

CATHOLIC

# Education



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among our Youth

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## Reflection:

This reflection may be used at the beginning of staff, management or board meetings, during RE lessons, or as part of a prayer service or paraliturgy.

### The People By An African Poet

May we heal the fissures and cracks  
in our collective soul  
May we see ourselves from  
a different point of view  
May we let go of outmoded beliefs  
May we recognise the opportunities our  
stories offer for growth and acceptance

May we release the love  
May love replace fear  
May we each accept our personal  
responsibilities to make a difference

May we see that there is enough  
for everybody  
May we eradicate poverty consciousness  
from our destiny path  
May we be open to receive abundance  
from the law of sharing

May we dedicate ourselves to  
Earth and her changes  
May we make the leap of faith into  
a new way of relating to our planet  
and her people

May we stand in our truth and not  
be afraid to dream big  
May we acknowledge that each person has  
something beautiful to offer  
May we not be blind to these  
sacred gifts

May we not put limits on the Creator  
May we remember our true purpose  
May each soul be like a bead strung on  
the necklace of cooperation and teamwork  
May humility have its way

May we experience balance and beauty  
May we commit ourselves to peace  
May we celebrate our diversity in  
the oneness of love  
May we be ourselves and  
flower freely  
May we resonate and glow  
May we take the next step



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From the Editor <

The results of the *My Life in School* Climate Survey that was undertaken in Catholic schools in South Africa provided us, at CIE, with some interesting insights into the lives of our learners. What was of particular concern was that corporal punishment is still happening in schools and that learners are accepting of it. The survey reveals that learners' experience of school is not worsened by the threat of corporal punishment. That leads me to wonder what this says about South African society. Our children are conditioned to accept violence. Many children are exposed to it at home and at school and so it becomes a normal part of life. As responsible adults in the community we need to look at our reactions and responses to violence and how we assist children to deal with it appropriately. Read more on the climate survey on page 13.

The CIE Thabiso Skills Institute has received funding from J.P. Morgan to improve skills development in South Africa. The youth unemployment crisis in our country is of great concern. Details about the state of affairs and the proposed project are on page 18.

October is the month of the Rosary. It may seem a while away but it will creep up on us quickly! We have provided you with some ideas of how to bring the Rosary to life and give it meaning on page 9.

Let us have your ideas and feedback on this issue by sending an email to [info@cie.org.za](mailto:info@cie.org.za) or engaging with us on social media.

Kelsay

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# Governing Catholic Schools

By Mduduzi Qwabe

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School governance plays a critical role in ensuring that schools remain focussed and sustainable. Good school governance is essential if we are to preserve the culture of excellence that has characterised Catholic education in South Africa and the distinctive Catholic character.

There are two types of Catholic schools:

- Independent: these are schools that are privately owned by religious congregations, trusts or the different arch/dioceses in the country and are normally run by a Board of Governors (BOG).
- Public Schools on Private Property (PSPP): these schools are situated on Church-owned property and are governed by a School Governing Body (SGB) that is elected according to the South African Schools Act.

Let's look at the similarities between an SGB and BOG.

## Similarities

The role of the Governing Body is strategic and complemented by the role of the School Management Team (SMT), which functions

on an operational level. These are some of the responsibilities of governance within a school:

- Developing a vision and mission: a philosophy of where the school is going, what it wants to achieve and how it hopes to achieve that vision.
- Developing and maintaining the ethos: every Catholic school has a distinctive religious character that differentiates it from ordinary public or independent schools. It is the role of governance to ensure that this ethos is developed, nurtured and maintained.
- Ensuring that policies are in place: policies guide management on how to conduct the daily business of the school and can be about teaching and learning, safety, discipline, finances

and any other issues to ensure that quality education is delivered at all times.

- Setting up and maintaining financial controls: a crucial role of governance is to ensure that school finances are well managed, that funds are used for the benefit of all learners and that there is accountability.
- Ensure stewardship of the school's property: it is the role of the Governing Body to ensure that the buildings are maintained, developed and used properly for educational purposes. In addition, other movable property is controlled, kept safe and used for the school's business of educating learners.

In addition to the above responsibilities, the Governing Body must ensure that the school operates within the confines of the law that governs education and other general legislation, e.g. Basic Conditions of Employment Act, Labour Relations Act. It is also the role of the Governing Body to ensure sustainability and to consistently manage risks the school might face from time to time.

## Differences

### Board of Governors

- Constituted in terms of the Companies Act and operating as Public Benefit Organisations (PBO) in terms of the Income Tax Act and Non-Profit Organisations (NPO) registered with the Department of Social Development.
- Directly appoints the Principal and all personnel at the school making it the employer at the school.
- Employs in terms of the Basic Conditions of Employment Act, the Labour Relations Act and other relevant legislation.
- Some are partially funded by the state via a subsidy to the maximum of 60% depending on the school fees charged. Must charge school fees to ensure an adequately resourced institution.

### School Governing Body

- Constituted in terms of the South African Schools Act, Sections 16 to 33.
- Makes recommendations to the Head of Department of a Provincial Education Department (PED) after following due process for the appointment of staff. The PED is the employer.

## The Governing Body must ensure that the school operates within the confines of the law that governs education and other general legislation.

- Recommends employment of teachers/ personnel in terms of the Employment of Educators Act, SACE Act, ELRC and other relevant legislation.
- State funded in terms of the Norms and Standards for School Funding. The amount of funding and the school fees charged depend on the school's quintile.

An SGB is made up of the following members:

- Parent representatives: elected by the parents of learners in the school. Their number must always be one more than the total number of voting members of the SGB giving them a voting majority.
- Teacher representative: elected by the teaching staff.
- Non-teaching staff representative: elected by the non-teaching staff.
- The Principal is an ex officio member.
- Learner representative: elected by the Learner Representative Council (LRC) in secondary schools.
- Co-opted members: these might include the owner's representative and other people co-opted for their expertise like knowledge of law, human resources, finances and other relevant contextual issues.

Independent schools, on the other hand, are free to develop their own governance structures meeting the requirements of generally accepted good governance practices. The principles in the King IV Code for Governance Principles are very useful in this regard. As PBOs registered in terms of the Income Tax Act, at least three of the members must:

- Be independent;
- Not be employed by, beneficiaries of, or suppliers of the school;
- Not be related to each other.

The owner/trust draws up a constitution that stipulates who the other members are; and how they are recruited.

## Governance and Management... a Collaboration

The relationship between the Governing Body and the SMT is sometimes strained due to a confusion of roles. The two bodies need to collaborate and complement each other to ensure that the school operates efficiently. The following points need to be emphasised regarding this relationship:

- The SMT is responsible for the daily running of the school while the Governing Body has more of a strategic role.
- The Governing Body must be an enabling structure not an obstacle to the SMT.
- The professional management of the school rests with the SMT.
- The Principal, in an independent school, is an employee of the BOG and as such should be given the support and space to professionally manage the school without any hindrance.
- The SMT manages the school's personnel under supervision from the Governing Body, the latter may only intervene if there is a request to do so from the Principal.
- Members of the Governing Body must refrain from taking complaints about the SMT/Principal without advising the complainants to follow an agreed grievance procedure, which should start with the Principal.

A good relationship between the Governing Body and the SMT can only benefit the school community and all should work hard to achieve this. The schools were inherited from those who had a holistic vision when establishing them and we owe it to past, present and future generations that the schools remain true to their founding values while remaining relevant to the present realities. ■

This article was written using the book *Serving Catholic Schools: A governance handbook* which can be ordered from the CIE.

The Department of Basic Education has announced the dates for the next School Governing Bodies elections as 1-31 March 2018.



# Think before you Tweet

By Kelsay Correa

I recently attended a presentation at a Catholic school on living with integrity in the digital world and it made me think...

A person who has integrity uses his/her conscience to inform thoughts and behaviour, which requires the conscience to be well formed. Using integrity when interacting with social media, television and other forms of media requires the ability to sift through what is out there and choose wholesome content that will be life giving, rather than allowing ourselves to be exposed to and engaged in content that challenges our values and integrity.

