responsibility
- making schools safe to learn and teach in and ensuring the rule of law
- ethics and the environment
- nurturing the new patriotism, or affirming our common citizenship

Signs of racism in learners

Resolve by means of:

- experience, reflection, trial and error
- dialogue with learners
- discussions with guidance teachers
- the use of classroom codes of conduct

Recognising intolerance

Language, Stereotyping
Teasing, Prejudice
Scapegoating, Discrimination
Ostracism, Harassment
Desecration or defacement
Bullying, Expulsion
Exclusion, Segregation
Repression, Destruction

Chapter 4 : Education for human rights and inclusivity

HRI - human rights and inclusivity

HRE - human rights education

Defining education for human rights and exclusivity

What is human rights and education all about?

At the core of human rights education are values that help us to identify problems such as racism, sexism and other obvious denials of the values that comprise and sustain human dignity.

Goal - a population of responsible, committed and caring citizens with sufficiently informed problem awareness and adequate value commitments to be contributors to their own communities, nations and global society in such a way that human dignity, equality and respect are upheld.

Stand up for their rights and use their responsibility and respect the rights of others.

Learn of human rights, learn in human rights.

What should a human rights education programme strive to achieve?

- **It should be born out of a pedagogy of transformation**

Contemplates not only the possibility but also the urgency of transforming oppressive social relations.

Empower children to regard themselves as the agents of change.

- **It should be deliberate**

- *Value acquisition should be taught systematically*

- Value transmission cannot be left to chance - teachers cannot sit on the fence when fundamental values of human rights and democracy are at stake.

- ***It should develop the affective dimension of learners***

Feeling of empathy are critical to showing concern for the wellbeing of another human being.

The ability to express and act on emotions is critical to the growth of people who are committed to the wellbeing of others.

- ***It should be proactive***

In order to conduct relationships based on the principles of freedom, equality, dignity, at home, school or workplace, citizens would need to be able to

- use communication strategies effectively

- be assertive about who they are, without undermining the rights of others to do the same

- manage conflict effectively, using skills such as mediation, consensus building and negotiation

- recognise diversity, appreciate the issues it raises, and respond with sensitivity and empathy to peers and colleagues

- ***It should be oriented towards social action and engagement***

Education for human rights should not just be about the individual; it should also be concerned with the development and growth of society.

They should realise that they have rights as well as responsibilities.

- ***It should develop an understanding of the relationship between moral and legal knowledge***

Learners need to understand where human rights come from, what they are and what their legalities are - rich history of activism. Protection of human rights throughout the world depends on the sound moral judgement, integrity, courage and compassion of all citizens.

Developmental level	Core knowledge areas & values	Core skills	Issues & problems	Relevant human rights standards & instruments
Adolescence Senior phase Ages 12–14	<ul style="list-style-type: none"> • Natural rights • Rule of law • Justice • Equity • Security • Global responsibility • International law • Interaction among nation states 	<ul style="list-style-type: none"> • Understanding other points of view • Making decisions and choices • Agreeing to disagree • Citing evidence in support of ideas or position • Using print and electronic sources to acquire and share information • Questioning public officials/experts/others, gathering information from officials and agencies 	<ul style="list-style-type: none"> • Ethnocentrism • Xenophobia • Racism/sexism • Ignorance • Authoritarianism • Cynicism • Powerlessness • Hunger • Colonialism 	<ul style="list-style-type: none"> • Regional human rights conventions (African Charter on Human and Peoples Rights) • UN conventions/covenants • Civil and political rights • Economic social and cultural rights • Elimination of racism and discrimination

Developmental level	Core knowledge areas & values	Core skills	Issues & problems	Relevant human rights standards & instruments
Youth Secondary school FET Ages 15–18	<ul style="list-style-type: none"> • Moral exclusion/moral inclusion • Moral responsibility • Civil society/role of voluntarism • Global citizenship • Ecological responsibility • Global political demographics • Environmental developments 	<ul style="list-style-type: none"> • Civic problem seeking/problem solving • Participation in civic organisations, political parties, interest groups • Writing letters, petitions, speaking, debating, testifying on political issues • Fulfilling minimal civic responsibilities • Voting 	<ul style="list-style-type: none"> • Apathy • Low self-esteem • Political repression • Lack of recognition • Civil disobedience • Environmental abuse • Genocide • Torture • Violence 	<ul style="list-style-type: none"> • Nuremberg principles • UN conventions: Prevention and punishment of genocide; prevention and elimination of torture • National and International mechanisms for human rights protection

Things that an HRE programme could do for the school environment

- Learning the skills of advocacy can enable all to speak and act everyday in the name of human rights
- It can provide a basis for conflict management and create a framework for analysing and resolving differences
- It can promote social order and the rule of law
- It can help to develop a value system based on respect, equality, and the dignity of all people
- It can help to develop the skills of negotiation, mediation, and consensus building
- It can improve self-esteem and academic performance
- It can help to inculcate a sense of responsibility in learners to respect, protect and promote the rights of all people
- It can promote democratic principles in society
- It can help develop communication skills and form the critical thinking essential to democracy
- It can provide multilingual, cultural and historical perspectives on the universal struggle for justice, dignity and peace
- It can engage the heart as well as the mind. Challenging learners to ask what human rights means to them personally encourage them to translate this into empathetic action
- It will affirm the interdependence of the human family
- It can promote understanding of the complex forces that create abuses and the ways in which abuses can be avoided and, ultimately abolished

- It can facilitate change and transformation
- It can develop critical cross-field outcomes

Strategies for putting an HRI programme in place

- Construct meaning collaboratively - through active participation by learners
- Start from reality and base your teaching on the needs, interests, experience and problems of the learners.
- Learning must be active and should include a combination of individual and group work
- Horizontal communication - learning takes place through a dialogue in which people share their thoughts, feelings and emotions in an atmosphere of mutual trust
- Develop the capacity for critical thinking - the ability to evaluate ideas and to respond thoughtfully to situations and people
- Promote participation - the best way is through being consulted and taking part in decision making
- Integration - learning is most effective when the head, the body and the heart are integrated into the learning process.

