

# LEARNING UNIT 1

## Question 1

### 1.1 What are the following scholars' views of the pastoral role of the educator in public schools?

- **Best, Lang, Lodge and Watkins (1995:63)**

To assist learners pastorally. It means being concerned about the well-being of the learner.

- **Bradley and Dubinsky (1994:61-62)**

They see the pastoral role as merely instrumental, i.e., picking up the problems as they arise and responding pragmatically.

- **Francis and Kay (1994:81-82)**

They have a problem with dealing with problems as they arise, as many problems can go unnoticed and there may be little or no attempt by the school to deliver values education.

- **Frankel (1998:98)**

Same as above

- **McLaughlin (2004:21-22)**

All aspects of schooling, including the pastoral role, involve providing a good deal of implicit and explicit values education alongside the formal curriculum, and this author argues, the pastoral role is an opportunity for encouraging not only cognitive and affective development, but also spiritual and moral development.

### 1.2 Explain your own view of the pastoral task of the educator. Give practical examples to illustrate your answer

The educator in a pastoral role will practice and promote a critical, committed and ethical attitude by developing a sense of respect for and responsibility towards others. It also means upholding the Constitution and promoting democratic values. The educator will develop a supportive and empowering environment for the learners, and will develop supportive relations with parents / and other key persons and organisations, based on a critical understanding of J community and environmental development issues. One dimension of this role is HIV/AIDS education.

The educators task is not merely to impart the knowledge to the learners, but to enhance the total being of the learner. Taking into consideration environmental, cultural, social and economic background which can effect and affect cognitive development of the learner, therefore applied competences for community, citizenship and pastoral role of the educator is important.

- The educator as a learning mediator,
- Interpreter and designer of learning programmes and materials
- Leader administrator and manager
- Scholar, researcher and lifelong learner
- Community, citizenship and pastoral role
- Assessor
- Learning area specialist

## Question 2

Define the following concepts, which are frequently used in *Norms and standards for educators (2002)*, in the light of the educator's pastoral role:

- **Applied competence**

It is the overarching term for the 3 interconnected types of competence. It also refers to the ability to integrate the discrete competences that constitute each of the seven educator roles.

- **Practical competence**

Is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.

- **Foundational competence**

Practical competence is grounded on foundational competence, where the learner demonstrates an understanding of the knowledge and thinking that underpins the action taken.

- **Reflexive competence**

Foundational competence is integrated through reflexive competence in which the learner demonstrates ability to integrate or connect performances and decision making with understanding and to adapt to change and unforeseen circumstances, as well as to explain the reasons behind these adaptations.

- **Community, citizenship and pastoral role**

- Practice a critical, committed and ethical attitude in your community, school and classroom.
- Promote a critical, committed and ethical attitude in your community, school and classroom.
- Develop respect and responsibility towards others in your community, school and classroom.
- Uphold the Constitution and Bill of Rights.
- Promote democratic values and practices in your school as well as in your community.
- Develop a supportive and empowering environment for your learners.
- Respond to the educational and other needs (such as poverty, violence, discrimination, unsafe school environment, language and communication blocks) of your learners as well as your fellow educators.
- Develop supportive relations with parents, other key persons and organizations. These relations should be based on a critical understanding of community (drug abuse, child and women abuse, HIV/Aids, poverty, health, political democracy) issues and environmental (environmental degradation) issues.
- Provide HIV/Aids education. According to the authorities, Aids education is a critical dimension of your community, citizenship and pastoral role.

### Question 3 – Prof Schoeman said not necessary

3.1 Name the eight practical competences of the community, citizenship and pastoral role.

3.2 Name the eleven foundational competences of the community, citizenship and pastoral role.

3.3 Name the eight reflexive competences of the community, citizenship and pastoral role.

### Question 4

Name the three important aspects that you as a pastoral educator must be aware of according to Beck and Earl (2005:57-66).

1. Adolescence is one of several critical psychological and biological developmental stages in the growth of young people
2. This complex transition partly defines the pastoral problems with which educators have to deal in secondary education.
3. The nature and the manner in which some of these pastoral problems are presented can lead educators into difficult “boundary issues” about which it is best to be forewarned.

### Question 5





Provide your own opinion on the following question raised by Beck and Earl (2000:66):

Is adolescence becoming more stressful because of the increasing diversity and complexity of society today?

### Question 6

The pastoral issues related to dealing with learners in the 11-18 age group are mainly the physical and biological effects of the onset of puberty. With the above statement in mind, do the following:

6.1 Outline the physical and biological changes experienced by your adolescent learners.

-  Height and weight accelerate
-  Secondary sexual characteristics become evident
-  Mature reproductive capacity develops
-  Growth & differentiation of cognitive ability

**6.2 Indicate how you would address the anxieties of learners in the senior and FET phases. You may also provide your own ideas.**

- Be role model to them
- You must be able to tolerate learners anxieties
- Reassure them
- Teach them how to manage their anxiety
- Steer them through toward calmer waters

### **Question 7**

**Psychologists differ widely in their attitude to adolescence. Name the three views as set out on page 8 in your study guide.**

- **View 1-** a near sickness, a difficult but inevitable period of storm and stress, expect them to be erratic and over the top
- **View 2-** some argue that there is no biological law that dictates the phase of physiological development we call puberty is accompanied by storm and stress
- **View 3-** it is a definable life stage; adolescence does not really exist in any other way than in the purely biological sense.

### **Question 8**

**Discuss Erikson's contribution to your understanding and handling of the problems experienced by adolescents in your care**

- He characterized adolescence as one of the 8 stages in life
- Stage 5-(12-18 yrs)
- Key task is given as identity versus role confusion
- Significant influences are peer groups & role models for leadership
- What it means to be or not be- wonderfully existentialist conversations and poetry of death, sex, love.
- Identity formation linked to biological changes of puberty.

## Question 9

### 9.1 Name three psychological assets a child may bring to adolescence.

1. A sense of knowing what it means to be listened to
2. To feels ones views are being taken seriously
3. A sense of not being pressurized to perform

### 9.2 Name four psychological liabilities a child may bring to adolescence and then complete the following statement:

Failure to cope with any or all of the above negative liabilities may lead to a learner either **turn in on themselves** or ... become **overly aggressive**

1. The fear of being nobody with no experience of love and no senses of one's own value
2. Feelings of neurosis, rather than "true" guilt which may develop because an individual received bad training or no training in values
3. The fear of being in the mainstream e.g. Being an introvert in an extrovert society
4. The fear of being unable to cope with the world

## Question 10

**"Adolescence begins in biology but ends in culture."** Discuss the implications of the above statement for you as pastoral educator.

## Question 11

**If you want to do your job as pastoral educator well you need specific knowledge, understanding, and skills. Discuss the problems you may encounter in this regard. Indicate how you could possibly solve these problems.**

- Boundary issues. Are you able to deal with the problem or should it be referred to someone else
- Time constraints. Use the rating scale to determine importance.

## Question 12

**Indicate the relevance of knowledge of Maslow's hierarchy of needs to your role as a pastoral educator.**

You may think that dealing with an individual's psychological, social, and emotional developmental problems are irrelevant to the primary teaching task. But Maslow has pointed out that until these primary needs have been met, significant cognitive development is impossible.

### Question 13

Name the golden rules you as pastoral educator have to keep in mind when you have to down your “teacher-as-educator” tools and pick up “teacher-as-pastoral-carer” tools.

1. Ensure administrative efficiency and deal with problems as promptly as u can
2. Listen carefully & sincerely. Take time to do so.
3. Set clear boundaries to help the learners know what is their responsibility and what is your responsibility in each situation.
4. Be knowledgeable about to whom you should refer particular problems
5. Never attempt to take a learners side in a dispute without first checking:
  - Their side of the story corresponds with the views of others involved
  - Which other staff should, or already know about the problem
  - What viable options are available for learners to solve the problem themselves

## LEARNING UNIT 2

### Question 1

Define the following concepts that are frequently used when dealing with cultural diversity in public school classrooms:

#### Diversity

A range of different things. Learners who come from different cultural backgrounds, ethnic groups, socioeconomic classes.

#### Culture

A way of life in which people share a common language and similar values, religion. Ideals, habits of thinking, artistic expression, and patterns of social and interpersonal relations.

#### Cultural diversity

It's a complex matter. More so, when the focus narrows from the cultural values, beliefs, and behaviors of a group to those of an individual learner. The extent to which individuals identify with a particular microculture varies greatly from person to person.

#### Macroculture

A shared national culture representing the core values of a society. Public schools are embedded in macroculture therefore they try to emphasize particular values.

#### Microcultures

Smaller groups that share many not all dominant values. Religious practices can define microculture and people from similar economic backgrounds.

#### Socioeconomic status

Refers to a family's relative standing in society, is measured by a number of variables, including income, occupation, education, access to health cover, political power and prestige.

#### Gender

Social construct that refers to the thoughts, feelings, and behaviours that have been labeled as predominantly masculine or feminine.

#### Sexual identity

Biological difference fixed at birth

#### Exceptional ability and disability

Exceptional learners are those who require special education or special services to reach their full potential. They may have mental retardation, learning disabilities, emotional/behavioral disorders, communication disorders, impaired hearing, visual impairment, physical disabilities, or special talents.

## Race and racism

Racism is often defined as the denomination of one social or ethnic group by another. These acts of denomination lead to inequalities in access to education, wealth and political power.

## Bilingualism

The ability to speak fluently in two different languages.

## Biculturalism

### Additive bilingualism

Enhances academic achievement due to the complete literacy of the speaker in the two languages. Because of conceptual interdependence between languages, a concept learnt in one language means that it is also learnt in another language.

### Dominant bilingualism

It has neither a positive nor negative effect on achievement. Bilinguals are fully competent in the first language and nearly so in their second.

### Subtractive bilingualism

Exerts a negative influence on achievement. Learners although conversationally competent in both languages, have not developed the thinking skills necessary for full literacy in their first language.

- **Dialects**

A distinctive version of a language or a variation within a language. The differences among dialects may be in pronunciation or grammar. Dialects differ in others ways as well, and factors other location define dialect groups.

Every culture has dialects which differ in pronunciation of words, therefore any educator should always accommodate learners who cannot express themselves in a standard English. In assisting learners with limited English proficiency the teacher should: - Become familiar with the dialects and language skills of the learners. - Use reading materials with predictable and familiar text structure. - Use visual aids to supplement printed and audio materials. - Have learners make up stories and conversations.

The socioeconomic status of learners contributes to their academic achievements. Learners experiencing poor nutritional imbalance due to poverty experience high risk of drop outs, high failing rate and unacceptable antisocial behavior. However, in contrast such learners may maintain self-control and achieve academically in the mist of all poverty circumstances. Difference between genders contribute towards academic performance. The problem emanates from the upbringing of children from birth, where girls are treated differently from boys, as parents normally buy dolls for girls and cars for boys, hence records shows that boys lead in science subjects.