Integrity means that I behave consistently regardless of what context I find myself in. In other words, I hold the same values and treat people in the same way at home, at work, with friends and with family. However, when we are behind a screen and are angry or irritated, we are tempted to behave in a way that we would not if we were in public or with people we know.

Placing a screen between ourselves and the rest of the world emboldens us to say things and share things that we wouldn't say or associate ourselves with in real life.

The presentation I attended was delivered by Fr Russell Pollitt SJ and Justine Limpitlaw, a communications lawyer. Justine explained that having integrity requires having empathy for others and the struggles that they are experiencing. Recently, a friend of mine was at the brunt of a nasty social media campaign. Her brother-in-law was a trophy hunter and was killed while on a hunt. The family was inundated with hate mail on email and all

forms of social media. If those people had been face to face with the grieving wife and children, they would probably not have been able to say the horrible things they said. This is why cyber-bullying is so rampant and so cruel. Our ability to be empathetic seems to diminish when we are behind a screen. We need to remind ourselves, and our children, to remain sensitive to the feelings of others when they are not standing in front of us and we cannot see the expression on their faces.

Modern communication technologies assist us to maintain relationships with people far away. We can interact with people all over the world when we are on social media. We can keep our households running while at work and work while at home thanks to modern technology. However, screen time can interfere with the integrity of our personal relationships. The people who are around us are usually the people who are important to us, e.g. our parents, children, learners and colleagues. They feel the effects when our attention is divided, when we are too busy texting at the dinner table or browsing social media. Children can easily be neglected and there is a danger that the next generation may be more neglected than ever. We need to make the decision to put our relationships first and our phones down.

Offline, i.e. in real life, we are selective about the people we (and our children) spend time with. We should also be

selective about those people, organisations and campaigns that we choose to engage with on social media. There are a multitude of good causes for positive change that can be liked, shared, posted and commented on.

Fr Pollitt says, "What we do online can have far-reaching consequences for our future. We may not get the employment that we seek because potential employers don't like what they see when they Google prospective employees. The impression that is made on Facebook, Twitter or Instagram shapes opinions about you. Your Saturday night party or badly discerned Tweet, could cost you your bread and butter."

When looking for a job in a male dominated industry, sharing feminist jokes that belittle men may not be in your best interests. Similarly, if you are looking for a teaching post, avoid sharing jokes about how unpleasant children or teenagers can be!

We are all trying to figure out what social media is doing to our world. Growing up, the worst our parents had to fear was what was on television! These days there is so much that children can be exposed to that we don't know where to start. One of the most concerning aspects of children having smart phones or iPads is the accessibility to harmful sites, pornography and inappropriate movies. Sexting and sending inappropriate personal photos could be damaging later on in life. Once



an image is sent there is no retrieving it. Managing these challenges requires schools and parents to work together. Some ideas schools can offer parents are:

- Loan your child a phone, don't give it to them. Then it is yours, not theirs and they may not do whatever they like with it. They need to have integrity in looking after something that doesn't belong to them, including the content.
- Only allow screens (TVs, smartphones, computers, tablets and other devices) in common areas e.g. lounge, dining room, kitchen.
- NO devices in bedrooms, ever. Especially not at night. Children need sufficient, uninterrupted sleep.
- Monitor what your child is doing and saying. Tell your child that you will read their messages and look up their browser history. They will be a little more careful if they know you are watching.
- Follow your children on all social media platforms.
- Monitor the apps that are downloaded onto their devices.
- Regulate the amount of screen time and online time that your child has and what they do with it. Agree on what programmes and movies they are allowed to watch, what times and how much time they spend watching TV and playing games. Put rules in place for using social media and browsing the internet.
- Maintaining security settings is a way of protecting our integrity as someone hacking into an account may post unpleasant and inappropriate content. Privacy settings on social media are changed regularly, make sure that you keep checking that they are set on the highest possible setting, making it difficult for someone to steal your identity. Call an IT person to put security measures in place on all your devices.
- During prepubescent and pubescent years, youngsters become naturally interested in each other and their bodies. Consider how to protect your child from pornography. Restrict access to certain content and find ways of discussing the subject with your child that is non-threatening and appropriate.

"Many people are surprised to find out how much time the average teenager is spending online per day according to recent studies. This has a direct impact on their ability to concentrate, study, absorb information and live healthy lives", says Fr Pollitt. "Young people are often much more knowledgeable about how technology works than their parents or teachers. Parents need to be encouraged to have open and frank conversations with their children about their online life," supports Limpitlaw. These discussions need to begin before children are active on social media so that they have thought about how to represent themselves and are aware of the risks.

Adults need to consider their own behaviour on social media and set an example for youngsters to follow. Parents should 'follow' their children on all forms of social media in order to monitor behaviour. This means that the children will also be able to follow their parents' activities on social media. Don't post anything on Facebook that you would not like your teenager to see!

Fr Pollitt shared that scientific evidence suggests that too much screen time can have detrimental health effect, e.g. tiredness, aggression, depression, the ability to process and retain information by too much screen time. Have you ever tried to interact with a pre-schooler after they have spent time in front of a screen? They are disobedient, aggressive and unable to concentrate on instructions given to them. Discuss the effects of screen time with your children, as a family select the material that you watch together. Hours spent surfing channels to find something to watch is not a productive way to spend time. It also leaves one feeling lethargic. The greatest argument against television is that it is passive and does not promote creativity and imaginative play. Yes children learn facts on Discovery Channel, but they learn more by physically interacting with the world around them. Language development can only happen if one engages in conversation and uses words to express oneself. Children learn logic skills by playing with physical puzzles, rather than pushing inanimate objects around on a screen. Their bodies are strengthened and their minds challenged when they actively participate in sport

and cultural events. Children's ability to read is strengthened when an adult reads to them.

Limpitlaw explains that by its very nature social media is not private. Belonging to a WhatsApp group is, by its very nature, putting material out into the public domain. It is 'publishing'. "Legally, parental duties to safeguard young people trumps teens oft-asserted privacy rights," he says.

Fr Pollitt pointed out that an area that is seldom considered are the challenges that technology present to spirituality. He suggests that the ability to live in the present and be mindful is being greatly diminished. Shortening concentration spans and the fear of missing out have a detrimental effect on our ability to be still and reflective. Technology can be the great escape and so, in any downtime we have, we grab a device. This means that we have little time to spend in reflection, which is how we learn, grow and change. As Catholic schools it is our responsibility to bring children back into that quiet space of reflection and connection with ourselves and God. ■

The Jesuit Institute South Africa has designed a presentation aimed specifically at parents and teachers. The presentation, entitled "Living with Integrity in the Digital World", outlines the ways in which technology has brought opportunity and value. It then looks at some of the problematic issues which, living in the digital world, poses. The presentation tries to look at the digital world from different perspectives – legal, social, family, health and spiritual. It is presented by Fr Russell Pollitt SJ, Director of the Jesuit Institute, and Mrs Justine Limpitlaw, a wife, mother and legal practitioner. The pair have presented to numerous Catholic Schools, church groups and, seminarians studying at St Francis Xavier Seminary in Cape Town. For more information about the presentation, or to arrange for the presentation to be given at your school, contact the Jesuit Institute in Johannesburg 011 482-4237 or email [admin@jesuitinstitute.org.za](mailto:admin@jesuitinstitute.org.za)







# October is the Month of the Rosary

by Jared Dees

As teachers, during the month of October my wife and I always dedicated a number of class prayers to praying the rosary. October is a perfect opportunity to teach children how to pray the rosary in their own lives. We found that, if done well, praying the rosary with your students can be a fruitful experience for both teacher and student.

## Why is October the Month of the Rosary?

October 7th is the memorial of Our Lady of the Rosary, sometimes referred to as the Feast of the Holy Rosary. The day was dedicated by St. Pius V who credited a victory over the invading Turks to the intercession of Mary through the rosary.

