



**SOUTH AFRICAN COUNCIL
FOR EDUCATORS**

Handbook for Teachers' Rights, Responsibilities and Safety



**Produced by
LeadAfrika
Consulting (Pty) Ltd
South Africa**

AUTHORSHIP

Welcome to the Handbook on Teachers' Rights, Responsibilities and Safety. This book was written by LeadAfrika Consulting (Pty) Ltd, in conjunction with the South African Council for Educators (SACE). On 5 March, SACE launched the National Teacher Rights, Responsibility and Safety Programme in Pretoria, where it was decided that from the mandate that was given by the Department of Basic Education, SACE should try to find out what they could do nationally to assist the teacher to be safe in schools. SACE decided to create a Handbook that teachers could use within a classroom and school situation when confronted by the behaviour displayed by children that is abusive and aggressive. The Handbook provides various do's and don'ts that teachers should be aware of when they are confronted by learner-on-teacher school-based violence.

In preparation of this Handbook LeadAfrika Consulting used:

- i. Current literature to establish best practises from an international context as well as an African context; as well as to identify cutting edge innovations in the space of learner on teacher school-based violence; teacher rights as espoused in various documents; teacher protection within the violence-based context and teacher rights and responsibilities.
- ii. Other sources of information including internet websites, legislation, Department of Education reports and documents; and research books and journal articles;
- iii. The report of empirical research that was done by LeadAfrika Consulting to solicit educators' views on learner on teacher school-based violence in South Africa by holding focus group discussions in all the nine provinces of the country; and
- iv. Other relevant information (such as, lessons from other professional teaching councils and national councils outside the teaching profession) as background information in preparation of developing the SACE handbook/guide of teachers' rights, responsibilities and safety.

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DRAFT

CONTENTS

Handbook for Teachers' Rights, Responsibilities and Safety	i
AUTHORSHIP	ii
ACKNOWLEDGEMENTS	ii
ACRONYMS	v
DEFINITIONS	vi
CHAPTER 1: INTRODUCTION AND BACKGROUND	1
1.1 HOW SHOULD THIS HANDBOOK BE USED?	1
1.2 LITERATURE REVIEW	2
1.2.1 Introduction	2
1.2.2 Learner on Teacher School-Based Violence	3
1.3 EMPIRICAL RESEARCH	4
1.3.1 Introduction	4
1.3.2 Teachers' Rights	5
1.3.3 Teachers' Responsibilities	7
1.3.4 Teachers' Safety	10
1.3.5 Roles of educators, HODs, principals, community leaders and parents in the local level crime and violence prevention in the school	13
1.3.6 Conclusion and Recommendations	14
1.3.7 Suggested Framework for Teachers' Safety in Schools	18
CHAPTER 2: SCENARIOS AND DO'S AND DON'TS IN SCHOOL VIOLENT SITUATIONS	20
2.1 INTRODUCTION	20
2.1.1 Case Study	22
2.2. CLASSROOM VIOLENT ACTIVITIES	25
2.2.1 Physical, Sexual and gender-based violence	25
2.2.2 Emotional/verbal violence	36
Psychological violence	37
2.2.3 Common challenges that may lead to violence	54
2.3 SCHOOL LEVEL VIOLENCE	75
2.3.1 Physical violence	75
2.3.2 Verbal/Emotional Violent Activities	97
2.4 COMMUNITY LEVEL	108
BIBLIOGRAPHY	117

ACRONYMS

ADHD	Attention Deficit/Hyperactivity Disorder
A.T.P	Articulate Teachers Program
BGEM	Boy, Girls Education Movement
CCMA	Commission for Conciliation, Mediation and Arbitration
COSAS	Congress of South African Students
CHH	Child Headed Households
CPF	Community Policing Forum
DBE	Department of Basic Education
CPF	Community Police Forum
EAP	Employee Assistance Programmes
EEA	Employment of Educators Act
HOD	Head of Department
HSRC	Human Sciences Research Council
IPID	Independent Police Investigative Directorate
LRA	Labour Relations Act
L.O	Life Orientation
MEC	Member of the Executive Council.
NGO	Non-government Organisation
PTSD	Post-Traumatic Stress Disorder
PAM	Personnel Administration Measures
QLTC	Quality Learning and Teaching Campaign
SBST	School Based Support Team
SACE	South African Council for Educators
SAPS	South African Police Services
SGB	School Governing Body
SMT	School Management Team
YMF	Youth Management Foundation

DEFINITIONS

Expulsion is the permanent prohibition by the Head of the respective Provincial Education Department of a learner from attending the school concerned if found guilty of serious misconduct.

Suspension, refers to the temporary prohibition by the governing body of a learner from attending school.

Serious misconduct is a set of behavioural norms which a learner at a school shall be found guilty of if he/she transgresses the school's code of conduct.

The "**code of conduct**" is a statement of behavioural norms compiled in terms of the South African Schools Act, Act No.84, 1996, to regulate the conduct of learners attending a public school.

An **educator/teacher** as defined by the Educators Employment Act 1994, is any person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and educational psychological services at a school.

A parent refers to:

- the parent or guardian of a learner
- the person legally entitled to custody of a learner, and
- the person who undertakes to fulfil the obligations towards the learner's education at school.

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 HOW SHOULD THIS HANDBOOK BE USED?

This handbook consists of two chapters. Chapter 1 introduces the handbook. Section 1.1 informs the reader on how the handbook should be used. Section 1.2.1 provides a broad overview of the literature and Section 1.2.2 examines the literature on learner on teacher school based violence in South Africa. Section 1.3.1 introduces the empirical research, followed by a discussion on Teacher Rights (section 1.3.2), Responsibilities (section 1.3.3) and Safety (1.3.4). Section 1.3.5 deals with the roles of educators, HODs, principals, community leaders and parents in the local level crime and violence prevention in the school. Section 1.3.6 presents the conclusion with suggested recommendations. Section 1.3.7 deals with a suggested framework for teachers' safety in schools. Chapter two covers various scenarios relating to violent situations in schools and classrooms and also presents some do's and don'ts in such scenarios.

There are pertinent questions teachers ask themselves without being able to answer them. For e.g., What makes a school a safe place? What can be done? What is the way forward for educators? How is support stakeholder going to help? How can we assist young teachers to manage their classes? How do we empower our teachers not to be able to say, "I am feeling that I am not good enough?" The learners are no longer respecting, not only their teachers, but also their parents. They commit acts of violence against their teachers. Teachers are confused as they do not have the support that they require from parents. They do not know their rights as teachers; they are feeling alone. Parents are no longer involved in their children's education, which creates a ripple effect.

This handbook is useful; as it attempts to provide a way forward by serving as a reference book. It is user friendly; every educator should read it to know his/her rights, responsibilities and most importantly, to know what to do and how to protect him/herself in violent school environments.

It is SACE's hope that this Teachers' handbook will be of great help to educators in terms of knowing their rights, responsibilities as well as protecting themselves; and creating a safe school environment to be able to deliver lessons without fear and intimidation by their learners. In this way, hopefully, the passion for the education profession will be regained. But most importantly, the educators will be able to provide the learners with knowledge for social and psychological development which will, as a result, be beneficial to the whole of South Africa.

1.2 LITERATURE REVIEW

1.2.1 INTRODUCTION

While teachers are supposed to provide learners with knowledge and a safe environment for social and psychological development; they are also expected to be role models to learners and are responsible for protecting them from harm as well as promoting the learner's well-being. While learners are expected to show respect to teachers, they themselves are attacking teachers, to the extent of even killing them on school premises.

What is happening in South African schools currently, is alarming; violence of learners against teachers has reached unprecedented proportions. The violent behaviour in schools is unbearable and it is high time something drastic is done about it. According to the research done (and based on academic articles, journals, newspaper articles and sources of interviews conducted between 2014 and 2018) by Daya Chetty, President of South African Principal's Association (SAPA), Gauteng and Principal of Laudium Secondary School, among 20000 teachers at 1380 schools across the country: 20% of South Africa's teachers believe that schools are violent places and suspect their learners and colleagues are armed; and about 17% of teachers reported fights involving weapons at school and almost 13% of teachers believe gangs operate in their school. They don't want to be known as the person who was unable to discipline a child, so many are quiet about it. But for most teachers, they feel that even when the methods are applied, it is the consequences that are not adequate and very often teachers complain about the children who have been found guilty of all sorts of mayhem, are then placed back into the same class with the very same teachers that they may have assaulted. These pupils come back as heroes to their fellow learners and it just further breaks down the entire system of discipline.

The Department of Basic Education (DBE Report, 2014) emphasises the importance of creating safe schools that encourage respect for human rights. It further states that the responsibility of pupils is to respect educators and their important role; while teachers are encouraged to adhere to a code of ethics, and SACE promotes, professional development of all educators. There are many documents that support teachers engaging in teaching in safe and secure environments but what is good on paper may not necessarily be practiced. For e.g., DBE has provided a framework for a whole-school approach for principals and educators to be held accountable for school safety and schools to develop and maintain safe, welcoming, violence-free learning environments. Schools must implement this framework.

1.2.2 LEARNER ON TEACHER SCHOOL-BASED VIOLENCE

Historically, South Africa has a long-standing link to violence in that the Apartheid systems of control undeniably encouraged violence in schools. A child's development of violent behaviour can only be understood by exploring the ecology of the context in which the child grows up, using the Bronfenbrenner's (1994) ecological systems theory. Learners become aggressive towards their teachers for various reasons but mostly due to underlying factors like poverty, drug or substance abuse and dysfunctional families (see Henry, et.al., 2000; McMahon, et.al., 2013; Wilson & Lipsey, 2007). There are several external factors (e.g., gangsterism) and internal factors of violence (e.g., school leadership and management) that affect the safety of teachers in a school environment. These factors have significant implications for the ways in which schools are organized and managed and the ways in which learners do or do not see themselves as part of a genuine school community. This scenario is exacerbated by the presence of family and neighbourhood adults in the lives of these young people who had been incarcerated or involved in drug-related or other criminal activities. Many children are brought up in homes with single parents (mostly mothers) or no parent at all and such circumstances impact drastically on the child's wellbeing and behavioural development. The risk for school violence is often compounded by community level factors, such as alcohol and drug availability as well as access to weapons. This information highlights the importance of safe communities and safe home environments as prerequisites for safe schools.