Teachers should meet the needs of both boys and girls by creating a gender fair classroom: - Examine your own attitudes and behavior for possible gender bias. - Expose learners to a variety of gender roles. -

Encourage learners to use non-sexist language. - Use a variety of instructional strategies. To create a culturally unbiased classroom teachers most 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 and draw on your learner's experiential backgrounds, daily lives and experiences.

### Question 2

**Scholars such as Baruth and Manning (1992:100-104) have argued that people live in five intermingling cultures. With this statement in mind, do the following:**

**2.1 Name the five intermingling cultures.**

**2.2 Briefly indicate what each one entails.**

1. **Universal**- humans are biologically alike
2. **Ecological**-people's location on earth determines how they relate to the natural environment.
3. **National**- people are influenced by the nation in which they live.
4. **Local and regional**- local and regional differences create cultures specific to an area.
5. **Ethnic**- people reflect their ethnic heritages.

### Question 3

**Distinguish between a macroculture and microcultures. Illustrate your answer with practical examples from the school environment.**

A shared national culture is considered a macroculture, representing the core values of a society. Public schools are embedded in macroculture therefore they try to emphasize particular values.

Smaller groups are called microcultures and they share many, but not all dominant values. Religious practices can define microculture and people from similar economic backgrounds

### Question 4

**"Although race is frequently used to differentiate between groups of people, it is an artificial category based upon biological differences, not cultural differences."**

**Indicate the significance of this statement for your understanding of cultural diversity in your public school classroom.**

Individuals can be labeled as African by the color of their skin, but this tells us nothing of whether they identify with an African culture. Educators must be very careful not to assume cultural differences on the basis of skin color and other physical traits. These are cultural characteristics only in so far as people misidentify themselves as members of social groups on the basis of physical traits.

## Question 5

### 5.1 Name the five categories of diversity commonly identified as important for education.

1. Racial and ethnic identity
2. Language and culture (Bilingualism, Dialects and regional culture)
3. Socio economic status
4. Gender and sexual identity (differences between genders, how to create a gender fair class)
5. Exceptional ability and disability

### 5.2 As an educator you are likely to face a room full of learners who come from many different cultural backgrounds, ethnic heritages, socioeconomic classes, etc. Therefore, you should always keep in mind the five categories of diversity commonly identified as important for education.

Discuss the implications of each of the categories for your classroom practice and beyond.

Please note: This is an essay-type question, but you could also be asked to write a paragraph or essay on one, two or three of these categories

Read through pages 17-22

## Question 6

### Name five steps you need to take to build on the language skills of your learners. Provide practical classroom examples to illustrate the above modus operandi.

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

## Question 7

### Outline some of the gender generalizations or stereotypes that you should be aware of or alert to in your public school classroom

1. Females have a lower dropout rate than males. They are less likely to get into trouble for behavioral problems, less like to be disciplined or suspended from school.
2. Gender differences seem to surface at different ages. By the time kids get to pre-school they demonstrate mark differences in how the prefer to play.
3. Girls prefer more structured activities while boys prefer unstructured activities.

4. Girls are likely to be more cooperative to share thoughts and feelings while boys are likely to be competitive and express anger.
5. Do they difference between girls and boys stem from biology or culture? Boys and girls are treated differently from birth. Parents tend to play more roughly with their sons in comparison to their daughters, reacting positively to assertive behavior in boys and to emotional sensitivity in girls.
6. Males and females differ in their preferences for instructional activities. Males prefer working independently and females prefer working in cooperative groups or under direct supervision of a teacher.
7. Boys tend to demand more attention from teachers than girls do.

## Question 8

### 8.1 Name the five ways, as discussed by McCown, Driscoll and Roop (1992:111-112), to create a gender-fair classroom.

1. *Examine your own attitudes and behavior for possible gender bias.* Teachers can inadvertently communicate gender-role expectations & stereotypes.
2. *Model the behavior you want learners to adopt* and reinforce learners for behaving in non-stereotypical ways.
3. *Expose learners to a variety of gender roles* that illustrate both women and men in non-stereotypical roles. Choose curricular materials with a balance of gender roles, and select a variety of role models for guest speakers, tutors and mentors.
4. *Encourage learners to use non-sexist language* and help them to identify linguistic bias in the materials they read or the programs they view.
5. *Use a variety of instructional strategies* to meet learner's individual needs and to help them develop strengths in areas where their skills are weak.

### 1.2 Name the six ways, as discussed by Baruth and Manning (1992:175-176) and McCown et al (1992:111), to create a culture-fair classroom.

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

### 8.3 Provide a practical classroom example taken from your learning area or subject to illustrate your endeavor to create a

#### 8.3.1 gender-fair classroom

#### 8.3.2 culture-fair classroom

## LEARNING UNIT 3

### Question 1

Complete the following two statements that deal with the vision of an integrated school system and an integrated South African society as expressed in the South African Constitution:

- 1.1 One aspect of this vision that still has to be realised is that of a truly non-racial school system, where every school is either racially integrated or preparing learners to live in an integrated society.
- 1.2 The school has a significant role to play in ensuring that South African learners are equipped to become proud and active citizens in a post-apartheid South Africa.
- 1.3 The school is a microcosm of society. It is the springboard from which the learners acquire the knowledge, skills, values and attitudes with which to respond to the challenges and potential presented by our rich and varied multicultural society.
- 1.4 The failure to utilize schools to contribute to a common future represents a short sighted and stunted approach to education.

### Question 2

The integration of schools in South Africa since the end of apartheid in 1994 is a shining example of how ordinary people can embrace change. However, the integration of schools did not occur without problems. With the above statement in mind, do the following:

#### 2.1 Name the challenges facing education in the post-1994 education dispensation.

- Since 1994, the education setup in South Africa has changed its operation system that emanated during an apartheid era. Education changed to a new leaf of integration of schools. All nine provinces practiced common national curriculum in bringing change, but the system is still facing challenges such as racial discrimination among schools which were classified as Model C Schools with the majority of white and Indians learners and minority of black learners. Racism and racial discrimination are the source of human classification in South African schools. Discrimination is measured on race, forgetting that biologically all people are classified as human beings.
- Discrimination became an order of the day. Learners were refused to be accepted in certain schools which resorted to violence, and some managers were the cause of such problems, as they were also racist. Only racial integration was the solution to the problem.
- It remains a challenge to ensure that all learners have the same opportunities to receive a good quality education and that schools provide equal access to all learners who live in school's vicinity, irrespective of social class or color.
- It also remains a challenge to ensure that schools treat all learners with respect and that all schools teach learners how to learn and live together in mutual understanding and harmony.

## 2.2 Outline the present-day problems regarding racial discrimination in South African public schools.

- Exclusive use of a language, usually Afrikaans, which learners cannot understand
- Exclusion of learners by charging high fees
- Recruitment of learners from outside the catchment area to keep black learners out
- Scheduling of SGB meetings at times when black parents cannot attend
- No provision of the dominant African language as a first language subject
- Staff profile predominantly or exclusively white, while the learner profile is mixed
- Encouraging black and white learners to sit separately at assembly or during breaks
- Imposing a foreign culture on black learners, for example with regard to initiation
- Limited provision of sporting codes, for example soccer
- Amalgamation of schools into combined schools on a single set of premises to avoid integration
- Discriminatory practices with regard to discipline for different race groups
- Discouraging or preventing black learners from studying maths or commercial subjects on higher grade

### Question 3

**Define the following three concepts frequently referred to when dealing with racial issues in school: racism, racial discrimination and race.**

Racism- is defined as any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin, which has the purpose or 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.

Racial discrimination- in a school can be defined as the intentional or unintentional denial of the right to participate fully in the education process, or the denial of the dignity or self- expression of an individual learner, educator, manager, parent or group, on the basis of race.

Race- there is no scientific basis for the racial classification of human beings. Biologically speaking, people with different skin colors, heights or facial features are all members of the human race. The result of discrimination based on individual's superficial features is that people experience life's opportunities differently.

### Question 4

#### 4.1 Discuss the problem of "different shades of racism".

Discrimination varies in both degree and kind.

An extreme version is when principals simply refuse to accept certain learners in their schools, or when learners refuse to accept certain teachers, on the basis of race, poverty, or ethnic affiliation.

Another extreme or visible kind of discrimination is when learners resort to violence. This is often the result of managers not acting when there are problems, or being seen to take the side of one group.

Sometimes principals or teachers discriminate against learners without realizing they are being racist.

Racism or discrimination can also be demonstrated by denying that there is any difference between learners of different groups. This is sometimes referred to as color blindness. The problem with color blindness is that denying difference does not help us to deal with the challenges it poses. In situations where difference is denied, one culture usually the most powerful dominates. Denial of difference is a short-term, superficial approach, as it does not take into account the complexity of social relations across color, religious or linguistic boundaries.

Discrimination also takes place when teachers or principals generalize about individuals, label learners or make assumptions about them. They do not explore the issues in any detail, but advance their own explanations.

Attempts to celebrate diversity at school can also lead to a form of racism, for example when the school emphasizes superficial differences, such as food or dress, at the expense of deeper issues of power, learners do not always like to be singled out for their differences.

**4.2 Compile a letter to the national Department of Education of South Africa in which you propose a solution to the above problem.**

#### **Question 5**

**“Discrimination leaves a lasting imprint.”**

**With the above statement in mind, name the negative effects of discrimination on learners, educators and the school as a community.**

- The failure of principles or teachers to acknowledge that some individuals might be suffering from real or even imagined slights leads to the latter’s withdrawal into a cocoon of silence, anger, or despair.
- Sometimes the legacy of discrimination takes the form of psychological damage, where a learner might genuinely begin to feel inferior to others. A low self- image can lead to depression and anxiety.
- It affects the functionality of the school: learner alienation, conflict, violence, or protests prevent normal teaching and learning from occurring.
- It can impede the academic performance of the learner, who might feel disempowered in the classroom.
- Discrimination often affects the perpetrator, who might develop a false sense of superiority and entitlement. Other negative effects on the perpetrator can include isolation, mistrust or fear.
- Racism hurts not only the individual learner or teacher, but also impoverishes the culture of the school, community and the country.

## Question 6

Describe the concept racial integration.

Racial integration implies that individuals from all racial backgrounds enjoy the rights to access and participate in all aspects of the management and services of the institutions. This participation is reflected in the composition, outputs, practices and culture of the institution.

Racial integration further implies:

- All human beings are seen as equal, irrespective of class, color, religion, gender, and other categories.
- Diversity in learner and staff profiles is seen as 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 the separation of learners into parallel structures.
- An active stance is adopted in order to promote mutual understanding and reconciliation.
- All individuals, irrespective of color, class, or religion, are seen as participants in the process of promoting racial integration.

## Question 7

Suppose you are attending a planning session for a HIV/Aids awareness communiyy campaign at a neighboring school. How would you know whether the school is an integrated school?

Name and outline the 15 concrete signs you as casual visitor could look for.

