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TO ALL OUR HARDWORKING TEACHERS...

Our time has come – let's celebrate the World Cup action and enjoy our time in the sun. And let's celebrate the stars in society – our teachers and children – together, you are creating our future. This guide is dedicated to you, for taking up the challenge of teaching, so that you can make a difference in the lives of children.

There are ordinary teachers doing extra-ordinary things – take a look at our winner of the Stars in Education awards – Mam Maluleke - to get inspiration, so that you can also enter this year's competition, brought to you by Nasou Via Afrika, a leading publisher of textbooks.

"We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? We are all meant to shine, as children do. We are born to manifest the glory of God that is within us. It's not just in some of us, it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same."
- Marianne Williamson

We understand that it's difficult to let your light shine with the challenges that exist in the classroom. To help you with these challenges, we have included some ideas and contacts for you - this guide is designed as a 'go to' guide when you are looking for answers.

Let us know what other challenges you face, so that we can give you more support. We need to hear your voice – write to us at Argo, Freepost CB8152, PO Box 7177, Stellenbosch, 7599 (no stamp required), or talk to us on **www.teacher.org.za** and let us know how we can support you.

SUE FONTANNAZ

It is with much gratitude and respect for you and what you do that we present this year's National Teacher's Guide to you. May it make your life easier and inspire you to continue the amazing work you do. I would also like to thank the great team at Argo and our Sponsors for all their hard work and effort in putting this guide together - together we achieve so much more!

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ARGO
SUPPORTING ACHIEVERS

THE CHALLENGES WE FACE

South Africa is a confusing blend of hope and frustration. As a nation, we have shown the world that we can overcome our differences and build a new democracy in a peaceful way.

While we have achieved something unique in world politics, the path we have chosen has not been easy.

Although our progress seems slow, we are building a better future for all South Africans. We need every teacher to help us deliver on the dream of Nelson Mandela:

It is our chance to say 'Hamba Kakuhle' to the father of our nation and it is our chance to make a contribution.

It is not enough to dream - we need to take action, but before we start on our path, we need to deal with the challenges that we face. We need to look bravely at the facts and then work together to find the solutions.

This guide is designed to give you the facts, and to give you ideas on who to work with, so that you don't have to face these challenges alone.

"EDUCATION IS THE GREAT ENGINE OF PERSONAL DEVELOPMENT. IT IS THROUGH EDUCATION THAT THE DAUGHTER OF A PEASANT CAN BECOME A DOCTOR, THAT A SON OF A MINEWORKER CAN BECOME THE HEAD OF THE MINE, THAT A CHILD OF FARM WORKERS CAN BECOME THE PRESIDENT OF A COUNTRY."

NELSON MANDELA

SPECIAL OFFER

If you would like to get more facts about where education is at, get your copy of the 2009 Education Handbook to the value of R195 FREE! You only have to pay R80 for it to be couriered to your door.

To take advantage of this special offer, call Wendy at 021 865 2813 or email her at wendy@argo.org.za

Alone
I can't
find the
answers . . .

. . . but together we can

learn, teach, nurture and inspire future leaders. Whether it's in the field of education, health, investment or retirement, growing the financial prosperity of Africa is a group effort.

METROPOLITAN
Together we can

Metropolitan is an Authorised Financial Sevices Provider.

HOW DO WE DEAL WITH POVERTY AND HUNGER?

Nonzwakazi lives with her husband, five of her own children and her sister's child in a subsidy house at Kuyasa, on the edge of Khayelitsha. They have no regular income besides the Child Support Grants for the children. Nonzwakazi begs to earn money, using a borrowed "paper from the church" authorising the bearer to collect money.

"Sometimes it's 50 cents, one rand, or when I get to a white person perhaps she gives me R5… If you give me clothes then you give me clothes, and if you give me food then you give me food, maybe pull old bread from your fridge… maybe you give me 50c because you don't have money. I accept it; I take it and put it in my pocket… It takes the whole day of course. I'm like a working person; I work in that way, and sometimes I am able to get school fees for the children and things like that."

Five of her children are attending school. They are all eligible for full school fee exemptions, but Nonzwakazi was not aware that such a policy existed. She does complicated budgeting with the school fees: "Now with the school fees, here this year I paid R200, R100 and R100 there, and this one was paid by my brother [in-law] – he paid for me this year… and here I have debt with all of them, I haven't even started with these ones… I'm still battling, I have debt at the school…"

** All names have been changed to protect identities.*

Source: Free to learn: The School Fee Exemption Policy. Katherine Hall and Jo Monson (Children's Institute)

There are days when hope disappears and it seems that all you seem to deal with is violence, hunger and poverty. It is not possible to be at your best as a teacher, when all these issues are in the classroom.

Government is addressing the challenge of poverty and hunger with these policies:

- **The School Fee Exemption policy**
- **The No-fee Schools policy**
- **The National School Nutrition Programme**

HOW CAN YOU HELP?

You can inform parents and caregivers about the school fee exemption policy. This policy says that each school, through its school governing body (SGB), must determine fees and inform parents and caregivers about the exemption policy.

If the combined annual gross income of the parents is less than ten times the annual school fees per leaner, the parent qualifies for full exemption.

Partial exemptions are also available for those whose income is more than ten times but less than thirty times the annual fees.

The policy also takes into account the number of school-going children supported by a caregiver. Certain categories of children are automatically exempt from paying fees. These include Child Support Grant beneficiaries and children in foster care.

Contact the Children's Institute for more information:
46 Sawkins Road, Rondebosch, Cape Town
Tel 021 685 7441 | Fax 021 685 1496
www.ci.org.za

THE NATIONAL SCHOOL NUTRITION PROGRAMME

The National School Nutrition Programme, run by the Department of Education, is a programme that helps us deal with hunger.

The targeting of the programme has two stages:

1. **Whole schools are chosen for the programme.**
2. **Within these schools, learners are chosen (mainly based on their age or grade).**

All schools that take part in the programme are encouraged to keep a vegetable garden with about 6 226 gardens started.

There sadly are cases where food often "disappears" from schools or is sent somewhere else. There are also cases of mismanagement and it seems that large-scale fraud in contracts has happened. We need to improve controls and make it easier to see if fraud is taking place, so that the food gets to our hungry children, not the greedy people that steal from them.

GET YOUR VOICE HEARD

Have you been involved in the Schools Nutrition Programme at your school?

- How effective is it?
- Is it working?
- What are the challenges faced?

Send us feedback and you could win food parcels for you and the children in your school to the value of R1 000.

Send your feedback to:
Argo, FREEPOST CB8152, PO Box 7177, Stellenbosch, 7599 (no stamp required). Alternatively send us an email to info@argo.or.za or visit our website:

www.teacher.org.za

METRO FM EASES YOU BACK TO SCHOOL

METRO FM's 'Rail Way to Life' campaign is underway after its debut success in 2009 where close to 16 000 school shoes were collected and many underprivileged school kids started their path to the future on confident footing.

The Rail Way to Life campaign, the brainchild of METRO FM's Luphumlo 'Lupi' Ngcayisa is an initiative appealing to individuals and corporate to extend a hand (a pair of school shoes and school socks in this instance) to help the less fortunate kids around South Africa exert pride in attending school.

This concept came into being when METRO FM's 'La Bonne Vie' co-host, Lupi Ngcayisa earnestly urged individuals and corporates not to send him presents on his birthday. He asked that they rather donate at least one pair of shoes, which he undertook to deliver to the different schools nationwide.

"I am humbled by the generosity and patriotism displayed by the people of South Africa in reaching out to support those less fortunate and ensuring that our FUTURE leaders put a confident foot forward in embracing their destiny. This makes me proud to be a native of this country. South Africa is truly alive with possibilities"
Lupi Ngcayisa

The initiative has since touched many South African hearts including management at Chevrolet, Opel and ISUZU; who have agreed to support this initiative by being distribution partners and using their dealerships as drop off points for those willing to open their hearts and donate a pair of school shoes accompanied by school socks.

"Our passion is to ensure this country is transformed throughout and even the most remote areas and our company facilitates this through our efficient, yet reliable unlimited off-road capabilities of our vehicles," echoed Brian Olson, the Marketing Manager of Chevrolet, Opel and ISUZU.

City Press also supports this initiative. The television partner, SABC1 proves why they believe in the people of Mzantsi fo sho!

METRO FM and its partners in this initiative; Chevrolet, Opel and Isuzu; City Press, SABC CSI and SABC1 would like to urge individuals and corporate to support this worthy cause depicting the importance of education to the youth of this country. To pledge you support, you can drop off the shoes at any SABC branch, Chevrolet, Opel and ISUZU dealerships or tune on to METRO FM and visit www.metrofm.co.za for more information. For campaign progress and statistics, you can tune on to the 'La Bonne Vie' every Saturday from 20h00 till 22h00 where Lupi shares lifestyle insights or catch up with this initiative in City Press every Sunday.

WWW.METROFM.CO.ZA

Dynamic, Engaged, Caring
FACULTY OF EDUCATION

THE FOLLOWING POSTGRADUATE PROGRAMMES ARE ON OFFER:

BED HONOURS PROGRAMMES WITH SPECIALISATION IN THE FOLLOWING FIELDS

- Curriculum
- Educational Management and Leadership
- Environmental Education
- Information and Communication Technology in Education
- Life Orientation
- Educational Psychology
- Science Education
- Policy in Education
- Educational Linguistics
- Higher and Adult Education
- Inclusive Education
- Technology Education
- Mathematics Education

MASTER'S DEGREE

Master's Degree in course work and minor-dissertation in the following specialised areas:

- Curriculum Policy Evaluation
- Life and Career Orientation
- Educational Linguistics
- Adult Education
- Environmental Education
- Philosophy of Education
- Educational Management
- Educational Psychology
- Inclusive Education
- Teacher Education
- Values and Human Rights in Education
- Higher Education
- Mathematics and Science Education
- Information and Communication Technology (ICT) in Education

Master's degree in full dissertation in the following specialised areas:

- Adult Education
- Inclusive Education
- Educational Linguistics
- Information and Communication Technology (ICT) in Education
- Learning Area Methodology
- Mathematics Education
- Psychology of Education
- Science Education
- Technology Education
- Curriculum Studies
- Educational Management
- Environmental Education
- Higher Education
- Life and Career Orientation
- Philosophy of Education
- Sociology of Education
- Teacher Education
- Values and Human Rights Education

PHILOSOPHIAE DOCTOR (PHD IN EDUCATION)

Topics related to the following broad areas may be investigated:

- Adult Education
- Inclusive Education
- Educational Linguistics
- Information and Communication Technology (ICT) in Education
- Learning Area Methodology
- Mathematics Education
- Psychology of Education
- Science Education
- Technology Education
- Curriculum Studies
- Educational Management
- Environmental Education
- Higher Education
- Life and Career Orientation
- Philosophy of Education
- Sociology of Education
- Teacher Education
- Values and Human Rights

DED EDUCATIONAL PSYCHOLOGY

ENQUIRIES
Tel: 011 559 3251, Email: petrovr@uj.ac.za

RETHINK EDUCATION.
REINVENT YOURSELF.

UNIVERSITY OF JOHANNESBURG

COPING WITH ABANDONED CHILDREN

Some families are child headed, as their parents have migrated to cities in search of work or have died and others are illiterate and without jobs. Children become the adults and care for their sick parents. If you are facing these issues, what can you do to help?

The winner of the 2009 Stars in Education award, Mam Maluleke, has shared her story with us to give inspiration. She has started an orphans and vulnerable children (OVC) project at Leubaneng Primary School. Home visits are done to help these children, and a vegetable garden has also been started. She has also helped them get grants from the Government. If you would like to do the same, read on.

APPLYING FOR CHILD GRANTS

To get a child support grant, the person applying must be the primary caregiver of a child, who is under 15 years of age. This caregiver can not have more than 6 children, and they need to complete a means test.

To apply, you will need the birth certificate of child, a clinic card, your ID, proof of income and a letter from the school principal, if the child is at school. You will also need proof of residence and a letter from employer to prove that you are working.

IF YOU THINK A CHILD IS BEING ABUSED BY HIS PARENTS, WHAT CAN YOU DO?

You can apply to place the child in the care of someone other than the parent. Investigation is carried out by a statutory social worker, working within a child & family, NGO or in the Dept of Social Development, and an assessment report submitted to the Children's Court. A foster child can also receive a care dependency grant.

IF YOU THINK A FAMILY NEEDS HELP IN CARING FOR A DISABLED CHILD, WHAT CAN YOU DO?

You can help them apply for a care dependency grant, so any child aged 1 to 18, who is physically or mentally disabled. They will need to have their ID, the birth certificate of the child, bank statements (if they have), a marriage certificate and proof of where they live.

WHERE TO APPLY FOR THESE GRANTS?

The nearest South African Social Security Agency (SASSA) Office, which is usually a section of the office of the Department of Social Development.

The applicant has to be seen by an official of SASSA and have fingerprints taken. The receipt from the official of SASSA is the proof of application and must be safeguarded. It is issued when all requirements are met for the grant to be received. If the application is not approved by the SASSA Office, the person must be informed in writing with reasons.

There is a right of written appeal to the Minister for Social Development, explaining why the applicant disagrees with the decision to refuse the grant. This appeal must be lodged within 90 days of notification of the outcome of the application.

PROBLEMS IN SOURCING GRANTS FOR ABANDONED OR ORPHANED CHILDREN

Children under 18 cannot be the grant recipient. A responsible adult has to be found. Sometimes grants are abused by the adult and the child does not benefit. An adult applying for a child grant would need the death certificate of the parents and Birth Certificates of the children.

When children are in the care of someone other than the parent and the parent is still alive, the parent has to make an affidavit stating that she/he has placed the children with the other (family member or friend usually) before a child grant can be accessed.