## 5 Reasons for Teaching Children the Rosary

These are the reasons we feel so strongly about praying the rosary with your children or students:

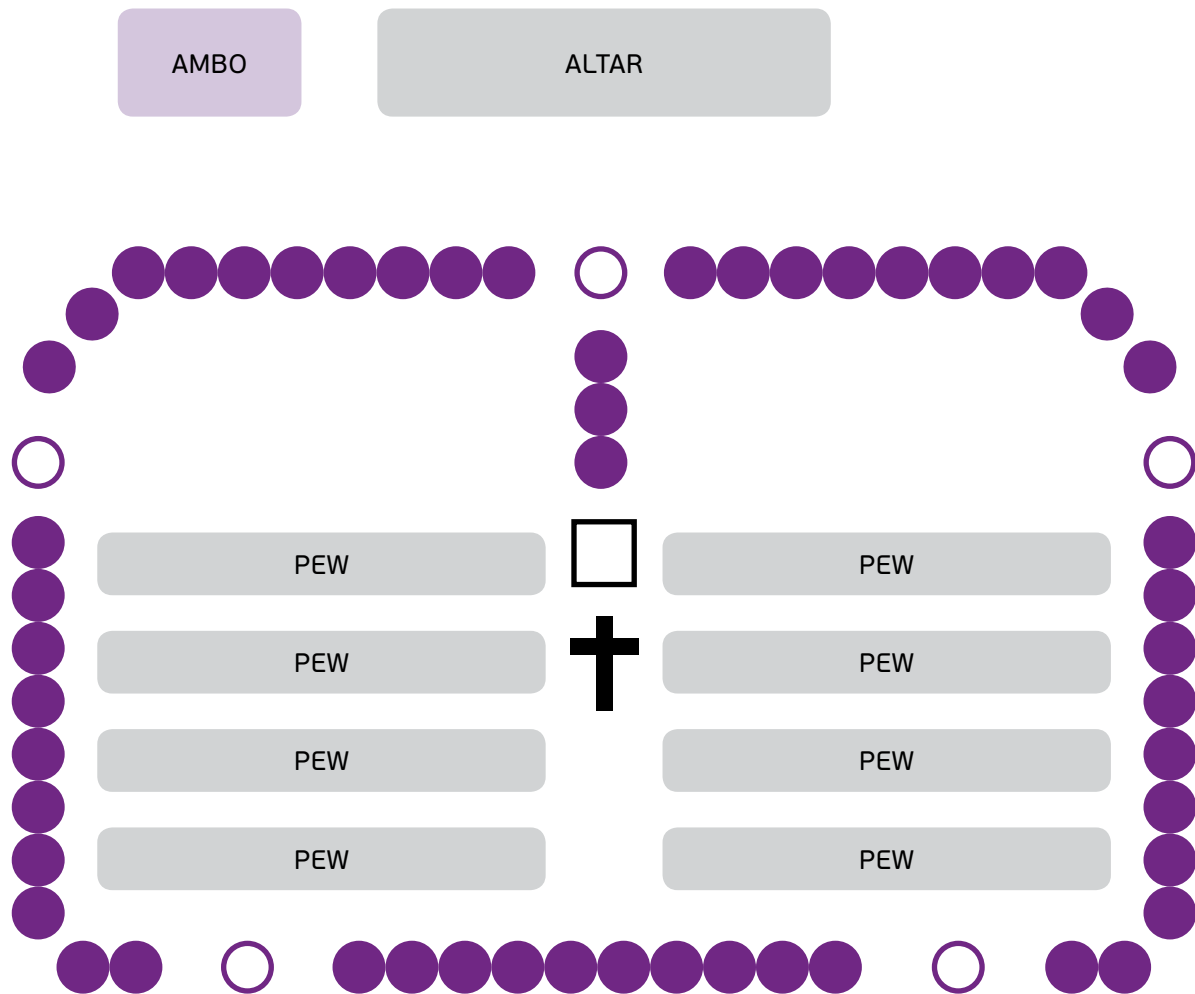
1. They learn their prayers. In order to pray the rosary, children must learn the Apostles Creed, the Our Father, the Hail Mary, the Glory Be, the Fatima prayer, and the Hail Holy Queen (not to mention the Sign of the Cross). Learning these prayers in the classroom will help them in their personal prayer and prayers in Church.
2. It is an opportunity to build community. We usually had students share intentions before praying. This establishes a purpose to praying the rosary giving them something to think about while they pray. An extra perk of this activity was that it was very successful in building a sense of community among the class. Students began to know and care about each other on a more personal level as they shared with one another.

3. It teaches them to be quiet. Children of all ages rarely get time to quiet themselves. Saying the rosary can be an opportunity to slow down, be quiet, centre themselves, and focus on God. Repetitive prayer can be a very effective way to centre oneself.

4. It helps them become comfortable with intercessions to Mary. As more and more people become uncomfortable with intercessory prayer to Mary and the saints, it is important that you share with your students how important this kind of prayer can be when they are very young. To put this simply: we ask Mary for prayers just as we ask each other for prayers. The difference is her very special relationship to her Son to whom all prayers are offered.

5. It teaches them about the Scriptures. Many people do not realise that praying the rosary is meant to be a meditation upon the life of Christ and Mary in the Scriptures. Although not every mystery of the rosary can be found specifically in the Bible, the rosary can be an effective way to introduce students to stories from the Bible. By encouraging students to meditate on the mysteries of the rosary, you will be establishing prior knowledge they will be able to use in later lessons about the Annunciation, Birth of Jesus, the Paschal Mystery, etc.

## Diagram of the Church for a Living Rosary



Apostles' Creed



Hail Mary



Our Father



Glory be, the Fatima Prayer, announce the next mystery, and lead the Our Father

## The Living Rosary: Bring the Rosary to life for your students!

Looking for a special way to pray the Rosary? Try a Living Rosary at your school. This beautiful prayer service takes some preparation and practice, but many teachers have found it makes for a powerful and prayerful annual tradition.

The Rosary, in this case, is made of students, with each student representing a bead. Select a group of students (61 in all) to embody the Rosary in the church with each student leading the prayer associated with his or her position in the Rosary.

- Form the decades by arranging 50 students in segments of 10 around the perimeter of the church. This can be a good way for younger students to participate, as they need only lead one Hail Mary each.
- Between the decades, place five individual students. This can be a good way for older students to take a leadership role as each will lead the Glory Be, the Fatima Prayer, announce the next mystery, and lead the Our Father before on to the next student.
- If your church has stairs leading up to the altar, this is a great place to form the “tail” of the rosary or you can bring the tail back into the middle of the church (see the diagram alongside). Have six additional students form a line from the main part of the rosary up toward the altar, bending the line slightly so students sitting in the pews can see. The student on the end should hold a crucifix, perhaps the one used during the opening and closing processions at Mass. As with the other groups, select students of an appropriate age to lead their corresponding prayers.
- Be sure to select a strong leader to say the Hail, Holy Queen and Sign of the Cross at the conclusion of the Rosary. This will likely be the same leader who announces the first mystery and leads the first Our Father.

Select your group well ahead of time to allow for at least one rehearsal. You’ll want the learners to feel confident in their role as prayer leaders, and practice will help relieve the anxiety about where to stand, when to start speaking, and what to say.

On the day of the Living Rosary, gather the participating learners in the church and then bring in the rest and have them sit in the pews. They may wish to bring regular rosary beads or to watch as the prayer moves around the Living Rosary. Either way, this unique prayer service brings your whole community together around the Rosary.

### Living Rosary Variations:

- If you plan to do a Living Rosary with a smaller number of children—a single class—then divide the students up into the different decades and tail of the rosary or have a Rosary procession very much like the Stations of the Cross only each station is a Mystery of the Rosary.
- Rather than simply announcing the Mysteries, you might have a group of older students prepare reflections on the mysteries to offer at the appropriate times.
- Invite guests from the community—parents, CSO or CIE staff, your chaplain or owners, etc.—to introduce the mysteries with reflections of their own. This can be a meaningful way to incorporate a focus on vocations into the Living Rosary.

