

Psychosocial Support Message

08 August 2022

To: District Directors, Circuit Managers and Principals
Topic: Role of Psychosocial Support for learners and teachers in Recovering learning loses
Message Objective(s): Make Psychosocial Support an integral part of the Recovery Teaching and Learning.
Message: Psychosocial support for teachers and learners promotes recovery teaching and learning.

As the pandemic has subsided and all learners are back at school, its effects are still being felt across the educational system. Some learners and teachers are still reeling from the impact and their emotional well-being is delicate. It is important to raise awareness regarding learners' and teachers' needs for psychosocial support and the value the support will have for learner reintegration and the teaching in the classroom. Teaching and learning in the classroom must change, and unless it incorporates psychosocial support, it will not succeed in supporting learning recovery across subjects.

Teachers need to have provision for psychosocial support for learners to deal with stress, anxiety, and mental well-being in the lessons they teach. This must be incorporated in the lesson planning and then implemented in the classroom. For teachers to support learners in this way, they need to receive guidance and support regarding the management of their own psychological needs. The teams of wellness in the districts can support teachers in this regard. Social workers and Non-Governmental Organisations within communities can assist both learners and teachers to deal with their psychosocial needs.

Schools must identify the learners and teachers with psychosocial needs and invite social workers or NGOs to assist. Some practical things that teachers can do to support learners with learning recovery include providing the affected learners with space to do their homework if they come from dysfunctional families where they do not find support or space to do the assigned work. It will take a vast amount of time to recover the learning loses but teachers can prioritise psychosocial support to support learner well-being.

Recovery learning will take many years, but the education system can mitigate the effects and impact of the learning loses by making provision for psychosocial support at schools for both teachers and learners to deal with their stress and anxiety.

The module is available on the NECT website www.nect.org.za

From: George Taodzera (Georget@nect.org.za) 079 368 0612
References: (Psychosocial Support: A Model for South African Schools (2021))