- ✚ **Relationships amongst the learners-** learners are not segregated according to color or language use at assembly.
- ✚ **Images on display-** name and motto all reflect the diversity of values and aspirations of all learners.
- ✚ **Proudly South African-** the national flag is displayed and learners know and understand the verses of the national anthem.
- ✚ **Language-** the school does not prohibit learners from speaking their home languages during breaks or lessons. Learners are encouraged to learn African languages.
- ✚ **School profile-** the teaching profile in racially mixed schools reflects the profile of learners at the school.
- ✚ **Leadership and management-** reflects the diversity of the school profile in terms of race, language, social class and gender.
- ✚ **Curriculum-** all learners, irrespective of language background, gender or color, are encouraged to take gateway subjects like maths and science.
- ✚ **Support materials-** the school uses learning and teaching support materials that promote a respect for diversity.
- ✚ **Food and entertainment-** food in the feeding schemes, for school events and in the tuck shops reflects diversity of the religious and cultural approaches of all learners- kosher, halaal, African traditional food.
- ✚ **Sports, arts, and culture-** the school offers sporting codes that cater for the interest of all learners.

- ✚ **Dealing with special needs-** school makes provision for learners with special needs- ramps for wheelchairs.
- ✚ **Religious observance-** religious differences are not used to keep learners apart. Learners allowed to wear headscarf's.
- ✚ **Discipline-** there is no evidence that one gender, racial or social group is constantly being disciplined.
- ✚ **“us and “them”-** there is no us and them. Learners and educators appreciate each other as being part of the same community.
- ✚ **Incidents-** when discriminatory incidents do occur they are dealt with swiftly and in an appropriate manner.

### Question 8

You have to present a paper at a meeting of the Johannesburg West: D12 office. The topic of the paper is: **The ethos of an integrated school. Compile the paper using the following guidelines:**

- ✚ **Use the three subheadings on page 31 of your study guide.**
- ✚ **Illustrate the content of each of the above subheadings with examples taken from your own experience and the practices at your school.**

#### ***The school is functional:***

The school is confident of its ability to maintain a culture of quality teaching and learning. There is a culture of respect for learners and educators. Firm disciplinary boundaries reduce the need for defensiveness and fear. Good administration and a clear focus on the purpose of education, that is, teaching and learning, facilitate the development of tools for negotiation, developing respect and tolerance, and coping with difficult situations. Educators feel sufficiently valued to be prepared to take on new challenges, experiment with teaching techniques or provide extra support to learners. Learners are aware of the goals to which they aspire, and feel supported to work towards these goals. A culture of safety and pride encourages learners and educators to take risks and to be confident that their initiative will be appreciated, their mistakes forgiven

#### ***The school has embraced change:***

The school is enthusiastic about working towards a new, inclusive culture. Since change towards a more inclusive and open culture involves risk taking and moments of discomfort at the interpersonal and institutional level, it has developed a support system for its educators and learners.

#### ***An integrated school has a new culture:***

An integrated school is not a school that suppresses the culture and practices of the minority learners, nor is it like a “fruit salad” or an accumulation of the sum total of the different identities. Rather, it is a new, optimistic and rejuvenated institution. All identities have been called into question and reshaped, taking into account the national motto “unity in diversity”. The school culture is firmly rooted in the local community and is proud of its relationship to the rest of South Africa and of contributing to African renewal.

## Question 9

You are a senior teacher and you have been asked to compile an action plan for promoting integration among the youth in your school and your community. Include the following aspects in the action plan:

### 9.1 classroom and whole-school strategies emanating from the “Manifesto on values, education and democracy”

The Manifesto on Values, education, and democracy contains 16 strategies for incorporating constitutional values in the educational system;

1. Nurturing a culture of communication and participation in schools
2. Role modeling: promoting commitment and competence among educators
3. Ensuring that south African is able read, write, count and think
4. Promoting a culture of human rights in the classroom
5. Making arts and culture part of the curriculum
6. Putting history back into the schools/ curriculum
7. Introducing religious education in schools
8. Facilitating multilingualism
9. Using sport to re-shape social bonds and nurture nation-building at schools
10. Ensuring equal access to education
11. Promoting anti -racism in schools
12. Freeing the potential of girls as well as boys
13. Dealing with HIV/Aids and nurturing a culture of sexual and social responsibility
14. Making schools safe to learn and teach in and ensuring the rule of law
15. Ethics and the environment
16. Nurturing the new patriotism, or affirming our common citizenship.

Read pages 32-36 for further elaboration on some of the points above

### 9.2 practical ideas for encouraging learners to get to know and respect one another

There are many useful ideas for encouraging learners to get to know and respect one another;

- **Invite leadership figures from different communities to give talks at schools** in order to inform learners about different traditions, values and role models
- **Take learners on field trips to museums, to meet community members and leaders, and to visit sites of historical and cultural value**
- **“twin” or pair your school with a school from another community.** This relationship should be beneficial for both schools and learners should exchange visits, because if this were to become a one way relationship, it might encourage the very attitudes of paternalism and domination it seeks to combat

- **Provide time for reflection at an end of an activity**, allowing learners to write entries that are collected by the teacher. This could be in the form of a dialogue journal which may provide the educators with an indication of the mood of the understanding of the learners.
- **Provide opportunities for case studies, role plays or interviewing and reporting on the views of learners from different backgrounds**. These activities allow learners to identify with the thoughts and experiences of others and to analyze situations seriously.
- **Before embarking on an issue what will stir up emotions and lead learners to adopt predictable attitudes, present a lesson on a similar concept, but refer to events in other parts of the world**. An example would be the Northern Ireland conflict, the breakup of Yugoslavia or the persecution of the Jews in the Nazi war. Once learners have had the opportunity to discuss these issues, they often make the connection with the local situations themselves.
- **Destabilize or vary relationships in the classroom** so that the same person is not always a group leader or the same groups are not always debating against each other. Find individual strengths of learners and build on it.
- **Avoid making assumptions on behalf of a group of learners**, for e.g. that black learners will like a particular song.
- **References to learners differing tastes and practices should be handled sensitively**, as learners might not want the class to focus on their differences. In the higher grades, learners can be given more freedom to indicate how much of their backgrounds they want to share with their peers.

### 9.3 signs of racism among learners

Racism is prevalent in the integrated schools, such behavior cannot be tolerated, to eradicate the problem the school management should speak to the perpetrator, involve the guidance teacher to discuss with the learner and also to ensure that every classroom has rules or code of conduct for learners. Intolerance can be recognized through the use of language among learners of different ethnic groups where learners will call others with nicknames depicting their cultural groups, this results in stereotyping of learners.

Teasing of one another is also not tolerated as it embarrasses others to make fun with them, teachers should be sensitive to the source of teasing. Teachers should also highlight to the learners that they are all the same, no racial or ethnic group is better than the other and learn to respect other learner's beliefs to maintain peace.

Discrimination should be avoided in class, when learners have to participate in groups, or chooses team mates, the teacher should encourage learners not to become bias in choosing partners Ostracism can prevail among the learners during class activities, the teacher should encourage total participation of all learners Harassment is not tolerated as it makes other learners to feel uncomfortable, and can lead to intimidation which may result in bullying behavior. Other behaviors that cannot be tolerated include the following: Expulsion Segregation Repression Destruction Teachers should address all this to the learners in the classroom to accommodate and make the teaching and learning effective for all learners of different racial and ethnic groups.

Intolerance can be recognized by one of the following:

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

# Learning unit 4

## Question 1

Give the abbreviations of the following terms that are frequently used in education for human rights and inclusivity:

Human rights and inclusivity – HRI

Human rights education – HRE

## Question 2

2.1 Children can begin to live **democratically** as part of their **childhood culture** waiting until they are grown up probably means leaving it too late

2.2 It is important to recognise that human rights and inclusivity should not be confined to **school** but should be part of the way that **parents** raise their children that **churches** and **community** groups are managed and that **civil society** interacts

2.3 It is clear that teaching is not just a set of technical skills for imparting **knowledge** to awaiting learners. Educators need to consider the **means** as well as the **ends** they are teaching for. Being involved in the growth and development of young human beings is a significant task, which is as much about the **heart** as it is about the **mind**

2.4 According to Senge (2002:279) teaching is a **moral** undertaking. People in democratic societies have the right to expect their schools to be guided by moral principles such as **justice, fairness of treatment, liberty, honesty, equity in distribution of resources** and **respect for differences.**

### • human rights and inclusivity

Children form part of the population and they should be raised in a way that they conform to the norms and standards of their community. It is the task of their parents to ensure their understanding of the rights and responsibilities in respecting the people with whom they live.

Educators should demonstrate total passionate commitment in improving the life of the learners, for them to become better future citizens. Educators need to dedicate their time to guide and give learners morals during the educational practice, that will develop them to understand their rights as individuals in building a democratic community, nation and global society.

Knowledge of human rights is important for all people of different ages, young and old, people should live with it, hence the learners in the classroom should be taught to practice the rights. and be in the classroom environment which values and attitudes are nurtured.

Teaching and learning can be stimulants for cognitive effective and behavioural change, the classroom must demonstrate trust between the learners and the teacher, with solid social relationship. Classroom that has conflict management skills and that emphasize open task question rather than closed ones

Strategies for learning and teaching to put HRI program in place

Teaching must commence with learners needs, interest, experiences and learners problems. Active participation with communities must be encouraged. Teaching should be moved from traditional approach to human rights oriented approach. During the teaching and learning appropriate methods, for Human Rights Inclusivity must be applied.

### Question 3

**What does Senge (2002:279) believe about the civic responsibility of the school?**

Senge (2002:279) believed that one of the primary responsibilities of the school is to enculturation into a political and social democracy. Most people agree that the school has a civic responsibility to enlighten young people on the nature of representative government, an understanding of the Constitution and so on, but for many this study of democracy would be limited to descriptions. However, if we are working towards building democratic practices amongst citizen based on their embracing values of freedom, equality, justice, fairness and non-discrimination, then we have to do more than simply fill in the traditional knowledge gaps.

### Question 4

Although few learners may choose to become human rights experts, it is hoped that many of them will become human rights activists and most if not all will become citizens who are able to stand up for their rights, use their responsibility and respect the rights of other. You as pastoral educator should therefore know what human rights and inclusive education entail.

**Understanding of Human Rights and inclusive education:**

**Human rights permeate every aspect of life.**

- Central focus of human rights education

A central focus of human rights education is the development of citizens of the world with the capacity to take principled positions on issues and to devise democratic courses of action.

- Core of human rights education

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.

- Lynch's (2004:5) definition

Human rights education is the basic moral education of all students. It provides values for the content, structure and process of all education at all levels and in all modes. Human rights provide ethical guidelines for the organisation of education, internationally, nationally, institutionally and instructionally in all dimensions: aims and intentions, content, procedures and processes and evaluation.

- Ultimate goal of human rights education

The ultimate goal of this kind of education is 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.

- Le Mottee and Keet's (2004:21) and Volmick's (1998:26-28) views in this regard:

The understanding and experience of human rights is an important element of the preparation of young people for life in a democratic and pluralistic. It is part of social and political education and it involves inter-cultural and international understanding.