Traditional vs. human rights orientated approach

Traditional approach	Human rights orientated approach
Passive learners - receiving knowledge	Active learners - constructing knowledge
Exam-driven, failure is seen as failure of the learner	Learners are assessed on an on-going basis - assessment is part of the learning process. "Failure" is understood holistically and is considered from the point of view of the learner.
Rote-learning - regurgitation of information retained (facts, content)	Critical thinking, reasoning, reflection and action, interpretation, analysis, own opinion
Syllabus is content-based and broken down into traditional subjects	An integration of knowledge, learning relevant and connected to real-life situations
Textbook / worksheet bound and teacher centred	Learner-centred - group work and team work used to consolidate learning
Syllabus is rigid and non-negotiable	Learning programmes seen as guides that allow teachers to be innovative and creative designers of their own curriculum, learning materials
Teachers responsible for learning: motivation dependent on the personality of the teacher	Learners take responsibility for their own learning; learners motivated by constant feedback and affirmation of their worth
Emphasis on what the teacher hope to achieve	Emphasis on what the learner becomes, understands and is able to do
Educator is the expert source of knowledge	Educator is the manager, facilitator, mediator of learning - can admit to not knowing every answer
Content placed into rigid time-frames	Flexible time-frames allow learners to work and develop at their own pace
Curriculum development process not open to public	Comment and input from wider community is encouraged

A methodology that is appropriate for HRI should include the following

- the promotion of personalised enrichment, self-esteem and respect for the individual

- empowerment of participants to define what they want to know and to seek information for themselves
- active engagement of all participants in their own learning and minimum of passive listening
- encouragement of non-hierarchical, democratic, collaborative learning environments
- respect for the experience of the participants and recognition of a variety of points of view
- encouragement of reflection, analysis and critical thinking
- engagement of subjective and emotional responses, as well as cognitive learning
- emphasis on skills building and practical application of learning
- recognition of the importance of humour, fun and creative play for learning

Methodologies that facilitate learning about and within an HRI framework

brainstorming, case studies, creative problem solving, debates and negotiations, discussion, dramatisations; roleplay, film, video, literature; field trips; games and simulation activities; mock hearings, trials and tribunals; interpretation of visual images; interviews; surveying opinion and information gathering; jigsaw activities; journal writing; media; presentations; research projects; ranking and defining exercises; storytelling

Chapter 5 Child abuse : an educator's guide for the senior phase and FET

Child abuse: Anyone in whose care a child is, who abuses the child or allows the child to be abused, or fail to provide adequate food, clothing, lodging and medical treatment while being able to do so.

Forms of child abuse

- ***Physical abuse***

Violence directed at children. Intentional and persistent physical injury as a result of acts on the part of his guardians.

- ***Physical neglect***

Failure to protect a child from exposure to any kind of danger (cold/starvation), or extreme failure to carry out important aspects of care resulting in significant impairment of the child's health or development (safe environment, malnutrition, inadequate clothing, medical care, hygiene, lack of supervision exposing the child to hazardous situations).

- ***Emotional abuse***

Complex i.t.o. definition, recognition and management.

An injury to the intellectual or psychological capacity of the child, as evidenced by an observable and substantial impairment in his ability to function within his normal range of performance and behaviour with due regard to his culture. (Rejecting, Isolating, Terrorising, Ignoring, Corrupting - miss-socialise)

- ***Emotional neglect***

Divide between emotional abuse and emotional neglect not always readily demonstrable.

The result of subtle or blatant omission or commission experienced by the child, causing handicapping stress. Inability to provide with necessary nurturance, stimulation, encouragement and protection at various stages of development, inhibiting his optimal functioning.

Indifference

Warning signs indicative of sexual abuse

- **Physical and behavioural**

Age-inappropriate sexual behaviour

Use of names that are different from those taught at home for genitalia and other body parts

Change in performance at school

Sleep disturbances

Changes in eating patterns

- **Emotional and relational warning signs**

Poor self-concept and feelings of worthlessness, guilt and shame

Depression

Signs of decompensating (falling apart psychologically)

Understanding the phenomenon of childhood trauma

stress, crisis, trauma - continuum from less severe to extremely severe
stress - Influenced by the event, personality, ability to cope - perception

Crisis, can be a positive turning point - opportunity to emotional growth.
Experience overwhelming feelings of inability to cope.

Trauma - objective experience may be shocking, frightening, horrifying; not merely feelings of inability to cope, but actually overwhelms or neutralises the child's ability to cope.

A sequence of events and circumstances with cumulative and reinforced (accidentally or deliberately) traumatic effects, or a single dramatic causative event.

Intense emotional wounding - normal ways of thinking and ways in which the person used to handle stress in the past are now inadequate.

Fear, helplessness, out of control

depersonalisation - strips away the child's personhood, individuality and humanity; feels more like a vulnerable object subject to the will of a power greater than yourself.

Victim's trust in human beings and society can be destroyed

- The presence of overwhelming and extreme danger, anxiety
- the individual's experience of profound helplessness (when confronted with the external threat)

A severely shocking experience that robs the child of his innocence, dignity and security.

Reconsider **three assumptions** about themselves

- that they are invulnerable
- that the world is orderly and meaningful
- that there are good and strong people

Tendency to regulate memories surrounding the event (amnesia, flashbacks)

Affects the child as a whole person

Effects of trauma on a senior phase/FET learner's life

Two emerging stages of development (Garland)

First stage

initial disruption of normal mental functioning, breaking the mind's normal capacity to filter out excessive pain or stimuli. Shock and confusion, unable to behave or think in a rational manner.