### Making a Rosary

- 53 beads of one colour
- 6 beads of another colour
- 1 crucifix
- 1 metre of cord, with a dot marked at 15 cm from one end
- Sort the Hail Mary beads into 5 groups of 10 and one group of 3.
- Put the 6 Our Father beads together.
- Stretch out the piece of cord, straightening out any kinks.

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**This beautiful prayer service takes some preparation and practice, but many teachers have found it makes for a powerful and prayerful annual tradition.**

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### Steps

1. Tie a knot where 10 beads will end.
2. String 10 Hail Mary beads onto the long end of the cord. Slide them down so that they line up above the knot.
3. Tie another knot above the 10 beads, leaving a little space for them to slide.
4. Add an Our Father bead and tie another knot.
5. Continue the three previous steps until you have 5 sets of 10 beads, but don’t add the fifth Our Father bead yet.
6. Tie a knot at the end. Then, tie both ends together, forming a circle of beads. Pull that knot tight. Dab a little adhesive glue or clear nail polish on the knot to secure it.
7. Add one Our Father bead to the longer piece of cord.
8. Tie a knot, and then add three Hail Mary beads.
9. Tie a knot, add the last Our Father bead and tie another knot.
10. Secure the crucifix by tying a double knot. Pull the knot tight and dab a little adhesive glue or clear nail polish on it.
11. Once the adhesive or nail polish is dry, clip off the excess cords, hold your rosary, and say a prayer for your family.
12. You may wish to have your rosary blessed by a priest.

Sources: [www.thereligionteacher.com](http://www.thereligionteacher.com)  
[www.loyolapress.com](http://www.loyolapress.com)



# The Role of the Speech Therapist in the Classroom

By Mandy Hanouch



Speech therapists assist children who have difficulties with speaking, listening, understanding language, reading, writing, social skills and stuttering. They work with children who have difficulty communicating due to developmental delays, learning disabilities, intellectual disabilities and hearing loss. Most classrooms in South Africa do not have access to speech therapists and yet there are many children in need of support.

## What can teachers do to assist learners with speech problems?

- Expect errors and do not over-react when speech errors occur (especially in front of the class).
- Say “good talking” or “yes that’s correct” when the child has said the word correctly.
- Be a good listener. Try to focus on the content of what the child is saying rather than over-correcting the child’s speech and ignoring what s/he is saying.
- Ignore most of the speech mistakes made during class and allocate only a few minutes each day to focus on speech exclusively, preferably one-on-one.

Some children struggle to understand language and for others the development of language takes longer than usual.

Signs and symptoms of children struggling with speech development:

- Children develop language but at a slower rate than the norm.
- Their language sounds empty – little information is offered in descriptions.
- Children are sociable but are unable to engage in meaningful conversation.
- They know what they want to say but just can’t get it out – this causes frustration which presents as behavioural problems.
- Children don’t use language appropriately during social interaction.
- Children use short sentences.

## What can teachers do to assist learners with language difficulties?

- Work with the learner at his/her own level (may need different work to the rest of the class).
- Allow learner to say what s/he wants to express. Be patient with them.
- Allow learner to show you what s/he means if unable to express himself/herself.
- Send new words home as homework before introducing them to the class.
- Be interested in what the learner is trying to communicate.
- Work from concrete to abstract.
- Use the learner’s strengths to assist him/her with learning.
- Keep records of learner’s progress.
- Provide strategies to help the child learn e.g. read story and questions twice before answering, highlight important words, highlight question word e.g. how, why, what.
- Always check that the learner has understood.
- Use pictures and write instructions on the board.
- Use simple, clear language and familiar words.
- Let the child repeat activities often.
- Repeat your instructions.
- The learner needs a lot of reinforcement and praise! ■

# What it is like to be a Learner in Our Schools

By Cullen Mackenzie



Recently, CIE surveyed more than 4700 Grade 6 and 7 learners in selected Catholic schools to understand their experience of school and to determine the extent of corporal punishment in schools. This was done as part of the Building Peaceful Catholic Schools Programme that is being implemented in more than 60 Catholic schools.

A survey was developed to measure the climate in schools. The learners filled the surveys out anonymously. They were asked to indicate how often certain activities occurred during any given week at school. There were 25 questions covering interactions with other learners, interactions with teachers, and their experience of the school environment.

The following graphic illustrates the findings of the survey. At first, the findings shocked us a little. We were surprised at the high percentage of teachers harming children versus how many of the learners loved being at school. Another contradictory finding is the high percentage of children being hit versus the percentage of teachers said to be being nurturing towards learners. We believe that

this could possibly be because children expect to be hit at school and at home.

## School Climate: National Figures - 2016

The percentages below show learners' perceptions of various things at school during their week, including their experiences with other learners, their perceptions around their context, and their views on the way that teachers treat them. The figures are based on 4700 surveys conducted across the country.

- Other Learners
  - 87% - Caring
  - 37% - Bullying
- Teachers
  - 81% - Nurturing
  - 40% - Harming
  - 78% - Made me feel safe
  - 52% - Hit me
- Context
  - 90% - Liked School
  - 34% - Scared at school
  - 33% - Disrespected at school
  - 49% - Bored at school

## We took the findings back to the learners and schools and asked more questions:

- "Why is there so much sharing at your school?"
- "Why do you think there is so much unkindness in your school?"
- "When another learner hits you, what happens?"

- "When a teacher makes you feel safe, what happens?"
- "What happens when your culture is disrespected?"

These questions helped learners and schools to make sense of the results and begin developing responses.

## At CIE we used the responses to the survey to answer the following questions:

- What are the unintended consequences of our work?
- What are the major challenges we are facing?
- What change are we seeing as we work in Catholic schools?

This last question is one that we, at CIE, ask most often, as it's important for reporting to our funders and guiding the way we work. If we can see change (sometimes in stories, other times in subtle behaviour changes), then we can find out why there was change, and use that information to plan our work going forward. At CIE, we were also able to use the data to advocate for responses to issues. In the coming years we will use the responses to the surveys to show change as a result of CIE's interventions in schools. The survey will be conducted annually until 2018. ■

If you would like to do the climate survey in your school please contact Cullen Mackenzie the CIE [cullen@cie.org.za](mailto:cullen@cie.org.za).



# Biodiversity

## > What is biodiversity?

The word biodiversity comes from bios (meaning life) and diversitas (meaning variety). Biodiversity refers to the amazing variety and richness of life, not only in South Africa but worldwide. This diversity refers to all animals, plants, habitats and human cultures as well as their genetic diversity all over the world.



## > Why is biodiversity important?

Biodiversity maintains life on Earth. An ecosystem (a natural system in which living and non-living things interact with each other) that has a large number of different species shows the biodiversity in that system. A healthy ecosystem requires the inter-relationship between plants, animals and the non-living environment (water, air, and soil) to be well balanced. By conserving and ensuring sustainable use of the Earth's rich biodiversity, we are ensuring the following services that are essential for survival on Earth:

- provision of food and fuel,
- provision of shelter and building materials,
- purification of air and water,
- detoxification and decomposition of waste materials,
- stabilisation and moderation of the earth's climate,
- moderation of floods, droughts, temperature extremes and wind forces,
- generation and fertility of healthy soil,
- pollination of plants (including crops),
- control of pests and diseases,
- cultural and aesthetic benefits.



## > What are the threats to biodiversity?

- Urban expansion and development which leads to habitat destruction.
- Littering, illegal dumping and pollution.
- Human population growth which leads to over-exploitation of natural resources.
- Spread of invasive alien species.
- Climate change.



## > Making a Web of Life

This activity explores the inter-relationship between all living and non-living things in the environment. A spider-web is very strong because the spider connects its threads at many different points. Use your learners to make a web to show how connections make a strong, healthy environment.