If you would like more information on how to apply for these grants, please call the hotline on: 0800 60 10 11 or call Paseka Letsatsi / Seipati Mashile on: 012 400 2000 | Fax: 012 400 2257

You could also email your questions to: sekal@sassa.gov.za or visit the website **www.sassa.gov.za/content**

WESTERN CAPE REGIONAL OFFICE
Tel: 021 469 0200 | Fax: 021 469 0260
Postal: Private Bag X9189 Cape Town
Contact person: Ms Aneeka Jacobs

NORTHERN CAPE REGIONAL OFFICE
Address: 2 Cecil Sussman Road, Kimberly 8301
Postal: Private Bag X6011 Kimberley 8300
Tel: 053 802 4900 | Fax: 053 832 5225
Contact person: Jeff Kalipa

EASTERN CAPE REGIONAL OFFICES
Address: 3-33 Phillip Frame Road, 1st Floor
Waverley Offices, Chiselhurst East London 5201
Tel: 043 707 6460 | Fax: 043 707 6480
Contact person: L Qina

FREESTATE REGIONAL OFFICES
Address: African Life Building, 75 St. Andrews Street, Bloemfontein | Postal address: Private Bag X20553, Bloemfontein, 9300 | Fax: 051 409 0857
Tel: 051 409 0809 | Contact person: Ms Moshudulu

KZN Regional Offices
Address: 1 Bank Street, Pietermaritzburg, 3201
Postal Address: Private Bag X 9146, Pietermaritzburg, 3200 | Tel: 033 846 3300
Fax: 033 846 9595 | Contact Person: Rhona Ramdi

North West Regional Office
Fax: 086 6119826 | Address: SASSA House, University Drive, Mmabatho, 2735 | Postal Address: Private Bag X44, Mafikeng, 2745 | Contact person: Ms Zodwa Mvulane | Email: ZodwaMv@sassa.gov.za

Gauteng Regional Office
Address: 28 Harrison Street, Johannesburg, 2000
Postal address: Private Bag x120, Marshalltown, 2170
Tel: 011 241 8353 | Fax: 011 241 8301
Contact person: Shihada Hartley

Mpumalanga Regional offices
Address: 2 Bester Street, Progress House, Nelspruit
Postal address: Private Bag X11230, Nelspruit, 1200
Tel: 013 752 5400 | Fax: 013 752 5109
Contact person: Evelyn Manyisa

Limpopo Regional Office
Address:43 Landros Mare Street, Polokwane, 0699
Postal address: Private Bag X9677, Polokwane, 0700
Tel: 015 291 7400 | Fax: 015 291 7996
Contact person: Mr Sekgaola Mared

HEALTH IN EDUCATION

It is important to teach children about the value of good health. The Department of Education has developed a national framework on health and wellness aimed at improving the understanding of health-related issues for teacher and learners.

Examples include:

- Programmes to educate learners about HIV/AIDS.
- Guidelines for the management and prevention of drug abuse by learners.
- 42 000 health and hygiene playing cards and 18 403 training files on food safety have been distributed to provinces for distribution at schools.

MESSAGE ON HIV/AIDS

PRESIDENT JACOB ZUMA
STATE OF THE NATION, 11/02/2010

- We must confront the fact that life expectancy at birth, has dropped from 60 years in 1994 to just below 50 years today.
- We are therefore making interventions to lower mortality rates, to reduce new HIV infections and to effectively treat HIV and tuberculosis.
- We will also reduce infant mortality through a massive immunisation programme.
- We will reinstate health programmes in schools.
- We will implement all the undertakings on World Aids Days relating to new HIV prevention and treatment measures.
- Intensive work is underway to ensure that this work is on schedule.
- We will also continue preparations for the establishment of a national health insurance system.

Source: www.news24.com

TO HELP COMBAT AIDS

When it comes to sex, teenagers listen to each other and peer pressure rules. As their teacher, you can encourage them to live positively by linking with the Gold Peer Education agency (GOLD). They use peer pressure in a positive way by training and mentoring young leaders to be peer educators who use their influence to encourage their friends and peers to make positive and informed life choices.

This addresses the behaviours and beliefs that are at the root of the HIV/AIDS pandemic amongst young people like gender inequality, limited access to resources and role models, multiple concurrent partnerships, lack of hope and future vision, alcohol and substance abuse and poor knowledge of human rights. The GOLD Model aligns to the National Strategic Plan for HIV/AIDS and national education frameworks.

GOLD is currently working with 25 community based organisations to train and mentor over 6000 Peer Educators in South Africa in the Western Cape, Kwazulu Natal and Mpumalanga. They work with both national and provincial departments of Education, Health and Social Development to make this work a reality.

MAKING USE OF GOLD PEER EDUCATORS

You can make use of peer educators in the classroom, by asking them to deliver lessons on HIV/Aids and teen pregnancy, in life orientation classes or ask them to lead talk groups on these subjects.

They are also trained to recognize a peer in need as they are trained to be aware of the warning signs of troubled youth, so that they can approach them and refer them for help where possible.

These peer educators are also trained to volunteer acts of service, such as doing a school cleanup. They make great advocates for resources and services, such as writing petitions. An example is writing and presenting a petition to the local police station to improve rape counselling services.

They also do awareness raising activities, such as conducting a community drive to promote VCT (Voluntary Counselling and Testing) so that people know their status and are better able to protect their health.

AIDS AWARENESS TOOLKIT

GOLD will also be launching a Toolkit of resources for use in schools and community sites. These resources will include a set of skills training sessions around youth risk issues as well as access to the GOLD youth magazine and other advice resources.

Make contact with GOLD if you need help with encouraging AIDS education in your classroom.

Tel: 021 685 5038
Email: info@goldpe.org.za
Address: PO Box 120, Rondebosch, 770

www.goldpe.org.za

AT LAST...A HEALTH SCHEME THAT OFFERS SERVICE EXCELLENCE IN HEALTHCARE

"It speaks volumes about a medical scheme and its service levels when surveyed members state that the one aspect that they value the most is its service excellence."

The Government Employees Medical Scheme (GEMS) has been at the cutting edge of many new trends in the South African medical schemes environment. For example, when it first opened its doors for business in 2006 few expected it to be the unqualified success that it has turned out to be.

In the words of Prof Richard Levin, Chairman of the GEMS Board of Trustees: "GEMS remains a text book role model medical scheme that continues to exceed every expectation. In terms of member growth it has no equal in the South African healthcare environment, and yet despite its considerable growth, member satisfaction levels remain as impressive as ever."

Just how impressive is evidenced by the pleasing results of a recent survey conducted among 2 000 GEMS members. Of those surveyed 80.4% indicated that they were "very satisfied" with the services of the scheme while more than 80% rated staff members as being friendly, caring, knowledgeable and professional.

Since it's inception in 2005 the Government Employees Medical Scheme (GEMS) has grown into the second largest medical scheme in the country, proudly covering over 420 000 principal members and well over one million individuals in South Africa in total.

The recipe to GEMS' success is quite plain and simple: you buy what you need – no more, no less. The ever-improving range and combination of benefits on offer from GEMS mean that it will be easier than ever for scheme members to choose the options that offer what they really need in 2010.

Each of the five GEMS options has been enhanced with the addition of new benefits. Sapphire members will be pleased to know that they are now offered a private hospital maternity benefit that includes pathology and radiology. Sapphire and Beryl options are also providing sound mental health support; benefits including treatment by psychologists have been introduced without any decrease in the unlimited primary healthcare benefits.

Members on Ruby, Emerald and Onyx will now find that the in-hospital Prescribed Minimum Benefit (PMB) day case benefit is no longer pro-rated with the limit on each of these options being raised to R10 760. Adding to this, the benefit for medical and surgical appliances has been doubled for 2010 making it easier than ever for GEMS members to receive quality care. Emerald members will now also be able to enjoy a new supplementary block benefit, which provides members with greater access to optical and dental benefits amongst others. The basic dentistry limit on this option has also been tripled for 2010 in response to member suggestions.

GEMS members can always rest assured in the knowledge that the value for money they are receiving is outstandingly competitive. That is why the scheme continues to deliver options that are between 10% and 25% less expensive and often more comprehensive than those on offer from other medical schemes in the market.

Meet GEMS

gems Government Employees Medical Scheme

Now there are more than 1 000 000 good reasons why you can no longer wait to join GEMS

More than 400 000 public service employees have already joined GEMS. We now cover more than ONE MILLION South Africans. Each day several hundred more join the GEMS family.

The facts are piling up! GEMS is for all public servants – especially you!

- GEMS now provides healthcare cover to more than 2% of the South African population.
- One in every four public service employees are GEMS members.
- In some provinces over 40% of public service employees belong to GEMS – almost 1 in 2 employees are GEMS members.
- More than 55% of GEMS members are enjoying the employer medical subsidy for the first time!

We're here for you at all times!

Each day we handle almost 10 000 calls, several hundred emails and well over a thousand walk-in visitors. However, we are always ready to talk to you. Don't lose out, don't delay – make a call to GEMS today.

More reasons why GEMS is the Scheme for YOU!

- It offers an excellent healthcare subsidy, which was recently increased to a maximum of R2 390. Find out more about this from your employer today!
- There are five benefit options on offer, ranging from comprehensive to more basic healthcare plans - you can choose the one that best suits your needs.

Here's how:

- Call us on 0860 00 4367.
- We'll come back to you if you send an SMS with your PERSAL/PERSOL number to 083 450 4367.
- Email us at join@gems.gov.za.
- Fax to 0861 00 4367.
- SMS a "please call me" to 083 450 4367.
- Alternatively, please visit our website at www.gems.gov.za and download a GEMS membership form.

Bringing health within your reach

WHEN YOUR LEARNERS BEHAVE ODDLY

SA Federation for Mental Health

Children and youth are some of our most vulnerable and neglected citizens. In South Africa and other developing countries, the large numbers of emotionally disturbed children, adolescents and young adults is illustrated by the swelling numbers of non-learners, delinquents, and school dropouts, perpetrators of violence, divorcees and unemployment.

All these have made society increasingly conscious of psychological problems. The effects of early adverse experiences are not irreversible but with increasing age, this becomes more difficult. Many children, youth and families, can be assisted if problems are detected early and managed appropriately. Teachers are key resources from which cost effective, accessible and wide ranging primary mental health services can be delivered. Many learners, in the course of their lives, experience serious problems which may require aid from the teacher to prevent serious mental and/or emotional impairment.

Any event which threatens our lives, our health, and the loss of something precious or something vital to our existence and integrity is stressful. This stress can be enhanced either by acute danger or by prolonged deprivation. Distressing factors such as death, separation, emotional instability, unemployment, and serious illness all have a marked impact on the person. Children, adolescents and young adults often have difficulty in expressing their emotions.

Their responses to stress are often displayed in their behaviour, with the result that they are labelled as misbehaving, attention seeking, bully or being rude. Since they lack the necessary skills, they tend to respond in various ways, which sometimes makes it difficult to understand. However, these behaviours could sometimes be related to the stress that they experience, or sometimes they behave oddly as a result of some mental illness. As people who are directly involved with learners, your role in identifying and taking the appropriate action may very well assist them in leading a functional life.

WHAT ARE THE SIGNS AND SYMPTOMS?

Although some of the signs and symptoms may overlap, the responses in the various age groups sometimes differ. These are outlined as follows:

SCHOOL AGE CHILD

A mental illness such as schizophrenia is rare in this age group, but depression is more common. When under distress, a child often experiences difficulty in verbalizing his/her feelings. The child may respond to distress in some of the following ways:

- Frequent nightmares;
- Stuttering or becoming extremely quiet;
- Frequent illness without any organic cause;
- Withdrawal and isolation;
- Persistent disobedience or aggression;
- Tendency to lie or distort the truth;
- Secretive and non-communicative;
- Refusal to attend school;
- Constant fighting with friends;
- Bullying younger children;
- Frequent temper tantrums.

ADOLESCENTS

Mental disorders/ illness often strike between ages 15-30, in the transition to adulthood. Behaviour is often a strong indicator. Some of the problems adolescents may present with include:

- A decline in learning performance;
- Sexual promiscuity;
- Aggressive behaviour;
- Rapid mood changes;
- Running away from home;
- Experimenting with drugs and/or alcohol;
- Social withdrawal and isolation;
- Delinquency and playing truant;
- Dropping out from school;
- Physical symptoms, such as sweaty palms, stomach aches, nausea, fast breathing;
- Talking about or attempting suicide;
- Changes in eating patterns;
- Hearing and seeing things that is not there;
- Being anxious about imaginary problems.

EARLY ADULTHOOD

The following are early signs of mental disorders in the young adult:

- Extreme mood changes;
- Decline in academic performance;
- Hearing and seeing imaginary phenomena;
- Being anxious about imaginary problems;
- Being suspicious of others;
- Depression, sadness, irritability or restlessness;
- Suicidal thoughts; (to be taken seriously)
- Insomnia, headaches, fluctuations of weight and other physical complaints where there is no physical evidence of a problem;
- Constant worry or anxiety;
- Loss of interest in things such as personal grooming, work, studies and/or family relationships

HOW YOU CAN HELP?

As someone who is directly involved with learners, your role in identifying odd behaviour is extremely crucial. This information is meant to help those learners who require assistance. You can assist as follows:

1. Take note of the learner, observe any odd behaviour and monitor its frequency;
2. Establish a healthy, positive relationship with your learner;
3. Explore aspects that are distressing him/her;
4. Avoid being judgmental, critical and patronizing;
5. Refer if necessary to a mental health professional, such as a social worker, psychiatrist, psychologist or nursing sister; (school social workers or psychologists can be utilized)
6. Remember that prevention is better than cure. You can make a difference!