The characteristics that are related to violence include school demographic characteristics (for e.g., most schools with violence activities are in townships especially those near taverns), administrative practices as well as school disorder characteristics (see Bennett & Fraser, 2000; McMahon & Watts, 2002; McMahon, et al., 2013).

Factors of high levels of violence are, among others, school level, enrolment size, location, crime where learners live, number of classroom changes, number of serious discipline problems, and number of school wide disruptions. School violence affects not only those who are directly victimised but also those who witness the violence occurring at schools, creating an atmosphere of fear and apprehension, which interfere with a learner's ability to learn. Situations of prevalent violence are associated with a rise of teacher absenteeism, sickness (e.g., depression), resignation or early retirement and hating the teaching profession altogether.

1.3 EMPIRICAL RESEARCH

1.3.1 INTRODUCTION

The learners' violence against their teachers in South African schools has reached alarming proportions. A participant summarised the children of today that, "*...the youngsters of today have a bit more arrogance/ attitude within the classrooms, they think they 'own' the classroom. They have no respect for teachers, and they don't value learning. They attend school just for the sake of it. Teachers feel disheartened, as they put in a lot of effort and learners don't want to listen*", and another added, "*We have broken families and a broken generation of children*".

Currently, teachers are not doing their job they used to do in the past; in some schools, they wait for 5 to 30 minutes for the class to settle before they start to teach partly due to the violence. Learners no longer respect teachers; they are physically, verbally, emotionally, and directly or indirectly abusing them, leaving a deep mark on the self-confidence and self-esteem of teachers. Teachers are overloaded, apart from too much work they are supposed to do as teachers, they are also supposedly doing the work of the parent, a psychologist or counsellor and a social worker, while they are, at the same time being physically or verbally abused by their learners. The fears of personal safety often cause them to leave the profession of teaching altogether (see also Lyon & Douglas (1999). This hinders teachers' work, affecting job satisfaction and performance, and ultimately contributes to difficulties when they are attempting to create a healthy atmosphere in the classroom. In the end, this has an impact on education, and the final development and success of learners (Opic, Lokmic & Bilic, 2013).

1.3.2. TEACHERS' RIGHTS

Educators have the right to work in an environment in which they feel valued and respected, where they may actively support learner's development and learning and where they are free from fear, threat and harm. This is entrenched in the South African Bill of Rights. Chapter Two of the South African Constitution (RSA 1996). Section 12 (RSA, 1996, p. 30) states that everyone has the right "to be free from all forms of violence and not to be treated or punished in a cruel, inhumane, or degrading way". Fundamentally, teachers, like anybody else, have a right to dignity and the right to life. Section 23 of the Constitution provides that: everyone has the right to fair labour practices. Labour rights (according to *Labour Relations Act (LRA) and Employment of Educators Act*) include protecting employees against unfair dismissals, teachers' rights to form and join a trade union, to participate in the activities and programmes of a trade union; and (c) to strike.

A teacher relies solely on the constitution; legislation, rules and policies. Apart from human rights, teachers' rights include:

- to be respected in class;
- to teach in a conducive situation;
- to work in a safe working environment (ensured by the employer) and SACE;
- to be free;
- not to be discriminated against by race and gender;
- to dignity;
- to be treated reasonably and fairly;
- for voice and opinion to be heard at institutions and be taken seriously;
- to be empowered and made aware of their rights;
- to be advocated with their rights;
- to know the recourse when their rights have been violated;
- not to be victimised;
- not to be physically or verbally abused;
- the right to defend themselves (in accordance with the situation)
- to have intervals;
- for their voice to be heard;

- right to fair representation;
- right to remain silent until representation
- to be paid on time;
- to teach what they know, and what they trained for;
- to develop or study further; and
- to inclusivity (i.e., special people at the school, LGBTI).
- Right to access information

Who must campaign for these rights?

- Educators must be vigilant about their rights.
- Advocacy/support should be given by DBE, SGB's, SAPS, SACE and every relevant stakeholder.
- Schools should develop protocols for teachers' safety.
- Teachers should be led by teachers' unions and DBE (with circulars that speak to the teachers' rights).
- Individual teachers must implement these rights (i.e., mentoring each other at the school).

How can they be enforced or implemented?

- Have an independent person and a separate unit to intervene and link up with the DBE to mediate their concerns.
- The gap between the teachers and principals should be bridged.
- By having support from professionals, i.e., social workers, psychologists (to deal with the learners and teachers with psycho-social problems).

Where are these rights applicable?

- Broader community (to be part of the school systems).
- School environment.
- Classroom environment.
- Teachers are teachers at the school and outside the premises.
- Teachers' conduct shown at school must also be shown outside the school environment.

1.3.3 Teachers' Responsibilities

For details, the reader is referred to Section 5: SACE Act 31 of 2000, Page E-17. There is demarcation between the role of the principal, or School Management Team (SMT), the School Governing Body (SGB) and the teacher. The role of the SGB is to support the curriculum; the principal is the executive manager of the school; and the teacher is supposed to teach and educate the learners according to the prescriptions of the National Minimum Curriculum and the directives of the competent authority; and to educate them according to the educational needs, abilities and attainment of individual learners entrusted to his/her care by the Head of School. The core business of the teacher is to teach, and the core business of the learner is to learn.

What constitutes a responsible teacher?

- Teacher who is equipped to deal with challenges in various forms;
- Teacher who knows what to do when learners are fighting and when they are abusing substances such as drugs;
- Teacher who does not shy away from playing a parental role and who gets to understand and bond with learners;
- Teacher that is always present, punctual and well prepared to teach: and in this way, capable of developing and winning respect from the learner;
- Teacher who knows the learners and their challenges; and in this way a teacher will treat each learner's incident on merit;
- Teacher who is equipped to deal with learners who are different, who are vulnerable and struggling, who are bullied, etc.;
- Teacher who is able to deal with diversity; and show understanding and tolerance for diversity.
- Teacher who can identify challenges and deal with them appropriately.

Main Responsibilities

According to the SACE code of conduct for teachers, the main responsibilities (**see Section 5: SACE Act 31 of 2000, Page E-17**) are:

- Plans, prepares and delivers lessons.
- Teaches according to the educational needs, abilities and attainment of the individual pupils and groups of learners.
- Assigns work, corrects and marks regularly work carried out by his/her learners.
- Assesses, records and reports on the development, progress and attainment and behaviour of his/her learners.
- Provides or contributes to oral and written assignments, reports and references relating to individual learners or groups of learners.
- Participates in arrangements within an agreed national framework for the appraisal of the learner's performance.
- Promotes the general progress and well-being of individual learners, groups of learners or class/es entrusted to him/her.
- Provides guidance and advice to learners on educational and social matters and on their further education and future careers, including information about sources of more expert advice.
- Communicates, consults and co-operates with other members of the school staff, including those having posts of special responsibility and parents in the interest of pupils.
- Participates during school time in meetings held in the interest of the learners.
- Reviews and evaluates his/her methods of teaching and learning and the teaching and learning programme/s within the National Minimum Curriculum.
- Advises and co-operates with the College's Principal, Head of School, Assistant Head, other teachers and Education Officers in the preparations and development of courses of study, teaching material, teaching programmes, and methods of teaching, assessments, and pastoral care arrangements.
- Participates in further personal training and professional development as a teacher, including the attendance to in-service education and training courses prescribed by the Education Division authorities and agreed upon with the relevant trade union.
- Maintains good order and discipline among pupils and safeguards their health and safety at any time and place when learners are under his/her care.

- Participates in staff, group or other meetings for the better organisation and administration of the school or related to the school curriculum or pastoral care arrangements.
- Contributes to the professional development of new teachers and learner teachers according to arrangements agreed upon with the Head of School.
- Provides the necessary information and advice and makes the necessary requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her.
- Ensures the safe custody of equipment normally used by him/her during lessons and sees to its regular servicing and maintenance.
- Attends school meetings.
- Registers the attendance of learners under his/her care.
- Shares in any possible and reasonable way in the proper management, organisation, order and discipline of the school.

Absence (see SACE code of conduct for teachers)

If you are unable to attend to your duties due to illness, you are to keep your school informed. A medical certificate (NI 46) is to be drawn up by your doctor on the first day of illness.

Accountability (as provided in SACE code of conduct for teachers)

As a teacher you are expected to:

- be punctual and give a full day's work;
- be prepared for all lessons;
- keep all learners occupied and interested;
- mark all work constructively;
- monitor learners' progress and keep an accurate record of it;
- Access the Ministry of Education website (www.education.gov.za) and other relevant websites regularly as this keeps you informed about latest developments taking place.

A support service for teachers is being offered by the district offices to those teachers that are:

- finding difficulties related to managing behaviour in class;
- having personal emotional difficulties that affect their performance in class;

- encountering hardship in integrating in the school system;
- passing through difficult times due to events that have happened in school which leave a negative impact on their life; and
- in need of advice on administrative issues.
- Report sexual offences

Usually, the service is offered in the form of one-to-one sessions. Any personal and non-personal information divulged during the sessions with the counsellor will be kept under strict confidentiality unless consent is given by the person receiving the service. No information will be used for reporting issues neither verbally nor in writing.

For disciplinary procedures, the reader is referred to section 5: SACE Act 31 of 2000, page e-13. Staff handbooks or a generic handbook compiling all circulars and procedures concerning schools can be accessed through the website of the Department of Education.

1.3.4 TEACHERS' SAFETY

Teacher Protection within School-Based Violence Context

School violence is affected by individual, school, family and broader community-level risk factors. For this reason, any attempt to solve and reduce the level of this problem needs to extend beyond the school itself. School safety programmes and interventions can address a wide range of violence related issues within both the school and community, including behaviours, attitudes, patterns and forms of communication, policies and norms (supporting: Walker, Ramsey & Gresham, 2004; Lane & Beebe-Frankenberger, 2004; Massey, Boroughs & Armstrong, 2007; Wilson & Lipsey, 2007). For this to happen, it needs the partnership with local stakeholders including local government, the police and other stakeholders.