Second stage

Victim appears to the outside world to be fine - different internal picture; plagued by bewilderment, discouragement, sense of persecution. Surfacing of long-suppressed responses.

Four stage emotional reaction to violence (Bisson and Shepherd)

1: Initial shock and denial

2 Fear and anxiety

3: Apathy and anger, depression

4: Resolution

Three phases of trauma response (Lewis)

impact phase - reality of trauma sinks in,; sadness, guilt, anger

recoil phase - most of posttraumatic stress develops

reintegration - begins to live with the trauma as a memory that is not overwhelming, re-engage with other people.

Steps to help the child cope

- 1) understand the reactions of the traumatised child
- 2) be willing to support and help the child in a sensitive, empathic and practical way.

Posttraumatic stress disorder in the child victim

Particular range and combination of reactions following a trauma.

Positive value in that the trauma victim is constantly seeking a solution or meaning in his turmoil.

Symptoms manifest in cognitive (thinking), affective (emotional) and social (interpersonal or relational) effects.

Behaviour is totally different from before the trauma.

Effects:

- Cognitive: repeated imagery, avoidance, disorientation ...
- Affective: anxiety, fear, depression, emotional numbness ...
- Social: feelings of vulnerability, neediness, dependency, loss of self and self-worth ...
- Anxiety-related illnesses: headaches, gastric disturbances ...
- Fear of certain formerly comfortable people or places
- Regression:
- Poor peer relationships: aggressive acting out or protective withdrawal - self protection

Challenged faced by senior phased and FET learners

Adaptive functioning is an ongoing, dynamic, developmental process that can change course, especially when challenged by unusual and harsh circumstances.

Although abused children are at an increased risk for many adjustment and criminal problems, negative outcomes are not inevitable.

This emphasises children's ability to adapt and use whatever resources or opportunities may be available to them to resist the harmful effects of such experiences.

Empowerment of the senior phase and FET educator

1) Awareness of the problem of child abuse

Physical indicators

Physical symptoms

Behavioural indicators

- abrupt behaviour changes, escalating fears and phobias, nightmares; irritability, crankiness, moodiness; depression; self-destructive behaviour; changes in school behaviour or school work; poor self-image; intense fear of being left alone; extreme behaviour pattern of withdrawal or acting out; poor relationships; alcohol or drug abuse; regression; running away; threats of suicide; abnormal clinging; hints dropped

Indicators of incest

role reversal of mother and daughter; indirect hints to a "special friend"; extreme over protection by someone; father's consistent refusal to allow child to participate in supervised social events.

2) Reporting possible child abuse

Responsibility to report, if you know or even suspect child abuse

- department of welfare; SAPS; any person who can give professional assistance
- legally required to report it.
- SAPS child protection unit

Awareness (primary goal): articles, lectures, talks at schools

Reactive action: Investigation, 1st step notice authorities

Educator: key role in protecting and giving help and guidance to the child.

Chapter 6 : HIV/AIDS education at school

Why do we need aids education in schools?

Lack of basic information, how infection can occur, how it can be prevented.

All young people attend school, environment where they expect to learn new information, more receptive to learning than in other environment.

Basic information about reproduction is insufficient.

Most young people become sexually active in their teens.

Give them information to empower them to protect themselves.

Attitudes to aids education in schools

Main obstacle - the adults who determine the curriculum

Legislation allowing or inhibiting certain types of aids education is influenced by the moral views of the voting majority or the religious attitudes of the government in power.

Planning a good curriculum

Important considerations:

- Age of learners
Increasingly detailed as they grow older
- Classroom prejudices
"gay" or "aids" used as terms of abuse - should be addressed.
Material should reflect the diversity of the community
Prejudices often result from ignorance, causes unnecessary anxiety.
- Current knowledge
Ask them what they know already.
- Active learning
Best way to teach health-related and social skills
Group work and role play
Learners retain information better if they are given an opportunity to apply it.
Involving parents and guardians
Involve them in the planning, before the aids education curriculum is decided - less likely to complain later and able to give additional support if needed outside the classroom
- Other sources
Some local agencies will offer to give talks at school - building a bridge between learners and external source of help or advice.
- Legislation
Some areas or countries will legislate what aids or sex education may/should be given.
School policy: bullying, admission - prevent discrimination, health and safety - universal precautions policy.
- Considering cultures
Cultural attitudes should not be allowed to censor the information given.
Remain sensitive.
- What materials are already available
Spend time adapting existing resources to your class, but it should no longer be necessary to produce completely new material.
- Making it cross curricular
Real life situation, not only medical and biological facts.
Effective aids education should take into account that both scientific and social knowledge are vital for providing adequate knowledge.
- relationships, sexuality, risk of drug use

Questions/comments might arise at unexpected moments - teachers from a wide range of disciplines need to know how to answer them

- Are any learners HIV positive?

You cannot make assumptions, it can be the case anywhere.

Universal precautions should be taught as part of the HIV awareness lesson.

Education specifically tailored to HIV positive people, only applies where every learner is HIV-positive.

- Sexuality of the learners

On average at least one learner in every class will be gay.

Lesson should include information for people of all sexual persuasions.

- Making it work in the classroom

Unsuccessful if teacher is inadequately prepared, uncomfortable or uncommitted

Atmosphere in a lesson is key to retention of course information.

- Teaching the teachers

Teachers need to be certain about their own feelings and beliefs regarding sex, death, illness, and drug abuse

Teachers need to fully understand the information they will be passing on, feel confident that they will be able to answer any questions that may come up.