You will need:

- » Scissors
  - » Paper for pictures or name labels
  - » Pins
  - » A box
  - » A ball of string/wool
- Learners can draw pictures or write name labels of indigenous plants, birds, reptiles, mammals, insects and of the non-living things found in the environment – water, air and soil. Include the sun. Have as many different producers, herbivores, carnivores, omnivores and scavengers as possible to create diversity in the environment (+/- 15).
  - Divide learners into groups of 20 – 25. Ask them to stand in a circle.
  - Each group member must hold their picture or label so that each person in the group can see what the other person represents.
  - The person representing the sun must stand in the middle with the ball of string.
  - The group must now work out who needs/eats what. The sun, holding onto the end of the string tightly, must pass the ball of string to the person who needs the sun to exist. That person holds onto a part of the string before passing the ball onto the next person (who needs that person to exist).
  - Do not worry if the string criss-crosses around the circle – remember, you are creating a web.
  - Eventually there should be a web linking all the plants and animals and non-living things. This shows the inter-connection between all living and non-living things in an ecosystem.
  - Once the learners can see and understand how a healthy ecosystem is inter-connected, i.e. how important biodiversity is, ask the learners to discuss what would happen if a piece of the web was broken (you could cut the string being held between two people) e.g. if the habitat should be destroyed.
  - As a result of a breakage in the web, learners will see how the web is weakened (the ecosystem is threatened) and how many living and non-living things will feel the negative impact.



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# Study Matters

By Anthony Joseph

There are various thoughts on effective study habits and various opinions on what learners need to do to achieve their best.

**M**y experience over many years in the education sector exposed me to many learners with varying degrees of competency in the subject that I taught. I noticed that study skills were not only related to intellectual ability, but also to practices that helped learners to perform better.

When used consistently, the study techniques below can help learners improve understanding and memory regardless of the subject being studied. The methods are effective for school grades, college, independent study or any other learning environment.

## Study Skills #1: Approach to studying matters

How learners approach studying is as important as how they progress with the studying. Too many learners look at studying as a necessary task, rather than an opportunity to learn. Having the right mind-set is important in order to study smarter.

To help learners improve their study mind-set:

- Encourage them to think positively when they study, and remind themselves of their skills and abilities.
- Avoid catastrophic thinking, “I’m a mess, I’ll never have enough time to study for this examination”, instead look at it like, “I may be a little late to study as much as I’d like, but since I’m doing it now, I’ll get most of it done.”

- Avoid absolute thinking, instead of thinking “I’ll always mess things up,” the more objective thought must be, “I didn’t do so well that time, what can I do to improve?”
- Learners should avoid comparing themselves with others, because they usually just end up feeling bad about themselves.

## Study Skills #2: Where to study

A common mistake made by learners is studying in a place that really is not conducive to concentrating. An area with a lot of distractions makes for a poor study area.

Encourage learners to investigate multiple places at school and at home, not to just pick the first one they find as good enough for their needs and habits. Finding an ideal study place is important, because it’s one that they need to count on for the next few years. E.g. the library, a well ventilated and lit room at home or a nook in a student lounge or hall.

## Study Skills #3: Reduce Interference

One cause of forgetting is the phenomenon of interference. Interference occurs when information that has been learned previously interferes with new material that is similar.

Interference can cause confusion when the time comes to recall the material. The brain can mix up new information with information learned before.

For example, suppose you met several people at a career expo last week and several more people at a party the next evening. Interference may cause you to confuse the names of people at the expo with those you met at the party and vice versa.

There are several individual strategies that can be employed to keep interference to a minimum:

- Overlearn the material: The better the learners know the material, the less likely that interference will occur. To overlearn, learners need to continue studying beyond the point that they can barely recall the information.
- Make it meaningful: Another way for learners to reduce interference is to make the information meaningful. To best remember learning, the learning

must make sense instead of knowing it by rote. Interference can happen even with meaningful material, but less often.

Some ways learners can make what they are learning more meaningful:

- Familiarity. The more they know about a subject the easier it is to learn material related to it, e.g. experienced chess players are able to master new moves quicker than people not familiar with chess.
- Rhymes. If learners can convert the information they need to remember into a rhyme, it becomes more meaningful and easier to remember. They will probably know a mnemonic like MR VEM J SUN P, which stands for the nine planets in order, starting with Mercury the one closest to the sun.
- Patterns. In the same way that rhymes make information more meaningful, patterns do too.

For example, when learning a list of codes, learners can identify repeating patterns that can help to memorize subsections of the list.

When memorizing long numbers, the numbers can be broken into memorable patterns. If a learner needs to remember the number 345376388391, it helps to notice that every fourth number is a “3”, as in 345-376-388-391.

Interference increases as the amount of activity between study time and the time to recall the material increases. Intervening mental activity increases the chances of interference.

If learners have an exam coming up, the best way to minimize interference is to go to sleep (once they have studied sufficiently). While this principle is important, it isn’t always practical as they may need to study multiple subjects at once or have other activities that they need to engage in, however, advise learners to keep it in mind and use it when they can.

- Don’t study similar subjects together: Forgetting due to interference will also increase if learners try to study similar subjects close together, e.g. if learners need to study Mathematics and Physical Sciences together, it would be better to study English between them to lessen potential interference.
- Study different subjects in different



rooms: Another way for learners to reduce interference is to study in different contexts for different subjects that might interfere with one another. Suppose a learner is taking courses in History and Geography. To prevent confusion between the two subjects, encourage learners to study History in one room and Geography in a different room. Even using different coloured inks for the two subjects when taking notes can help reduce interference.

When using image-based techniques to learn similar material, learners create separate mental rooms by including a subject-anchor in their images.

Advise learners to avoid studying all their subjects at the same time. Research shows that there is better remembering and less interference if only one subject is learned during a particular study session.

When studying, learners shouldn’t skip around between English, History, Math, and so on. They should spend sufficient time on one subject, then study the others in separate study sessions.

If learners don’t have several days to separate their studying, it helps to take a short break, e.g. after studying Mathematics, take a break before starting English. To re-set their brain to prepare for the next subject. ■

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# New Skills for Youth

The Catholic Institute of Education (CIE) has become one of the partners of J.P. Morgan's New Skills for Youth (NSFY) programme, aimed at enabling young people to obtain the education and credentials they need to be career-ready and succeed in well-paying jobs. In 2016, philanthropic investments in South Africa represented the highest contribution from J.P. Morgan after the firm's spend in the US and the UK.

**T**he Catholic Institute of Education, in collaboration with JET Education Services and the MSC Artisan Academy will be using the funds to transform skills training for disadvantaged youth in baking, merchandising and end-user computing. The objective is to provide youth not in education or training (NEET) with access to quality training for jobs in demand. The NSFY programme envisages benefiting 1,000 young people. Twelve skills centres have been identified in Gauteng, Free State, North West and Western Cape. An outcome of the NSFY initiative is for young people to be able to enter the formal or informal sectors with marketable and relevant skills. Each skills programme includes a Life Skills component.

The NSFY programme was launched in Ennerdale, Johannesburg, at one of the participating skills centres. The launch provided an opportunity for government, business, skills centre representatives and civil society organisations to discuss the fundamental challenges of and potential solutions for the youth employment

predicament, with a focus on workplace-based learning.

Marc Hussey, joint Senior Country Officer and Global Corporate Bank Head for J.P. Morgan in Sub Saharan Africa, closed the event by highlighting the implications of lack of workforce training on South Africa's long-term development and "the critical need to increase labour market productivity and create better economic opportunity". Hussey emphasised the global banking group's approach to sustainable philanthropy that draws on local role players that work in partnership to support local communities, and specifically, unemployed youth. Key lessons from NSFY will be taken to scale the pathways needed to develop new skills for youth in South Africa.

J.P. Morgan's initiatives focus on projects that aim to address a key challenge in South Africa – that of unemployment and skills development.