According to the law, the SGB should adopt a code of conduct for the learners, after consultation with the learners, parents and educators of the school. In addition, a tailored violence prevention policy can be formulated which should be consistently implemented (Espelage & De La Rue, 2011; Howard, Flora & Griffin, 1999). This should contain clear plans for responding to learners who show signs of behavioural issues as well as a plan for learners who have violated behavioural expectations. Learners should be taught to be knowledgeable,

responsible, socially skilled, healthy, caring, and contributing citizens by the growing number of school-based prevention and youth development programs (Weissberg & O'Brien, 2004). Educators must be taught about the challenges facing learners today, which include poverty, stress, etc; and be equipped with non-violent and conflict resolution skills. The trauma induced by violence needs to be dealt with and addressed as the safety and security of a teacher is of utmost importance. A school may for e.g., hold workshops and counselling sessions and teach learners as well as educators on how to deal with it. Hence, there must be school violence intervention programmes that are designed to educate and protect teachers from violence. Like in the US, a multi-systems approach is best suited for attaining a comprehensive understanding of how to deal with learner violence against teachers, which would include violence prevention programmes at all levels, that is, *Learner level, Teacher level, Classroom level and School level*. All stakeholders including community or traditional leaders, parents, local government, NGOs, police, security, social workers, psychologists, educators, and any other concerned person should come on board (Huang, et al., 2005; O'Farrell & Morrison, 2003; Maehr & Midgley, 1991).

What makes a school a safe place? What can be done?

(The following responses have been taken from interviews conducted in research focus groups)

- The school should have a fence.
- Funds should be allocated to buy good security systems including well trained security guards, drug and metal detectors, etc. Security guards should not only be at the gate but also patrol around the fence.
- Learners should have proper documentation when they are admitted.
- A friendly and comfortable environment should be created that makes both the learners and teachers attend school.
- Collective responsibility from parents, educators, school management, learners, police (including the linking of schools initiative), social workers, psychologists, nurses, and community leaders, working together and guided by policies, accepted by all stakeholders.
- Parents should always speak the same language as teachers in an attempt to groom the child. If for e.g., a teacher punishes the child for bad behaviour the parent needs to look at the holistic situation and properly understand what occurred before taking the learner's side.
- The local community should protect both the teacher and learner coming to school.

- Having children of the right age in a class, not for e.g., having a 21-year learner doing grade 8 with the 13 - 14-year-old; mingling together will be difficult and the environment will not be safe for teaching and learning.
- Instilling values in children. Know the background children come from and improve teacher – learner interaction. This will make it easier for learners to approach teachers to ask for help or explain the situation at home.
- Implementation of effective safety programmes (with safety committees, safety policy, code of conduct etc). Code of conduct must be revised every year to cater for new developments; and must be subservient to the school's act and the constitution.
- Strong Representative Council of Learners (RCL), a governance structure of learners as stipulated in the SA Schools Act, 1996 (Act 84 of 1996).
- Having one entrance. People who enter the school should be known individuals and, in some cases,, should be searched for drugs, alcohol or weapons. Entry and exit points within the school should be controlled.
- During breaks there should be a teacher who controls and monitors the movement of the learners because this is the time when selling of drugs mostly takes place. Learners buy drugs through the fence from people coming from outside.
- Every classroom should have rules to guide learners. For e.g., a learner should not go in and out; because, sometimes, learners move from class to class to sell drugs. The situation is worse where a teacher is based in his/her classroom and children have to move from one classroom to another for the different subjects.
- School safety system where all stakeholders, i.e., hospital, clinic, community, social worker, psychologist/ counsellors, parents, police, school disciplinarian (who refers matters to /the disciplinary committee), principal, HOD, SGB, security, NGOs, etc get involved.
- Learners must know their rights and responsibilities. They must also know teachers' rights.
- Teachers must know their rights and responsibilities. They must also know learners' rights.
- Parents must also know the rights of the children, and their responsibility for their children's education. For e.g., parents must attend parents' meetings and their children's disciplinary meetings.
- An educator must focus on the development of a learner academically and holistically.
- Teachers must not have sexual relations with learners.
- Weapons (e.g., knives, guns) should not be brought into the school premises.

- Schools must deal with diversity (i.e., racial, gender, tribal, cultural, religious, etc) and the DBE should address issues related to overcrowding at schools.
- Issues related to the school's physical structure should be dealt with.
- The principal must report violent incidents at schools to the authorities in a proper way. Educators should also keep records of the violent incidents at schools.
- The schools must have strategies and methods of promoting safety.
- Gangsterism must be dealt with. The community must be empowered to deal with gangsterism and other socio-economic problems like poverty for e.g., by coming up with poverty alleviation initiatives.
- Principals should know how to deal with or resolve violence problems.
- Security cameras should be installed at schools.

How do you deal with safety or what would be the viable strategies to tackle this problem in South Africa?

- Draw a up a protocol.
- Make a TV programme that involves the school/education.
- Educators should report violence incidences to the principals.
- Implement the school policies with the assistance of the DBE consistently.

1.3.5 ROLES OF EDUCATORS, HODS, PRINCIPALS, COMMUNITY LEADERS AND PARENTS IN THE LOCAL LEVEL CRIME AND VIOLENCE PREVENTION IN THE SCHOOL

Reaction units and NGOs should work closely with the police and the school; and there must be a good partnership between the school and police. From time to time (possibly, three times a year), police can go to schools to give talks to learners about violence and safety matters. Learners should be searched by police when necessary. These are important points to consider:

- Communities or local leaders must be involved in security initiatives. For e.g., in one school, when learners are going to write examinations, they go to the tavern which is close to the school and request the owner to close the business at 10.00 pm and check the ages of the learners.

- Parents should cooperate with the educators and effectively engage themselves in school activities. For e.g., they must sign the code of conduct.
- Schools should have a drug testing policy.
- Security guards must be alert at all times, at the gate and around the school fence.
- Schools should have awareness campaigns.
- Schools must have a safety policy which should be signed by all stakeholders including parents. A social worker and a psychologist must be involved.

1.3.6 CONCLUSION AND RECOMMENDATIONS

Conclusions

The violent behaviour in schools is unbearable and it is high time something drastic is done about it. Teachers are no longer being respected by both their learners and parents; they are working in fear of personal safety which often causes them to be frustrated, absent, sick (e.g., depression), resign or go for early retirement and leave the teaching profession.

These are important points:

- Educators are dealing with learners who are broken emotionally, spiritually and physically.
- Teachers are overloaded, apart from their core assignment of teaching, they also work as psychologists, social workers, parents, etc.
- Teacher – learner ratio is too high.
- Young teachers and females are the most disrespected and bullied. Female teachers especially the young female teachers are not safe from the older male learners at school. They do not have control over learners to the extent that they become frustrated or/and depressed. This causes some teachers to be absent from school and/or booked off by a doctor for more than 20 days, which may cause their classrooms to be in disarray.
- The removal of corporal punishment without replacing it with an effective alternative form of punishment created a whole lot of other problems and issues.
- Many good school and class rules and policies exist but their implementation is a challenge.
- Educators need seminars and workshops on violence issues.
- Gangsterism and children discipline are huge societal and parental problems.
- Salaries have some bearings on teachers' morale. Teachers are no longer respected like before, partly because of the amount of salary that they get and partly because of the way

they are portrayed in the public by the media. This affects the attitude of the members of the public towards the teachers' status. Those working for private schools are earning a lot more and they are even relatively highly motivated.

- There is lack of involvement in school matters from the stakeholders.
- We need to rebuild families and family structures. If we have healthy families in our country, we won't face as many problems.
- Due to violence, teachers resign, some go on early retirement at 55 years because they no longer enjoy their job; some go overseas, get sick (e.g., depression), and some just get frustrated. If nothing drastic is done in the future, South Africa might find itself in dire need of teachers because the new teachers will not be able to replace those who are leaving the teaching profession.
- Detentions and suspensions have proved ineffective in some schools, as parents either protest or pupils simply repeat offences, leaving teachers feeling powerless.
- We need to curb the issue of violence sooner than later, otherwise, it will end up becoming a culture within schools. There is a need to implement drastic measures in place to ensure that there is effective teaching and learning in our schools.

Recommendations

- A website and a safety information network could be formed by government. This would be a resource that describes prevention approaches for making working and learning environments safe for educators and learners.
- Stakeholders should build coalitions and institute social networks that address structural disadvantages such as poverty, unemployment and homelessness through community-supported initiatives that strengthen the social organization of the community and improve neighbourhood and family environments. More generally, community economic development, employment programs and parent training may strengthen communities and reduce school violence.
- Teacher - learner ratio should be decreased; and teachers should know their learners better.
- School's Act, school code of conduct, laws, rules and policies should be reviewed regularly because the school situation changes and should be implemented consistently without favour or fear. They must be very clear to everybody including the learners. More severe punishment should be put in place for perpetrators of violence against teachers. We should

avoid a situation where policies seem to favour or protect learners more than educators, as one participant observed, that, “... a teacher assaults a child the first thing they are going to do is, the police will be called, and a criminal case will be lodged against you and you will go jail. You won't get your salary and you won't be able to provide for the children at home. But when a learner assaults a teacher that child can still come and write exams while the disciplinary hearing is going on”. The process of dealing with serious offenses is too long. The school is a microcosm of the community in which it exists so, the legislation or school rules and code of conduct must be aligned with the community's type. The Department of Basic Education must come up with a clear and effective policy of how to deal with troublesome learners in schools. Schools should come up with strategies to build a productive and positive learning environment. Schools should be given authority to extend the 7-day suspension, which is the norm for serious offences. Learners take that as a 7-day vacation and then come back and continue with the same kind of behaviour. A way must be found to deal with learners' cell phones. (A policy in this regard needs to be implemented from DBE). Teachers should network and share best practices within schools (especially neighbouring schools) and get to understand why learners from different schools behave differently or even learners from the same school behave differently to different teachers. Government needs to implement special drug (e.g., dagga) legislation for schools. Schools should have a legal document that regulates drug use.