- necessitates an adequate level of teacher training

- Listening to the learners

They want aids education to take place in

- all academic years at school,
- active learning methods,
- a balance of facts and social awareness,
- building on what they already know,
- and to be a separate topic - part of other subjects but also exclusive syllabus time devoted to bringing them good, well-planned balanced aids education.

Basic tips to decrease learners' discomfort

- Do not expect learners to speak in front of their classmates - unless they volunteer.
- Allow them to consult one another and plan in groups, before representing information to the class.
- Remember that some learners might have personal issues they will be reluctant to share - gay or hiv-positive.
- Listen to learners and allow the class to ask questions and to express what they want from an aids syllabus.

Basic facts your learners need to know about HIV/AIDS

- AIDS is caused by HIV
The human immunodeficiency virus.
Their bodies lose the ability to fight all illnesses.
They will eventually die.
There is no cure for HIV.
- The onset of AIDS could take up to ten years
10 years from the time of infection with HIV
During that time, can still infect someone else with HIV
New medicine can help a person stay healthy for longer, but still infectious, still have HIV.
- HIV is transmitted through HIV-infected bodily fluids
Transmission can occur at all stages of infection n/disease.
Blood, semen (and pre-ejaculated fluid), vaginal secretions and breast milk.
- HIV is most frequently transmitted sexually

Because fluids mix and the virus can be exchanged, especially where there are tears in the vaginal or anal tissue, wounds or other sexually-transmitted infections (STIs).

Girls are more susceptible than mature woman, vaginal membranes thinner.

- People who have sexually transmitted infections (STIs) are at greater risk of being infected with HIV
Seek prompt medical treatment and avoid sexual intercourse or practise safe sex (non-penetrative, or use a condom), and inform their partners.
- The risk of sexual transmission of HIV can be reduced
If people refrain, uninfected partners only have sex with each other, safer sex (without penetration or with condom).
The only way to be completely safe is to abstain.
- People who inject themselves with drugs are at high risk of becoming infected with HIV
HIV can be transmitted when the skin is cut or pierced using an unsterilised needle, syringe, razor blade, knife etc.
People who inject themselves with drugs or have sex with drug users are at high risk.
Drug use alters people's judgement and can lead to risky sexual behaviour, such as not using condoms.
- People should contact a health worker or an HIV/AIDS centre to receive counselling and testing if they suspect that they are infected.
Contact health worker, receive confidential counselling and testing - it is your right.
- HIV is not transmitted by everyday contact
Swimming, linen, eating utensils, insect bites, coughing, sneezing.
- Everyone deserves compassion and support
Discrimination violates individual human rights and endangers public health.
Everyone infected deserves compassion and comfort

Practical - aids quiz

Distinguish facts from prejudice and misinformation.

Your intervention will help consolidate their understanding.

Chapter 7 : Educator's pastoral role in their schools and communities : an opportunity to care

Norms and standards document:

The educator will practise and promote

a critical, committed and ethical **attitude**

towards developing a sense of respect and responsibility towards others.

The educator will **uphold** the constitution and **promote** democratic values and practices in school and society.

Within the school the educator will demonstrate an ability

to **develop** a supportive and empowering **environment** for the learners

and respond to the educational and other **needs** of learners and fellow educators.

Educators also inform, persuade, negotiate, motivate, guide and influence the actions and opinions of learners, colleagues, parents and members of society with whom they interact. They should be highly conscious of the kind of behaviour they model.

Competent, professional educators act as role models in the classroom, school and community through their

- confident personal bearing and appearance
- stable emotional presence
- enlightened cognitive functioning
- balanced normative outlook and behaviour
- disciplined and committed involvement.

Applied competence with regards to the community, citizenship and pastoral role : a few examples

Developing life skills, work skills, a critical, ethical and committed political attitude and a healthy lifestyle in learners.

Many of the problems experienced by learners and adults have their origin in the early teenage years.

Problems can be traced to poor family relationships, low self-esteem, lack of decision-making skills, and an inability to resist negative peer pressure.

Young people need to feel secure in their relationships. They must have sense of belonging in the world before they can accept responsibility for their own lives. Strong institutional ties.

Development of personal relationships and replacement of negative with positive support networks are needed to combat negative behaviour in teenagers.

Do this by creating opportunities for positive involvement with families, schools, communities and peers; teach social, cognitive and behavioural skills - life skills.

7.2.1.1 Life skills

Abilities for adaptive and positive behaviour, which enable individuals to deal effectively with the demands and challenges of everyday life.

Core skills:

- decision making and problem solving
 - creative and critical thinking
 - communication and interpersonal skills
 - self-awareness and empathy
 - coping with emotions and dealing with stress and conflict
-
- Decision making skills
Help learners to make constructive choices. Assess options and consider effects.
 - Problem solving skills
Help learners to deal constructively with their problems. Problems unattended can cause mental and physical stress.
 - Creative thinking skills
Contribute to decision making and problem solving, by enabling learners to explore alternatives and the consequences of actions or inaction. Help learners to adapt to changes and be flexible.
 - Critical thinking skills
Analyse information and experiences objectively. Contribute to good mental and physical health by helping learners to recognise and assess the factors that influence attitudes and behaviour, such as media and peer pressure.
 - Effective communication skills
Express yourself verbally and non-verbally, appropriate to your culture and situation.
Say what you want or ask for advice.
 - Interpersonal skills
Relate positively to others, form and maintain relationships (important to mental and social wellbeing).
End relationships constructively and resist negative peer pressure.
 - Self-awareness
Recognition of yourself, character, strengths, weaknesses, desires, and dislikes.
Can recognise when they are stressed or under pressure.
Prerequisite for effective communication, good interpersonal relations and empathy.
 - Empathy
The ability to imagine what life is like for another person, even unfamiliar situations.
Accept others, Improve social interaction, nurturing of others.
 - Coping with stress
Identify the sources, recognise how it affects you, act in ways that reduce your stress levels.
Make changes to your physical environment or lifestyle, learn how to relax so tensions caused by stress do not give rise to health problems.