For more information:
Tel: 011 781 1852 | Fax: 011 326 0625
safmh@sn.apc.org | www.safmh.org.za

SAFETY IN SCHOOLS

"To be able to teach and for learners to be able to learn, we need to feel safe in our classrooms. The fact is that crime, drugs, gangs and rape are sadly part of life in many schools in South Africa."

As teachers, it is difficult to teach if the classroom is not safe. We are responsible for keeping children safe while they are with us. We cannot always control what happens outside our classrooms, but it is our responsibility to make sure they feel protected in the classroom.

Our classrooms should be a haven for learners, a place where they can be themselves without worrying about their safety. Learners cannot learn if they feel threatened and neither can teachers teach in such circumstances.

As teachers, we need to lead by example and assist learners when they do not feel safe. They need to be able to come to us with issues and we need to be able to offer them advice on how to deal with what is happening.

There are also times, when we need help dealing with situations where we feel unsafe. What can we as teachers do?

Source: http://www.ecdoe.gov.za/news_article/86/Working-together-for-Safer-Schools

THE ALTERNATIVES TO VIOLENCE PROJECT (AVP)

The Alternatives to Violence Project (AVP) South Africa, is part of a Grassroots, International, Volunteer Movement committed to reducing interpersonal difficulties in society.

THE MISSION

"We are called to significantly change society by promoting peace through experiencing personal growth and developing the creative power in each of us to transform conflict."

THE GOAL

To see the level of violence in our schools and communities reducing, to see all the people living a non violent life and transformed to be able maintain peace.

The main focus of AVP in the Free State is schools. Violence in our schools is a very real problem and we are trying to provide some kind of solution. We have held between 30 and 40 workshops at five schools, Motswela, Thakameso, Bodibeng,Phepetso in Kroonstad, and Matseripe High School in Ventersburg. Between 400 and 500 learners and teachers have completed basic workshops, and between 150 and 200 have done the advanced and Training for Facilitators workshops.

To find out more about the work that they do,
Email: info@avpfs.co.za
Tel: 056 213 3156
Fax: 056 213 3156
Website: www.avpfs.co.za

WINNER OF THE 2008 STARS IN EDUCATION AWARD MOKONE PETER MOFOKENG

MOTSWELA SECONDARY SCHOOL, MAOKENG, KROONSTAD.

Mr Mofokeng attended the Alternatives to Violence Project's experiential workshop. From that he knew that he had found his calling. In order to reduce the violence in his school, he completed an advanced workshop where he was trained to facilitate workshops himself.

Once he had done the training for the learners at Motswela Secondary School, he went on to train up facilitators at Matseripe Secondary School in Ventersberg.

Together they started with 38 participants and by the beginning of 2008 they had 200 learners and teachers who had completed the workshop.

To reinforce and support the learners and teachers they now run a monthly "Wisdom Circle" in Kroonstad and Ventersberg. This is a two hour gathering to relearn some of the things learned at the workshop and to renew their commitment to being peace makers.

If you don't feel safe in your classroom, let us know by writing to us at:

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WHAT IS BULLYING?

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety – either psychologically or physically – or their property, reputation or social acceptance on more than one occasion (Department of Education and Early Child Development, Victoria).

HOW SHOULD SCHOOLS MANAGE BULLYING

One method being suggested to manage incidents of bullying in schools is to use the approach of 'shared concern'. This method helps learners to develop empathy and concern for others and give them strategies to help them get along better with others in the school and at home. Staff in schools should be trained to use the Method of Shared Concern.

WHAT HAPPENS IN SHARED CONCERN?

- **Individual meetings** are held with each of the learners involved in the bullying incident: the learners bullying, the person being bullied and any bystanders who may have seen what was happening.
- Each student is asked about the problem and asked to suggest ways he or she personally could **help to improve the situation**.
- The student being bullied is also given the opportunity to **discuss what happened** and encouraged to think of ways to improve the situation.
- There are **follow-up meetings**, discussions and planning that give learners the opportunity to change and improve attitudes and behaviours and to put these into practice in a supportive environment.

As a teacher it is important to keep open communication with your school and your learners' parents if you have concerns around the issue of bullying.

If there is a problem with your learners at school, try to work together with the school and parents to overcome the problem. This shows a committed partnership between parents. teachers and the school to work towards positive solutions.

Source: http://www.educationreview.org/education/what-is-bullying/

KEEPING STRONG

DEALING WITH THE CHALLENGES OF TEACHING

With all the challenges we face as teachers, we sometimes forget why we became a teacher. When this happens, find a quite place and think about the role that you play in the lives of children. Teaching is a calling, not a job and it takes a special person to understand the art of teaching.

"The wisest and best teachers teach from the heart, not from the book."
AUTHOR UNKNOWN

Respect, dignity, fairness – these are all values that are often taken for granted. It is not possible for learners to learn in a classroom where there is no respect for the teacher or for each other. We will never feel safe unless the basic values are shared by all.

KENAKO

South Africa has been recognised as the rainbow nation and our differences are what make us strong. It can, however, also mean that our values are not the same. There will always be disagreement between people, especially those from different backgrounds, so how do we find the common ground, where we can build understanding between ourselves?

We need to celebrate that we are Africans and that we are unique. Let us know what you value in the classroom and why you are proud to be a teacher. You can win R1 000 if your ideas are chosen to be shared in the next National Teachers Guide. Write to us: Argo, FREEPOST CB8152, PO Box 7177, Stellenbosch, 7599 (no stamp required), or email wendy@argo.org.za. Alternatively go to www.teracher.org.za

The following story gives you an idea of the power that you have as a teacher to make a difference to others.

THE STORY OF MARK EKLUND

A TRUE STORY BY SISTER HELEN MROSLA

There are days when we forget the value that comes from teaching. This is a story to help us remember and to help others grow by sharing what we value about each other.

The teacher was struggling with the class, who were noisy and not interested in learning. So, this is what she did. She asked each child to write down the name of every other child in the class and next to each name; she asked them to write what they liked about the person. At the end of the exercise, she collected all the lists and then made each child a card with all the kind words that had been written about them. She gave these cards to each child the next day.

Many years later, one of the children in her class, Mark Eklund, was killed in Vietnam. At the funeral, Mark's parents were waiting for her and Mark's father said "We want to show you something". They pulled out the same card that she had made for Mark at school, where the children had listed all the good things about Mark. He explained that it had been found on Mark when he was killed. As he was explaining this, some of Mark's friends joined them. They said that they all still had their cards from school and treasured them, wherever they went.

Source: Fox, P. Heart of a teacher.

HOW TO MAKE THIS STORY WORK FOR YOU!

Make Mark's story live on, by sharing with each other what you value about them. This is a great way to start introducing values into the classroom. As children come to enjoy the exercise, you could expand it to ask them what they value about their teachers, their school and their community around them.

BUILDING COMMUNITIES:
ONE SCHOOL AT A TIME.

Since the publication of the Dinokeng Scenarios in May 2009, **Symphonia for South Africa** and many supporting partners have been inspired to become actively involved in creating the future that we want for this country.

The Dinokeng Scenarios set out 3 possible futures for South Africa: Walk Apart, Walk Behind or Walk Together. Our mission is to make the Walk Together scenario a reality. We (the citizens), have abdicated responsibility for raising our children to teachers and the Education Department. It's time for communities to reclaim our responsibility for our children. We have to stand shoulder-to-shoulder with the principals and teachers. We know that you can't do this alone. We are committed to working with you on this!

Active Citizens Together for South Africa (ACT4SA), have come together to develop a plan for citizens across all sectors to 'walk together' to improve education. The proposal is called **"School at the Centre of Community."**

Many of the social challenges we face in SA are directly related to the breakdown of community. Through placing the school at the centre, we intend to strengthen the fabric of South African society. Experienced business and community leaders will partner with Principals. Together, they are to enrol communities around the schools to be actively and enthusiastically engaged in the challenges of that school and to 'walk together' (as a community) to deal with these challenges.

At the heart of the proposal is the "Community Building" methodology, as developed by Peter Block. Peter's book *"Community: The Structure of Belonging"* is a core text for all those involved in this project.

Peter returns to South Africa again in October 2010 to train more community builders. To learn more on the Community Building methodology and to attend the workshops in October, please contact LeRato.
We look forward to seeing you there!

For more info, contact LeRato on 021 913 3507 or lerato@symphonia.net

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HOW CAN COMPUTERS HELP US?

Whilst information and communication technologies (ICT) are not a magic solution to providing access to education, they do offer the possibility of bridging distances and bringing expert teaching to remote areas.

They also provide a "library" of resources, that can support you in teaching and improving your skills for the future. There are some great websites to support you – take a look at www.thutong.org.za or www.teacher.org.za for ideas. And help your learners research their future study options on www.sastudy.co.za to make sure they make the right choice for their future.

THE TEACHER LAPTOP INITIATIVE

The Teacher Laptop Initiative, spearheaded by the Department of Basic Education (DoBE), addresses South Africa's need for a quality education system and forms part of the cohesive plan by the DoE and other stakeholders in education to improve the overall quality of education by making resources available to learners and teachers in the public education sector.

The initiative forms part of the DoBE's objective to improve Information and Communications Technology (ICT) in teaching and learning. A Special Task Team consisting of the combined trade unions (CTU-SADTU and CTU-ITU) and the ELRC was formed in April 2009 to drive this initiative. The Government Gazette No 32207 of 8 May 2009 determined the policy related to payment of the laptop allowance to teachers, and the specifications of the laptops to be distributed. Purchases by teachers of laptops within this scheme will be phased in from February 2010, starting with those with the longest service. Provincial Education Departments will implement the project and inform teachers about the venture.

The ICT package will consist of appropriate hardware and software, as well as Internet connectivity, all with prescribed minimum specifications, and covered by insurance. A monthly allowance will be paid to qualifying teachers for a period of 5 years, renewable every 5 years, upon proof of acquiring the computer. The allowance is intended to assist you in your learning and teaching experience as well as administration.

For more information about the Teacher Laptop Initiative, you can contact the (ELRC) Education Labour Relations Council on 012 663 0432 or visit **www.elrc.org.za**

NO RESOURCES TO TEACH WITH?

Mindset Network develops and distributes quality and contextually relevant educational resources for use in schools. It is unique in that it leverages satellite technology to distribute its materials on a mass scale to schools, clinics and other centres of learning across Southern Africa.

THERE ARE THREE "CHANNELS":

- **MINDSET LEARN IS AIMED AT HIGH SCHOOL LEARNERS AND TEACHERS**
- **MINDSET CABANGA FOCUS' ON PRIMARY SCHOOL LEARNERS AND TEACHERS**
- **MINDSET HEALTH TARGETS HEALTHCARE WORKERS AND THE GENERAL PUBLIC.**

BENEFITS TO SCHOOLS

These resources (for both Primary and High Schools) are aligned to the National Curriculum Statements. The resources include videos, printed notes and interactive multimedia lessons.

In Primary Schools the subjects covered are Mathematics, Natural Sciences and Technology. In the FET band the subjects are English First Additional Language, Mathematics, Mathematical Literacy, Physical Sciences, Information Technology, Life Orientation and Financial Literacy.

Mindset also provides training on how to use the ICT technology installed at the school. Professional development workshops are held to assist you in finding creative ways to use digital resources in learning programmes and to promote effective learning.

To find out more about these resources, contact us on 086 100 6463 or send an email to info@mindset.co.za

Alternatively visit our website: **www.mindset.co.za**

Open Source Software
freedom and opportunity

What is open source software (OSS)?

Why should every South African school consider a change to OSS in the computer lab, classroom and office?

OSS is quite simply computer software whose source code may be altered, customised, improved and re-distributed freely. It allows people to learn freely and empowers any user to understand, use and operate OSS. It brings the power of good computer software right into the hands of its users.

- OSS can be **used at no financial cost**. This frees schools, in particular, from the burden of an annual software licence fee.
- Users of OSS are able to **distribute and copy the software** as needed. In a school situation, this means that the software can be installed on multiple stations and servers in multiple labs, classrooms and offices, with no extra site licence charge.
- It also allows users with the appropriate knowledge and training to **change and improve the programme** if needed. Software can therefore be adapted to the needs of each particular school.

In Africa, especially in the education sector, **OSS has the potential to empower** the entire continent by allowing people the freedom both to create new technology and to gain competitive advantages. There are many additional benefits such as the growth of local programming and technology companies. It is also an opportunity to create new African intellectual property.

OSS offers choices as users are no longer limited to proprietary software. Virtually every possible software application is available. Word processing, spreadsheets, presentations, databases, accounting packages and a vast array of learning support materials are all accessible. This provides an opportunity for tremendous growth and development of homegrown IT resources. It has the potential to free the African continent from digital colonisation and offers us the opportunity to grow a healthy, participatory and evolved IT community.

Andre Coetzee (supporter, user, contributor to the OSS revolution)
http://www.cubit.co.za

Fast, secure and free downloads are available from the largest Open Source applications and software directory: **http://sourceforge.net/softwaremap/**

ISPA 'SuperTeacher of the Year' 2009

Lesibe Jimmy Rawane of Thomo Primary School in Limpopo, trounced over 120 other educators from around South Africa to be named the ISPA 'SuperTeacher of the Year' in September 2009. This prestigious award is sponsored by the Internet Service Providers' Association of SA (ISPA) and UniForum SA, the .co.za domain name administrators.

Ten finalists were in the running and last year Limpopo scooped all the awards. Aside from the winner, Mr Rawane, the two runners-up were Cynthia Mokhudu Machaba from Mahlogedi Secondary Primary School and Matebeta Commence Sathekge from Modibone Primary School.

The finalists received certificates as acknowledgement of their achievement at the awards function hosted at ISPA's iWeek 2009 in Johannesburg. The winner and runners-up received laptops donated by NetDay Association and Future Foundation, while the winner's school received a further two laptops from Global Data Logistix.