- Seminars, workshops or talks should be organised for learners where topics related to racism, tribalism, religion, rights and responsibilities, and how to respect a teacher should be highlighted and explained. Teachers, especially young teachers, should be trained on how to deal with violence issues and how to discipline learners. Teachers need to be equipped to handle cases of violence against them and must always record and report all violence incidents to authorities, which adds a lot of administrative work and responsibilities. It would perhaps be better for schools (especially with a lot of problems) to have more resources to hire a safety officer and someone to deal with issues of discipline.
- More funds are needed for DBE to increase the number of social workers and psychologists as well as school facilities (like fencing the school, toilets, etc) and security. DBE should take charge of paying security guards at schools. Security guards should ideally have 24-hour patrols and rotate around the school premises. All schools should have security guards as a mandatory requirement in their post establishment and the norms and standards should be amended accordingly.

- Principals and teachers should be accountable to the community. They also need to be given an assurance of protection against physical harm from learners and parents. Parents should be held accountable for their children's actions.
- All stakeholders should assume their rightful responsibilities, collaborate and work together. For e.g., the community must be involved in fighting drug abuse. Government, community leaders, parents and educators must come together and collaborate to fight violence because it is a societal problem. There must be a common will to find a solution and the resources to provide a solution. It is of utmost importance that the socio-cultural context and the background of learners be taken into consideration when contemplating a disciplinary measure. A safety committee which is made up of community leaders and a CPF member must be included in schools.
- A special directorate/unit should be created to reside within the provincial head office, which will deal with serious cases of violence. Police should give the necessary support. In township schools, the CPF presence must be revived.
- Teachers should try and establish a relationship with each of their learners within their classroom as some learners may have psychological deficiencies which might stem from their dysfunctional family background.
- Teachers must be motivated and encouraged to be passionate about teaching and learning. Like learners, they also need services of a psychologist to be empowered and be able to cope.
- In hot spots, learners should be searched for drugs and weapons at the gate; and must be tested for the use of drugs if suspected - if they test positive something must be done.
- All government departments must work together in the interest of the educator for e.g., collaboration between Police, Health, Social, Correctional and Educational services must be encouraged. Representatives of each service must form part of a multi-disciplinary team, which will work in the interest of both the learner and the educator.
- DBE must ensure that schools have access to qualified guidance counsellors or social workers and school psychologists. A remedial teacher may be needed in addition to the psychologists and social workers. These professionals should be able to advise, train, inspect and monitor what happens to problematic learners in school. The social worker and school/educational psychologist could advise and provide the appropriate type and level of intervention i.e., individual, family or group therapy. The psychologist can identify the type of programmes required at a particular school, for e.g., conflict resolution programmes, classroom management practices, etc.

1.3.7 SUGGESTED FRAMEWORK FOR TEACHERS' SAFETY IN SCHOOLS

Violence prevention initiatives need to be done at all levels, that is, learner level, teacher level, classroom level, school level and community level.

Prerequisites:

- Teachers require support from government departments (including DBE and police) and teaching bodies to deal with incidents of violence.
- Debriefing of teachers following some of the violent incidents is important to help teachers express and deal with PTSD - related difficulties.
- A lot depends on the teachers themselves; and they must work together as one.
- Education law should be part of the curriculum.
- All the stakeholders must be involved.

The framework:

- 1) Set or review and reform of existing national legislation, rules (including classroom rules) and policies (according to community and type of violence) and implement them consistently.
- 2) Draw up, implement and monitor a school safety plan of action to prevent school bullying and violence.
- 3) Enhance the capacity to collect comprehensive and reliable data on school bullying and violence. Work on standardizing definitions and improving comparability across countries and time.
- 4) Define priorities for, and support research on, the causes, consequences, costs and prevention of school bullying and violence. Undertake systematic and rigorous evaluations of initiatives to prevent and reduce school bullying and violence.
- 5) Develop a school strategy to prevent and reduce school bullying and violence.
- 6) Develop and formalize an intervention programme that is tailored to meet a school's unique characteristics. Involve all stakeholders. It should be used to cater for incidents of bullying and violence and treatment and rehabilitation for those involved in incidents. Regularly, audit the school programme.
- 7) Set and review the School Code of Conduct according to the community type instead of what the government states. It must express the rights of the teacher and the learners. It should be communicated widely; and implemented correctly and consistently. Review it regularly to cater for new happenings in the community and in the school.

- 8) Promote a media campaign to promote non-violent values, attitudes and behaviour.
- 9) Integrate school bullying and violence prevention into teacher education at both pre-service and in-service levels.
- 10) Organise the necessary workshops and training programmes, especially for new and younger teachers to be able to deal with violence issues.

For the school safety plan to work well the following should be considered:

- DBE's School Safety Framework should be prioritised and accompanied by a roll-out and implementation plan.
- There must be performance management systems to ensure that principals and educators are held accountable for school and classroom safety. (engage further)
- Environmental design factors that contribute to violence in schools should be prioritised and dealt with.
- School violence prevention initiatives should be evidence-based.
- An adequate and reliable set of school safety indicators should be developed against which the progress of school safety can be assessed at both provincial and national level.
- The planning and implementation of school safety plans should be integrated into local development plans to ensure partnerships with other local stakeholders.
 - Prevention efforts need to be implemented across schools to address new and emerging forms of violence affecting young people, such as cyber bullying.
 - Easily accessible and child-friendly reporting mechanisms should be implemented in schools, alongside adequate response systems.
 - SGB members should be trained to have skills which will allow them to have oversight responsibility of the school.
 - Teachers should know their learners and integrate well with them.
 - Community participation in education should be strengthened.
 - Community leaders and a CPF member must be part of the safety committees at school.
 - Government, parents and teachers should take their rightful responsibilities, collaborate and work together.
 - The community must be actively involved in fighting drug or substance abuse.

CHAPTER 2: SCENARIOS AND DO'S AND DON'TS IN SCHOOL VIOLENT SITUATIONS

2.1 INTRODUCTION

School violence encompasses physical violence, sexual violence, many forms of bullying (including cyber bullying), emotional or verbal violence and psychological violence. Violence or abuse are used to establish and maintain power and control over another person, and often reflect an imbalance of power between the victim and the abuser.

Violence is a choice, and it is preventable. Physical forms of school violence include various types of fighting (punching, kicking, biting, slapping), and can involve assault with a weapon or involvement with a gang. Pupils slap, stab, threaten and throw chairs at teachers.

Physical violence occurs when people use a part of their body or an object to control a person's actions. It includes: Using physical force which results in pain, discomfort or injury; hitting, pinching, hair-pulling, arm-twisting, strangling, burning, stabbing, punching, pushing, slapping, beating, shoving, kicking, choking, biting, force-feeding, or any other rough treatment; Assault with a weapon or other object; Threats with a weapon or object; Deliberate exposure to severe weather or inappropriate room temperatures; and, murder.

Sexual violence occurs when a person is forced to unwillingly take part in sexual activity. It includes: Touching in a sexual manner without consent (i.e., kissing, grabbing, fondling); forced sexual intercourse; forcing a person to perform sexual acts that may be degrading or painful, forcing a person to view pornographic material; forcing participation in pornographic filming; using a weapon to force compliance; exhibitionism; making unwelcome sexual comments or jokes; leering behaviour; etc.

Emotional Violence occurs when someone says or does something to make a person feel stupid or worthless. It includes name calling; Blaming all relationship problems on the person; Destroying possessions; Jealousy; Humiliating or making fun of the person; Intimidating the person; causing fear to gain control, etc.

Psychological Violence occurs when someone uses threats and causes fear in a person to gain control. It includes: Threatening to harm the person or her or his family if she or he leaves; Threatening to harm oneself; Threats of violence; Stalking / criminal harassment; Destruction of personal property; Verbal aggression and socially isolating the person. Female teachers may be sexually harassed by the male learners.

There are several risk factors that can lead to violent behaviour. Some of them are unstable family environment, parental permissiveness, lack of continual supervision for kids, there are no limits, tolerance of aggressive behaviour or physical punishment of children. There is also the influence of the media. Every day children are exposed to violent scenes on television and the internet, or when playing war games. The more they watch violence, the less sensitive they become to its effects and lose their compassion. Thus, there is an increasing possibility to start behaving in that way.

Exposure to this type of violence can have long-term consequences for the child, both physical and psychological. Children who are victims of violence are usually sad, with the lack of confidence; they are withdrawn into themselves, anxious and afraid, even depressed. It sounds strange that the violence occurs in schools which should provide safe environment and enable children to develop and reach their full potential. Children who are exposed to physical violence often refuse to attend classes. The fear of being in school environment leads to lower academic achievement, isolation from peers and feeling of loneliness. The step-by-step process to be followed by the department in disciplining pupils who attack teachers at schools is: the pupil is suspended from school for five days. After five days of suspension, a disciplinary hearing is held. When the hearing is concluded, the pupil is sanctioned.

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2.1.1 CASE STUDY

“Disruptive” pupil terrorises teacher

This case study is designed to stimulate discussion within your groups with your colleagues. Read through the following newspaper article and then answer the questions that follow:

GIRL,14, ALLEGEDLY TELLS TUTOR SHE WANTS HIS BLOOD ON HER HANDS

Four teachers at a Northern Cape school are so terrified of teaching a 14-year-old girl that they even tried to obtain a protection order against her.

The teachers - one man and three women – at St Philomena school in Onseepkans near Pofadder, have vowed not to return to class after the June holidays unless the grade 6 pupil is expelled.

This comes in the wake of several violent attacks against teachers and pupils over the past two weeks, with some provincial departments looking at new ways of clamping down on violence at schools.

Several recent incidents have rocked S.A:

Daniel Bakwela, 16 a Grade 8 pupil at Forest High in Johannesburg, was stabbed to death, allegedly by a fellow pupil Mohamed Mwela, who has been charged with the murder and is out on R5,000 bail, last Monday.

Felies Sithembile, 15 who attended Thaba-Morula High in North West, was stabbed to death by a pupil from another school on Monday;

On Tuesday, Sibonakaliso Nyawose, 48 a teacher at Masuku Primary in Folweni, south of Durban, was shot dead at school by an unidentified man.

The Western Cape education department told the Sunday Times that 17 stabbings and 128 assaults had been recorded at Western Cape schools between January and March.