A central goal and integral part of the curriculum

RNCS main dimensions, outcomes and teaching aims

- Learners should be able to understand and accept themselves as unique and worthwhile human beings
- Learners should be able to use skills and display attitudes and values that improves relationships in their families, groups and communities.
- Learners should be able to practise acquired life skills and decision making skills.
- Learners should be able to assess career and other opportunities and set goals that will enable to reach their potential and use their talents.
- Learners should be able to demonstrate values and attributes necessary for a healthy and balanced lifestyle.

The aim of lifeskills education is the enhancement of learners' coping resources and personal and social competencies. Can be achieved by teaching lifeskills in a supportive learning environment.

Extend learners' potential to achieve and respond effectively to challenges they face.

- Focus on the ability to think independently, critically and creatively when solving problems and making life decisions.
- Develop self-respect, a positive self-concept and an awareness of the process of self-actualisation and self-reflection.
- The emphasis is on promoting learners' faith in themselves and their dignity, worth and rights.
- There is an attempt to address the integrated nature of the whole person.

7.2.1.2 Work skills

Most people will pursue more than one career path.

No job is safe

Need to acquire new skills regularly if to remain indispensable.

Changing working environment makes the concept of lifelong learning a reality.

Personal development must be emphasised, core skills developed, new skills integrated.

Most basic core skill: management of information through new technology.

Computer literacy is essential, advance computer skills vital for many careers.

Creative problem solving skills

Ability to solve problems in a focussed and creative manner.

Process:

- formulate the problem
- set an objective
- obtain information
- process the information in order to identify different options
- take a decision
- evaluate the decision

Advice

Consult a professional career counsellor

Consult student advisors at higher education institutes

Request year books from the higher education institutes

Visit companies and work in a position for a day

Use computer-assisted career guidance systems

Technology and career guidance : computer assisted career guidance systems

PROSPECT (HE)

Internet-based career guidance systems

Looking for a job

Know what you want to do
Search for possible employers
Write to companies
Don't give up

7.2.2 Counselling and/or tutoring learners in need of assistance with social and learning problems

What is counselling

A facilitative process during which the counsellor, working within the framework of a special relationship, uses specific skills to help young people to help themselves more effectively. Interactive, shared process, emphasis on self-help.

Individuals usually have the necessary resources within themselves to effect changes for the better.

The role of the counsellor is to facilitate this process, using special techniques and communication skills.

Counselling as a facilitative process

Not only providing advice, information, support - involves complex interpersonal interaction, which in itself promotes growth and change.

Special counselling relationship

Meaningful change and assistance can only occur within a framework of warm, accepting and empathic relationship.

Encourage those seeking help to express themselves more freely, fosters their natural tendency to move towards positive growth and change.

Specific skills needed for counselling

Communication techniques and specialised skills to change someone's feelings, thoughts or behaviour.

Help people to help themselves

The individual accepts responsibility for the changes that are required to improve his life and participates actively in the process.

Learners gain confidence in their ability to use their own resources and they are encouraged to assume self-direction and responsibility for their lives.

What counselling is not

- Fact finding interview
- A lecture on how things should be
- a debate about different points of view
- an opportunity to express your personal opinions or values
- in interrogation-type interview, requiring answers to a stream of questions
- a search for a medical-type diagnosis
- a probe for deep-seated psychological motives or conflicts
- a vehicle for moralising or judging
- simply giving advice

Positive behaviour from the counsellor

- listen with obvious care
- Treats you with respect
- You feel at ease to communicate your real concerns and explore them further
- You feel encouraged to tell your story at your own pace
- Tries to understand - from your perspective
- Encourage you to explore different options and find your own answers

Categories of counselling responses

- Evaluating
- Interpreting
- Supporting/reassuring
- Questioning/probing
- Advice
- Understanding
- Communication
 - Aspects of communication
 - Minimal verbal responses
 - Active listening
 - Questions
 - Silence
 - Non-verbal communication

Helping learners with learning problems

Learning disability - refer to problems by a group of children who

(a) give evidence of shortcomings in the development and use of listening, speaking, reading, writing, comprehension and mathematical abilities and

(b) show a discrepancy between the given potential and the actual level at which they function

These said deficiencies are intrinsic to the child and are related to deficiencies in the functioning of the central nervous system.

Learning disability may appear alongside other forms of disability (physical) and deficiencies as a result of unfavourable environmental factors (general deprivation or ineffective education), these disabilities and deficiencies are never the direct cause of learning disability in children.

Guidelines for an assistance program for learners with learning disabilities

- Keep sessions short
 - limited attention span, avoid overloading the memory
- Meet regularly with the learner
 - Regular, consistent basis; fixed time and place; fixed routine.
- Sessions should be highly structured
 - Plan carefully in advance; same routine;
 - Beginning each session, let learner know in simple but precise terms what is expected of him and how he has to do it.
- Keep anxiety levels to a minimum
 - no outside distractions, enjoyable
- Focus on the specific issue being addressed
 - Ensure learner participates actively in all aspects of the learning process
- Keep morale high
 - Motivation, self-confidence, ongoing encouragement

Counselling parents of learners with learning disabilities

Understand that they are concerned, make time and space for interviews, gain their cooperation

Principles of parent counselling

- Whatever the situation, the ability to really listen is essential
- They may be over-anxious, try to reassure them with concrete examples of their child's successes and difficulties, explain what you are doing about it. Ask for their help.
- In some cases they do not acknowledge the problem, have unrealistic expectations. Avoiding blame is essential.
- Convey to parents that you are in equal partnership with them. Gain their confidence, cooperation, willing participation in undertaking specific tasks and activities at home. Will not happen in one interview.
- Try to focus on the positive aspects - more effective than complaining or blaming.

