



To: Principals/Teachers

Topic: **The Learner Psychosocial Support Model**

Message Objective(s): **To build capacity for schools to provide psychosocial support to learners.**

**Message:** The PSS model is designed to ensure that, as far as possible, schools themselves can lead in addressing the ramifications of social impacts upon their learners in the context of school community's existing strengths and weaknesses.

The learners psychosocial support model in schools is a three -tier intervention as illustrated below:

**Tier 1:** Whole school intervention provided by all educators to all learners in the school.

**Tier 2:** Individualised support services to individuals or groups in the classroom or specialised support by specialists outside the classroom.

**Tier 3:** Intensive support that may take place outside of the regular classroom.

If schools can provide one or more interventions to all learners, it enriches the overall school environment and provides a healthy psychosocial climate that enhances social and emotional well-being and therefore learning.

Psychosocial support can be implemented in two ways:

- Group services to those with the same or similar needs
- Individualised support for individuals with specific needs

Group services address common learn issues, peer education, teen parenting, boys/girls' clubs, drug and alcohol awareness and anxiety support groups are examples of what schools can do to assist their learners. Individualised support must target identified learners with specific need and referrals are done for further assessment.

Through school -wide campaigns schools can create positive environment such as career jamborees, on -site health screening and other wellness programmes. Principals, SGB SMT, RCL, educators and learners are role players in building a conducive environment.

These suggested activities will undoubtedly assist in building successful PSS models in our schools where learners feel safe and secure, and their needs are met. This in turn will lead to better learning outcomes for the learners.

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References: Education White Paper 6 Special Needs Education, Building an Inclusive Education and Training System (2001); Psychosocial Support: A model for South African Schools. (2021)