Seven provinces that responded to questions from the newspaper this week said 84 pupils had been expelled for serious misconduct since January. These include;

- Seven pupils in the Western Cape, including three for attacking teachers;
- 12 pupils in the Eastern Cape for unruly behaviour;
- One in North West for smoking dagga;
- One pupil in the Northern Cape for misconduct;
- 10 pupils in the Free State for possessing dagga and assaulting pupils and teachers;
- Four pupils in Mpumalanga for unruly behaviour; and 49 pupils in Gauteng for misconduct.

Gauteng education department spokesman, Steve Mabona, said that a further 89 pupils were recommended for diversion programmes after being given suspended sentences while another 82 referrals for expulsion were being processed. He said that 25 teachers have been assaulted by pupils from January to May.

“About 500 bullies will be identified and referred to professionals for the necessary intervention,” Mabona said.

Kwa Zulu-Natal and Limpopo did not respond to the media queries.

The teachers at St Philomena Intermediate School, Donne-lee Jano, 26, Theoline Philander, 26, and sisters Bianca Pasella, 28, and Celeste Pasella, 26 were sworn at and threatened

by the girl, said a well-placed source at the school. Bianca Pasella was also allegedly slapped by the pupil in February, after which the pupil allegedly wrote a vile comment about her sex life on the girls' bathroom wall.

The four teachers declined to comment and referred queries to the Northern Cape education department. The Sunday Times was told the girl had threatened to assault Jano last month after throwing stones at his classroom while 30 pupils were inside. The girl is said to have used a homophobic slur. According to the source, the pupil told him; "I promise you one thing, I am not going to stop until I have the blood of Mr Jano on my hands."

The four teachers' application for their interim order to be made final was declined by magistrate Viona Hess, who referred the matter to the provincial education department and the department of social development. The Sunday Times has seen the order.

Northern Cape education department spokesperson Geoffery van der Merwe confirmed the four teachers had obtained interim interdicts against the pupil.

"The principal has indicated that the governing body intends recommending expulsion from the school," Van der Merwe said.

Meanwhile, Western Cape education department spokesperson Bronagh Hammond said a new electronic risk classification tool had been developed to look at issues such as whether schools had a functioning safety committee, a safety plan, a code of conduct and anti-gang measures.

A total of 136 law enforcement officers have also been deployed to 53 schools.

Hammond said the department had allocated R112.5m to school safety initiatives.

Free State education spokesperson Howard Ndaba said safety patrollers had been deployed to hotspot schools. "About 50 schools were provided with drug testing devices and teachers were trained on administering these tests," he said.

128

THE NUMBER

Of assaults at schools that the Western Cape education department recorded between January and March 2019

4 THE NUMBER

Of teachers at a Northern Cape school who applied for interim interdicts

“The principal has indicated that the governing body intends recommending expulsion from the school”

Geoffery van der Merwe

Northern Cape education spokesperson

By PREGA GOVENDER

June 16 2019- Sunday Times

Questions

- 1) What are your impressions on the state of violence in schools in South Africa?
- 2) What are the key facts being conveyed by this article?
- 3) Comment on the relief being sought by the four teachers in the Northern Cape. What alternative avenues could they have pursued? Explain in detail.
- 4) What are the key risks facing schools?
- 5) Discuss a few safety initiatives that you are aware of that are being implemented in schools.

2.2. CLASSROOM VIOLENT ACTIVITIES

2.2.1 PHYSICAL, SEXUAL AND GENDER-BASED VIOLENCE

Scenario	Do(s)	Don'ts
<p>1) Learners who are poverty stricken, tend to be aggressive and uninterested in learning. These learners often express their frustrations by bullying and assaulting their fellow classmates and teachers. Learners in this situation typically want to fit-in and feel welcomed, as their circumstances at home are not always positive.</p> <p>What could you as a teacher do in this scenario to make the learner fit-in and feel welcomed?</p>	<ul style="list-style-type: none"> • Try to know all your learners better. • Play a parental role. • When you identify a vulnerable child, invite him/her to your office and talk to him/her compassionately, empathise with him/her. • Try to find a way of extending a helping hand towards him/her. Government, society or school might have special programmes that are suited to deal with vulnerable children. Engage such programmes 	<ul style="list-style-type: none"> • Do not alienate or isolate the learner. • Do not put additional pressure or responsibilities on the learners.
<p>2) You are a female teacher, as you enter your classroom it is in a state of chaos. Learners are fighting amongst themselves. You know that one of the learners is a gangster who has threatened you in the past. In your school, it is a well-known fact that, male</p>	<ul style="list-style-type: none"> • Report the learners who engaged in the fight, following due protocol and procedure. 	<ul style="list-style-type: none"> • Don't engage in the fight. • Don't confront the learner directly

Scenario	Do(s)	Don'ts
<p>learners are not afraid to insult female teachers.</p>		
<p>3) Sexual Violence</p> <p>3.1) You are a female teacher, sitting in your office. Suddenly, a boy enters and asks you out on a date. He further makes sexual gestures and he passes inappropriate sexual comments to you.</p> <p>3.2) In her first year of teaching, a male learner approached her desk, pulled a condom out of his pocket, and proceeded to laugh at her, saying, "Ma'am you and me, come let's go." What would you have done?</p> <p>3.3) You have assigned on-line discussion groups. You are reviewing learner postings and discover inappropriate language and sexual references to persons being discussed.</p>	<ul style="list-style-type: none"> • Report the learner immediately, following due protocol and procedure. 	<ul style="list-style-type: none"> • Don't engage with the learner. • Don't try to punish the learner yourself.
<p>4) During the examinations, while you are invigilating in the hall you confiscate a learner's crib notes. The</p>	<ul style="list-style-type: none"> • Report it and open a case against the learner. Allow the disciplinary process to unfold 	<ul style="list-style-type: none"> • Do not engage with the learner physically.

Scenario	Do(s)	Don'ts
<p>boy takes the duster and throws it at you and walks out. It hits you on your back.</p>		
<p>5) A learner throws an exercise book at you in the classroom. The other pupils begin to laugh as they watch you being hit. You decide to walk out of the classroom. They are laughing because they expect you to react as they expect you to fight back.</p>	<ul style="list-style-type: none"> • Report it and open a case against the learner. Allow the disciplinary process to unfold. 	<ul style="list-style-type: none"> • Do not engage with the learner in any manner.
<p>6) Learners start fighting at the back of the classroom and two of the learners are stabbed.</p>	<ul style="list-style-type: none"> • Call the ambulance, as the injured learner must take priority. • Report the learners following the school policy. 	<ul style="list-style-type: none"> • Do not engage with the learners.
<p>7) You are teaching Maths to most of the grade 9 classes and there are a lot of gang members in your class. You do not have influence over them. One day, while you are in a classroom and you ask one of the learners: "Where is your work?" He says: "I don't have it." He stands up and when he passes you, he pushes your shoulder powerfully out of the way. (He is showing you that he has more power than you).</p>	<ul style="list-style-type: none"> • Report the learner following due process and protocol. 	<ul style="list-style-type: none"> • Do not use bad language, even if the learners are used to being shouted at. • Do not engage with the learner physically.

Scenario	Do(s)	Don'ts
You become so sad that all of this changes the way you teach. You now become negative towards all your learners.		

Scenario 8

You are in the middle of a lesson which includes a practical section in technology. The learners have to use scissors to complete their work. While you are busy helping a particular group, two boys stab each other in the mouth and there is a lot of blood on the floor – it is just spurting out.



Recommendation

- Report the incident immediately.
- Call the ambulance to attend to the injured student.
- Follow the due disciplinary process.

Note: It may be very difficult to teach while at the same time you have to address the behaviour of the unruly learners in your class. Hence, we either ignore challenging behaviour, or order problematic learners to leave the class so that you can finish your lesson, which you planned for that period, first. Only then can you follow up and report the case to the office. But it leaves you not feeling well. You continue with the lesson for the sake of the other learners. In this case, getting learners to sit and concentrate is hard.

Scenario 9

Last three years have been bad because of a boy you taught in grade 9 Maths class failed grade 8, and he had to repeat, and this is his third year in your class. He is very arrogant and wants to fight with everyone, even with his teachers. Every time you see him, you are very scared of him because he is always moving around in class with scissors. You believe he wants to stab some of the learners. He watches you while you teach, disrupting the flow of the lesson. When you order him to leave your class, he refuses: "No, I don't want to ...". You feel threatened because his manner in class isn't friendly.

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When you tell him not to do that, you can see the animosity in his face. He is hostile and never without the scissors, wielding them like a weapon. It is terrible. He is intimidating all the teachers. Some of the learners are scared. And you are the teacher, you are supposed to protect the others, but you can't because you are also scared. He challenges you. You never feel comfortable and if you try to ask the class a question and involve everyone, he does something and disrupts the whole lesson. You try to assert yourself and say firmly: "Okay, you must go outside." Your heart is in your throat while you wait to see what he does. He leaves but comes straight back in. Even the learners could see this boy challenges you. If he wants to take another learner's pen, ruler or eraser, nobody dares to stop him. Even the learners know their teacher is too scared to reprimand him.

Recommendation

- Do not try to argue with him and don't reprimand him.
- Report the learner to the principal's office immediately

Scenario 10

Continuing with **scenario 9**, suppose that, time and time again you report the boy to the office, you discuss the case and then he is suspended for three weeks. When he isn't there the other learners behave a little bit better, but soon after his return, he does the same thing and you can't say anything, and the cycle is repeated. You have to teach him. Once, when this boy was already suspended, he attacked a grade 9 girl at the water tap and he broke her hand.

Recommendation

- The learner should be reported, a disciplinary procedure should follow.
- The learner should be suspended however if there are several repeat incidences of a violent nature he should be expelled.

Scenario 11: Violent Behaviour

During the November 2018 examination period, a grade 10 learner submitted his answer sheet after 5 minutes of the exam having started, and he had not answered any of the questions. The learner arrogantly indicated that he was going to use the answer sheet as toilet paper. The teacher got upset and slapped the boy. The boy looked at the teacher with anger and he also slapped the teacher. Other learners started laughing. Then he ran away immediately, and the teacher ran after him.