Internet industry players were convinced that Mr Rawane had best utilized his newly-acquired IT knowledge for the good of his school and local community, after participating in ISPA's nationwide teacher training programme. Credits obtained from this training count towards a National Certificate in IT.

Aside from providing computer literacy training for the learners of Thomo Primary School and for other teachers in his cluster, Mr Rawane is an integral part of the Mitchell House outreach programme in Polokwane. He has devised computer systems for his school's finances, curriculum planning, learning programmes, work schedules and learners' reports. His next plan is to launch Thomo Primary's own computer literacy community outreach programme.

Educators were trained on OpenOffice.org 2 by SETA-accredited facilitators provided by Avuxeni Computer Academy. NetDay Association was responsible for the installation of computers and educational content at the schools targeted for training. UniForum SA's support, through its 'Co.Za Cares' project, has seen in excess of 2 310 computers donated and over 1 700 educators trained at more than 100 schools in 7 provinces since December 2001. 'Co.Za Cares' is the social development arm of UniForum SA promoting the use of Information Technology (IT) in under-resourced communities.

Lesibe Jimmy Rawane, 2009 ISPA 'SuperTeacher of the Year' with Theo Kramer, Chairperson, UniForumSA

"ISPA's teacher training programme has changed the lives of many South African educators, the majority of whom have never sat in front of a computer before. The true power of this training is felt later by the school and the wider community, as many of our teachers are empowered to share their new skills and confidence with their own learners and colleagues. Mr Rawane, in particular, impressed the ISPA panel with his leadership of new outreach projects aimed at spreading computer literacy widely throughout his community. He is an inspiration to us all."

Fiona Wallace, 'Co.Za Cares' Project Manager, UniForum SA

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COZA House, Gazelle Close,
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- Read more about some of the previous winners and finalists that have already made a difference.
- Send us your entry for the 2010 Awards so that we can show others what amazing work teachers are doing in our schools.

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1 **What do you love about teaching?** _____

2 **What makes you frustrated?** _____

3 **What are the biggest challenges that you face?** _____

4 **What support would you appreciate?** _____

5 **If you could, what would you change in education?** _____

6 **How many children are in your classroom?** _____

7 **Do you teach primary or high school?** _____

8 **What do you think about teachers getting laptops?** _____

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9 **Are you a union member? Which one? What are the benefits to you, if you are a member?**

10 **How has this guide assisted you this year? What information would you like included in the National Teacher's Guide?**

11 **How can we make the guide better for you?**

☐ **More competitions** ☐ **Special offers** ☐ **Advice**

12 **What prizes would you like to win?**

13 **Do you receive any other guides/magazines or newspapers at your school?**

14 **Which one do you like the best? Why?**

15 **Do you think we should make a leadership guide for principals? If so, what do you think we should include?**

16 **Should it also be sent to district managers?**

17 **Do you have access to the internet? Do you visit any sites that help you in teaching? If you do, which one is your favourite?**

18 **Do you receive help from any NGO's? If yes, which one? Do you think they should be recognized in the guide?**

WHAT MAKES A WINNING STAR PROJECT?

INSIGHTS FROM THE JUDGES

The judges were impressed with the quality of the entries and the dedication shown by the teachers who entered the competition. They were looking for projects that showed commitment, innovation, the potential of the project to be introduced by others and the opportunity to learn from these projects. These projects needed to address a number of challenges together.

Judging these amazing projects proved to be daunting and took a panel of judges considerable time to come to the final decision. Here are some of the criteria that the judges used to come to this difficult decision:

THE FOCUS ON THE WHOLE CHILD

The judges gave recognition to those projects that focused on more than one development need at a time. An example is where teachers introduced food gardens, feeding schemes, access to clinics/hospitals and immunization drives, in a combined approach to addressing poverty and hunger.

ACCURATE RECORD KEEPING

The judges were impressed with teachers who had kept records of the work that they had done with learners. An example is the detailed records that Mam Maluleke kept of all the children she cared for.

TRACK RECORD AND LEVEL OF COMMITMENT

The judges also considered the involvement of the teacher as well as length of time a project had been in operation, though this did not in any way disqualify new, innovative projects.

SHARED LEARNING

Points were also awarded to those entrants who had made an effort to pass on their learning and skills to others in order to encourage the establishment of new projects. Recognition was also given to those teachers who had taken additional courses to improve their own skills as this showed a commitment of both time and effort despite heavy work schedules.

DEVELOPING A COMMUNITY APPROACH

Another criteria for awarding points was the teacher's ability to develop links between the teachers, the Department of Education (e.g. getting a school registered as a "no fee" school) and the Department of Health (immunization drive for pupils) or communities ("adopting" learners).

This showed that the teacher had encouraged the community to take responsibility for improving education. A number of projects had also encouraged awareness campaigns which reached into communities and resulted in the donation of food, blankets and money.

As always, with such differences between the projects, it was not easy to select winners as everybody who entered demonstrated commitment, dedication and a genuinely caring attitude towards their pupils, the school and the broader community.

K Miszewski (on behalf of the panel of judges)

Educational Publishing Houses are in a unique position in any country in the world. In conjunction with the Department of Education, and with the assistance of teachers and learners in schools, publishers are able to contribute to the improvement of education and the economic growth and development of a country.

Nasou Via Afrika has a long history of publishing textbooks in South Africa and has developed textbooks for the National Curriculum over the past 15 years – a critical role in a period of curriculum change.

Nasou Via Afrika is proud to be able to participate in this exciting initiative. By sponsoring the Stars in Education Awards we are acknowledging and honouring the many teachers who have gone the extra mile to make a positive difference in the lives of their learners and their communities.

We realise that we have to look beyond the textbook to the learner and contribute to the holistic education of our children. To be a part of developing the whole child within his or her community is also to play a role in building our nation. As publishers we need to be more involved in all aspects of the development of learners, just as the teachers participating in the Stars in Education Awards are.

To the many dedicated and committed teachers who are quietly going about improving the lives of their learners and their communities, we salute you. Please keep up the good work.
You have all truly taken the words of Leo Rosten, writer, humorist and teacher to heart:

The purpose of life is not to be happy
but to matter,
to be productive,
to be useful,
to have it make some difference
that you have lived at all.

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WINNER 2009

MEET THE 2009 STARS IN EDUCATION WINNER

MAM MALULEKE
LEUBANENG PRIMARY SCHOOL - LIMPOPO

Mologadi Priscilla Maluleke known as Mam Maluleke M.P., an educator at Leubaneng Primary School situated in the rural Marulaneng Village in Bakenberg, Limpopo Province, was nominated by Khomotso Marakall, a 13 year old learner who says **"I nominated her because she cares...she is my mother and teacher."**

Ms. Maluleke started her OVC (Orphans and Vulnerable Children) project in 2005. The number of orphans, abused and sick children in Marulaneng was increasing. Having realised this and that there were many children who came to school dizzy due to hunger, wearing old, torn uniforms she decided something needed to be done.

The project began by taking learners and neighbours to hospital, washing learners' uniforms as well as feeding those in need and soon extended to the entire school. Other teachers within the school helped identify those in need. Mam Maluleke then created information forms detailing learners' situations so that their progress could be monitored. Home visits were conducted and care was extended.

Mam Maluleke continues to support these children. She gives further assistance through vegetable and fruit gardens; getting the community involved; teaching learners skills; requesting donations; helping with homework; taking learners to clinics or hospitals when they're sick and talking to them about important social issues like HIV/Aids, cleanliness and safety. She even organises a Christmas party for them every year!

Ms. Maluleke has faced many challenges including a lack of running water for their garden and limited funding from donations. Nevertheless, her drive and passion to show care has never waivered. She is a true inspiration, goes beyond the call of duty and is changing lives by making a difference in her community. She is beyond any doubt a true Star in Education.

2ND PLACE 2009

CARE AND SUPPORT FOR CHILDREN

MATLALE RESHOKETSOE LESHILO
BOGALATLADI PRIMARY SCHOOL, LIMPOPO

The Care and support of Orphans and Vulnerable Children Project, founded by Ms. Leshilo, has vastly improved the lives of many learners at her school.

One of the aims of her project is to raise awareness among teachers, learners and parents on the effects of HIV/Aids.

She applied and succeeded in her request that her school become a no-fee school. Learners now no longer have to pay school fees.

She requested and received sponsorship of school uniforms for learners in need. She asked local health workers to do 'check ups' on learners as well as to run awareness campaigns on HIV/Aids at Bogalatladi Primary.

Together with the school's environmental committee she developed a vegetable garden to support the orphaned and vulnerable children. Many of the learners' only source of food was what was provided to them by the school. The garden is maintained and sustained by both teachers and parents empowering them to start their own gardens at home. She even established partnerships with different departments in order to obtain birth certificates and social grants for these needy learners.

The challenges she faces every day in terms of meeting the aims of her project include: a rising number of orphaned and vulnerable children, many of whom don't have birth certificates and most of whom are heads of their household. Another challenge is that other teachers are unable to participate in her 'Adopt a child' campaign. She is currently waiting on her request for a 'drop-in' centre that would cater for her learners as well as the greater community.

We are proud of Ms. Leshilo and commend her ability to care for so many learners. A huge congratulations to another amazing Star in Education.

3RD PLACE 2009

ADOPT A CHILD & OPERATION FUDUMALA

NONHLANHLA R CHONCO
NICHOLS JUNIOR PRIMARY, PIETERMARITZBURG

After the number of needy learners increased Mrs. Chonco, together with other teachers at Nichols Junior Primary, launched the Adopt a Child project in 2007.

This project is aimed at getting the larger community to assist with learners in need. They decided to use the word 'adopt' even though learners were not taken on legally. In a newspaper article Mrs Chonco was quoted saying "If they (the adoptees) buy clothes... or go shopping for groceries they will have to think about the adopted child too, even though this child will not be living with them."

Operation Fudumala was started in 2008 after realising the increase in learner absenteeism in winter was due to learners being cold at night. Learners exposed to the cold are more likely to contract flu, colds, pneumonia and other illnesses related to HIV/Aids. With the help of staff, school nurses and social workers Mrs Chonco requested donations of blankets and uniforms from the community, accruing 270 blankets and 150 uniforms for sick and needy learners that year.

The school also has a vegetable garden to provide more nutritious meals to learners. The garden also provides learners with skills they can use in their own vegetable gardens.

Mrs Chonco's loving heart is seen through her statement "We are not just teachers, we are also parents to these children." We are proud of teachers like our Star Mrs Chonco.

In a newspaper article Mrs Chonco was quoted saying:

"If they (the adoptees) buy clothes or go shopping for groceries they will have to think about the adopted child too, even though this child will not be living with them."

Mrs Chonco's loving heart is seen through her statement "We are not just teachers, we are also parents to these children."

Read more stories of hope on www.teacher.org.za

WWW.TEACHER.ORG.ZA

HOW TO ENTER

LET YOUR LIGHT SHINE

WHAT YOU NEED TO DO

- Send us a letter with your name, address, phone number and the school where you teach.
- Describe your special extra curricular project which you are involved with that makes a difference to the lives of learners in your community.
- Tell us what the project is all about – the challenges you face, the success you've had and what you hope to achieve in the future.
- Tell us how long your project has been running.
- Tell us how your project has grown.
- Tell us what you would do with the prize money.
- It would be great if you could include artwork or photographs of you and the learners, the project or the school.

WHAT YOU COULD WIN

The 10 finalists will each receive a R1 000 cash prize. The top 4 winners will each receive a R10 000 sponsorship towards their project.* The projects will also be included in the 2011 edition of the National Teacher's Guide which goes to over 100 000 teachers so you will be inspiring others to make a difference.

* We are able to give an additional R10 000 prize to someone thanks to Nasou Via Afrika's involvement.

RULES OF THE COMPETITION

- The competition will be judged by educational professionals and the judges' decision is final.
- You are allowed to enter if you are running an existing project.

ENTER NOW!

This is your chance to get the recognition you deserve and take your hard work to the next level. Enter before 30 June 2010.

Post your entry to The Stars in Education Awards, Freepost CB8152, PO Box 7177, Stellenbosch, 7599 (no stamp required). You can also register on www.teacher.org.za and submit your entry online.

For more information, please contact Wendy on 021 865 2813 | wendy@argo.org.za www.argo.org.za

BECOMING THE BEST THERE IS

The world is changing so fast that the skills that were good enough yesterday, need to be better today. Just like top athletes, we need to sharpen our skills to help us become the best that we can be.

Up to now, the focus has been on getting the policy and the education system "fit for learning". Now the time has come to build our skills so that we can take advantage of the new system, which will help us deliver the dream of creating a better future for all.

There are so many options for building our skills that it is sometimes difficult to decide where the best place is to start. And sometimes, this stops us from making a decision. To help you make the right choice, the best places are profiled over the next few pages. There are contact numbers and some information to help you make your choice.

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."
Jimmy Dean

WHERE TO GO TO IMPROVE YOUR SKILLS?

UNIVERSITY OF CAPE TOWN
They offer an Advanced Certificate in Education (ACE) and a range of short courses. These courses offer a combination of in-service training, mentorship and engagement with research.
Tel: 021 650 3368 | Fax: 021 650 5330
www.sdu.uct.ac.za/apply/courses

"I can proudly say that I am becoming a master of my subject".
ACE student

UNISA
The UNISA school of education has 4 departments: primary, secondary and further teacher education and educational studies which focusses on in-service training.
Tel: 011 670 9000 or 0861 670 411
www.unisa.ac.za.