Although a few learners may choose to become human rights experts, it is hoped that many of them will become human rights activists and most, if not all, will become citizens who are able to stand up for their rights, use their responsibility and respect the rights of others.

## Question 5

**Name and describe the six criteria of a good human rights education programme.**

(See pages 44 to 46 of your study guide.) (May/June 2014)

- Born out of a pedagogy of transformation:

The program should promote transformation oppressing the social relations and develop social responsibilities. To also consider children as part of change and to adapt to it, so as to assist them to become capable of solving problems and making difference.

- The program should be deliberate:

Its outcome is to develop the skills, knowledge, values and attitudes for a particular society, therefore education should ensure that acquisition of values be systematically imparted to the learners and transmission of values to learners be done.

- Develops the effective dimensions of the learner:

This is characterized by showing concern for the well-being of one another, that also show education for democracy and human rights.

- Pro activeness:

The program enables the learners to apply values of equity and respect for human dignity which depicts democratic society, that communicates strategically, characterized by assertiveness, able to manage conflicts effectively and recognize and appreciate diversity

- Be oriented towards social action and engagement:

Human rights education should be for all people not only individuals as its purpose is for the development of the entire society, so that the society can be knowledgeable and understand their rights and responsibilities for them to become active society.

- To develop an understanding of the relationship between moral and legal knowledge:

Understanding the originality of human rights is important. Learners should be empowered about human rights as well as activism.

### Question 6

Indicate the knowledge, skills, values and attitudes to be addressed in a programme on HRI education for senior phase (ages 12-14) as well as FET (ages 15-18) learners.

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

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

### Question 7

Name 15 positive contributions of a successful HRE programme to the school environment.

- ✚ Learning the skills of advocacy can enable all to speak and act every day 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 dignity of people
- ✚ It can help to develop the skills of negotiation mediation and consensus building
- ✚ It improves 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 promotes democratic principles in society
- ✚ It helps to develop communication skills and inform the critical thinking essential to a democracy
- ✚ It provides multilingual cultural and historical perspectives on the universal struggle for justice dignity and peace
- ✚ Incan engage the heart as well as the mind
- ✚ It will affirm the interdependence of human family
- ✚ It promotes the understanding of the complex forces that creates abuses and ways in which abuse can be avoided and ultimately abolished
- ✚ It can facilitate change and transformation
- ✚ It can help to develop critical cross-field outcomes

## Question 8

**Guidelines for promoting HRI teaching in your senior phase and FET classrooms are provided in your study guide. Compile a handout for your peers and illustrate the information in your handout with a practical example from the classroom.**

**Include the following in your handout:**

### **Criteria for a HRI teaching-learning approach**

- a democratic classroom that facilitates the growth of relationships of trust between learners and learners, as well as between learners and educators
- collaborative and cooperative approaches to facilitate the development of organic social relationships and to foster moral reciprocity
- active participation including simulation roleplaying and varied group composition as well as social engagement
- emphasis on character development which will include the development of conflict management skills
- rational, holistic approaches to knowledge and learning using methods that appeal to judgement of the learners
- help for learners in evolving and clarifying their own value systems, using situations involving value dilemmas
- emphasis on open rather than closed tasks and questions
- multiple approaches including different media strategies and locations
- inclusion in pedagogies involving social responsibility and action
- high intellectual expectations in both cognitive and affective domains
- explicit commitment to global human rights as the basis for all interactions in the classroom
- linked supportive assessment methods orientated to learner success

### **Some 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 experiences and problems of 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

### 8.3 The differences between a traditional approach and human rights oriented approach

TRADITIONAL APPROACH	HUMAN RIGHTS ORIENTATED APPROACH
Passive learners – receiving knowledge	Active learners – constructing knowledge
Exam-driven, failure is seen as the 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 teamwork 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 dependant 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 hopes 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 allows learners to work and develop at their own pace
Curriculum development process not open to public	Comment and input from the wider community is encouraged

### 8.4 Common features of a methodology appropriate to a HRI approach

- 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 a 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 a HRI framework

Also include the following in your presentation:

Illustrate how you would implement the above in your classroom. Use a practical example taken from your subject.

- brainstorming
- case studies
- creative problem solving
- debates and negotiations
- discussion
- dramatizations
- role-play
- film, video, literature
- field trips
- games and simulation activities
- mock hearings, trials and tribunals
- interpretations of visual images
- interviews
- surveying opinion and information gathering

### 8.6 Practical example

Maths

Information of household expenditure

- ✓ Make learners draw up a list of all expenditure incurred in their households.
- ✓ Then let them total all the expenditure in one's household.
- ✓ Let them record also how many family members there are in each household.
- ✓ Ensure their record the data collected.
- ✓ Allow the student to use the data collected to draw pie graphs and histograms to interpret their data easily.
- ✓ Allow all learners to discuss their finding by illustrating their data in a form of graphs.
- ✓ Lastly allow them to provide a conclusion drawn from the graphs.

Please note: (not too sure whether the example is right because didn't really understand it)

## Learning unit 5

### Question 1

**Define the concept child abuse. Use the definitions provided on pages 56 and 57 of your study guide. Also provide your own understanding of the concept.**

Child abuse started long ago until to date. A child was regarded as property of parents, meaning that parents had rights to do anything they could do. Different countries had their own way of treating children. Child labour was another form of abuse in developing countries even today. Rape is also common form of child abuse.

Child abuse include physical abuse where a child is suffering various body injuries. Physical neglect is another form of abuse where the child is not protected to any exposure to danger, or proper care. Emotional abuse is a result of intellectual or psychological maltreatment of a child. Emotional neglect is a result of subtle commission experienced by child, and that can lead to stress, this is experienced by inability to provide parental protection to the child.

Sexual abuse is exploitation of an adult engaging in sexuality explicit conduct. Sexual abuse includes interfamilial and extra familial abuse, and this includes Incest, paedophilia, rape, sodomy, sexual molestation, exhibitionism, child pornography and prostitution

### Question 2

**Abuse against children is not a new phenomenon. History gives us a perspective that provides us with a better understanding of our own shortcomings with regard to children. We need to strive to do better by our children and thereby secure a future for generations to come.**

**With this statement in mind, provide a brief historical outline (only one page long) of child abuse.**

Child abuse in our country is major issue. Parents play a vital role in overcoming this issue. The children of this country are our future generation and if parents don't protect their children from child our country will have no future. In order to protect the future generation from child abuse we need to understand the history behind child abuse to prevent us from being guilty of child abuse.

### Question 3

**3.1 Name the five forms of child abuse that you as pastoral educator should be aware of**

- Physical abuse
- Physical neglect
- Emotional abuse
- Emotional neglect
- Sexual abuse

### 3.2 Describe the following forms of child abuse that you as pastoral educator should look out for:

- **Physical abuse**

Physical abuse refers to violence directed at children that is a child that receives intentional and persistent physical injury by his or her educators' parents or guardians. Examples of physical abuse can take the form of beating, kicking, pinching, burning with cigarettes or scalding with boiling water. Consequences are bruises, laceration, stab wounds, broken or false hair or nails, burns or scalds, chemical injury, bone fractures, dislocations, brain and cranial injuries, hemorrhages and internal injuries

- **Physical neglect**

Physical neglect refers to the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure by educators (parents or child carers) to carry out important aspects of care, resulting in the significant impairment of the child's health or development (Hobbs et al 1993:89). Examples absence of safe environment, malnutrition, inappropriate diet, inadequate clothing and medical care, poor hygiene and a constant lack of supervision, which exposes the child to hazardous situations.

- **Emotional abuse**

Lourie and Stefano (Hobbs et al 1993:108) defines emotional abuse an "an injury to the intellectual or psychological capacity of the child, as evidence by an observable and substantial impairment in his or her ability to function within his or her normal range of performance and behavior with due regard to his or her culture." Examples rejecting, isolating, terrorizing, ignoring and corrupting.

- **Emotional neglect**

Whiting ((1976;2-5) makes a useful distinction between emotional abuse and emotional neglect, and indicates that emotional neglect is a result of subtle or blatant omission or commission experienced by the child, which causes the child to experience handicapping stress. It also includes adult inability to provide a child with the necessary nurturance, stimulation, encouragement and protection at various stage of his or her development, which inhibits his or her optimal functioning.

- **Sexual abuse**

Robertson (1989;3) defines child sexual abuse as "any sexual activity with a child who cannot give informed consent to the activity. Child sexual abuse suggests sexual exploitation of a child by an older, more mature person (Giaretto 1982:2). The National Centre on Child Abuse and Neglect (NCCAN) describes the concept as contacts or interactions between a child and an adult when the child is used for sexual stimulation of the adult.

## Question 4

Sexual abuse is one of the forms of child abuse that you as pastoral educator have to deal with in your school. It is of the utmost importance for the teaching profession that teachers should be equipped with the relevant knowledge of the multifaceted phenomenon of sexual abuse of children.

Do the following:

Define the concept sexual abuse of children. Give a definition that appears in the literature. Give your own definition.

Robertson (1989; 3) defines child sexual abuse as “any sexual activity with a child who cannot give informed consent to the activity. Therefore, my understanding is that sexual abuse is when any sexual parts are revealed or any sexual activity is done to a child by mature person without the consent of the child or in the circumstance where the child is not mature enough to understand.

### 4.2 Compile a handout on the various forms of sexual abuse.

- ✚ **Incest** (Sexual intercourse between related people)
- ✚ **Paedophilia** (where the primary sex object is a child eg child pornography/ child molestation)
- ✚ **Rape** (Illegal sexual intercourse with woman without her consent)
- ✚ **Statutory rape** (sexual intercourse with a child under 16)
- ✚ **Sodomy** (anal intercourse between two males)
- ✚ **Sexual molestation** (indecent and improper sexual activities between adults and children eg indecent touching, fondling the adult sexually)
- ✚ **Exhibitionism** (exposure of adult man’s genital to girls, boys and women)
- ✚ **Sexual Sadism and masochism** (sadism is sexual gratification experiences when inflicting pain and masochism sexual gratification when pain is inflicted and endured)
- ✚ **Child pornography and child prostitution** (pornography is an organisation or photography of any situation when a children are involved in sexual activities with other children, animals or adults whereas prostitution children involved in sexual deeds for profit/money).

### 4.3 Outline the warning signs that could be indicative of the sexual abuse of a child.

#### Physical and behavioural warning signs.

The signs are not easily noticed, physical signs need positive proof and the child can be traumatised by unnoticed situation that can lead to poor performance in class, change in eating pattern and sleeping pattern.

## **Emotional and relational warning signs**

This is characterized by poor self-concept, low self-esteem and feeling worthlessness and shame of oneself. Depression include lack of appetite, sleep disturbance and loss of interest

Signs of decompensation: The learner become psychologically affected, affecting school achievement, chances of suicide become great, it is therefore important for teachers to find reasons for a sudden drop of performance.