The boy threatened the teacher that he will shoot him with his fellow gangsters.

Question

What would you have done? Discuss briefly.

Recommendation

The teacher should not have slapped the boy. Rather, he should report him to the principal.

Scenario 12: Violent Behaviour

Tebogo did not do her homework and her teacher punished her by detaining her at school for two hours. During that time she cleaned the classrooms. When she went back home, and told her father about it, her father became furious. The following morning, when Tebogo's father took her to school, he confronted the teacher very angrily and then slapped him. The teacher then slapped the parent and there was a huge commotion.

Recommendation

- The teacher should have gone and reported the parent to the principal.
- The principal should then call the parent to discuss the matter and then decide on what steps to take thereafter.

Scenario 13: Teacher stabbed to death by a learner at Zeerust School

A terrible incident happened at a school in Zeerust when a pupil stabbed a teacher to death. It was a sad and chaotic situation.

Recommendation

- The police needs to be called immediately.
- The pupil should be arrested by the police.

Scenario 14

In 2015 gangs came and surrounded the school and you would hear noises coming from outside putting you on edge. Then the gangs climbed over the fence and the gate and stepped inside the school with pangas. Trespassing. Looking for trouble. Everyone was afraid. Then, the gang members in classes left without permission with their own knives and pangas [machetes]. The gangsters who left from their classes fought back. The different gang members chased each other around the school and stabbed some learners. After school they harassed or attacked other learners. It was a very scary situation. Some teachers were busy teaching, and noticed their learners being restless, looking out through the windows. Gangsters were on the school compound. What would you have done?



Cape Town. Police arriving at Masibambane arresting some of the suspected gangsters. Pupils at Masibambane in Kraaifontein were left traumatised after gansters enter the school premises several times on Thursday with panga's and homemade weapons. Picture Hnek Kruger/Cape Argus.

Recommendation

- Activate the school's security alarm's panic button.
- Call the police immediately.
- Keep learners within the class.

Note:

The school management must give the necessary support to teachers. Management should not blame or accuse teachers of not being able to control their classrooms, when from the first place, though they are supposed to control the classes, they are not trained to be well equipped and with tools to deal with violent activities committed by the learners. The matter is worse when the teacher has a large class of 55 learners, which makes it very hard to control. Parents don't have time to support their children. They get home late, "I know my parents will be home around 7 o'clock tonight and they don't have time to check my books. They are always tired and will leave early tomorrow morning at 6."

As a responsible teacher, you have to try to build a good relationship and friendship with learners, because if you don't, in this environment, they will end up hating you if you just give them the work. A participant said, 'I always encourage them to do more, to do better. If they pass or just do averagely then I tell them they can perform better: "*You mustn't say that if I write a test and I get average, then it is fine. Work harder.*" He still comes to me and say: "*Ma'am, thank you for motivating me, you knew I could do it ...*" To others I say,

“Okay, what do you want to be?” and then I say, “You must concentrate on Maths, you must concentrate on Accounting and try to find other ways of doing business. But I try to motivate some to get distinctions. and you are interacting with learners and it is better... In those moments you can feel free. And then a class will show up at the door smiling, and they will make you smile, and you will see their future and they will be cooperating.’

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2.2.2 EMOTIONAL/VERBAL VIOLENCE

Scenario 15: Learners rule the classroom

In your school, learners think that they have won the battle; now they must rule, so they rule through violence. The language they understand is violence, and they know that there is social media, "if the teacher punishes me, I will destroy his life at the press of a button no matter how educated, devoted he is I can destroy his life". So, children feel that they have powers. You enter the classroom to teach. There is a group of learners in one of the corners talking and laughing very loudly. They see you entering, and they laugh more. You tell them to keep quite but they refuse – continuing with their laughing.

What would you do if you were in this situation?

Do(s)	Don't(s)
Immediately, report the situation, ensure that due protocol and procedure is followed.	Do not try to force them to obey, it might be dangerous to you.

Scenario 16: Cultural differences

Male learners who return from traditional initiation school, are greeted by their teacher "Good morning boys and girls: One boy then replies to the teacher angrily, "you can't call me a "boy" and asks the teacher, "why did you call me a boy – why don't you refer to me as a learner?".

How do you deal with the situation?

Group Discussion

In groups discuss and explore possible ways to address this scenario.

Do(s)

- You have to calm down the situation.
- It is important to gain an understanding of traditional schools and the impact it has on learners who go through the initiation process.

Don't(s)

- It is important that you do not reprimand the learner in front of his peers.

PSYCHOLOGICAL VIOLENCE

Scenario 17: Theft in the classroom

A learner steals money from your handbag and further threatens you and your family.

Do(s)	Don't(s)
Immediately, report the learner to the disciplinary committee, ensure that due protocol and procedure is followed.	Don't confront the learner.

Scenario 18: Disobeying instructions

You tell a learner, *"you need to walk quickly now because we do not have much time"*. He says, *"no do not worry, I will be there"*. The learner pitches up to class 15-20 minutes later. You are now angry because this child has a bit of an attitude by not complying with the rules of the game. The learner also becomes aggressive when you reprimand him. He then challenges you to settle this after school.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Apply the class rule concerning learners who come late – consistently. Immediately, report the learner to the disciplinary committee, ensure that due protocol and procedure is followed. 	<ul style="list-style-type: none"> Don't confront the learner.

Scenario 19: Disengaged Learners

The learner to teacher ratio is almost 50:1. Sometimes, the situation becomes chaotic, especially, in a primary school, where some children can't read or/and write. You tend to find a group of learners are disengaged in learning and teaching within the classroom. This group becomes disruptive and responds in an aggressive verbal way to you the teacher and their peers, to the extent of threatening their peers and yourself.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Find a way to engage with the disruptive group of learners. • Make lessons interactive and engaging. 	<ul style="list-style-type: none"> • Do not antagonise the group. • Do not allow them to be unoccupied in the class.

Scenario 20

There was an incident with a grade 8 learner, who came late and was reprimanded by the teacher. The teacher said, "just leave my class". So, he was trying to coax him out of the class. The learner turned around, grabbed the educator's hand and wanted to hit him. The learners, instead of saying stop and trying to assist the teacher, were clapping. They took their cell phones out and wanted to film what was happening. The teacher did not expect this to happen, and he crumbled. The teacher was an old guy. He was then depressed.

Group Discussion

In groups discuss and explore possible ways to address this scenario.

Do(s)

- Report the learner to the disciplinary committee, ensuring that due protocol and procedure is adhered to.

Don't(s)

- Do not make physical contact with the learner.

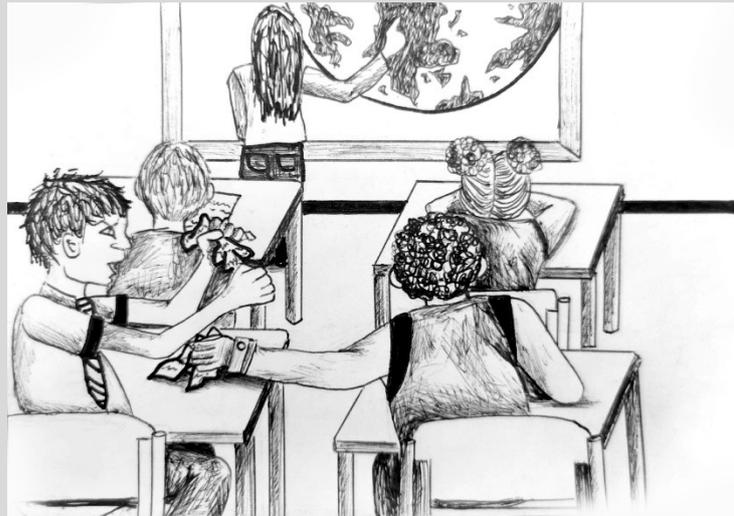
Case Study**Scenario 21: Resolving learner conflicts**

In a geography class, the learners were asked to complete a work sheet by copying a diagram from the blackboard. While the teacher was working on the blackboard, two boys at the back row started to tease each other. The one who was less verbal curled up the paper of his neighbour to show his anger. His friend quickly reciprocated. The two sheets of paper turned into two paper lumps on the desk and a fight seemed inevitable.

The teacher went over and asked for the diagrams. The boys stared at the paper balls and asked the teacher for new worksheets. The teacher took the paper balls and showed non-verbal disapproval. She then asked the boys to continue to draw on the crumpled sheets, as the logical consequence of their action. As she spoke, the teacher helped to smooth out the papers on the desk and hurried the boys to continue with their work. The boys seemed to have accepted the consequence.

They stopped their conflict and continued working during the rest of the lesson. In this situation, the teacher chose to resolve a conflict by non-punitive intervention before it blew out of control. The teacher re-established limits and order in the class. She did not waste the instruction time to find out the cause of the conflict because it could have stirred up stronger emotions and disrupted the teaching process altogether. Timely intervention can prevent situations from deteriorating and blowing up to serious disruptions.

You may think that requiring the boys to complete their work on a crumpled work sheet is not the kind of "punishment" that you would endorse but that is the logical consequence of the boys' behaviour. This is an alternative to discipline measures such as writing lines, isolation and detention etc. It does not have the side effects of punishment. The learners complied with the teachers' words. This was neither because of the authority of the teacher nor because of fear. They accepted the discipline method as the logical consequence of their misbehaviour.



Questions

- 1) In a group discuss the type of intervention that the teacher used. Do you agree with this approach?
- 2) What alternative methods, if any, could have been used in this scenario? Explain fully.

Note: Educators learn good classroom discipline strategies through academic preparation and on the job. Great teachers adapt basic techniques to find best practices that work in their classrooms. These can change depending on the types of learners, classes and experiences. Finding the best discipline methods can take time. Good teachers always look for new and innovative ways to connect with their learners to ensure a fun and safe learning environment.