There is a pressing need and opportunity to accelerate, enable and facilitate young people's transition into economic activity, particularly for those young people who

are vulnerable to poverty and long-term unemployment. There is a need, where appropriate, to scale solutions that can effectively address the barriers inhibiting the successful transition of a large number of work seekers into productive and sustained economic activity, whilst ensuring that in the scaling of solutions, the quality of outcomes is not compromised and the cost of scale is appropriate. Better efforts are needed to co-ordinate investments across sectors and geographies to accelerate delivery and improve outcomes.

Persons with educational levels below matric in South Africa are close to three times more likely to be discouraged job-seekers compared to those with tertiary qualifications (Statistics South Africa Labour Force Survey, 2015). This challenge of youth who are neither in employment or education and training (NEET) impacts the livelihoods of many households, as well as crime levels.

There is little opportunity for youth to access practical skills training, as Technical Vocational Education and Training colleges

(TVET) are largely theoretical and lack capacity for practical instruction. Access to Workplace Based Learning (WPBL) is limited to formal apprenticeships (for matriculants with Maths and Science) and learnerships, but these can only absorb limited numbers. WPBL is generally not accessible to youth on skills programmes, which limits their ability to meet qualification requirements and their mobility in the labour market.

CIE affiliated Catholic skills centres offer short skills programmes/part qualifications. Support in placing learners in workplaces is provided by two Job Services Officers. The officers source companies that accommodate learners requiring WPBL to meet their qualification requirements.

Employers find the current policy environment quite restrictive and difficult to navigate. Proactive employers are increasingly looking at innovative ways through which to link colleges to employers. The Sector Education and Training Authorities (SETAs) have a role to play in this relationship, but more effective and credible models are needed. The NSFY initiatives can provide important case studies that can be replicated nationally.

By and large, ensuring that the skills delivered by education and training are indeed those demanded by employers remains a key priority for South Africa.

In order to achieve growth and development, a multi-pronged skills development strategy that targets not only low-level skills, but also high and intermediate skills development simultaneously is required (Visser & Kruss, 2009). The vision of the Sustainable Development Goals (SDGs) is to transform lives through inclusive and equitable quality education that promotes lifelong learning for all (SSA, 2016). By 2030, government aims to substantially increase the number of youth and adults who have relevant skills for employment and are in decent earning jobs (SSA, 2016). The establishment of Skills Development Institutes (SDIs) across South Africa is a response to this. In addition, within DHET institutions such as the SETAs, new Community Colleges (CETC) and TVET colleges are moving on a path to greater engagement with and promotion of SDI development.

Urban Development Frameworks (UDFs) that outline interventions and strategies which are needed to address development issues in these areas have been approved (IDP, 2016).

There is an immediate need to ensure that the large available youth labour force is absorbed into the economy – to support and enable economic growth and to mitigate against poverty, unemployment and exclusion (Rebel, 2016). Some such interventions already exist across the society, but need to be further scaled, built on or replicated for greater impact. Young people need to acquire the core skills required for employment through education and occupational skills through work-based learning (ILO, 2010). Successful skills development strategies include a focus on both building solid foundation skills, and creating strong links between the worlds of education and work (ILO, 2010).

Specific policies are necessary to improve training and employment services for disadvantaged young people, which include those who have been removed from child labour, who live in rural areas, or whose families work in the informal economy (ILO, 2010). Improving training and employment services will help young people to enter the formal labour market and improve their chances of long-term employability (ILO, 2010).

Unemployment rates and poor educational opportunities, especially among the youth, remains one for the key challenges in South Africa. The country's level of youth unemployment is among the highest in the world (Bernstein, 2008, p. 5), with 65.9% of African 16 to 24 year olds finding themselves 'broadly' unemployed at the beginning of 2012 (Levinsohn et al, 2013). According to Statistics South Africa (<http://www.statssa.gov.za/?p=1034>), a quarter of the South African labour force cannot find a job, 71% of those unemployed are youth aged 15-34 and 30% of those between 15-24 are not in employment, education or training. The percentage of young women without work is higher than that of young men. The 2011 Census indicated that only 4% of youth choose a vocational route (Post-school education: Broadening alternative pathways from school to work; Branson, Hofmeyr, Papier and Needham), resulting in a lack of employable skills which exacerbates the situation, with a great majority of youth having never worked at all.



*CIE Director, Janice Seland, addressing donors and participants at the launch*



*Ca Senior Management and staff from J.P. Morgan and staff from CIE Thabiso Skills Institute and the Salesian Development Office. ption xxx*

High youth unemployment results from (and makes for) an exceedingly difficult and uncertain transition process from education to employment. Obtaining one's first job is crucial to future involvement in the labour market, yet in the study Why has unemployment risen in the New South Africa?, Banerjee et al (2006) find that only 14.5% of young people who transit out of a non-economically active state (i.e. the category which includes enrolment in an education institution) find a job within six months. The consequence is that many young job-seekers become disillusioned and join the ranks of discouraged workers (Bernstein, 2008, p. 5).

Youth unemployment is thus extensive and dangerously entrenched in South African society (Bernstein, 2008, p. 5). In the transition of the youth from education to the labour market and economic activity, the pathways and outcomes are clearly influenced by a range of institutional, individual-, firm- and household-level challenges. ■



# A Social Justice Immersion Experience for Religious Educators

By Evona Rebelo

On Thursday 20 April, 44 teachers boarded the ferry for Robben Island. There was some excitement but even more trepidation for they didn't know what the next 26 hours would reveal.

**T**hey knew that they were going to have a 'prison' experience – sleep in a communal cell, eat prison food and be dragooned from one location to the next. They all entered into the spirit of it, which impressed me for teachers can be rather set in their ways! They like to exercise control over their classroom, programme and most of all their sleeping arrangements! However, we believe that life-long formation requires the facilitation of experiences that are not always comfortable. Sometimes our complacency needs to be disturbed a little in order for growth to occur.

Catholic Social Teaching is integral to our school-based Religious Education programmes and where best to explore these principles than on Robben Island – the bastion of social justice. Our diverse group of teachers were also able to integrate, relate and process the many 'struggle' lessons that the Island has to teach. Throughout its history, the Island has always been used to separate and oppress people e.g. lepers, the insane, common-law and political prisoners. The evidence of this horror surrounds you. One can imagine the longing that was felt by those held captive on the Island. On a clear day such as ours, we looked out across the bay and, almost within reach, was the magnificence of Cape Town and Table Mountain. In our morning prayer, we acknowledged the island as a symbol of the triumph of the human spirit over adversity.

Our experience was indeed unique and life-changing. On Friday afternoon we stood in the lime quarry with the sun beating down on us (experiencing an

inkling of what former political prisoners must have suffered) through the building of an 'isivivame' – a pile of rocks which expresses the collective vision of our group. ■

**The clarion call of Oscar Romero became our own:**

*Let us not develop an education that creates in the mind of the student a hope of becoming rich and having the power to dominate.*

*That does not correspond to the time we live in.*

*Let us form in the heart of the child and the young person the lofty ideal of loving, of preparing oneself to serve and to give to others.*

*Anything else would be an education for selfishness*  
- Oscar Rome



# Nurturing Leadership Among our Youth

By Evona Rebelo



A very important part of the formation of the young person within the Catholic school has to do with the nurturing of their personal call to leadership. And, specifically the call to servant leadership – to make a difference in the world. This is not an easy task, particularly against the backdrop of some of the models of leadership demonstrated in the world today. Current politics and media often portray leaders as powerful narcissists who seek to enrich themselves. Our Catholic school ethos calls us to be counter-cultural. Our Religious Education and Life Skills curricula should facilitate within each young person a growing awareness of their talents and their call to serve. Our Catholic Social Teaching can inform the way we form our next generation of leaders.

In the Western Cape, we have six high schools. Each year, we bring all the grade 10 learners together for leadership training. These six high schools represent the broad socio-economic spectrum of the Western Cape. The learners have the opportunity to move in very different social circles. An appreciation of diversity is an important social and spiritual tool which all young people in South Africa need to acquire. This year, our network participated in two programmes, which we believe will go a long way to building a more just, equitable and tolerant South African society.