### **Explain the phenomenon of child trauma.**

Trauma is not easily separated from stress and crises; it is therefore important for the teachers to understand the differences so as to notice the symptoms from the learner before it becomes severe. Impact of stress will differ from one child to another, pending on the event that the child has gone through, which results in the inability to come with the demand either on emotional or physical situation. In contrast to stress, crisis is regarded as an opportunity for emotional growth, however, traumatic experiences differ from stress or a crisis. Childhood trauma is associated with sexual abuse, sexual assault and physical assault.

### **Phenomenon of child abuse**

The terms “stress,” crises” and “trauma” are not easy to distinguish.

Experience of stress depends not only on the event itself, but also on the child’s personality and the ability to cope with the event.

Crisis is often a turning point in a person’s life and does not have to be negative experience.

Traumatic experience differs from stress or crisis. A trauma may consist of a single unexpected event, or trauma may involve multiple incidents over a period of time e. g. a child who has been traumatised by sexual abuse for an extended period.

(Schoeman, et al., 2011) States that Matsakis notes where a child is sexually abused the traumatic incident subjects the child to depersonalisation or dehumanisation because it strips away the child’s ‘personhood’ individuality and humanity.

From a traumatised child’s point of view the sexual abuse seems preventable and the child feels that a significant adult in the child’s life has the power to put a stop to it.

As early as 1983, psychologists pointed out that victims of trauma are usually forced to reconsider three things namely (Janoff, Bluman & Frieze 1983; Matsakis 1997:28):

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

As more research is done on psychological trauma, it is becoming clear that a lot of childhood trauma is associated with sexual abuse, sexual assault, physical abuse and physical assault.

The fact is sexual abuse is not a new phenomenon. Most studies show children to be at a risk regardless of their ethnic, religious, socioeconomic or family background (Kearney 2011:18). Normal children are abused by someone they know and molesters usually increase severity of their acts over time.

### Discuss the effects of trauma on the life of a senior phase and/or FET learner.

This affects the learner's psychologically because it arouses a shock in the event of betrayal from a trusted person. It has emerging stages, namely:

According to Gardland (1998:112) the victim of trauma undergoes two stages.

- ✚ **First Stage:** The victim becomes silent, isolated, compulsively talkative and active but unable to think rationally.
- ✚ **Second Stage:** The victim links the traumatic situation with what has happened in the past and reacts to the present when it's not expected or related to the event.

As noted by (Schoeman, et al., 2011) Bisson and Sheperd are known to have stated a four stage emotional reaction specific to victims of violence:

- ✚ **The first stage:** The initial disruption of normal mental functioning.
- ✚ **The second stage:** The victim appears to be fine to the outside world yet the internal traumatised person is different.
- ✚ **The third stage:** Apathy and anger often accompanied by feelings of depression (or a need to retaliate)
- ✚ **The fourth stage:** Resolution

### Describe posttraumatic stress disorder in the child victim. (May/June 20115)

This is a reaction following a trauma. Symptoms of posttraumatic stress disorder manifest in cognitive (thinking), affective (emotional) and social (interpersonal or relational) effects, where the victims behaviour is totally different from what they were before the trauma happened.

#### Effects of trauma can have the following effects:

- ❖ **Cognitive effects:** repeated imagery, avoidance, confusion or memory loss.
- ❖ **Affective effects:** anxiety, fear, anger, depression, helplessness
- ❖ **Social effects:** feelings of vulnerability, neediness, dependency, distrust
- ❖ **Anxiety-related illness:** headaches, gastric disturbances
- ❖ **Fear of certain formerly comfortable people or places:** this may arise when abuse is kept a secret due to threats made to the victim, as well as fear of repetition of abuse if the victim goes back to that person or place

- ❖ **Regression:** acting like a younger child, or losing recent gains like toilet training, not being able to sleep through the night in one's own bed etc.
- ❖ **Poor peer relationships:** running away attempts as the victim feels safer at a particular hiding place than with people.

**Design a practical classroom example to warn your learners of the dangers of sexual abuse. Be as creative as possible!**

Divide the class into four groups

Each group topic is on sexual abuse

- Group 1- should make a collage out of newspaper articles relating to sexual abuse
  - Group 2- should make a presentation of the important aspects of sexual abuse
  - Group 3 – should make a video of all short clips awaking us of all important aspects of sexual abuse
  - Group 4 – Write an article on sexual abuse
- In this way all learners no matter what learning style preferred will all be educated on sexual abuse.

### Question 5

**Answer the following question:**

**How can you as a pastoral educator empower yourself to such an extent that you can give high-quality guidance to a learner who has been abused?**

**Use the following subheadings:**

#### 5.1 The concept 'the empowerment of the educator'

Any adult involved with education of children e.g. teacher has a responsibility to be informed of the phenomenon of child abuse. As the saying goes: "Ultimately our children's future and our world's future are one" (Kempe & Kempe 1978;148). In Order for educator to empower themselves regarding child abuse, educators need to be aware of the how to distinguish child abuse and how to report possible child abuse.

#### 5.2 Awareness of the problem of child abuse

**Physical indicators:**

- Bruises or bleeding in or near external genitalia
- Swollen or reddened cervix, vulva or perineum
- Semen around the genitals
- Venereal disease in young children

## **Physical symptoms**

- Pain, itching, bleeding or spotting in vaginal areas
- Venereal disease in older children
- Pregnancy
- Broken hymen
- Haematomas
- Laceration in genital area
- Difficulty in urinating
- Vaginal or penile discharge
- Vaginal infection in young children

## **Behavioral indicators**

- Abrupt behavior changes
- Escalating fears and phobias or Nightmares
- Reluctance to be in the company of an adult who was previously liked
- Irritability, crankiness, moodiness
- Depression or Self-destructive behavior
- Changes in school behavior or schoolwork
- Poor self-image
- Increased knowledge of or interest in sexual behavior
- Running away
- Threats of suicide
- Alcohol or drug abuse
- Intense fear of being left alone
- Refusal to participate in physical activities
- Abnormal clinging to a parent or trusted adult
- Hints dropped without actually disclosing abuse
- Extreme behavior pattern of withdrawal or acting out
- Withdrawal from friends, poor relationships with peers, withdrawal to a fantasy world
- Extreme outburst of anger and hostility, aggression or delinquency
- Regression to infantile behavior, even giving an impression of mental retardation

## **Indicators of incest**

- Role reversal between mother and daughter
- Indirect hints to a special friend
- Extreme overprotection by parents, older siblings or jealousy of the child's contacts with others
- Father\mother consistent refusal to allow child to participate in supervised social events

As educators one needs to be aware of all the above signs and any major changes in the person's behavior. As educator we need to encourage learners to be able to talk to us about their problems.

### 5.3 Reporting possible child abuse

If an educator knows or even suspects someone is abusing a child, it's one's responsibility to the Department of Welfare, the South African Police or any person who can give professional assistance. Doesn't matter what one is a doctor, educator, counsellor, principal it is one's legal responsibility to report it.

According to section 30(1) d of the constitution of South Africa 200 of 1993: 'every child shall have the right not to be subjected to neglect or abuse.' It is particular the child protection unit of the South African police to protect children. However, the role of preventing the crime by the child protection unit against children is very limited due to crimes being committed within the family circle which they have no access to.

But they role is to educate the public and especially children. There are two ways proactive action and reactive action.

Proactive action is mainly making the public aware of these occurrences and existences of crimes against children. Examples include: articles in media, presentation of lectures, talks at schools and universities, churches, at youth and other organisations.

Whereas reactive action compromises the investigation of alleged crimes against children that have been brought to the attention of the unit. Examples include: bringing abused children to the notice of authorities in the first proactive step in preventing future abuse and attempting to deal with the underlying cause that give rise to the abuse.

#### Challenges Phased by a Senior Lecturer

Children react differently to the situation, depending on the proper opportunities and protection. According to Dr Mwanda, on her experience on child abuse, especially raped victims, mostly were rejected by the family members, and sadly the victims had been infected with HIV/AIDS. Some children became the victims of rape due to misconception that sexual activity with a virgin can cure the disease, hence many children became infected.

As an educator in a Pastoral role, such learners with HIV disease should be protected from discrimination. Learners should be taught in class during Life Orientation on how HIV is transmitted and the myth about it. Emphasis on abstinence, healthy life style, sexual transmitted diseases and health services should be done, and that HIV is not a death sentence even though it is not curable, but the ARV's can assist in that regard.

The learners to be taught the Constitutional rights and values, that all people have rights including those that are positive, they deserve to be respected, in that way emotional trauma of HIV positive learners can be controlled.

Empowerment of the Senior phase and FET educators

Educators as in the loco parentis, should be empowered with quality guidance on child abuse. Guidance must include awareness of the problems of child abuse such as physical indicators, physical symptoms, behavioral indicators and indicators of incest.

## LEARNING UNIT 6

### Question 1

**Define the concept “Aids education”. You may provide your own understanding of the concept.**

HIV is the virus that causes AIDS, once the virus enters the body, it weakens the immune system and causes different types of diseases. AIDS has different stages, and therefore eventually infected person will die since there is no cure for AIDS.

The virus can hide in the body for ten years without been noticed, unless the infected person undergoes HIV tests. ARV s can assist infected person to stay healthy for a long period. The virus can be transmitted to the other through fluids such as blood semen, vaginal fluid and breast milk.

HIV is mostly transmitted through sexual intercourse, young girls are vulnerable to HIV and STI diseases because their vaginal membranes are thinner than those of mature women. It is easy to reduce HIV only if people can have one partner, be faithful to one another, use condoms and abstain from having sex especially before marriage.

Drug users are at the risk of been infected, by sharing needles, razors, syringe, and practice unsafe sex with drug users. There are health services to assist infected people and to make tests that are confidential at all times. Hiv cannot be transmitted through hand shaking, sharing of utensils, hugging, using same pool, toilet, mosquito bites, coughing and sneezing.

Infected people deserve the right to be respected and not be discriminated against, they need to be supported and where possible to form groups or clubs to have sharing sessions, that will make individuals comfortable and see life beyond HIV not a death sentence.

**What has been the rationale for the implementation of Aids education in South African public schools?**

Cultural diversity must be taken into consideration when planning for Aids lesson. Some cultural groups do not feel comfortable to communicate with their children about sex education, and its process of transmission. Aids education provide this information and remain sensitive.

### **Materials**

Since Aids epidemic was noticed, many attempts were made to prevent Hiv than imparting basic facts. Aids education balance the scientific knowledge and social skills, hence it is important for life skills education where people will be taught the causes of Hiv/Aids such as drug abuse, relationships and sexuality.

### **Learners with Hiv/Aids**

Teachers in class cannot assume that one or some learners in the class is positive by mere looking at them. A person knows her status once has been tested, therefore educators should take precautions when teaching a lesson on Hiv.

## **Sexuality of learners**

Gay issue is very common lately, the teacher cannot make assumption about sexuality of learners. The should include information for people of all sexual persuasions

## **Making it work in class**

Teachers should make thorough preparation for Hiv/Aids lesson, and if they are inadequate and inefficient in teaching Hiv content, the lesson outcomes may be unsuccessful.