Classroom Management Best Practices: Tools for Teaching (by Barbara Gross Davis):

- 1) Make it clear you value all comments
- 2) Avoid singling out learners as spokespersons
- 3) Discourage learners who monopolise discussions
- 4) Tactfully correct wrong answers
- 5) Emphasize mastery and learning rather than grades
- 6) Give speedy feedback

McKechnie's Teaching Tips

- 1) Quiz early and often to set expectations
- 2) Establish fair policies
- 3) Ratchet up response only as needed
- 4) For low attention, switch activities
- 5) Start with an assumption of honesty—don't believe the worst in learners
- 6) Get to know learners to head off angry confrontations
- 7) Keep your cool – don't respond instantly
- 8) Remember that learners are human who need sympathy and help

Linda Nilson, Teaching at its best

- 1) Balance authority and approachability
- 2) Model correct behaviour, and reward it in learners
- 3) Be aware of your voice and non-verbal communication; use them to subtly communicate your desired response
- 4) Avoid overly long lessons
- 5) Keep cool and don't be baited

Consult with problem learners in private whenever possible

Scenario 22

A learner approaches you and tells you that he has ADHD (Attention Deficit Hyperactive Disorder). He can't take the test within the time allocated, can't turn in assignments on time, or can't take notes. The learner further requests special consideration. Other learners in the class overhear your conversation and start to whisper among themselves. These learners proceed to bully the learner and threaten to expose his learning condition to the rest of their peers.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Sensitise the learners about different learning conditions. • Follow school policy on issues related to learning disabilities. 	<ul style="list-style-type: none"> • Do not ignore the situation.

Scenario 23

A learner attends class while being under the influence of drugs and alcohol. The learner starts to shout at a female learner and becomes aggressive and threatens her safety. How do you handle it?

Do(s)	Don't(s)
<ul style="list-style-type: none"> • If you suspect the learner to be under the influence of drugs or alcohol, test the learner immediately using the kit provided to schools, while adhering to due policy and procedure. 	<ul style="list-style-type: none"> • Do not engage physically with the learner.

Scenario 24

For a second time, a learner arrives late to your classroom. The learner is in a wheelchair. Your syllabus specifies a reduction in points for repeated lateness. You stand firm on your position and tell him that there are no make-ups or extra credit. His tone becomes increasingly aggressive. He calls you; he e-mails you, and he waits for you after class.



Do(s)	Don't(s)
<ul style="list-style-type: none"> Ask the learner to explain his/her reason for arriving late to class. 	<ul style="list-style-type: none"> Do not deduct points from the learner without fully analysing his/her situation.

Scenario 25

Incensed by his failing essay grade, Michael demands a private meeting at your office, but he shuts the door as he enters, raises his voice, and gesticulates wildly. You notice his brawny arms, and you start to fear for your physical safety.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Ask the learner to open the office door/ or leave the office immediately. • End the meeting between the learner and yourself, if he doesn't cooperate. 	<ul style="list-style-type: none"> • Remain alone behind the closed door.

Hints

Class management

- 1) Be friendly but firm (andragogy, not pedagogy)
- 2) Be an ally... for their learning (not grade)
- 3) De-scale rather than Defensive (Listen first. Speak softly)
- 4) Revise syllabus policies to be realistic
- 5) When in doubt, "fairness rules"

Spectrum of response:

- 1) Do nothing (hope for extinction) in particular circumstances
- 2) Stand nearby
- 3) Call of them to answer a plenary question
- 4) Pause meaningfully (silence fills room)
- 5) Generic plenary address
- 6) Private talk
- 7) Paper trail (e-mail and otherwise)
- 8) Public confrontation

If you start too easy, you then have to over-compensate to 'catch up' to lessened expectations. Better to choose wisely to start with (but don't overdo the first one!).

Scenario 26

You don't teach at every class session; you often have class sessions that focus on group activities or discussion. You have a friendly approach to your learners, and they are comfortable in the subject and with you. But on this day, as you do your best to present to learners the information that they need, you notice Mahlangu and his friend Siya talking, openly and loudly. It is clear by their body language, their laughter, and the words you overhear that they are not discussing the subject content.

You make eye contact, alerting them to the fact that you recognize their discussion and that you want it to stop. They stop talking. A few moments later, they start again; only this time, they are whispering. You verbally ask them to stop. You notice other learners looking over at them. Even their unapproving glares did not encourage the two learners to stop chatting. They continue to talk and laugh.

**Group Discussion**

In groups discuss and explore possible ways to address this scenario.

Do(s)

- Apply the class rule which every student signed at the start of the year.

Don't(s)

- Do not ask the learners to leave the classroom.
- Do not raise your voice or become angry.

Here are a few situations and ways to prevent conflicts:

- A sensitive approach to your work with learners can save you from many problems.
- By phrasing questions and criticism carefully, you can generally avoid defensive or hostile responses.
- If you are supportive, encouraging, and respectful of learner ideas in class, you can correct wrong answers or point out weaknesses without discouraging your learners.
- Always show learners the courtesy of listening to and responding to their answers when they offer an idea.
- Rather than dismissing a weak or inaccurate idea immediately, ask the learner to clarify it using class material. Often, learners can talk their way into a more thoughtful response.
- You will also want to be careful about teasing or sarcastic humour, since these are all too often easily misinterpreted.

You are also less likely to run into conflict with your learners if you resolve any mixed feelings you have about your authority as a teacher. Learners expect you to set clear boundaries and to hold them to their academic responsibilities.

Scenario 27

There are arguments in class, for e.g., after a learner has made an inflammatory comment. When this happens, your role as a teacher is to preserve the learning environment.

Recommendations

This task is two-fold as follows:

- **First**, maintain a safe environment for your learners, which means preventing the debate from turning into a prolonged attack on either individual learners or groups with whom learners may identify. It also means keeping your cool and staying respectful if a learner challenges you; this preserves learners' trust in you.

- **Second**, look for the learning opportunity in the experience. What is the value for learners in hearing opposing viewpoints or challenging commonly held stereotypes? Is there a way to use the content of the argument to serve your teaching goals? Or, is learner learning best served by defusing the tension and swiftly refocusing learners?

Scenario 28

A discussion between learners becomes more heated than you would like to the point where the learners start making verbal threats to each other and you as a teacher.

Recommendations

Strategies to transform arguments into productive debate:

Take a deep breath and assess what is happening.

Is a learner voicing frustration? Is a learner expressing a heartfelt opinion?

Are two learners misunderstanding each other?

- Whenever possible, encourage learners to discuss ideas, in the classroom.
- If a learner attacks another learner's idea, ask that learner to restate what he or she thinks the other learner meant. Make sure that the interpretation is accurate and allow both learners to clarify their statements.
- Ask the learners to generate all possible evidence for both sides of a debate as a way of suspending judgment and encouraging reflection.
- Ask learners to find counter examples as well as examples.
- Offer to continue a discussion after class or ask interested learners to e-mail you their thoughts if the topic of the argument is not central to the goals of the class session.

Scenario 29

A learner challenges or criticises you.

Recommendations

Take the following steps to stay calm and find some value in the exchange:

- Take a deep breath and try to understand the content of the learner's complaint or challenge. Ignore, for a moment, any rudeness; and if you respond to the content, the learner's attitude and approach may soften.

- Remain calm and non-judgmental, no matter how agitated the learner becomes. Your emotional response will only further fuel the learner's anger. This is especially true if a learner makes a personal attack.
- Don't use your authority as a teacher to simply claim superior knowledge or logic; while in some cases it may be true, it will almost never convince your learners, and it discourages their active engagement with the ideas.
- Use evidence when disagreeing with a learner and ask learners to provide evidence for their positions. You may ask other learners to evaluate the evidence that you, or the learner, provide, if the argument is related to course content.
- Never get into a power struggle with a learner. As the teacher, you already have power; any retaliation to a learner's provocation is likely to be viewed as an abuse of power.

Learner Excuses: How do teachers' manage this?

I was locked out of my dorm all night. I had to visit my grandmother, who was having surgery. I slept through my alarm clock because I was up all-night studying. I had the flu, then I had bronchitis, then I had a bad reaction to the antibiotics they gave me. I had two other exams the day the paper was due. Which of these excuses would you allow? Does it depend on who uses the excuse and how many other excuses you've heard from him?

- Deciding how to respond to learners' excuses can be a major challenge. No single policy is perfect. Inevitably, some deserving learners will be unfairly punished for life's inconveniences and some manipulative learners will be unfairly rewarded for creative excuses. The best you can do is have a policy, let learners know about it at the beginning of the term, and retain the right to be accommodating if the situation merits it.
- Offer all learners some flexibility to use at their discretion, e.g., one "grace day" for a single major assignment or one missing assignment if you have frequent assignments. Learners don't need to provide an excuse, but they get only one free pass.
- Have a standard grade penalty for late assignments. It should be strict enough to encourage on-time assignments but not so harsh that it discourages learners from turning in work at all (one-half of a letter grade per day late is probably just right).
- All excuses related to other courses, athletic travel, or other events that learners know about in advance need to be discussed before the due date/exam.
- Recognize that not all learners feel comfortable giving excuses, even for valid and serious problems. You might invite your learners to include a note with each major assignment or exam if they think that the work is not a reflection of their abilities or preparation. Let them

know that it won't influence the grade they receive for that assignment or exam, but it may be taken into account in the final grading.

- Sometimes a learner's excuses push the boundaries of plausibility or pile up one after the other as each due date comes around. In these cases, have a conversation with the learner about your concerns. You can require some reasonable evidence for their excuse; often this is enough to dissuade malingerers. If it's a matter of too many excuses, have a discussion about accountability, time management, and fairness. Particularly if the excuses are not compelling, let the learner know that other learners have had similar difficulties but have not required special accommodation.

Above all, have compassion for your learners. Life's little and big disasters do get in the way, especially for learners, whose lives are densely scheduled. You don't need to give learners grades or credit they didn't earn, but you should empathize with their situation and help them formulate a plan for the rest of the year.

Scenario 30

You enter the classroom, and you are not well prepared to teach the lesson because you know learners are not also prepared to listen. Out of the blue, one of the learners tries to beat you and says, "Ma'am I will beat you; I will beat you." Another one says, "come and beat me I will beat you at the toilets. I was waiting for you, come and join us. What, are you talking to me, I will beat you---showing fists?" Still another adds, "do not teach because we are busy. We are busy doing something, we will tell you when to come".

Recommendation

Go straight to the principal's office and report what is happening in your class. Do not try to argue with them. They might have taken drugs!

