

To: District Directors, Circuit Managers and Principals and SBST

Topic: Promoting Recovery learning through building a socially cohesive and inclusive school environment.

Message Objective(s): Implementing fully the CSTL National Model in South African Schools

Message: Schools must strive to build socially cohesive and inclusive school environment to recover learning gaps for all learners.

Building a Socially Cohesive and Inclusive School Environment – this is one of the 10 priority areas of the CSTL framework for DBE. This week we further deepen our understanding of this priority area and how schools can facilitate its implementation to support learning recovery.

Many children in our society today face social exclusion and many have dropped out school particularly those from indigent families, minority groups and children with disabilities. Many schools are not completing concession forms for children who might benefit from such concession. The result is that many children facing learning barriers end up dropping out of school because their learning barriers could not be addressed.

Schools must apply the Screening, Identification, Assessment and Support Policy (SIAS) (2014). Learners having learning barriers must be identified by all staff, assessed and supported. All schools must have a list of all identified learners and the support given to them is designed to allow the learners to continue to be part of the school instead of being socially excluded in academic and extra mural activities. Support to these learners should be documented and used to complete concession forms at the end of the year. Learners with learning barriers can be kept on the list for 3 years or until there is notable improvement. Learners with learning barriers need more support if learning recovery is to benefit all learners. It is clear that learners with learning barriers lost the most during the pandemic and schools should strive to cater for all learners.

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