## Enke Trailblazers programme

The programme was promoted throughout our schools and learners were invited to apply. Twelve learners from Catholic schools were selected to attend the five-day training camp during the winter holidays. Over 100 young people, from remote Eastern Cape villages to leafy suburbs of Cape Town, engaged in a week-long leadership programme which probed the realities of South African society, practised 'deep' listening and devised practical ways of making a difference in their respective communities. The learners will now embark on a nine-month programme in which they will be mentored to facilitate

their Community Action Plan (CAP). The end of the programme is marked with a graduation ceremony. We brought our Catholic school learners together after their training week and were inspired by their response and enthusiasm.

## The Amazing Race

Monday 3 August saw the gathering of 65 Grade 10 learners (from our six high schools) to participate in a Servant Leadership Amazing Race. This is the second year that we asked the Lifeteen Team from Rondebosch parish to facilitate the programme. The young people were split into teams and had to achieve, through a collaborative strategy, a number of tasks. Of course, the day was high-energy and loads of fun. But the most important learning, was the acquisition of collaborative leadership and diversity appreciation skills. Reflective activities were factored in throughout the day to surface these learnings.

A personal highlight for me was witnessing the wonderfully natural inclusion of a learner from the St Joseph's (Marist) Inclusive Education Unit. It was obvious how much his fellow St Joseph's learners cared for him. He participated fully and contributed richly to the experience for all participants. ■

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An appreciation of diversity is an important social and spiritual tool which all young people in South Africa need to acquire.

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# St Patrick's Day Celebration at Emazabekweni Primary School

By Dominic R.Z. Moshoeshoe

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On Ash Wednesday this year, Emazabekweni Primary School experienced the misfortune of losing a learner due to drowning in a dam on a neighbouring farm. During a memorial service held at the school the plight of children brought about by global warming was highlighted to the school community. Pope Francis' message of "taking care of our common home" was conveyed, and everyone was encouraged to take action to limit the rising temperatures that force children to swim in any available water enclosure. The local ward councilor and other community leaders were requested to facilitate the construction of a swimming pool where children will learn to swim safely as temperatures continue to soar to averages of 35 °C and above.

A week later, the school community gathered to learn about the work done by their patron saint who is also the patron saint of Ireland. It is coincidental that the school's uniform for girls is green, the same colour as the three leafed clover that was used by St Patrick to illustrate God in three persons: the Father, the Son and the Holy Spirit. The school chose this colour some time back, without knowing that the colour green is associated with St Patrick.

On 17 March 2017, under the leadership of Mrs J.N. Ndzimande, the principal, festivities were organised to honour the patron saint of St Patrick's church, which is an out station of Mary Help Mission at Ixobho in KwaZulu-Natal. Father Sibongiseni Ndlovu of the Mariannhill Diocese led a liturgical celebration. Different denominations attended as many had been educated at this school.

The celebration of St Patrick's feast day was the first to take place in this part of the world, which has produced a number of priests, including the late Bishop of Eshowe, Bishop Manseut Dela Biyase. Some of his family members attended the celebration. All those present learnt a great deal about the prayer life of St Patrick and the miracles that he performed due to his faith in God.

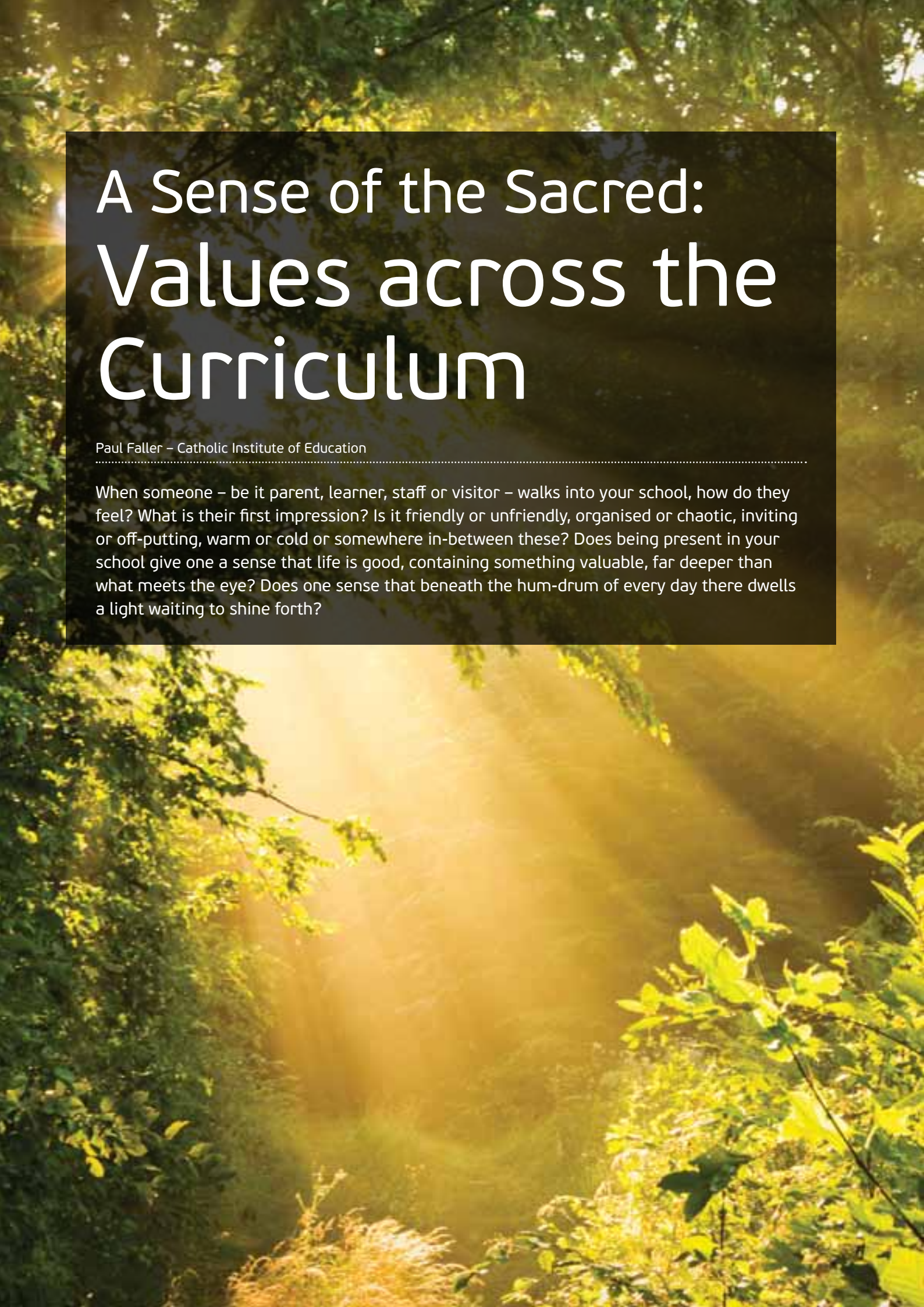
In his homily, Fr Sibongiseni reminded

the congregation that we are called to follow in the footsteps of St Patrick and acknowledge local people who have worked hard to bring the Good News to this part of the African continent. One of the people mentioned was Mr Mattheus Phindangani Miya for having played a leading role in the spreading of Catholic faith in this parish. Mr Miya was a lay-minister who walked on foot throughout Mary Help Parish. He taught the Catechism to many people who were at this celebration. His preaching and teaching reached the hearts of many people at Emazabekweni and he made great sacrifices to spread the faith, just like St Patrick did in Ireland.

St Patrick's feast day celebration at Emazabekweni provided an opportunity for the Catholic schools network to acknowledge one of the pioneers of Catholic Education in Kwa-Zulu Natal, Brother Brendan O'Shea FMS. Br Brendan was originally from Ireland. Sadly, he passed away in June 2017. The role that he played in ensuring the teaching of Religious Education and maintaining the Catholic ethos in our schools will hopefully continue to bear fruit for many years to come.