AIMSSEC
The African Institute for Mathematical Sciences Schools Enrichment Centre (AIMSSEC) offers free, professional development courses for teachers.
www.aimssec.aims.ac.za

STELLENBOSCH UNIVERSITY
They offer an advanced certificate in education (ACE), which offers a combination of contact and distance education.
www.academic.sun.ac.za/education/faculty/undergrad.html

UNIVERSITY OF JOHANNESBURG
They offers a range of courses, including diploma and certificate courses at the Department of Educational Management.
www.uj.ac.za/eduman/home/

NORTH-WEST UNIVERSITY
They offer an advanced certificate in Education (ACE).
www.uniwest.ac.za/faculties/edu/programmes

WALTER SISULU UNIVERSITY
They offer advanced diplomas and certificates in education, with a range of ACE programmes ranging from educational management, English language teaching, Mathematics, General Science, Environmental education and others.
www.wsu.ac.za/faculties/education

THE PENREACH DEVELOPMENT PROGRAMME

MISSION
To improve the quality and accessibility of education in under-resourced schools in rural communities.

Penreach is an in-service education training programme that improves the teaching skills of qualified and unqualified teachers and their schools in Mpumalanga and the surrounding areas. Penreach began working with 40 teachers from 10 schools. It now reaches more than 2,000 teachers a year, who voluntarily attend Penreach, representing over 900 schools. It is estimated that over 350,000 learners from rural areas benefit from Penreach annually.

Weekly workshops are held, providing skills training to teachers. Workshops are supplemented by daily visits to schools by experienced field advisors, and tutorial workshops on Mathematics and Physical Science are held for learners and their teachers on Saturday mornings.

Mr Bailey Nkuna assisting learners in the Penreach Maths and Science programme

Ms Charlotte Ngobe addressing teachers in the Chapel

FOCUS AREAS INCLUDE:

- Pre-primary school/ECD teachers
- Primary school teachers
- High school teachers (with focus on Mathematics and Science development Penreach has a mobile Science laboratory)
- School Governing Bodies
- School Management Teams
- Tutorial lessons for Mathematics and Science learners
- ECD National Qualifications Framework (NQF)
- Level 4 courses

The success of Penreach lies in it being responsive to the teacher's requests for training, rather than following a syllabus.

Change occurs because people want change to happen. Penreach asks its partners what they would like the programme to facilitate at the end of each year, so that they identify the skills they wish to develop.

For more information on the courses they offer, contact them on:

Tel: 013 758 9060-3 Fax: 013 758 9099 or
Email: address@penryn.co.za

www.penreach.org.za

THE WESSA WWF-SA ECO-SCHOOLS PROGRAMME

SustainED, the accredited training division of WESSA, offers the National Qualifications Framework (NQF) Level 5 National Certificate: Environmental Education Training and Development Practice. They offer the full qualification as well as associated short courses at Level 5 as follows:

National Certificate: Environmental Education Training and Development Practice

Credits: 128 | Duration: 1 year | Theoretical contact time: 25 days

This is run as a funded programme for selected learners. Any adult learner can attend - entry requirement is matric.

Enviro-Eds

Credits: 12 | Duration: 2 months | Theoretical contact time: 5 days

Enviro-Eds run 3 times a year at various WESSA venues: Umgeni Valley (Howick), Treasure Beach (Durban) and Twinstreams (Mtunzini.) The cost is R5 500 (excl VAT) for the contact session. The fee includes food and accommodation.

How would a teacher qualify for these programmes?

Any teacher can apply but it is dependent on them having funds and space availability.

For training, please contact them on
Tel: 033 330 3931 ext 126 | Fax: 033 3304576
Postal Address: PO Box 394, Howick, 3290
Email: training@wessa.co.za
Website: www.wessa.org.za

MOLTENO LANGUAGE & LITERACY

The Molteno Institute for Language and Literacy (MILL), is a South African non-profit organisation providing literacy and language materials, teacher training and research.

Our courses Breakthrough to Literacy (BTL) and Bridge to English (BTE) offer thorough and comprehensive coverage of the Languages curriculum. BTL is a Home Language course for Grades 1-3, and BTE is an English First additional language course for Grades 1-7. MILL offers training and classroom follow-up support for teachers. MILL also offers accreditation through UNISA (Certificate Programme for Teachers of Language, Literacy and Communication in Primary Schools).

MILL operates throughout South Africa, with offices in Gauteng, Limpopo Province and Eastern Cape. If you would like to know more about their programmes and materials, contact the head office in Gauteng and they will put you in touch with an officer in your area.

For more information please contact:
Moses Motha - National Training Manager
Tel: 011 339 6603

THE MATHS CENTRE

MISSION

Correcting, restoring & advancing Maths, Science, & Technology Teacher and Learner performance in South Africa.

The Maths Centre has 9 Provincial Centres, run by locally recruited staff for provincial projects in Maths and Science, Grades R – 12 in partnership with Provincial Departments. There are 50 Field trainers, employed on 23 projects.

Teacher development programmes are offered by the Maths Centre. As they supply a large range of teaching and learning support materials, they also run courses on the usage of materials.

How do you qualify for these programmes?

You need to be teaching NCS at the phase required, willing to pay the fee, attend on time and do assignments.

Advice for teachers

Know your subject, love it as if the world depended on it. Love the children in a committed and non-expectation manner as they are the lifeblood of tomorrow.

Plan, organize and deliver every moment of everyday as if it was your last. Make no compromises to your teacher management and leadership style. Nurture and nourish your own body, mind and soul for it is the only asset you truly possess.

HOW DOES THE MATHS CENTRE MAKE A DIFFERENCE?

Maths Centre offers in-service teacher development in most of the provinces in South Africa. They focus on Maths, Science and Technology aimed at enhancing teacher qualifications, competencies and professionalism in mathematics and related curriculum areas, enhancing learner performance through a systematic monitoring of learner progression and producing high quality, effective and efficient teaching and learning materials for Grades R-12.

Maths Centre has Dynamic solutions for correcting, restoring and advancing Maths, Science, Technology Teacher and Learner performance in South Africa. All programmes are Teacher and Learner based. In addition to its Maths, Science and Technology Focus, Maths Centre is preparing 26 000 in-school young people from Grades 8-11 in 6 provinces to run their own business. This builds confidence, facilitates informed career decisions and provides school leavers with an alternative career path.

For more information contact them on:
Tel: 011 276 8200 Email: webmaster@mcpt.org
www.mcpt.org

BURSARIES FOR TEACHERS

ABOUT THE BURSARY

The Western Cape Education Department offers bursaries for part-time study to teachers who want to improve their qualifications.

BURSARY REQUIREMENTS

The bursaries are open to teachers with REQV 11, 12, 13 or 14 who are permanent employees of the Western Cape Education Department. It covers the cost of tuition and books in any of the following two-year part-time courses:

- A National Professional Diploma in Education (NPDE) (open to applicants with REQV 11, 12 and 13)
- An Advanced Certificate in Education (ACE) in Computer Application Technology, Arts and Culture, Physical Science or Life Science (open to applicants with REQV 13 or 14)

WHERE TO STUDY

NPDE studies are done at the University of the Western Cape or Cape Peninsula University of Technology. ACE certficates are done through the Cape Peninsula University of Technology (Computer Application Technology, Arts and Culture) or the University of Stellenbosch (Physical Science, Life Science).

BURSARY CONDITIONS

Bursaries are awarded on a work-back system. In other words, you have to stay in service as a teacher in the Western Cape for each year that you received a bursary.

HOW TO APPLY

The Education Department will send a circular out to all schools calling for applications at the appropriate time.

For more information contact Gavin de Bruyn on 021 467 2575 or send him an email to gdebruyn@pgwc.gov.za
www.hrd.wcape.school.za

Distance Education Success

Open Learning Group®

The Open Learning Group (OLG) together with the North-West University pioneered the concept of blending distance education with that of face-to-face tuition with outstanding results.

Professor Sakkie van de Merwe, CEO at OLG, says, “Our unique system has been found to be very valuable by our students. As many of them are often based in rural areas, once a month they are invited to attend specially organised lectures designed for educational assistance.”

This blend of educational models has proved to be very successful with the current pass rate at above 80%.

In 1994, the company partnered with the North-West University, offering diplomas, degrees and postgraduate courses on an off-campus model. The core focus is to improve the education and training of under-qualified teachers.

Government recently stipulated that all under-qualified teachers must have the necessary teaching qualifications by the end of 2010. Van de Merwe believes, “OLG is playing a vital role in South Africa by growing and improving the skills base.

“We know that there is a qualifications benchmark that government is working towards. OLG believes if we want to increase the number of successful students, we need to do it now.”

Over the past decade, OLG has expanded its qualifications offering to include four academies through which quality training is delivered. Tailor-made courses and qualifications are now available through the educator, skills, business and computer academies.

Further differentiating itself from other distance education providers, OLG is uniquely partnered with an education financier, Eduloan. “About 80% of our students are being financed through Eduloan, which offers them affordable repayment options,” says van de Merwe.

The company has recently received their provisional registration as a Further Education and Training (FET) college with the Department of Education. They are already involved in skills development initiatives. There are currently over 4 500 students doing various Adult Basic Education and Training (ABET) courses with OLG. OLG is actively involved in skills development in the agricultural and mining sectors as well, among others.

OLG is a leading adult-education provider offering quality assured and affordable learning opportunities. The company is also an accredited higher education institution with 87 education centres countrywide.

For more information please contact:
***Charlotte Faure** or **Erica Fourie** on*
011 670 4700
***or visit our website:* www.olg.co.za**

Open Learning Group (Pty) Ltd - Reg No. 1997/020392/07
a subsidiary of Open Learning Holdings (Pty) Ltd - Reg No. 1998/009375/07

Provisionally registered with the Department of Education until 31 December 2011 as a private higher education institution under the Higher Education Act, 1997. Provisional registration certificate no.: 2009/HE07/005.

Provisionally registered with the Department of Education until 31 December 2015 as a private further education and training college in terms of Section 31(3) of the Further Education and Training Colleges Act, 2006. Provisional registration no.: 2009/FE07/101.

TIRED OF SEEING
LEARNERS DOING NOTHING
AFTER SCHOOL?

“But I can’t study further because we have no money.”

Sound familiar?

It’s something heard too often among young people in South Africa, and the impact on our skills base and on our society is significant.

Yet, the reality is that our youth have a great deal of opportunity to take their lives further through studying after school – certainly more so than their parents or grandparents would have had. The South African Government, recognising the need for an intervention to open access to learning for those from poorer backgrounds, established The National Student Financial Aid Scheme (NSFAS) over 10 years ago, and the Scheme receives substantial funding from the State and the private sector to fund studies at public Universities, Universities of Technology and Further Education and Training (FET) Colleges.

Help change the perception among our youth that they have no chance of meaningful futures. Spread the message among your learners about NSFAS, and help change their lives.

For more information about the funding available, please contact NSFAS:
CALL (021) 763 3232
SMS to 32261 [mark it “Teachers Guide”]
EMAIL info@nsfas.org.za
VISIT www.nsfas.org.za

NSFAS
NATIONAL STUDENT FINANCIAL AID SCHEME

STANDARD SMS RATES APPLY

NSFAS IS A REGISTERED CREDIT PROVIDER IN TERMS OF THE NATIONAL CREDIT ACT 34 OF 2005 (NCRP 2655)

PLANNING AND DEVELOPING A SINGLE TEACHER FILE

Teachers will only develop a single teacher file in spite of the number of learning areas or subjects that they teach.

In this section, the following questions will be answered:

- **What is the importance of a teacher file?**
- **What are the essential requirements of a teacher file?**

Explanations will be given of the following:

- Annual Work Schedule
- Assessment Plan
- Formal Assessment Tasks and memoranda
- Indication of Textbook(s) and any other resources to be used
- Record sheets containing learners' marks for each formal assessment task
- Any intervention that is planned by the teacher to assist learners especially those who are experiencing barriers to learning.

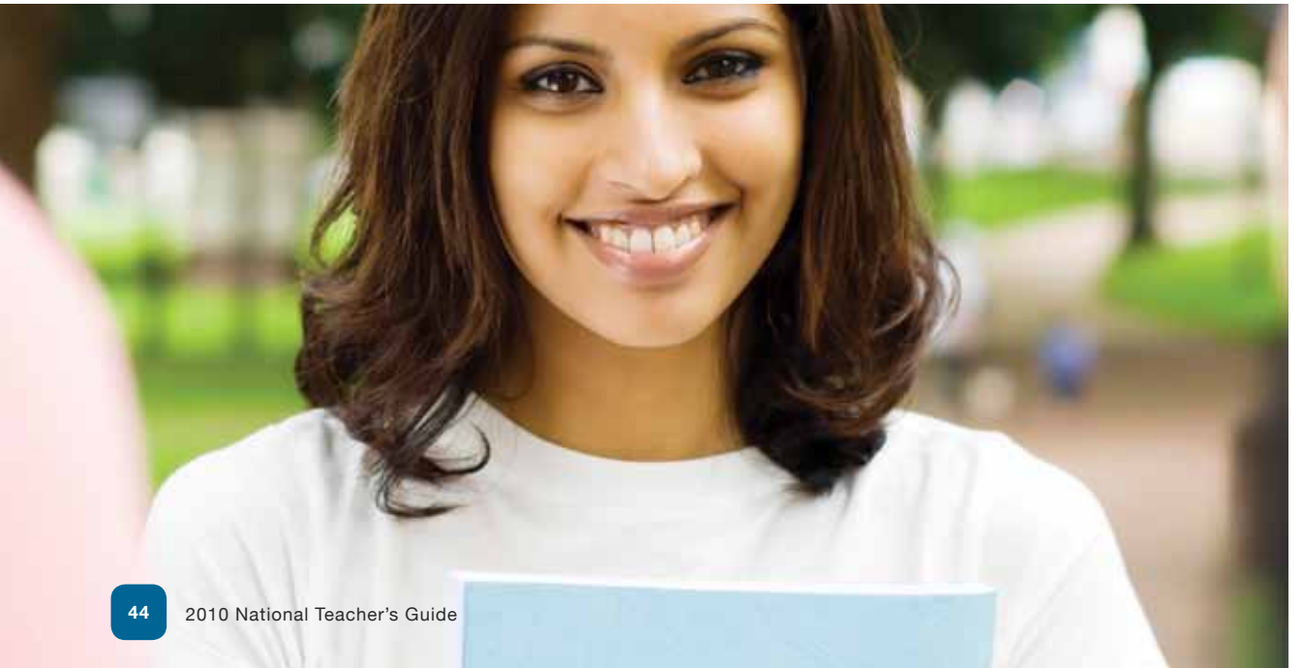
WHAT IS THE IMPORTANCE OF A TEACHER FILE?