## **Question 3**

**Name the various attitudes to Aids education that you as pastoral educator will probably be confronted with in your endeavours to provide successful Aids education.**

- ❖ HIV/AIDS is a reality, the need for Hiv/Aids education is imperative for people of all ages, since Aids can infect and affect everyone, the education department found vitally important to introduce Hiv/Aids in school in fast tracking the knowledge and information. Though in the other hand such education raised concern to other traditional people, therefore it needed parent involvement for the implementation
- ❖ Hiv/Aids is relevant for school learners as majority has no basic information on how it is spread and how it can be prevented. The school is only the centre where learners can access the relevant information except for the media. The majority of parents are not capable of discussing Aids matters with their children as it embarrasses them, same as the learners. Aids education becomes effective at school when learners are free to ask questions. Majority of learners especially in senior phase are sexually active and Aids education help them to protect themselves.

## **Attitudes to Aids education in schools**

- ❖ Aids education has become a serious concern to some parents, they believe that the education will encourage their children to wish and practice sexual activities, but statistics of learners who fall pregnant while at school shows the importance of sex education as one of the major form of spreading Hiv/Aids
- ❖ Hiv/Aids is only offered in Life Orientation as the content, it is not the subject on its own, and therefore it is not that effective as is expected. Each school is expected to have its own policy on aids but based on national policy

## Question 4

**Name and describe the 15 criteria you should keep in mind when planning a HIV/Aids lesson or curriculum.**

Lesson on Aids become more interested to the learners than in any of the subjects, the reason is that it is about their own sexuality. They become interested in the topics. It is important to consider the following factors when planning Aids lesson or curriculum.

- Age of learners:

The curriculum should cover learners of all age groups, starting from childhood to adulthood, this will help the learners to become alert of high risk situations.

- Classroom prejudices

Aids awareness is very important to avoid teasing of those that are positive outside the classrooms, therefore material covers diversity in class must be provided.

Current knowledge: Probing questions on Aids can be done to find out how much knowledge do people have.

- Active learning:

Rote learning is not good for Aids lessons, for effective participation, learners need total involvement in the lesson. In order to instil the social skills to the life of learners, group work, role play and dramatization can bring the attention of the learners to build and practice those skills.

- Involving parents and guardians:

Aids or sex education has been a taboo to many parents, therefore involvement of the parents in determining Aids lessons or curriculum is very important, hence their involvement will give additional support to their children and not to rely on outside sources for information.

- Legislation:

It is important for the school to have the Aids policy based on local guideline, which must include Bullying, Admissions and Health and safety

- Current knowledge

Aids education can be targeted at areas of informational need if you are aware of what young people already know about AIDS. The best way to find out about the student's level of knowledge is to ask questions.

- Other sources

Other agencies or organisations may be able to make positive contributions to an AIDS education curriculum in a way that the school's internal resources will not. Engage with local health agencies who will offer talks at the school to enlighten children about AIDS.

Health & Safety – does your schools health and safety policy include a universal precautions policy?

- Considering cultures

Planning AIDS education syllabus should involve some consideration of the learner's cultural background. Many cultures have specific well-defined set of views on human sexuality and at young age learners will have been influenced by them. The primary factor in determining what information is given to a class should be the age of the learners and cultural attitudes should not be allowed to censor the information given.

- What materials are already available?

In the years since the AIDS epidemic began, a good deal of classroom material has been created. Too often when AIDS education curriculum is to be planned the planners spend considerable time on constructing a resource that is unnecessary, as there are already materials available that would suffice. If necessary, spend time adapting existing resources in class instead of producing new material

- Making it cross curriculum

HIV & AIDS education should not only deal with the medical and biological facts, but with real-life situations which young people find themselves in. Aids should also not be looked at from an entirely social perspective either. Effective educations need to consider both scientific and social knowledge vital for providing a learner with adequate AIDS awareness. There is much more to HIV prevention than just imparting basic facts. For example, knowing how the virus reproduces will not help somebody in the usage of a condom. AIDS education should be a balance of scientific knowledge and social skills.

- Are any learners HIV-positive?

When dealing with a class of young people, you cannot make assumptions about their HIV Status. In high prevalence areas it is likely that some class members may be HIV +VE. Universal health precautions should be taught as part of HIV awareness lessons. AIDS education specifically tailored to HIV +VE people is an important aspect of HIV prevention, this applies only to a class where every learner is HIV +VE.

- Sexuality of learners

You cannot make assumptions about the sexuality of learners in your class, nor about the sexual persuasion of their family members. For this reason, your HIV lessons need to include information about and for people of all sexual persuasions.

- Making it work in the classroom

The process of educating people about AIDS can be challenging, even if all the factors mentioned are considered the lesson may still be unsuccessful if teachers are inadequately prepared, uncomfortable or uncommitted. The atmosphere created by the educator during the lesson is key to learner's retention of the course information.

- Teaching the teachers

AIDS education involves detailed discussions of sexual matters which teachers may be uncomfortable with, this might convey the message that sex should not be spoken about. Before taking on AIDS education, teachers need to be certain and confident about their own feelings and beliefs regarding sex, death, illness and drug abuse. Teachers also need to fully understand the information which they will be passing on. They need to feel confident that they are able to answer questions posed to them by learners. This necessitates an adequate level of teacher training.

- Listening to the learners

- It is important to listen and respect the views of pupils while conducting lessons.
- They may be uncomfortable with the subject for cultural or personal reasons, learners cannot be compelled to feel comfortable however they can be induced.
- Basic tips to decrease learners discomfort is as follows:
- Do not expect a learner to speak in front of classmates unless they have volunteered to do so.
- Allow learners to consult one another and plan in groups before presenting info to the class.
- Remember to be sensitive to learners who have personal issues – eg a learner may be gay or hiv positive
- Listen to learners and allow the class to ask questions and to express what they want from an AIDS Syllabus.

### Question 5

**Provide a practical classroom example of how you would teach your learners the 10 basic facts of HIV/Aids. (Oct/Nov 2015)**

The 10 basic facts are as follows:

1. AIDS is caused by HIV
2. The onset of AIDS can take up to 10 years
3. HIV is transmitted through HIV-infected Bodily fluids
4. HIV is most frequently transmitted sexually
5. People who what sexually transmitted infections are at greater risk of being infected by HIV
6. The risk of sexually transmission of HIV can be reduced.
7. People who inject themselves with drugs are at a high risk of becoming infected
8. People should contact a health centre to receive counselling and testing if they suspect that they are infected.
9. HIV is not transmitted through everyday contact
10. Everyone deserves compassion and support.

The above are the 10 basic facts about HIV. Due to them being the basic facts I would engage the help of a local health practitioner to speak to the children about AIDS as this would be a fun form of learning from an experienced health practitioner. Worksheets and a quiz will be given to children at the end of the presentation by the health professional to reinforce the children's knowledge and a quiz will help assess their level of understanding.

### Question 6

**You are a senior teacher and you have to provide an HIV/Aids awareness talk to Grade 8 and Grade 9 learners. Give an example of your presentation. (May/June 2015)**

I would provide age appropriate material to the students as they would already be aware of the basics. The presentation will include an overview of the definition of HIV & AIDS and ways in which it can be contracted and means of prevention.

### Question 7

**Design a HIV/Aids worksheet to be completed by FET learners. Use the content and methodology of your specific school subject for this purpose.**

Please see page 88 & 89 of study guide.

## LEARNING UNIT 7

### Question 1

#### 1.1 What is expected of the educator in a pastoral role in his or her school and community?

- ❖ The educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others.
- ❖ The educator should uphold the constitution and promote democratic values and practices in school and society.
- ❖ Another pastoral role of the educator according to the norms and standards document is to demonstrate an ability to develop a supportive and empowering environment for the learner as well as responding to the educational and other needs of learners and fellow educators.

#### 1.2 Give practical examples of your role in the community, your role as citizen and your pastoral role.

Competent and professional educators act as role models in the classroom, the school and the community. Practical examples include providing assistance to the community by means of community service for example helping out at a soup kitchen or visiting the local old age home to help residents with chores, etc this aims to highlight the supportive and empowering ability of a pastoral role.

#### 1.3 Complete the following statements:

##### 1.3.1 According to Prinsloo, Vorster and Sibiya (1996:59) competent professional educators act as role-models in the classroom, the school and the community through their....

- a) Confident personal bearing and appearance
- b) Stable emotional presence
- c) Enlightened cognitive functioning
- d) Balanced normative outlook and behavior
- e) Disciplined and committed involvement

##### 1.3.2 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.

##### 1.3.3 Educators should therefore be highly conscious of the kind of Behavior they model. (Consult pages 91 and 92 of your study guide.)

## Question 2

### 2.1 Define the concept life skills. (Oct/Nov 2013)

Life skills are core skills that will vary across the cultures and circumstances to help to develop effectively interpersonal skills. The following basic skills can assist to develop the learner

Decision making skills assist in making constructive choices e.g taking right decision in life

Problem solving skills assist the learners to become capable of solving problems that if not addressed can result in mental and physical stress

Creative thinking skills assist learners to adapt to change that ultimately influence their attitude and behaviour

Effective communication skills assist learners to express themselves verbally and non-verbally appropriately to the culture.

Interpersonal skills assist learners to socially associate with others especially in family relationship.

Self-awareness assist learners to recognise their self and characters, in overcoming stress and pressure

Empathy is the ability to imagine other person s life even not been familiar to the situation, it assists the learners to help, accept others differently to them. It improves social interaction among different ethnic groups, and accept HIV/AIDS people who might have been stigmatised

Coping with stress assist in identifying stress in one's life, how it affects and ways to reduce it

### 2.2 Name and describe 10 core skills for the promotion of the health and wellbeing of adolescents. Illustrate the teaching of each of these core skills by means of a practical classroom example.

(study guide pg 95 has 9 skills)

#### 1. Decision making skills

This helps learners make constructive choices. Eg the effects of drinking alcohol on a person's health

#### 2. Problem solving skills

Enable learners to deal constructively with their problems by conducting research or seeking assistance of knowledgeable people to solve the problem

#### 3. Creative thinking skills

Enable learners to explore alternatives to problem solving and decision making. Creative thinking helps learners adapt to changes and be flexible. Example is to encourage students to find creative ways in which to recycle old plastic bottles.

#### 4. Critical thinking skills

Enables learners to analyse information and experiences. These skills contribute to good mental and physical health by helping learners recognise and assess the factors that influences attitudes

and behavior. Example is to give students a task to interview people with regards to a particular subject and collate this information into a report.

**5. Effective communication skills**

Involves expressing yourself verbally and non-verbally in ways that are appropriate to your culture and situation. Example is asking a learner to present a topic to the class enlightening their culture and background.

**6. Interpersonal skills**

Helps learners relate positively towards others. Learners should be able to form and maintain relationships. This is of great importance to their mental and social wellbeing – example learners should participate in games and sports during free time to socialize

**7. Self-awareness**

Involves recognition of yourself and character, strengths weaknesses, likes, dislikes. Self-awareness is good for effective communication and good interpersonal relations

**8. Empathy**

The ability to imagine what life is like for another person in a situation which you may not be familiar with.