Understanding the possibilities for life-skills and work-skills education and training in local communities, organisations and business

7.2.3.1 Community involvement in schools

Parent involvement

- Needs to go beyond electing government body and participation in parent-teacher meetings
- Involvement in life-skills education plans, assisting teachers in addressing the diverse needs of learners
- Teaching particular skills, topics, areas of information
- Fundraising
- involvement in sport, cultural and other extramural activities
- Maintenance of equipment and facilities

Broader community involvement

- Religious, civic, other leaders in the community
- relevant non-governmental and community-based organisations - particularly those that deal with issues directly relating to the life of the school
- people in the helping-professions
- indigenous or traditional healers, who form part of a community-based support service
- formal, informal business sector, and professional sector, particularly in facilitating a closer link between education and work

- needs to be represented in the governance structures of the school

The school's contribution to the community

Human resource development

Facilities for local community development

Cultural activities

Educational programmes for parents and other community members

Understanding common barriers to learning and the kinds of school structures and processes that help overcome these barriers

Things closest to an individual - problems in family or local community

Broader society - crime and infrastructure (library, unemployment)

Contextual factors

Economic, social, community, and family contexts that offer opportunities but also impose constraints.

Systems theory - tool for making sense of complex influences and interactions apparent in education, schools and classrooms.

Sees different levels and groupings of social context as "systems", where the functioning of the whole is dependent on the interaction between all parts.

7.2.4.1 What is a barrier to learning?

Any factor, either internal or external to the learner, that causes a hindrance or barrier to the person's ability to benefit from schooling.

Internal or external

The range of barriers to learning

- General socioeconomic factors (poverty)
- Other factors that place learners at risk (violence)
- Discrimination against people who are seen as different
- Inflexibility in the curriculum and in educator training so that the diversity of learning needs is not adequately addressed
- Inaccessible or unsafe schooling environs
- lack of recognition of the important role parents can play in supporting the teaching/learning process
- inadequate supervision of support services in schools
- language and communication obstacles in the curriculum, in the medium of instruction and in the teaching process
- disabilities and learning requirements that require specific support

Addressing barriers to learning and development

SA department of Education's policy on inclusive education comprises two major attempts to address the range of barriers to learning:

Prevention

Directed at transforming educational institutions and curricula to facilitate access to education for all learners, irrespective of their different learning needs. Elements of social transformation that can help to prevent the occurrence of barriers to learning are also taken into account.

Support

Providing education support for schools, staff, parents and learners is the focus of the second thrust. Although support for learners with specific learning and developmental needs will often be needed, it is expected that many problems also require a preventative approach.

Whole school approach to addressing barriers to learning and development:

- 1) The school's vision and mission statements should reflect its commitment to addressing barriers to learning and inclusivity.
- 2) Develop an action plan that includes the following steps
 - consulting all stakeholders
 - conducting an audit of all barriers to learning and development
 - prioritising the needs of learners who experience barriers to learning, striking a balance between development and maintenance activities within the school
 - writing a development plan
- 3) Conduct an audit of barriers that cause learning breakdown by doing a SWOT (strengths, weaknesses, opportunities, threats) analysis of the following
 - the quality of the development and transformation process
 - the school curriculum
 - academic and personal empowerment for citizenship
 - ethos and human rights
 - partnership in education
 - human resources management
 - physical resources management
- 4) Analyse the situation by determining how the following socioeconomic barriers have an impact on the above aspects
 - lack of access to basic services
 - poverty and underdevelopment
 - factors that place learners at risk
 - attitudes
 - inflexible curriculum
 - language and communication
 - inaccessible and unsafe learning environment
 - inappropriate or inadequate provision for support services
 - lack of enabling and protective legislation and policies
 - lack of parental recognition and involvement
 - disability
 - lack of human resources development strategies
- 5) Reflect on the implementation and maintenance of the following interventions
 - the minimisation of weaknesses
 - the minimisation of threats
- 6) Prioritise the needs and aims of the school (based on the audit) by eliminating the barriers that can easily be overcome and collaborate with all stakeholders to address those that are more difficult to overcome

Team network

- Colleagues from your own or other schools
- Parents and other members of the community
- Members of the helping professions and other organisations
- Support services

Knowing about available support services and how they may be utilised

Supportive help from within schools, as well as to schools - school health, social work, psychological and learning support, speech/hearing and physio-/occupational therapy, and other community resources

NCSNET and NCESS recommend a community based approach to support

Strategies to facilitate community-based support

- School-based support teams
- District support teams
- Special schools as resources
- School governing body (SGB) subcommittee on support
- Twinning or clustering centres of learning
- Utilising local community resources
- School-based staff development programmes
- Learner-to-learner support
- Holistic, integrated services

Support services, the school and the teacher

7.2.6 Recognising and judging appropriate intervention strategies to cope with learning and other difficulties

The teacher's task

Includes both identification and rendering of aid.

Two highly specialised fields which presupposes specific knowledge and skills.

Immediately refer the learner to appropriate support, using normal channels - to do this, the teacher must have both knowledge of the identification and the rendering of aid.

The remedial cycle : identification, remedial intervention, evaluation

• *Identification*

Identify learners with disabilities and difficulties in learning. Observe and describe the nature of the difficulty, and discuss with your school-based support team.

Include observations of learner's academic strengths and weaknesses, social behaviour and interpersonal relationships inside and out of class. Information from parent or caregiver is essential - interview will reveal how it is perceived by them and what has been done about it.

• *Remedial intervention*

First specify your aims and objectives.

Long-term: where you ultimately want to get.

Short-term: more specific.