Each teacher must keep a single teacher file for planning and moderation purposes.

WHAT ARE THE ESSENTIAL REQUIREMENTS OF A TEACHER FILE?

The file must consist of:

- Annual work schedule
- Assessment Plan
- Formal Assessment Tasks and memoranda
- Indication of Textbook(s) and any other resources to be used
- Record sheets containing learners' marks for each formal assessment task
- Any intervention that is planned by the teacher to assist learners especially those who are experiencing barriers to learning.



ANNUAL WORK SCHEDULE

- The teacher should have a work schedule for each learning area or subject for the year for each grade.
- The content to be taught and learned should be organised into terms and weeks and be based on the content as listed in the Content or Core Knowledge and Concept Frameworks, and/or presented in the textbook.
- The annual work schedule should indicate weeks, content, assessment activities, date completed and comments. It will ensure that the content for one academic year is sufficiently covered in the time allocated per learning area or subject.
- Any support in response to a learner who experiences barriers to learning must be included in the planning.
- All the necessary resources that the teacher identifies will be recorded as part of the lesson plan, including adapted resources.

ASSESSMENT PLAN

- An assessment plan is based on the assessment requirements as set out in the National Protocol on Assessment: Recording and Reporting.
- The teacher must have an assessment plan for the year for each grade. This plan should indicate the formal assessment tasks such as tests and exams (and other forms of assessment selected for a learning area or subject) that will assess the knowledge and skills for that particular learning area or subject.
- The assessment plan for each learning area or subject and grade must be reflected in the school's formal assessment plan for the year and be communicated to learners and parents in good time, preferably at the beginning of the school year.

FORMAL ASSESSMENT TASKS AND MEMORANDA

- Formal assessments tasks should be carefully designed assessment tasks, consisting of a variety of forms of assessments that cover the content taught to that point.
- All tests and examinations are part of the Formal Programme of Assessment.
- All marking memoranda, grids or rubrics and checklists, etc are to be included.
- Any comments for strengthening assessment activities can be noted and used for planning for the following year.
- Any adaptation to tasks for learners who experience barriers to learning is to be recorded as part of the plan.

TEXTBOOK OR OTHER LEARNING AND TEACHING SUPPORT MATERIALS (LTSM) SELECTED

- The teachers' file should indicate which textbooks are being used.
- Any support materials selected by a teacher to support teaching and learning in the classroom should be included in the teacher's file.

RECORD SHEETS

The record sheets reflect the performance of the learners in the formal assessment tasks as set out in the Assessment Plan.

The following should be recorded:

- The learners' names and their marks
- The date of the formal assessment task
- The content topic that is the focus of the task
- The maximum mark for the task
- The learning area or subject (in the case of a teacher teaching more than one learning area or subject)

Source: Curriculum News. Providing the quality of learning and teaching. Planning for 2010 and beyond. Department of Education

Dynamic, Engaged, Caring

FACULTY OF EDUCATION

DEVELOPING EDUCATIONAL LEADERSHIP CAPACITY IN SOUTH AFRICA

The Harvard Graduate School of Education (HGSE) and the Department of Education Management at the University of Johannesburg (UJ) have developed an innovative Educational Leadership Initiative to raise the professional standards for South African school leaders, national and provincial education officials, and other education stakeholders. Faculty teams from UJ and HGSE envision a three-year Initiative to strengthen school and district leadership to support and improve the core functions of teaching and learning in schools. The Initiative has three essential components.

1. The Principal Network

The Principal Network will serve as both a physical and virtual convener of school leaders and will create communities of practice for them to work together to solve real problems and to improve learning and teaching, school-by-school. The Principal network will serve as an ongoing resource for school leaders throughout the country. It will organize activities that will include short workshops on key issues like budgeting, financial management/planning, human resource management, and working with the district officials, parents, and community stakeholders on key issues. Among the other offerings of the Network will be credit-bearing learning modules that will involve practice-based assignments.

The Principal Network will have a website that will contain an online newsletter and provide resources for principals like articles, case studies, and research and policy papers on school leadership. It will also offer opportunities for online professional development.

2. The Leadership Development Programme in the Johannesburg Central District

This programme adopts a systems approach to leadership improvement, which incorporates a "vertical slice" of the district to include both school leaders and district-level officials. Through large-group presentations, small group discussions, and case study analysis, the participants will work together to engage with difficult problems, examine real leadership challenges, and develop a deeper understanding of change at the systems, organizational, and personal levels as they seek to improve the quality of teaching and enhance student learning.

3. The Education Leadership Institute

As a unit of the Department of Education Management and Leadership, the Institute will house both the Principal Network and the Leadership Development Programme. It will be responsible for coordinating and organizing all the activities related to the above two components of the Education Leadership Initiative.

Opportunity to Make a Difference

Few initiatives have the potential to be as pivotal to the transformation of South African society as the systematic improvement of schools. The principal and other school leaders remain key players in any school, affecting the level of professionalism and morale of teachers, the schoolís relationship with the community, and the overall climate of learning. District officials also play an important role in working with school-based leaders to create an enabling environment for effective teaching and learning by creating coherent school and system structures that are designed to support the core work of schools. A strong and sustainable leadership development and support system for *both individual school leaders and district officials* will make a significant contribution to providing South African children with better educational opportunities and structures.

For more information about The Principal Network, please go to www.uj.ac.za/PrincipalNetwork/Generalinformation/tabid/17622/Default.aspx.

RETHINK EDUCATION.
REINVENT YOURSELF.

UNIVERSITY OF JOHANNESBURG

HELPING OUR FUTURE STARS

MAKABONGWE'S STORY

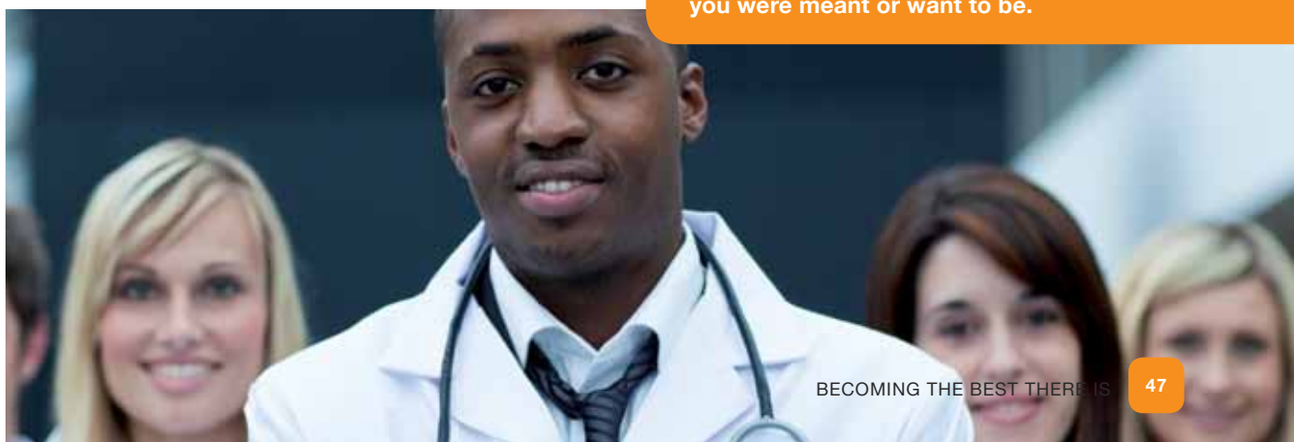
My name is Makabongwe Ngxota. I live in Kayamandi, the informal settlement on the outskirts of Stellenbosch, with my mother and four sisters. We live in a four room house with two bedrooms, living room and a kitchen. I went to Kayamandi High school and am currently in my second year studying medicine at the University of Stellenbosch.

My mother worked at Bohemia as a general assistant/cleaner for four years. We lived on an income of about R1 000 per month until she retired because of some illness at the beginning of this year. Things got a little hard after she had stopped working, especially for me at Tygerberg. I could not attend social events, sometimes ran out of toiletries and living expenses started being a problem.

Other than finances, there are a lot of other things which could have directly or indirectly affected my studies. Some of these things include struggling to deal with some deaths and a fear of losing those you love. Sometimes, when things are really hard, I hear myself saying things would not be like this if my father was still alive. However, he was not really there in my early school years but my grandfather was always there. In that time, I always believed nothing could ever go wrong because I was really close with my grandfather and he believed in me and encouraged me always. Things changed when he passed away in 2007. I guess that was for a reason because I got closer with my father who was not there for a long time and like my grandfather did, he told me how much he loves me and that he is proud of me. When I was still in grade 12, he was my only hope for varsity because I knew there was no way my mother would have been able to assist me. Sadly, he got involved in a car accident and passed away just before I wrote my final exam. I felt like the world is crashing in on me since the only hope I had is gone. I was already accepted for medicine at that time…

Since I have always believed that I am the only one who can change my family's current situation, I would not let anything stop me from reaching my goal. My short term goal in that time was to get into medical school and I knew that I needed to do extremely well in my final school exam. Somehow I could sense that my family wished I could study something short and quick to alleviate our situation in the short term. But I always believed that I could be anything I want to be despite of the circumstances and I would not let them determine my destiny.

In conclusion, I believe that my destiny is not determined by my circumstances. Through everything I have been through, I never gave up on my dream of becoming a doctor. This was despite my family pressure dictating to me to look for a 'quick solution' to our circumstances. There is nothing other than yourself that can stop you from being what you were meant or want to be.



GET FUNDING AND AN INSPIRATIONAL LEARNING EXPERIENCE

DREAM BIG

Teachers Dream is a GreaterGood SA initiative to help South African teachers access the funds they need to bring learning to life in and out of the classroom. Experiential learning is a vital part of a well-rounded education. But many schools can't afford to organise outings or inspiring activities in the classroom. Teachers Dream makes these learning dreams come true.

HOW DOES IT WORK?

- We receive proposals from teachers for inspirational learning experiences – their Dreams.
- Dreams are moderated and loaded onto the website: teachersdream.co.za.
- Members of the public and companies can choose Dreams to support.
- When a Dream is fully funded, we pay for what is needed and the teacher carries out the Dream.
- The teacher sends us a report, photos (we provide the camera) and thank-you letters from learners.

"Teachers Dream I would like to thank you for giving me the opportunity to see Table Mountain. Words can't express the way I feel. Thank you for making my dream come true."
Simnikiwe Mpokela
(Grade 7, Zanemfundo Primary School)

WHAT'S IN A DREAM?

Any South African educator (Grade R-12) who is registered with the South African Council for Educators can submit a Dream. Dreams must provide an educational experience for an identified group of learners – like an outing or activity with your class or classroom resources for learners.

- Dreams can't promote discrimination or a particular religious or political viewpoint.
- Dreams should cost between R100 and R5 000.

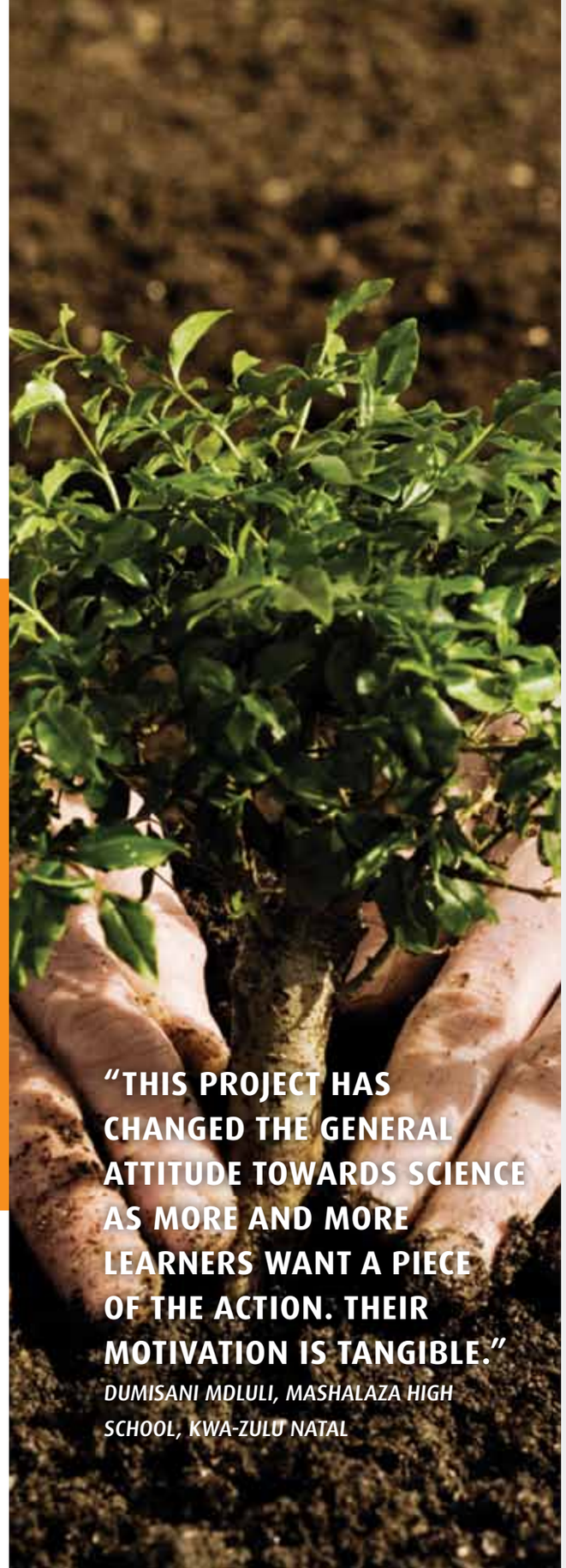
DREAM IDEAS

- Use kits to test the quality of water in a river.
- Get professional role models to talk about their jobs in class
- Visit a factory to understand the manufacturing process.
- Show a series of DVDs about animal and plant life.
- Go to the theatre to a set-work production.
- Walk in a nature reserve to study plants and animals.
- Introduce new computer software to teach English spelling.
- Invite older people to tell traditional stories and record them.
- Get new sports equipment to build coordination and ball skills.