**9. Coping with stress**

Identify the sources of stress in your life and recognising how stress affects you, and acting in ways to reduce your stress levels. This could mean making changes to your physical environment or lifestyle.

**2.3 Name the five learning outcomes discussed in the *RNCS Life Orientation 2003* and the *NCS Grades 10 to 12* for the development of life skills.**

1. Learners should be able to understand and accept themselves as unique and worthwhile human beings
2. Learners should be able to use skills and display attitudes and values that improve relationships with their families, groups and communities.
3. Learners should be able to practice acquired life skills and decision making skills
4. Learners should be able to assess career and other opportunities and set goals that will enable them to reach their potential and use their talents.
5. Learners should be able to demonstrate the values and attitudes necessary for a healthy and balanced lifestyle.

## 2.4 What is the aim of life skills education?

Educators should develop learners' life skills, work skills, critical, committed political attitude in learners and healthy lifestyles. The problems that are seen on teenagers emanates from home, during their adolescent, they have no one to understand them, hence they become frustrated and resolve to drugs and unacceptable behavior.

Teenagers experience problems such as pregnancies, suicide, vandalism, dropping out of school, poor performance, all can be traced to poor family relationship, low self-esteem. Young people want belongingness, if not attached to their families, school or community, they are likely to become delinquent

Development from childhood to adulthood becomes a challenge to young people, hence positive involvement with families can combat negative behavior in teenagers

### Question 3

#### Describe work skills education.

Lifelong learning is very important for all careers in the workplace situation, both for changing jobs and development in the same work. As technology is changing, new knowledge and skills need to be acquired to avoid of becoming redundant. Core skills of technology is essential as it is vital in all careers

The following are important skills required:

Creative problem - solving skills: To be able to formulate problem, set objectives, obtain information, process the information, take a decision and evaluate the decision.

### Question 4

#### 4.1 How would you explain counselling to parents at an options evening?

Counselling is referred as a way in which a counsellor is helping someone using specific skills to develop self-knowledge, emotional acceptance, growth and personal resources.

As a facilitating process is not only to provide help, but also an interpersonal interaction to bring change. It encourages the counsellor to create a warm, accepting relationship to person seeking help. On counselling, communication skills are very important to help in positive thinking for the person seeking help. During counselling the counsellor must assist the person to find solution to solve the problem, which will result in gaining confidence to be responsible and have self-directive in life.

Counselling is not among other things a lecture on how things should or simply giving advice. The counselling person help and empower the person to become more effective self-helping in future.

Counsellor behaviour

Counsellor's values and attitude play an important role. Respect is fundamental in assisting to maintain good relationship, showing unconditional positive regard, and not to be judgemental, therefore the counsellor should respect the person's rights, but being entrusted and confidential. The counsellor should have a good listening skill and be present psychologically, socially and emotionally towards the person counselled.

#### 4.2 Discuss the definition of the concept counselling according to Gillis (1997:2).

According to Gillis: Counselling can be defined as 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.

#### Question 5

Distinguish between helpful and unhelpful counselling behaviors.

Helpful (+ve behaviour)	Unhelpful (-ve behaviour)
<ul style="list-style-type: none"> <li>Counsellor listens with obvious care showing genuine concern both by what and how the counsellor says it</li> </ul>	<ul style="list-style-type: none"> <li>Counsellor does not appear particularly interested and does not pay attention, fidgets, checks the clock etc</li> </ul>
<ul style="list-style-type: none"> <li>Counsellor treats you with respect as a person entitled to your own views and values even though they may not agree with you</li> </ul>	<ul style="list-style-type: none"> <li>You feel you are being patronised, lectured, evaluated and judged</li> </ul>
<ul style="list-style-type: none"> <li>The relationship is such that you feel sufficiently at ease to communicate your concerns</li> </ul>	<ul style="list-style-type: none"> <li>There is formal authoritarian relationship or a this is what you should do relationship which makes it difficult to express what you really feel</li> </ul>
<ul style="list-style-type: none"> <li>You feel encouraged to tell your story in your own way and at your own pace</li> </ul>	<ul style="list-style-type: none"> <li>Counsellor interrupts constantly asking too many questions and pre empts your replies</li> </ul>
<ul style="list-style-type: none"> <li>Counsellor tries to understand from your perspective what you feel and checks with you now and then to ensure you are on track</li> </ul>	<ul style="list-style-type: none"> <li>Appears not to hear what you are saying and sometimes misses the point</li> </ul>
<ul style="list-style-type: none"> <li>Encourages you to explore different options and find your own answers</li> </ul>	<ul style="list-style-type: none"> <li>Listens briefly to what you have to say, evaluates what he perceives to be wrong and suggests what you should do about it.</li> </ul>

## Question 6

### Name and describe the eight categories of counselling responses

**1. Evaluating “It seems only fair”**

An evaluative response invariably involves a judgement or assessment that tells the learner what to do. This type of response is based entirely on the counsellor’s moral standpoint.

**2. Interpreting “you have behaved like this because”**

Interpreting is an attempt to explain why someone acted or felt the way he or she did. There is a suggestion that the counsellor knows more about the learners than they themselves do, and that by making them aware of the reasons for their behavior or feelings the problem will automatically be resolved

**3. Supporting/Reassuring “I know everything is going to work out alright”**

While support and reassuring is necessary at times this type of response does not usually help the problem. On the contrary reassuring statements such as ‘things are not as bad as they seem’ deny the learners feelings and reinforce the feeling that they are misunderstood.

**4. Questioning/probing “why did you behave like that”**

Questions should be employed sparingly when younger people are counselled, frequent questions give rise to unproductive question and answer routines.

**5. Advice “this is what you should do”**

Sometimes it is necessary and helpful to give advice provided that it is based on accurate understanding of the learners needs and concerns

**6. Understanding “see things from the other point of view”**

This is trying to see things from the learner’s point of view. The counsellor then repeats his interpretation of the learner’s perceptions without expressing approval or disapproval.

**7. Communication**

The underlying skill of any counselling relationship is communication, which is a highly specialized technique in counselling.

**8. Minimal Verbal responses**

The most important form of communication is listening effectively.

## Question 7

Indicate how you would assist a learner with learning problems or learning disabilities. Include the following subheadings:

### 7.1 Guidelines for an assistance programme

- Keep the sessions short
- Meet regularly with the learner
- Sessions should be highly structured
- Keep anxiety levels to a minimum
- Focus on the specific issue being addressed
- Keep morale high

## 7.2 Counselling individual learners

Since you are in daily contact with learners your role should be to listen to them and acknowledge and accept their hurt feelings. If the learner knows that you understand it may help him cope better. Counselling is important as it encourages learners to take steps in understanding and dealing with their own problems, this in turn helps them to develop an internal locus of control and avoid feeling a sense of hopelessness and passivity.

## 7.3 Counselling parents

Counselling individual learners need engagement with different learners at different times. The counsellor should understand their painful condition of their problems, and thus help a learner to know and have trust that they will make it.

The counsellor should encourage the learner to understand that it is not an overnight process, and thus the learner will develop a sense of hope and trust during the process.

### **Counselling parents of learners with disabilities**

- Parents generally are concerned about their children progress and ability to cope. As counsellor, enough time to interview them such parent is important to find out the background or history of the child. To make efforts as counsellor to visit the parent to make it possible to win their cooperation,

### **Principles of parents counselling**

- When counselling, the following should be kept in mind
- A good listening skill is required as parents usually become concerned about their coping skills, and they sometimes cannot acknowledge that their children have problems, and put more pressure to the child. The teacher should ensure the parents that they are both responsible for the education of the child, these positive attitudes will enhance confidence, cooperation and total participation. Good relationship will also enhance good family - school and school community relationship.
- Meetings with parents help to discuss what work best for the learner at school and at home to minimize blame and complains

## Question 8

Many South Africans rightfully feel that parents and communities should be more involved and play a bigger role in the development of their schools.

Discuss the above statement under the following two headings:

### 8.1 Ways in which community resources can be used to strengthen the life of a school

- Religious, civic and other leader in the community can step forward to help
- Relevant non govt. and community based organisations particularly those that deal with issues directly relating to life of the school may get involved to help out.
- People in established professions may help
- The formal and informal business sector may help facilitate a closer link between education and work.

### 8.2 The contributions of the school to community development

The way in which school contributes to the local and broader community is through its pivotal role in human resource development. A schools major contribution is to produce citizens who can play active economic and social roles in society and who can live with others in a respectful and constructive way.

## Question 9

### 9.1 Explain the concept barriers to learning (see pages 107 to 108 of your study guide).

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

### 9.2 Identify some of the barriers to learning and development that commonly occur in the South African society.

- General socioeconomic factors eg poverty
- Other factors that place learners at risk eg 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 environment
- Lack of recognition of the important role parents can play in supporting the learning teaching process.
- Inadequate provisions of support services in schools
- Language and communication obstacles in the curriculum and in the medium of instruction and in the teaching process
- Disabilities and learning requirements that require specific support.

### 9.3 The Department of Education's 2001 policy of inclusive education comprises two major attempts to address the range of barriers to learning. Outline these two attempts.

- ~ **Prevention:** the first attempt is 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 stage. Although support for learners with specific learning and developmental needs will often be needed, it is accepted that many problems also require preventative approach.

### 9.4 Outline the whole-school approach to addressing barriers to learning and development.

The schools vision and mission statement should always reflect its commitment to addressing barriers to learning and inclusivity

Develop an action plan that includes the following steps:

- consulting all stakeholders
- conducting an audit on barriers to learning
- prioritising the needs of the learners who experience barriers to learning
- writing a development plan

Conduct an audit of barriers that cause learning breakdown by doing a swot analysis

- the quality of development and transformation
- the school curriculum
- academic and personal empowerment of citizenship
- ethos and human rights
- partnership in education
- human resources management
- physical resources management.

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 and inadequate provision of support services

- lack of parental recognition and involvement
- lack of human resource development strategy.