Objectives should be clear and concrete, achievable in relative short time, you should be able to assess whether they have been achieved or not.

Nothing more than good, basic teaching.

Principles:

- Flexibility of method
- Method needs to be questioned, there is always another method that will work better.
- Relevance of contents
- Material and contents; should be relevant to the age and developmental interest of the learners, should draw on their past learning and experiences; it should challenge them to consolidate or move beyond the point of learning that they have reached.
- Flexibility of rate
- Give them as much time as they need. Repetition might be needed, understand and accommodate that.
- Attention to basic skills
- Oral language, writing, numeracy - underlie all other areas of academic performance. Focus attention specific and related to the learner's particularly cognitive strengths and weaknesses.
- Motivation
- Create small successes. Charts that shows progress and social rewards.
- Break vicious circle - learner regains control of their performance and of life in general.

• **Evaluation**

Critical process of asking yourself if you have actually achieved your objectives, and assessing your methods for achieving them.

Learner's needs

Time management, learning strategies and study skills.

Spend a little individual time with learners on how to do things more effectively.

Engage with individual needs of learners, talk to colleagues and seek solutions yourself.

Consult with school-based support team, support services personnel and other specialists in your community.

Solutions involve the classroom as a whole, peer group, the school and the community.

Turn differences and difficulties into constructive experiences for all involved.

What is needed is a collaborative effort that spans poverty, culture and loss.

Chapter 8 : Crisis : the theory

Unexpected crisis episodes overwhelm our traditional coping skills and result in dysfunctional behaviour, intense and sometimes irrational fears, or high levels of anxiety - a state of disequilibrium.

Timely crisis intervention can lead to early resolution and can often prevent acute post-traumatic stress disorders from developing.

Lethality assessments, crisis intervention, trauma treatment.

Crisis intervention will vary and depend on the crisis event and the pre- and post-crisis factors in the life of the person concerned.

- **Crisis**

Crisis: is a situation in which there are a lot of problems that must be dealt with quickly so that the situation does not get worse / more dangerous

A highly emotional state of psychological turmoil in which the person concerned feels totally unable to cope. Personal resources which would normally be used are overwhelmed, and the accompanying feelings of helplessness can lead to bewilderment, distress, despair and even panic. At the time there appears to be no acceptable way out, perhaps even no point in going on.

A period of psychological disequilibrium, experienced as a result of a hazardous event or situation that constitutes a significant problem that cannot be remedied using familiar coping strategies.

It is the perception of the person that defines a crisis.

Rational thought processes and the ability to "think through" the problem are temporarily lost.

Crisis is a normal reaction to an abnormal stressor and is generally resolved in a period of 6 weeks to 7 months.

A crisis is not just negative and detrimental; it also provides an opportunity for growth.

- **Trauma**

Trauma: is an unpleasant and upsetting experience that affects you for a long time such as death/mental state/extreme shock caused by a very frightening/ unpleasant experience.

Any unpleasant psychological or physical experience, which may have a detrimental influence usually of a long-lasting nature on the development of the personality of a person.

The general feeling of control, connection and reason - replaced with intense fear helplessness, loss of control and threat of annihilation.

- **Grief**

Grief: is extreme sadness, especially because someone you love has died.

A crisis reaction. Usually 5 related reactions - somatic distress, preoccupation with an image, guilt, hostile reactions, loss of conduct.

- **Stress**

Stress: is a continuous feelings of worry about your work/personal life that prevent you from relaxing.

Experience resulting from a person's interacting in the context of the environment, through over arousal or under arousal. A person's reaction to stressors depends on his or her interpretation and perception of those stressors.

- **Acute stress disorder**

Acute Stress Disorder: is the development of characteristics such as anxiety/dissociative symptoms that occur within one month of exposure to an extremely traumatic stressor.

The development of characteristics such as anxiety or dissociative symptoms that occur within one month of exposure to an extremely traumatic stressor.

- **Post-traumatic stress disorder (ptsd)**

Post Traumatic stress Disorder: is a mental illness which can develop after a very bad experience such as plane.

This person has been exposed to actual death or threatened with death or his physical integrity has been threatened - responds with intense fear, helplessness, horror; and thereafter experience one or more of the following symptoms persistently:

Recurring and intrusive distressing recollections of the event

recurrent distressing dreams of the event

acting or feeling as if the traumatic event were recurring, reliving the experience through flashbacks

intense psychological distress on exposure to internal or external clues that symbolise or resemble an aspect of the traumatic event.

These symptoms last for more than one month and the individual persistently avoids stimuli associated with the trauma.

Specifiers used to specify the onset and duration of the symptoms of ptsd:

Acute - when the duration of the symptoms is less than 3 months

Chronic - when symptoms last 3 months or longer

Delayed onset - at least 6 months has passed between the traumatic event and the onset of the symptoms.

Risk factors

- **Pre-trauma risk factors**

Gender - woman twice as likely to develop ptsd

Age - under 25 years of age

Adversity during adolescence

Previous exposure to trauma in adolescence

Prior psychiatric disorders and family history of psychiatric disorders

Attention deficit disorder (ADD) or attention deficit and hyperactive disorder (ADHD)

Adverse life events such as divorce, loss of job ...

Physical health problems such as asthma, heart problems, cancer, chronic pain

- **Trauma risk factors**

The severity of the trauma

Duration of the trauma

Involvement in atrocities, either as perpetrator or witness

The nature of the trauma - interpersonal violence

- **Post-traumatic risk factors**

Poor social support

A profound traumatic reaction, such as dissociative symptoms and avoidance symptoms

Satisfaction of essential needs. A sense of physical and psychological wellbeing, a supportive network of family and friends, a sense of identity and belonging.

