



To: **Principals, Education Officials, and Teachers**

Topic: **Assessing Psychosocial support needs to assist learners to recover learning losses caused by the pandemic.**

Message Objective(s):

To assist educationists on how to assess psychosocial needs at schools.

Message:

Rebooting the education systems cannot happen without supporting the learners with psychosocial support. There are basically two broad steps that can be followed by schools in assessing psychosocial support to assist learners with recovering the losses suffered in the past two years. Learners have a lot of scars from the pandemic and educators need to look out for distress signs if the system is to recover fully. Step 1 is explained this week.

Step 1: Identification and support

Implementer and Role	Responsibilities	Timeframe	Requirements and Resources needed
Educator observes PSS distress and screening is carried out	<ul style="list-style-type: none"> Identifying learners displaying psychosocial distress or other concerning emotional expressions or behaviours. Conducting conversations with identified learners to establish cause. Providing immediate support and completing the screening tool and or recommending further assessments by a trained psychologist. 	Immediately as the distress is observed.	<ul style="list-style-type: none"> Educator must be trained on PSS Strategy, PSS model of implementation, processes, and tools. Refresher training on SIAS and tools as and when required. Private and confidential space to conduct investigation discussion. PSS screening tool Register to record learners Notebook to record key observations and critical information
Learner Support Agent, SBST Coordinator, Social Worker	<ul style="list-style-type: none"> Using the screening form in implementing the action with identified learners. Explaining the next steps to learners so that the learners are clear and on board with the steps. Completing the learner PSS screening tool. Managing learner appointments and supporting the learner. Record keeping of learner information and liaison between educators and learners. 	Weekly or immediately in case of emergency	<ul style="list-style-type: none"> Implementer must be trained on PSS Strategy, PSS model of implementation, processes, and tools Private space to converse with distressed learner. Access to SBST and its meeting and appointment schedules. Completed learner PSS screening tool. PSS tracker tool. List of community resources /schools' network of stakeholders.

Refer to the DBE's Care and Support Teaching and Learning (CSTL) policy framework for more information.

From: George Taodzera (Georget@nect.org.za) 079 368 0612

References: (Psychosocial Support: A Model for South African Schools (2021))