



To: Principals, SGBs, Parents

Topic: COVID-19 Disruptions

Message Objective(s): **To assist principals, parents and SGBs to understand the critical considerations when responding to the current disruptions in education caused by covid 19.**

Message: Critical considerations when responding to the disruptions in education.

1. **Ecosystem** – affected learners and teachers carry emotional stress from home to school and vice-versa. Schools are embedded in a community and education happens at both home and school. Parents, Unions, SGB and social structures like churches and community clubs are part of the ecosystem and therefore must be tapped in to provide psychosocial support to both teachers and learners.
2. **Balancing**- education focus - traditionally on curriculum delivery (academics) as opposed to learner health and well-being. Mental health, nutrition and safety are also of paramount importance.
3. **Implications** for policy, strategy and system planning and teaching/learning during COVID pandemic and beyond DBE policy and strategy.
 - Strategy for PSS for learners in SA schools (2016)
 - A guide for LSAs and Schools for providing PSS for learners
 - Basic PSS skills: a COVID 19 responders guide (2020)
 - PSS: a model for SA schools (2021)

School managers are therefore encouraged to work closely with structures within their communities to maximise the provision of psychosocial support not only at schools but to the wider community. The collaboration will result in maximum benefits for learners and will obviously lead to improved learning outcomes.

From: George Taodzera (Georget@nect.org.za) 079 368 0612 References: (The Progressive Teacher: Jan 2020 Issue, CSTL Framework document)