Seven basic attachments

- Food, oxygen and other physical supplies necessary to life
- a strong sense of self-identity
- at least one person in a close, mutually supportive relationship
- at least one group that accepts us as a member
- one or more roles in which we feel self-respect and can perform with dignity
- financial security, or a means of participating in an exchange of goods and services we need and value
- a comprehensive system of meaning, or a set of values that help us to set goals and to understand ourselves and the world around us.

Loss of support

People in crisis suffer a sudden loss of psychosocial and other forms of support.

A person may go into crisis mode because of a threat of losing something considered essential or important.

Characteristics of a crisis

- 1) Crises are precipitated by specific identifiable events
- 2) Crises are normal
- 3) Crises are personal (perception and interpretation)
- 4) Crises are too intense to be long-standing or chronic
- 5) The resolution may be adaptive or maladaptive

The difference between the hazardous event and the precipitating event

Hazardous event: The initial shock or internal rise in tension that sets in motion a series of reactions culminating in a crisis. Anticipated or unanticipated.

What happened?

Precipitating event: the proverbial last straw - the final stressful event in a series of events that pushes the individual from a state of acute vulnerability into a crisis.

Categories of crisis

- 1) Situational crises - accidental or unexpected
- 2) Developmental crises - associated with movement from one developmental stage to another.

- **Situational crises**

Can strike anyone at anytime

Main characteristics:

- 1) Sudden / unexpected onset
- 2) Emergency quality
- 3) Potential impact on entire communities
- 4) Danger and opportunity

- **Developmental crises**

Precipitating events of developmental crises are imbedded in maturational processes.

A person's personality continues to develop throughout his life span and changes radically as a function of how that individual deals with each stage of development (Erikson)

A person's growth can be arrested at a particular stage or progress to the next level.

Assumptions underlying a developmental approach to life crises

- 1) Life is characterised by continuous growth and change.
- 2) Development can be considered a series of transitions or stages.
- 3) Although each stage is unique, themes from earlier stages are usually revisited or reworked throughout the life cycle.
- 4) Developmental transitions differ in different stages.
- 5) Events that precipitate developmental crises must be understood in the context of a person's individual personal history.
- 6) A crisis is an extreme version of a transition.

Stages of crisis development

- **Phase 1**

Initial reaction to a suddenly unavoidable and apparently insurmountable problem.

Usual coping mechanisms failed. Impact stage tend to be brief.

Person feels shocked, overwhelmed, out of control. Disbelief, bewilderment, confusion.

- **Phase 2**

As pressure continues, person makes new attempts to alleviate the situation - initiates the second stage. Some attempts are successful - failure creates a sense of urgency.

Disruption of usual thinking

1. misunderstand crucial aspects of the situation
2. narrow his attention to a few components of the situation

Four categories of defence mechanisms

1. problem/emotions can be distorted, denied or repressed
2. Restricted viewpoints and unbending attitudes can be adopted
(denying responsibility, blaming others)
3. Avoid the problem through use of alcohol or drugs
4. Psychological difficulties can be converted into physical problems, insomnia or headaches.

- **Phase 3**

Anxiety levels continues to rise - exhausts all possible resources. Adaptive or maladaptive coping attempts fail - person withdraw and stop trying to resolve the problem.

Voluntary withdrawal - suicide; involuntary withdrawal - personality disorganisation / nervous breakdown

- **Phase 4**

Adjusting to the changed situation. Without support (and intervention) during the crisis period , a person may never fully recover.

Crisis resolution tasks

- Physical survival - preserve life, maintain physical health - offer psychological first aid, discuss nutrition, exercise, relaxation
- Expression of feelings - identify and express feelings in a socially acceptable manner - discuss event/feelings, educate person about role of feelings in overall psychological functioning and encourage appropriate expression of feelings
- Cognitive mastery - develop reality-based understanding of the crisis; understand relationship between crisis event and person's beliefs, expectations, unfinished business, images, dreams, goals for the future; adjust/change belief etc. in light of crisis events - Review crisis event and surrounding circumstances; Discuss pre-crisis thoughts, expectations and plans and impact of the crisis event; assist person in adjusting beliefs, expectations and self-talk
- Behavioural/interpersonal adjustments - make changes in daily patterns of work, play and relationships in light of the crisis - Review with the person any changes that might be required.

Practical steps to help someone integrate the crisis in their life:

- 1) Help them to recognise, explore and understand the problem and associated negative emotions.
- 2) Help them to accept distressing conditions that cannot be changed. A redefinition of the problem in workable terms usually opens the door to many opportunities.
- 3) Encourage them to take small steps. Breaking down problems into more manageable segments tends to generate progress without overtaxing the person.
- 4) Keep hope alive. Believing that success is possible, person gains energy for positive change.

Emotion-focussed coping - may diminish present crisis, but is maladaptive in the sense that it increases future susceptibility to emotional disturbance.

Problem focussed coping - leads to successful crisis resolution and decreased emotional distress.

Treatment methods

- **Early interventions**

Frontline treatment - psychological debriefing, cognitive mastery.

- **Global therapies**

Psycho-education on trauma and post-traumatic stress disorders, can take the form of peer counselling.

- **Individual crisis counselling**

Relaxation techniques, crisis counselling according to the model of Roberts, eye movement desensitisation, thought field therapy, psychotherapies (SHIP model for trauma) - only the method in which the counsellor has been academically trained.

- **Family and marital counselling**

Best used in combination with other forms of therapy. Focus on symptom relief through increasing help and understanding of the family unit. Intervention focuses on interpersonal dynamics, communication skills, emotional expression and family cohesion.

- **Group therapies**

Based on the principle of having group members share experiences and connect with one another by recognising their human fears, frailties, guilt, shame and demoralisation.

- **Social rehabilitative therapies**

- client education services
- supported housing services
- self-care/independent living skills, techniques and family support
- social skills training
- supported employment techniques (self-management)