HOW DO I APPLY?

Register online now or contact the Teachers Dream Coordinator: Tel: 021 762 7944
Fax: 021 762 7065 | Email: dreams@ggsa.co.za

www.teachersdream.co.za



DO YOU HAVE OR KNOW OF A PRINCIPLE WHO IS A "STAR" AND RUNS THE SCHOOL EFFECTIVELY?

- Get your principal recognized by sending us a brief motivation of what makes them special and you can stand a chance to win R1000.
- Tell us what support you need from your principal and stand a chance to win R1000!
- **Give your principal a chance to attend a world-class workshop that will make them even better leaders.**

COMMUNITY BUILDING WORKSHOP - PRESENTED BY PETER BLOCK

This workshop is all about the nature of real transformation and what kind of leadership is required to achieve it. Transformation is a shift in the nature of things. It promises a culture of chosen accountability, authentic commitment, and stronger social fabric; all elements of a strong community. Peter will define how communal transformation is about leadership that is independent of style, role modeling and holding people accountable

"Peter Block's workshop exceeded my wildest expectations...I learned, I laughed, I listend, I shared, I made connections, I sang, I danced, I took a stand and I stood in awe."
COMMENT FROM A WORKSHOP ATTENDEE

Send your motivation to Argo, Freepost CB8152, PO Box 7177, Stellenbosch, 7599 (no stamp required). For more information, please contact Wendy on Tel 021 865 2813 | Fax 021 865 2166 | wendy@argo.org.za | www.argo.org.za

Metropolitan's holistic approach to youth development

Together we can METROPOLITAN

In 2009 Metropolitan became a new sponsor to the South African Schools Football Association when it entered into an agreement with the association to sponsor the Under-16 Cup.

The national finals of this inaugural SASFA Metropolitan Under-16 Cup was the culmination of over five months of gruelling qualification that brought the 18 top school teams in the country to Klerksdorp in North West province to battle it out for the honour of being crowned national Under-16 champions for 2009.

Qualification for the event began back in April. Teams from 1016 districts competed through zonal, regional and provincial play-offs, with the two best teams from each province thoroughly deserving their places in the national finals.

This was the first year that Metropolitan has partnered SASFA in sponsoring this schools championship, in conjunction with the City Of Matlosana as the 2009 hosts.

Metropolitan Group Executive for Group Empowerment and Corporate Affairs, Nkosinathi Chonco, said, "At Metropolitan, we see a tournament such as this as a perfect synergy of our passion for football and community development. We decided to get involved with schools football because we recognise the need to be at the forefront of development to lay a platform that will bear fruit down the line, not only on the field but also in their development as young adults in the communities in which they live. I am very pleased with the general attitude and application of the competing teams. Unfortunately, once again the ugly spectre of age cheating has reared its head but we have shown unequivocally that we will show no tolerance for it."

President of SASFA, and newly installed SAFA Vice-president, Mandla 'Shoes' Mazibuko said, "I am very satisfied with the event this year. We have had a few teething problems that we will address in debriefing, but the fact that the local government, the Mayor of both the Kenneth Kaunda District Municipality and the Executive Mayor of the City of Matlosana (Klerksdorp), as well as the MEC for Sport, Arts and Culture were present, and most importantly the turnout of people in the area have made it an unqualified success. It is also pleasing to see how well SASFA and Metropolitan have combined and the co-operation between us has made the success of this occasion possible. On the issue of age cheating, as the new SAFA Executive has shown that we will face the matter head-on and make every effort to expose and eradicate it, as it severely compromises our chances of future success."

In keeping with their commitment to community development through football, as well as leaving a legacy in all locations in which they host events, Metropolitan held a Life Skills seminar and a Community Intervention in Klerksdorp, hosts of the SASFA Metropolitan Under-16 Cup tournament.

Metropolitan's Corporate Social Investment arm hosted the 18 squads competing in the national schools championship at the Life Skills component of the event, in which they were treated to a mini-skit aimed at raising their awareness of the scourge that is HIV/Aids.

Five actors from Mafikeng-based performance art group Kgotlo Media performed a show to illustrate how easy it is to fall into the trap of sexual irresponsibility, and the terrible consequences that can result from reckless sexual behaviour. One of the performers, a former footballer now living with HIV, shared a personal insight with the boys and told them that this is one mistake for which there are no second chances and urged them to be part of the 'Summer of Hope' rather than the 'Winter of Discontent'.

Metropolitan CSI specialist, Renee Sabor expanded on that message, telling them, "In 2008/09 the highest infection rate falls in the 15 to 45 age category. Despite South Africa having an excellent ARV programme, not enough people

Master Class: *Umqhele from KZN celebrate after beating their KZN counterparts, Siyahlomula by 3 goals to 2 in a nail biting penalty shootout which resulted after the teams were deadlocked at 0-0 at the end of the full 80 minutes.*

are on it. It's up to each individual to choose his or her own path in life. If, by the age of 14, you haven't had a sexual encounter, it doesn't make you less of a man. In today's world, the longer one can hold out, the better, and having less sexual partners is preferable as the chances of contracting HIV and other sexually transmitted infections increases exponentially in relation to the number of partners one has.

"As footballers, the better you get, the more fame comes your way and along with it comes opportunities to take advantage of women who flaunt themselves at you. Therefore, the responsibility to act prudently becomes ever more crucial as the temptations become more easily accessible. This includes one's attitude towards the consumption of alcohol and drugs, which significantly lower one's ability to resist such temptations. You can be the best footballer in the world but if you contract HIV, you cannot be cured," he said.

The boys were visibly moved by the evening's activities, which perhaps gave them a perspective that they had not yet considered and got the point across in a most entertaining fashion.

In addition Metropolitan conducted a Community Intervention at Tecford (The Enablement Centre for Disabled) just outside Klerksdorp. Project manager, Sarah Monare gave some background information about the initiative, saying, "The project was established in 1989 and currently accommodates roughly 52 mentally and physically challenged individuals from the surrounding community of Jouberton. Three staff members offer general assistance in helping them deal with day-to-day challenges and we have helped set up a 'protective workshop' sewing project in conjunction with the local mines that sees them producing wire clamps as well as making tracksuits and T-shirts for schools in the area.

Lasting Legacy: *Staff members at the Tecford enablement centre for the disabled could not hold in their smiles as Metropolitan paid them a visit during The Metropolitan Under 16 Cup. During the visit Metropolitan Branch Manager for Platinumreef in Klerksdorp, Mr Abram Diphoko, handed over a cheque for R10 000.*

"However," she added, "although we are still connected to the Department of Social Services, we are really struggling for funding in order to make the project viable. A lack of adequate space, resources and training has compromised our ability to function due to the lack of a proper kitchen stove, as well as a real need for a screen-printing machine for the T-shirts."

Metropolitan Branch Manager for Platinumreef in Klerksdorp, Abram Diphoko, handed over a cheque for R10 000, saying, "It is a critical part of Metropolitan's philosophy to leave a lasting legacy in the communities in which we hold events, and we are pleased to make this contribution that will enable Tecford to acquire some of the resources they so desperately need. This will hopefully give them the boost they need to become increasingly self sufficient and continue to make progress."

Lenolo Nteo, Chairman of Tecford, who accepted the cheque, said, "We are extremely grateful for this contribution from Metropolitan. It will go a long way to helping us to make necessary improvements to the lives of those under our care, not only in terms of being able to better our facilities, to be a support and resource centre for people living with disabilities, but more so in terms of the positive effect it will have on their sense of self-worth."

On the field, the standard of play once again showed that there is an abundance of young talent in the country and underscores the importance of investing in football at school level as the foundation upon which South Africa future success in the game will be built. The fact that four teams were

sanctioned during the tournament for various forms of cheating showed that the authorities will not tolerate any type of devious behaviour, sending a clear message that the integrity of the game must be protected at all costs. Moreover, it did not impact negatively on the rest of the tournament, which progressed in the true spirit of sportsmanship and fair competition.

Kwa-Zulu Natal emerged as the dominant province, with both the province's teams Umqhele and Siyahlomula, reaching the final. After 80 minutes of football, neither side could find the net and the match finished 0-0. Umqhele held their nerve to win the resulting penalty shootout, 3-2 to become national Under-16 Schools champions for 2009. They were presented with a glittering trophy and a Cheque for R20 000.

Free State school, Harmony High secured third place with a 2-1 win over their Gauteng-based opponents, Rosina Sedibane.

A number of individual awards were handed out after the final, and a SASFA-selected All-Star squad was announced.

Player of the Tournament:	Vusiwe Ntshangase (Rosina Sedibane)
Top Goalscorer: **(joint award - 9 goals each)**	Thamsanqa Ngele (Umqhele) Shane Petersen (Western Cape Sport School)
Goalkeeper of the Tournament:	Njabulo Kubekha (Umqhele)
Fair Play award:	Bondenzi High (Mpumalanga)

Each award winner received a trophy and a cheque for R1000.

SASFA SELECTED SQUAD

Goalkeepers:
Njabulo Kubekha (Umqhele KZN)
Akani Machimana (Hudson Ntsanwisi, Limpopo)

Defenders:
Vusiwe Ntashangase (Rosina Sedibane, Gauteng)
Advise Thukhetana (Harmony, Free State)
Myryl Mboweni (Hudson Ntsanwisi, Limpopo)
Nhlakanipho Zaca (Siyahlomula, KZN)
Sive Nyengeza (Lingelihle, E. Cape)
Philai Mlaba (Umqhele, KZN)

Midfielders:
Cele Khanyiso (Umqhele, KZN)
Njabulo Zibqubu (Rosina Sedibane, Gauteng)
Sibonelo Shandu (Umqhele, KZN)
Tlanelani Shiapalana (Hudson Ntsanwisi, Limpopo)
Sizwe Shiluvana (Hudson Ntsanwisi, Limpopo)

Forwards:
Shane Petersen (Western Cape Sport School)
Samkelo Zondi (Umquele, KZN)
Masikone Mzisi (Siyahlomula, KZN)
Thamsanqa Ngele (Umqhele, KZN)

Technical Team:
Mike Tlhaka (SASFA)
Nhlanhla Ngema (Siyahlomula)

Together we can METROPOLITAN

DIFFERENCES BETWEEN FET COLLEGES, UNIVERSITIES OF TECHNOLOGY AND UNIVERSITIES

Perhaps you are finding it difficult to understand the difference between FET Colleges, Universities of Technology and Universities. Especially now with so many things changing within the Education sector.

Traditionally the schools provided an academic education. If a certain standard of education had been achieved (matriculation and higher symbols in particular subjects, eg. Maths and Science) one could gain entrance to a University of Technology or University. Currently major changes are being made to the curriculum of schools to make subject content more relevant to the challenges of a new millennium.

The FET (Further Education and Training) Colleges provides more practical and career related education and training, with a wide range of career options, for instance:

- **In Engineering, for a career as an Artisan.**
- **In Business, for a career as a Secretary or Personal Assistant, or for Administrative, Financial or Clerical Work.**
- **In the Utility Sector, for a career in Hairdressing, Child Care, Cosmetology, Hospitality, Commercial Art, Tourism, etc.**

Changes are being made to the content of the programmes of FET Colleges to bring it in line with the requirements of the National Qualifications Framework (NQF). The NQF also aims to ensure that all qualifications are relevant to the needs of the world of work. The FET sector is also introducing new learnerships (replacing the old apprenticeship system) and skills programmes to address the specific skills development needs of the fast changing world of work. Learners completing their studies at a FET College could now also enroll at a University of Technology or University to further their careers.

Changes are also taking place in the Higher Education & Training (HET) sector. Traditionally the Technicons made provision for the education and training of the technician through National Diplomas, while the Universities catered for the development of the professions (Medical Doctors, Engineers, Accountants, etc.) through degree programmes. The differences between these institutions have narrowed considerably. Universities of Technology are now also offering degree programmes which could include Masters and Doctorals.

Whether to enroll at a FET College, University of Technology or University could also depend on whether you meet the entrance requirements for these institutions. Your results at school could therefore have an effect on career options at a later stage in your life.

In the end, however, your choice of an education and training provider – **College, University of Technology or University – will depend on your career aspirations.** For this you need to talk to career advisors at your school or at any of the FET Colleges, Universities of Technology or Universities where you may wish to enroll.

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The Funza Lushaka Bursary Programme is a multi-year programme that promotes teaching in public schools. Bursaries are available to enable eligible students to complete a full teaching qualification in an area of national priority.

Recipients of the bursary will be required to teach at a school or provincial education department for the same number of years that they receive the bursary. Universities have different cost structures, so the total value of a bursary differs from institution to institution.

Admission criteria
The bursary is only awarded to South African citizens. Applicants for the bursary must already have been accepted into an appropriate study programme at a recognized higher education institution. Applicants also need to meet certain admission criteria of the institution and they must also meet the national selection criteria for the Funza Lushaka bursary.

How your learners can apply
Once they have gained admission at a university, they are required to apply for the bursary via the Internet website. The bursary is awarded for one academic year at a time and, on proof of academic success, the bursary may be renewed each year until they have qualified as a teacher. The bursary holder will be required to re-apply by the end of October for the following year.