Reflect on the implementation and maintenance of the following interventions:

- the minimisation of weaknesses
- the minimisation of threats

Prioritise the learning needs and aims of the school (based on the audit) by eliminating the barriers that can easily be overcome by collaborating with all stakeholders to address those that are more difficult to overcome

### Addressing barriers to learning

- In South Africa unlike in other countries, learners with barriers so called 'exceptional' means that the learner has a specific difficulty in learning, and generally the cause being the external factors that emanates from their family background.
- Poverty is the main cause of the learner barriers, the learner is obliged to leave the school at an early age, even though is capable or intellectually good, and later to return to school, such learner need assistance taking into consideration learner physical, cognitive, socially and emotional developmental level
- Poverty plays an important role as the cause of many barriers to learning, other barriers includes discrimination, violence, language and communication obstacles, lack of learning requirement support etc.
- In addressing barriers to learning the Department of education should prevent that by transforming educational institutions and curricula and provide support for school's staff parents and learners to prevent problems

### 9.5 Discuss the following three statements:

**9.5.1 In the process of addressing barriers to learning and development, the pastoral educator should see herself or himself as part of a team or a network of people.**

**The network may involve the following:**

- Structures within the school that support learners with learning barriers, and different structures from various external departments such as Health, Social worker, psychologists etc and from the community resources who can improve the learning of those impaired learners.
- Inclusive education with its policy promote the right of learners to Education, equality non-discrimination and respect in developing the learners.
- Strategies to facilitate community based support

- School based support teams is the structure consisting of the educators, parents and learners, to help in supporting the learning process in identifying and addressing barriers to learning and participation
- The District support team comprises of specialised provincial supporting teams to help the schools with resources in assisting the learners with barriers.
- Special schools as resource centres provide professional support to children with disabilities. The school governing body committee create partnership with the centres within the schools for learners with barriers. Utilising the community resources is the role of the school based and the District to make partnership with local community structures. School based staff development programmes engage staff in developing their own school improvement plans

### **9.5.2 Pastoral educators should know about all the available support services and how they could be utilised.**

- Support services assist the teachers on how to address and help learners with problems. School has to formulate the school –based support team which will form a link to the District, for community outreach, the structure can also assist learners outside the school but within the community.
- The teacher has the task to identify learners with problems, and refer them immediately to the support team following the right channels, but prior to the referral, the teacher must have applied number of assessments
- Identification:
- The teacher has to identify learners with disabilities, be capable to describe the nature of their problems including their strength and weaknesses, social behaviour and interpersonal relationship at school with both peers and teachers including home background information gathered during learner ‘s parent interviews.
- It is important to have aims and objectives in place prior intervention that can be achieved within a short term period, during intervention the following must be taken into consideration: Flexibility method, relevance of content, flexibility of rate, attention to basic skills, motivation and evaluation.

### **9.5.3 Pastoral educators should be able to assess intervention strategies for appropriateness in coping with learning and other difficulties.**

Intervention strategies are processes that involve helping individuals or groups of learners who experience barriers to learning.

The teachers task with regard to learning and other difficulties is a dual one that includes both the identification and the rendering of aid.

Identification

Your first task is to identify learners who are experiencing difficulties in learning.

## Remedial intervention

After you have identified the problem, it is necessary to specify your aims and objectives before any remedial intervention can be undertaken.

- Flexibility of method- if a learner is experiencing difficulty with learning use an alternate method.
- Relevance of content – the material chosen should be relevant to age and developmental interest of learners.
- Flexibility of rate – you need to be flexible in how quickly you expect learners who experience difficulty to master the material.
- Attention to basic skills – attention should be focused and specific to the learner's cognitive strengths and weaknesses.
- Motivation – motivation is of vital success to any remedial effort.

## Evaluation

Evaluation is the critical process of asking yourself whether you've achieved your objectives. Throughout the remedial intervention process, your willingness to engage with the individual needs of learners, to talk to colleagues and seek new solutions is invaluable.

## LEARNING UNIT 8

### Five Essential characteristics of a crisis (Oct/Nov 2013)

1. Precipitated by specific, identifiable events, “the straw that broke the camels back”
2. Crises are normal – it happens to everyone
3. Crises are personal – depends on person's perception, people respond differently to the same event
4. Crises are too intense to be chronic – resolved in some way within a brief period of time
5. Resolution may be adaptive (develops new problem solving skills) or maladaptive (disorganisation)

### Assumption underlying a developmental approach to crises

Development can be considered a series of transition or stages. A task must be completed before moving to the next, for example moving from one stage to another. An adolescent has to understand himself or herself before engaging in intimacy relationship.

Each stage is unique, themes from earlier stages are usually revisited or reworked, throughout the life cycle, and also quality development differ from adolescent to adulthood, and therefore the developmental crises must be understood in the context of every person's history, hence react differently to crises.

### Categories of crises

Crises is an extremely version of a transition, which are ultimately either smoothly or turmoil.

- **Situational Crises**

Crises are what one cannot foreseen or expect such as loosing someone that you love, being a victim of rape, involves in an accident, losing a job etc. Any event that can strike a person, and the person find himself or herself in that situational crises.

*Situational crises are sudden or unexpected onset:*

Majority of people in life fail to think that situational crises can happen to them. They have no room for disappointments, hence they have denials when they are confronted with crises.

*Emergency quality:*

Physical and psychological wellbeing is affected and need an immediate attention

Potential impact on entire communities:

It is the crises affecting large number of people that need intervention within a short time.

- **Developmental crises.**

Crises that has never been resolved and turns to emotional maturity, the development of person's personality changing radically during stage of development

## Crises

People experience stress and conflicts in every day of their lives, being at work, home,

Relationship, roads, etc., and thus affect their general behaviour. Crises can be the result of physical or verbal abuse, which can lead to a traumatic situation. Although crises can provide an opportunity for growth, it can also have a long effect that can either be positive or negative.

The risk factors of traumatising are as follows:

- Pre trauma risk factors
- Trauma risk factors
- Post traumatic factors
- Satisfaction as essential needs
- Loss of support
- Characteristics of crisis
- Precipitated by specific identity
- Normal
- Personal
- Too intense to be long-standing or chronic
- Resolution may be adaptive

## Stress

- ~ nature of experience resulting from individual's interaction within context of environment through over- or underarousal
- ~ any stimulus, internal state, situation, event with an observable individual reaction (positive or negative adaptation)
- ~ negative stressors – daily annoyances, pressures at home or work, illness, accidents
- ~ positive stressors – graduation ceremony, job promotion, holiday
- ~ a person's reaction depends on their interpretation and perception of the stressors

## Acute stress disorder

- development of characteristics (anxiety or dissociative symptoms) within one month of exposure to an extremely traumatic stressor
- symptoms are a response to the traumatic event
  - may experience decreased emotional responsiveness, difficulty in experiencing pleasure, guilt at perusing usual tasks

## Crises events associated with development

Interaction with other people, relationship with parents, friendship, peers and teachers, above all child - parent and child – teacher relationship are the most important in the process of learning.

Adolescent is age 12 -18 years, this is the identity formation, the stage whereby adolescent face difficult struggle to find identity for himself or herself right.

Young adulthood age 18 -34 years. The person is highly involved in an intimacy relationship, parenthood and career development

Middle adulthood 35 – 50 years. The person take stock of his or her accomplishment in relation to the family members. Dissatisfaction on careers, marriage, period of providing care for ageing parents.

Life after 50 years is being divided into maturity and old age. New lifestyle with freedom as children are independent and enjoy freedom. Adjustment must be made in preparation for the changes when a spouse dies, retirement, changes in physical living condition, as moving from a big house to a small house or flat this being the stage for both consolidating of experience and resources and orientation of life towards the later years.

## Methods for treatment experiencing crises

- Early interventions:

It is the first treatment that include mental and intellectual mastery, mostly used by Officers such as police, fire fighters.

- Global therapies:

This is about psycho education for person who is traumatised and can be addressed through peer counselling.

- Individual crises counselling:

This is the type of counselling whereby a counsellor put himself/herself into the shoes of the victim, also uses method trained for.

- Family and marital counselling:

It is best when used with other forms of counselling, it focuses mainly to relief the symptoms of the family affected with crises, it focuses on interpersonal dynamics, communication skills, emotional expression and family cohesion.

- Group therapies/counselling:

It is applied to groups of people having common experience, recognising their fears, guilt and shame

- Social rehabilitative therapies:

This include client education services, supported housing, self-care techniques, social skill training and supported employment skills.

## Stages of crisis development

- Phase 1

The person at first experience a sudden shock which he or she cannot avoid, as had failed to resolve the problem before it started. The reason being that he /she has never faced such an experience before.

- Phase 2

At this stage the person attempt to solve the problem, failing that he/she makes it a matter of agency because of being disparate, forcing it to be resolved, if not escape the problem

- Phase 3

Anxiety start to increase, and the person exhausts all possible resources even those that involve extreme means.

## Types of treatment methods

Generally, when one concentrate on finding out the cause of the problem, is likely to end up with a positive or negative feeling of helplessness and anxiety, therefore such a person can be assisted to integrate the problem by:

Helping him/her to recognise, explore and understand the problem and associate negative emotions

Assist him/her to accept that there are things in life that one cannot change: such as being disabled, death. Usually redefinition of the problem brings a positive attitude or opportunity, a person who is disabled cannot want to be normal, instead would say 'how can I help myself to make a living with my condition' instead of saying' how can I avoid to be disabled '.

Encourage him/her to take one step:

- Problems cannot be resolved all at once, it is always best to break them into manageable segments, as that cannot overtax one's energy
- Keep hope alive: Encourage the person experiencing crises that when taking efforts towards alleviating problem, the end is always positive.
- Dealing with crises may lead to successful crises resolution and decreased emotional distress.

## The adolescent in crisis

Crisis anticipated can always be avoided or prepare to reduce them, as many human experiences are predictable, for example adolescent, old age, retirement, and also unpredictable such as death, accidents, illnesses and natural disasters such as floods.

Adolescent is a normal stage of human beings, but many entered unprepared due to personal or social factors which disturb the normal emotional growth. It becomes difficult for other parents who are inconsistent in their discipline to guide their children entering adolescent stage. Although over protectiveness is also dangerous as children cannot learn to think and behave independently, hence it becomes risky adolescent situation rather than growth opportunity.

## The crisis intervener and the person in crisis

To intervene in crisis one must be proactive to educate individuals through personal interaction, and to ensure that there are preventive programmes and campaigns conducted at schools, churches, clinics etc.

In many times people running the programs are hesitant in implementing it, as people always oppose that, like HIV program conducted at school, the community will complain that the program will encourage their children to practice sexual activities, some believe that crisis like fire, floods, suicide, earthquakes, HIV will never affect them.

## Language culture

Language culture has an impact in learning, when learner's cultural language is different from that of the educator, their poor communication can lead to poor academic performance, being fluent in more than one language put a learner in more advantageous position, than being monolingual. Learners who are dominant in both languages are likely to perform in their first language than the second one as explained by Bank 1994:19 that by contrast dominant bilingualism has either positive or negative effect on achievement.

## Sociocultural

Educators in their pastoral role, have to understand the culture of the community in which the school operates, as these learners can be affected by their biological and psychological factors, it is therefore important to be alert of conditions that the learners come from e.g child headed families, single parenting, shifting of responsibilities as parents especially in black communities.

Beck & Earl 2000:61-62 stated that some would say young people in liberal Western democracies have more choice and more freedom than ever before in any society. Irrespective of all those conditions the pastoral educator must successfully accomplish the task of grooming the learners in totality to become a better future citizen. The following primary needs are important as perquisite to cognitive development.

Maslow's hierarchy of needs

Deficiency Needs

- Physiological Needs
- Safety Needs
- Belongingness and Love needs
- Esteem Needs

Growth Needs

- Need to understand
- Aesthetic Needs
- Self actualisation