We are grateful to all these great people and hope that God listens to their prayers as they call for His Kingdom to come to all His people. ■





# A Sense of the Sacred: Values across the Curriculum

Paul Faller – Catholic Institute of Education

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When someone – be it parent, learner, staff or visitor – walks into your school, how do they feel? What is their first impression? Is it friendly or unfriendly, organised or chaotic, inviting or off-putting, warm or cold or somewhere in-between these? Does being present in your school give one a sense that life is good, containing something valuable, far deeper than what meets the eye? Does one sense that beneath the hum-drum of every day there dwells a light waiting to shine forth?





### Informal Curriculum

The Catholic school strives to be such a welcoming light, showing in all its many and various activities that “the world is charged with the grandeur of God,” or in softer mode to be like the trees in this poem.

*Around me the trees stir in their leaves  
and call out, “Stay awhile.”*

*The light flows from their branches.*

*And they call again, “It’s simple,” they say,  
“and you too have come  
into the world to do this, to go easy,  
to be filled  
with light, and to shine.”*

When we look at the different dimensions of our school life, we can ask if they generate light or not. Do they give clear guidance and positive energy to our learners and staff, or do they sometimes confuse and leave a sense of uncaring or even oppression?

### Formal Curriculum

In this short article I want to focus on the formal curriculum and the light it can provide. Alfred North Whitehead (1861-1947), an English mathematician and philosopher, well-known for his three-volume Principia Mathematica, one of the 20th century’s most important mathematical works which he co-authored with Bertrand Russell, said a remarkable thing given his academic background: The essence of education is that it be religious.

What did he mean by this? He goes on to explain that a religious education is an education which inculcates duty and reverence. Note that he is not talking here about a subject called Religious Education. Rather he is describing an education that promotes both moral growth – manifested in a sense of duty or responsibility, and spiritual growth – evident in an attitude of reverence towards others and the whole of creation. In short, he advocates an education based on values that promote human flourishing and the wellbeing of all things living and inanimate.

It is well established that the curriculum is not value-free. All that we teach is underpinned by certain values. This is also true of the way we teach. On this strength of this realisation, Howard Gardner of Harvard University creates a curriculum framework based on the three classical values of truth, beauty and goodness. He

describes these values in the following way:

- Truth is about the accuracy of statements and propositions.
- Beauty is about experiences...primarily of nature and of the arts.
- Goodness is about the quality of relations among human beings, those near to us as well as those more remote from us.



Richard Osmer of Princeton Theological Seminary translates these three terms – the true, the beautiful and the good, that go back to Aristotle – into faith, hope and love, terms that capture the same essence but now suffused with the spirit of the Gospel. The diagram suggests how the subjects of a school curriculum might fit into this framework, but the reality is of course more fluid than this.

If we look more closely at each subject area, we can identify a set of values that are inherent to a faithful study of that subject. Such recognition challenges us to be more aware of these values as we go about our daily teaching. Mathematics, for example, encourages the development of honesty, equality, trustworthiness and justice.

What do you think? Consider the subject you teach and see if you can identify its value base. Living out these values in the classroom teaching and learning will add a sense of the sacred to your area and, with diligent practice, you will cause its light to shine forth. ■

The Religious Education Department of CIE offers a workshop for Catholic school teachers to help them identify the foundational values of their subject area, and discusses practical ways of fostering these values in their teaching.





# Health Screening Guidelines for Schools

By Cullen Mackenzie and Nontobeko Matlala

Each year, CIE visits schools in the Eastern Cape and KwaZulu Natal to perform health screening. The standard intervention consists of screening children in terms of: height, weight, nutrition, hair and skin condition, hydration, eyesight, hearing, immunization status and whether they have their Road to Health Cards.

In addition to this, all members of the Health Screening team look out for other health-related issues, and are particularly aware of potential learning difficulties and social problems. Once a child has been screened, they are given deworming medication and any other basic medication (e.g. scabies or ringworm). For all other health issues, the learners are referred, and that referral process is closely monitored by the school, the local champions for health, and the CIE Team. Referrals and any other issues are discussed and followed up in subsequent visits, and the team also engages in advocacy with local government and others based on the results of the screening.

Here is a list of health barriers that are common among children and how to identify that a learner may have this condition. We have also made some suggestions for the action that needs to be taken.

Once a child has been screened, they are given deworming medication and any other basic medication (e.g. scabies or ringworm)

## School Health Guidelines

Health barriers common among school children	How to identify a learner with this barrier / condition	Recommended Action
Ongoing severe infectious diseases		Ensure that the child is fully immunised, including the 12 year immunisation.
Hearing or ear barrier. <i>This can be caused by noise exposure from TV or headphones, chickenpox, measles, mumps, flu, ear infections or head injury.</i>	<ul style="list-style-type: none"> <li>• Running ear</li> <li>• Lack of concentration</li> <li>• Difficulty in following instructions</li> <li>• Always asking for a repeat</li> <li>• Lack of interest in auditory activities</li> <li>• Always screaming when speaking</li> <li>• Impaired speech development</li> <li>• Enjoys playing alone all the time.</li> </ul>	<p>Screen the hearing of the child on annual basis or 4 times throughout the child's school period.</p> <p>Refer to the ear doctor or specialist.</p>
Speech barrier	<ul style="list-style-type: none"> <li>• Speech that is not fluent nor clear</li> <li>• The child drools (unintentionally spills saliva)</li> <li>• Speaks through the nose.</li> </ul>	Support the learner and develop individual support programme. After exhausting all avenues, refer the learner to the speech therapist.
Language barrier	<ul style="list-style-type: none"> <li>• Cannot follow appropriate instructions</li> <li>• Cannot identify objects by both pointing and naming</li> <li>• Struggles to follow grammatical rules.</li> </ul>	Support the learner and develop individual support programme. After exhausting all avenues, refer the learner to the therapist.
Visual problems <i>NB. A visual problem can be easily mistaken for a learning problem.</i>	<ul style="list-style-type: none"> <li>• Poor eye tracking skills – eyes not staying on target</li> <li>• Poor eye focusing</li> <li>• Poor visual-motor integration – eye-hand coordination, sports vision.</li> <li>• Poor visual perception (visual memory).</li> </ul>	<p>Refer a learner to the eye specialist or optometrist.</p> <p><i>NB. Visit Spec Savers first if you suspect that a child cannot see properly. They offer free services to children below the age of 12.</i></p>
Squint and lazy eye	<ul style="list-style-type: none"> <li>• Crossed eyes</li> <li>• Double vision</li> <li>• Eyes not aligning in the same direction.</li> </ul>	Refer to the eye specialist
Spring catarrh	<ul style="list-style-type: none"> <li>• Red / brown eyes, especially seasonal</li> <li>• Itchy eyes</li> </ul>	Refer to the clinic or purchase over the counter medication.
Communicable diseases	<ul style="list-style-type: none"> <li>• Itchy skin</li> <li>• Rash</li> <li>• Scabies</li> <li>• Lice</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to personal hygiene.</li> <li>• Recommend use of testmosol soap for scabies.</li> </ul>
Dental problems / dental caries	<ul style="list-style-type: none"> <li>• Brown, black or white stain on the tooth surface</li> <li>• Visible holes or pits in the tooth</li> <li>• Toothache</li> </ul>	<ul style="list-style-type: none"> <li>• Regular mouth check.</li> <li>• Discourage learners from eating sweets</li> <li>• Encourage tooth-health foods</li> <li>• Organise a mobile dental clinic to come to your school</li> <li>• Introduce a tooth brushing schedule at school.</li> </ul>
Gait disorder (walking abnormalities)	<ul style="list-style-type: none"> <li>• Limping</li> <li>• Dragging feet</li> <li>• Difficulty with walking</li> <li>• Trouble with balance</li> </ul>	Refer to the hospital.
Obesity and overweight		Encourage healthy lunch boxes and less junk food.
Underweight <i>NB. A child's weight should be in proportion to his or her height.</i>		Encourage parents to avoid giving children juices added with sugar – they fill kids up while providing little or no energy, fat and protein.