What the bursary covers
Funza Lushaka bursaries cover all the essential expenses. Expenses covered include tuition, full accommodation including meals, books and learning materials, and a small allowance for monthly living expenses.

Programmes to be funded
Three types of qualifications can be funded. These are shown in the table below. The qualification must include subjects which will allow the student to specialise as a teacher in at least one priority area.

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GRADUATE STUDIES
One-year **Postgraduate Certificate in Education (PGCE)** for graduates whose degrees include majors in priority areas.

For more information, visit their website www.funzalushaka.doe.gov.za

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IT'S IN THE STARS... EDUCATION IS GETTING BETTER

At last, the tide is turning and an understanding is growing that teachers need the support of parents, communities and the policy makers, so that we can achieve our dreams. We have come a long way since the democratic elections in 1994, but we have just begun to build our nation.

Today we have more children, in classes, learning. While we still have overcrowding in many classrooms, this is improving. We are spending more on fixing classrooms, on textbooks and on improving our skills as teachers. To be the best we can be, we need quality education.

QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC)

The QLTC followed the Polokwane resolution that education and health be placed at the centre of social transformation in the next 5 years. The campaign is focused on the 3 factors that make a difference to educational success across the world:

- **TEACHERS**
- **TEXTBOOKS**
- **TIME**

This campaign recognizes how important teachers are to the quality of our education. The aim is to build partnerships with all stakeholders, in particular, between the department of education and teacher unions.

"I CALL ON PARENTS AND COMMUNITIES TO TRULY PLACE EDUCATION AT THE FOREFRONT OF OUR NATIONAL AGENDA"

PRESIDENT JACOB ZUMA, 8 JANUARY 2010.

The department of education has committed itself to support teachers, to hold its officials accountable, to ensure that the necessary resources are provided on time, and that vacancies are speedily filled. All teacher unions have committed their members to be on time, in class, prepared and teaching.

This campaign is aimed at achieving an actual impact on schools and communities.

THE CURRICULA IS UNDER REVIEW AND IMPROVEMENTS ARE BEING MADE

"While there has been positive support for the new curriculum, there has also been considerable criticism. This has included criticism of teacher overload, confusion and stress. Most worryingly, there is consistent evidence of widespread learner underperformance in both international and local assessments."

"The question on everyone's lips is why we do not, as Mamphela Ramphele always wants us to do, declare the death certificate of outcomes-based education, OBE? I must say that we have, to all intents and purposes, done so. So if anybody asks us if we are going to continue with OBE, we say that there is no longer OBE. We have completely done away with it."

"In order for there to be learning outcomes and educational experiences of the majority to improve, we need to focus attention on dedicated, inspired teaching based on a curriculum that is teachable."

Highlights from the statement on the curriculum review process, by Minister of Basic Education, Angie Motshekga, National Assembly, 5 November 2009

FOCUS AREAS FOR 2010

- **Relieving teachers of the administrative burdens that have been placed on them.**
- **Providing increased teaching support.**
- **Improving literacy and numeracy**

The focus is on allowing more time for teaching and learning.

LEARNER PORTFOLIOS ARE TO BE DISCONTINUED

"With regard to the relief of the administrative burden on teachers, we are going to ensure that learner portfolios as separate, formal compilations of assessment tasks are discontinued from January 2010."

REDUCTION IN FORMAL ASSESSMENT TASKS

"The number of projects required as formal assessment tasks for each learning area is reduced to one project per subject."

FOCUS ON THE ROLE OF TEXTBOOKS AND EXPERT LEARNING MATERIAL SUPPLIERS

"There was a very strange anomaly in our system in which the importance of textbooks in curriculum delivery was no longer appreciated. The department has noted teachers' concerns that the development of learning materials is best placed in the hands of experts, because it is only people who are experts in their fields of study that are best placed to develop textbooks and learning materials.

Teachers said that the development of learning materials is not the core business of teachers. It also erodes their teaching time. Therefore, textbooks are going to be used as an effective tool to ensure consistency, coverage, appropriate pacing and better quality in terms of instruction and content."

PLANNING REQUIREMENTS FOR TEACHERS TO BE RATIONALISED

"There were also enormous planning requirements of teachers and these are going to be rationalised...We must give more support to teachers, teachers being our tools of service, and, more than anything, being the key element in ensuring that we get quality education."

TEACHER DEVELOPMENT

"Some teachers have voiced the concern that they have not had sufficient curriculum training. Targeted in-service training that will be subject specific and targeted only where needed will be provided for teachers from 2010. This in-service training will not, however, under any circumstances be allowed to disrupt teaching and learning. In-service training is built into the five-year plan for improving teaching and learning and the department's plan for continuing professional development training.

All principals, heads of departments, district and provincial support staff will be trained on the curriculum and content and assessment requirements. Again, this will be built into a five-year plan for improving teaching and learning.

The other matter that was raised through the review was the role of the subject advisers as school-based subject experts rather than as curriculum developers. This was because there was, again, an anomaly in which subject advisers themselves had started papering on top of the current curriculum. So what we are saying is that subject advisers will only focus their work on the delivery, implementation and moderation of the curriculum. They will offer learning area subjects and support teachers only."

Highlights from the statement on the curriculum review process, by Minister of Basic Education, Angie Motshekga, National Assembly, 5 November 2009

THE IMPORTANCE OF TEXTBOOKS

Textbooks play a vital part in teaching and learning. Textbooks must be used by teachers and learners to enhance their teaching and learning.

The following questions will be answered:

- Why are textbooks important in teaching and learning?
- What is the role of the textbook?
- How should teachers use textbooks?
- Why should we stress the importance of textbooks to learners and their parents?
- What is a national catalogue of textbooks?

WHY ARE TEXTBOOKS IMPORTANT IN TEACHING AND LEARNING?

- The textbook is one of the most effective tools through which to deliver the curriculum and support assessment.
- The textbook can ensure curriculum content and assessment coverage, and it can also offer appropriate pacing and weighting of content and assist teachers with lesson and year planning.
- Each learner should have a textbook for each of his/her subjects to take home, do homework, and study from or to prepare for subsequent lessons, tests and exams.

WHAT IS THE ROLE OF THE TEXTBOOK?

- A textbook interprets and presents the knowledge (content and concepts) and skills as listed in the National Curriculum Statement (NCS) for all learning areas and subjects and in the Content and Core Knowledge and Concepts Frameworks.
- The concepts and content are presented in an organised, systematic and synthesized fashion. The content is sequenced and paced in such a way as to assist the teacher with planning and teaching.
- The textbook provides examples of problems, informal daily teaching and learning activities and suggestions for formal tasks.
- In addition, good textbooks are usually written in a manner that allows adaptation of the content for learners who experience barriers to learning. Textbooks must accommodate learner diversity and be made available in accessible format, e.g. in Braille, large print or audio text.

HOW SHOULD TEACHERS USE TEXTBOOKS?

- Teachers should use their textbooks to plan along with other resources and curriculum guideline documents.
- In doing so, the teacher should compare the content and activities presented in the textbook to those listed in the Content Framework for the subject in order to identify any gaps.
- Teachers can apply information from text books when differentiating teaching and learning to accommodate a range of learner needs.
- Teachers should use the textbook to plan their work schedule, lesson plans, daily assessment tasks as well as their formal assessment tasks.

Source: Curriculum News. Providing the quality of learning and teaching. Planning for 2010 and beyond. Department of Education

WHY SHOULD WE STRESS THE IMPORTANCE OF TEXTBOOKS TO LEARNERS AND THEIR PARENTS?

- The importance of textbooks must be made known to learners and parents.
- They should be strongly encouraged to treat all books with respect and to understand that they remain the property of the school.
- Schools should ensure that textbooks are returned at the end of each year by learners.

WHAT IS A NATIONAL CATALOGUE OF TEXTBOOKS?

- In order to compile a National Catalogue of textbooks for schools, the Department of Basic Education invites publishers to submit their textbooks. The Department scrutinizes the textbooks through a screening and quality assurance process. The Department recommends changes to be made where necessary to ensure that the textbooks cover the curriculum. It is important that the textbooks will engage learners in quality learning activities in order to master the subject knowledge (content and concepts) and skills. Only textbooks that meet the criteria for good textbooks are selected and placed in the catalogue. The screening process is repeated in cycles to ensure that textbooks are regularly updated in terms of new technology and trends as well as current content.
- A National Catalogue of Textbooks for Grades 10-12 has been in use in schools for a number of years. Schools and teachers of Grades 10-12 will continue to use the catalogue to inform their selection of textbooks each year.
- A National Catalogue of approved textbooks for Grades R-9 will be finalized in 2010 for implementation in 2011. Textbook order for 2011 for Grades R-9 must be based on the National Catalogue.

YOU ARE NOT ALONE - HELP IS JUST A CLICK AWAY

GENERAL WEBSITES

CENTRE FOR EDUCATION POLICY DEVELOPMENT (CEPD) | www.cepd.org.za
CEPD is a professionally autonomous Centre established in 1993 on the initiative of the mass democratic movement in order to start developing education policy for a democratic South Africa.

DEPARTMENT OF EDUCATION WEBSITE | www.education.gov.za

EDUCATION INTERNATIONAL | www.ei-ie.org
Education International represents nearly 30 million teachers and education workers. Our 401 member organisations operate in 172 countries and territories. As the world's largest Global Union Federation, and the only one representing education workers in every corner of the globe.

EDUCATION AFRICA | www.educationafrica.com
Education Africa, addresses two of the most critical educational issues facing South Africa's marginalised communities: accessibility to quality education and relevance of education.

GLOBAL CAMPAIGN FOR EDUCATION SOUTH AFRICA | www.campaignforeducation.org/en/south-africa
The Global Campaign for Education (GCE) is a civil society movement that aims to end the global education crisis. The GCE's mission is to make sure that governments act now to deliver the right of every girl, boy, woman and man to a free quality public education.

NATIONAL STUDENT FINANCIAL AID SCHEME OF SOUTH AFRICA (NSFAS) | www.nsfas.org.za
The National Student Financial Aid Scheme of South Africa (NSFAS) seeks to impact on South Africa`s historically skewed student, diplomate and graduate populations by providing a sustainable financial aid system that enables academically deserving and financially needy learners to meet their own and South Africa`s development needs.

SOUTH AFRICAN INSTITUTE FOR DISTANCE EDUCATION (SAIDE) | www.saide.org.za/frontend
The South African Institute for Distance Education was formed as an educational trust in July 1992. Its explicit brief is to assist in the reconstruction of education and training in South Africa. It promotes open learning principles, the use of quality distance education methods and the appropriate use of technology.

SOUTH AFRICAN AGENCY FOR SCIENCE AND TECHNOLOGY ADVANCEMENT (SAASTA) | www.saasta.ca
SAASTA is an agency of the National Research Foundation (NRF). The mandate is to advance public awareness, appreciation and engagement of science, engineering and technology in South Africa.

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Email: nhlanhla.nyide@dst.gov.za
Website: www.dst.gov.za

Earthlife South Africa (Gauteng)
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Email: zini@house.org.za
Website: www.earthlife.org.za

Education International (EI)
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Education Labour Relations Council (ELRC)
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Email: gen.sec@elrc.co.za
Website: www.elrc.co.za

Education Rights Project (ERP)
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Email: salim.vally@wits.ac.za
Website: www.erp.org.za

E-School Network (ESN)
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Website: www.esn.org.za

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Website: www.emep.org.za

Government Employee Medical Scheme (GEMS)
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Home Language Project
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Website: www.hlp.org.za

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National Professional Teachers' Organisation of South Africa (NAPTOSA)
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Email: silviae@naptosa.org.za
Website: www.naptosa.org.za

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Website: www.olset.org.za

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Website: www.ppasa.org.za

Project Literacy
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Email: info@projectliteracy.org.za
Website: www.projectliteracy.org.za

READ Educational Trust
Tel: 011 496 3322
Email: info@read.co.za
Website: www.read.co.za

Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN)
Tel: 012 712 2330
Email: info@rapcan.org.za
Website: www.rapcan.org.za

Robben Island Young Learners Academy
Tel: 021 409 5123/5104
Email: sandrad@robben-island.org.za
Website: www.robben-island.org.za

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Tel: 011 663 9517
Email: info@sace.org.za
Website: www.sace.org.za

South African Democratic Teachers' Union (SADTU)
Tel: 011 334 4830/4836
Email: jlewis@sadtu.org.za
Website: www.sadtu.org.za

South African Institute of Distance Education (SAIDE)
Tel: 011 403 2813
Email: info@saide.org.za
Website: www.saide.org.za

South African Principals' Association (SAPA)
Tel: 012 240 2769
Email: sapa@up.ca.za
Website: www.sapaonline.co.za

Swimming South Africa (SSA)
Tel: 011 404 2480
Website: www.swimsa.co.za

Teacher.org.za
Teacher.org.za is an online platform where key stakeholders in education can connect, collaborate and participate to make a discernible difference to the future of South Africa. Regularly updated with the latest education-related news, it also provides a dynamic opportunity for teachers to pro-actively get involved, share ideas and suggest solutions.

Tel: 021 865 2813
Fax: 021 865 2166
Email: info@argo.org.za
Website: www.teacher.org.za

The Publisher's Association of South Africa (PASA)
Tel: 021 425 2721
Email: pasa@publishsa.co.za
Website: www.publishsa.co.za

Thutong Portal
Tel: 012 312 5911 / 0800 202 9610
Email: info@thutong.org.za
Website: www.education.gov.za

Visual Arts Network (VAN)
Tel: 073 080 9610
Email: info@vansa.co.za
Website: www.education.gov.za

Youth in Science Strategy (YISS)
Tel: 021 843 6300
Email: info@sci-bono.co.za
Website: www.sci-bono.co.za