Case Study

Scenario 31: Do you know who I am?

Nolutando (teacher) had two free periods. During the second one, while she was busy preparing for the next lesson, six of her Grade 12 learners whom she is teaching Economics come into her class, but they are not supposed to be in her class. "Miss, we have a Tourism assignment, but we need the internet, so can we please use the computers?" Nolutando is also a CAT (Computer Applications Technology) teacher, and the computers in her class room are only for CAT, but because they are her learners she thinks to herself, why not allow them to use the computers, because she is going to be there to monitor their activity. The

learners are aware that they are not supposed to watch videos or listen to music. They can only google their topic for information.

Group Discussion

If you were in the same situation as Nolutando, would you allow the learners to use the computers in the CAT labs? Explain your answer briefly.

Scenario 32: What happens next in Nolutando's CAT classroom?

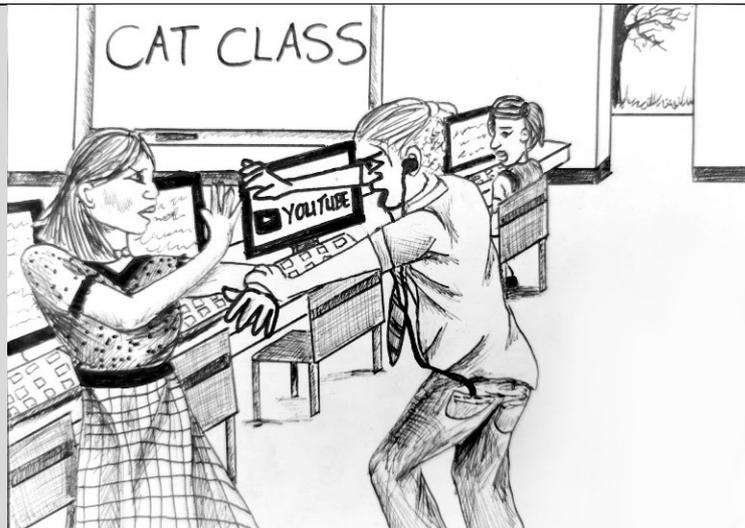
Teacher Nolutando was a little bit nervous about the principal or deputy walking in, so she had to supervise the learners. A child will always be a child; so, one of the boys was on YouTube, listening to music. She told him: "Please stop doing that. Do what you said you are here for." Then he said, "Sorry miss." Then 30 minutes later, Nolutando stood up again to check on them. The boy was still on Youtube. She ordered him: "Log off and get out of my class because you are clearly not here for to complete your Tourism assignment. While the other learners are here for their Tourism assignment, you are not." He refused: "No miss, I'm not going to go." "This is my classroom, please get out of my class, and on that matter, you are not supposed to be in my class so get out." Then he logged off, took his bag, pretended to go out but went to another computer. Nolutando did not see that he remained in the classroom. Another teacher stepped in, greeted Nolutando and left. With that Nolutando got up and her eyes fell onto the learner. "You're still here! Still on YouTube. This is too much; get out of my class!" "I'm not going anywhere." He stood up and stood in front of teacher Nolutando. "I'm not going anywhere." He was arrogant and challenging. His facial expression was like "do whatever you want to do, but I'm not going anywhere." Then Nolutando came closer to him and she said: "Please get out of my class."

Learners are very fond of their bags, they don't want them to be dirty, so if she threw the bag out, he was going to follow the bag, and, in that way, she was going to get rid of him. It backfired. When she threw his bag out, he went to another computer, wanting to log in. Then Nolutando pulled him by his hand: "Please get out of my class." That's when he clung to the burglar gate with her pleading: "Please." Then he grabbed her hand with his one hand. With the other hand he grabbed her blouse under her neck, and he pointed to her and said: "Niyandazi?" Do you know who I am? Threatening, intimidating. When people say that in isiXhosa it is meant to scare you. He was trying to say: "Have you heard about my bad side? Have you ever heard about who I am when I am very angry?" Now, this

whole scenario just changed. Nolutando's blood got so warm. There was a noise in her ears. What the hell was she going to do? Everything happened so fast.

Suddenly the other learners ran to her and shouted at him: "What are you doing? Let go of her!" He was still shaking her back and forth. While he was doing that, Nolutando thought he realised that it was wrong. He quickly removed his hand from her chest but did not remove his hand from her wrist. Then he kept on shaking her back and forth. Nolutando had to act like him: "I don't know you, but I would like to know you. Do something. Do you want to fight?" And then he said: "Yes, I will beat you." And the teacher was like: "No, this is not on." And then, while she was talking, the other learners got between them and they broke them apart.

After that, he ran away and stood by the wall. That is where all his guy friends went and shouted at him, and he was very disappointed in himself. Nolutando was shocked and so scared. She went straight to the principal and told him what had happened. The principal called him, but he said he was not going there. Then the principal threatened him and said he was going to call the police for what he did was against the law. That's when he went to the principal. The principal called Nolutando, and that's when she said she was not in a position to face the boy. The incident kept on playing in her mind, and she kept on asking what if she did this and then the learner would do that. The principal talked to him and later Nolutando told him her side of the story. He was suspended with immediate effect. After a week he was summoned for a disciplinary hearing with his parents. After that they talked together, not holding grudges, especially against her learners, and she could see he was remorseful.



The learner said he had been struggling to stop taking drugs. He explained himself, but the principal wanted to expel him. Nolutando had to intervene for she has a lot of compassion for her learners. He is in Grade 12, and there is no school that was going to take him. It was too late for him to go and look for another school. Nolutando had to be a parent even though she had a traumatic experience because of him. He was given a punishment to let him know what he did was wrong. He could not go on excursions; he could not participate in any school activities. He offered to wash her car every Friday. And because he was expelled for 3 weeks, he told Nolutando that she was going to see that he was going to pass her subject even though he missed class. He performed well. He is now one of Nolutando's favourite learners, but Nolutando admits, she learnt a lesson, that if someone hurts you, you must give him/her a second chance.

Discuss in your groups:

- 1) What did Nolutando do that was admirable?
- 2) What should Nolutando NOT have done? Why?

Recommendation

- Nolutando should not have reacted the same way the learner did.
- She should not have engaged the learner in an argument; she should rather have gone to report him to the principal.
- Forgiveness is good, but everything should have been done according to the law, rules and policies of the school.
- It was good for Nolutando to ask the learner to stop misusing the computer.

- Learners must be told that the teacher is the leader of the class; teachers make the decisions in the class, and learners cannot make decisions for the whole class.

Scenario 33: Poor Performance

Senkosi's child was always performing well in the previous schools. However, the performance dropped in the new school such that he even failed Life Orientation. Then, the Senkosi went to school and asked the teacher who taught his son, why his son failed this subject. The teacher replied that "this is the marks he deserved". Then Senkosi blamed the teacher saying that he does not teach well and went on to threaten the teacher and her family.

Recommendation

- Set up a meeting with the principal and parents.
- Explain firmly to the parent that it was not the educators fault; the learner did not put in the effort required to pass the subject.
- Advise the parent to encourage his child to perform better next time.
- Offer extra teaching support to the child in the identified areas where the learner is underperforming.

Scenario 34

While you are busy teaching, a 15-year-old Grade 8 pupil pulls a gun on you and threatens your life.

What do you do?

Recommendation

- Try to calm him down.
- Report learner following due process and procedure.

2.2.3 COMMON CHALLENGES THAT MAY LEAD TO VIOLENCE

Scenario 35

A teacher accused a learner of being absent often. The learner then shared her story with the teacher. The learner revealed that she was raped at the age of 14 and she was forced into marriage at the age of 16. The learner then explained that the reason behind her high absenteeism was due to lack of food in her household.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Engage a psychologist/or a social worker Inform other teachers about the learner's predicament. Recommend the learner to available feeding schemes. 	<ul style="list-style-type: none"> Don't give her added responsibilities that may put her under further pressure.

Scenario 36

A learner is absent for a couple of days. He/she finally shows up. How do you deal with the situation?

Do(s)	Don't(s)
<ul style="list-style-type: none"> Try and find out why the learner has been absent, in a friendly manner. 	<ul style="list-style-type: none"> Don't attempt to discipline the learner immediately. Do not raise his/her absenteeism in front of his/her peers.

Scenario 37

Some children progress slowly through school. Learners do not do anything because they know, at the end of the year, they will just be pushed over into the next grade. They have time to think about how to disrupt teaching and learning. How do you deal with this situation?

Do(s)	Don't(s)
<ul style="list-style-type: none"> This can be handled and discussed at school level, and the school can decide to offer extra lessons to learners. 	<ul style="list-style-type: none"> Do not alienate the learner.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Try and spend extra time with the learner on tasks that he/she might find challenging. • Engage the learner, give him/her responsibilities. 	

Scenario 38

Tebogo e-mails you and asks if he can switch schools for, he frequently becomes upset over his grades and asks for extra credit. While normally you would be supportive of someone with his motivation, you are concerned because he frequently gets A's and is often worried because of only a few points.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Stick to the school policy • Discuss your concerns with the learner 	<ul style="list-style-type: none"> • Do not make Tebogo feel insecure about his decision

Scenario 39

A learner misses a mid-term exam worth 40% of her grade. She tells you she was in the hospital. You have a "no make-up exam" policy and the learner appears to be in good health.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Stick to the school policy regarding sick exams 	<ul style="list-style-type: none"> • Do not confront the student.

Scenario 40

Mid-term is approaching. A learner comes to you (who has been working very hard) but is in danger of failing the class. The learner tells you that he has to pass this class to keep his financial aid.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Identify areas in the curriculum that the learner finds challenging. • Assist the learner to understand areas that he/she finds challenging. 	<ul style="list-style-type: none"> • Do not ignore the learner. • Do not alienate the learner. • Do not disclose to the learner's peers that he/she is on financial aid.

<ul style="list-style-type: none"> If school policy permits, try and offer extra classes to the student, 	
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Scenario 41

You are the principal of a local high school. Nathan is a newly qualified teacher who is posted to your school. After his first day working at the school, Nathan e-mails you and asks if he can switch schools. You have previously not experienced any issues with new teachers and are wondering if Nathan may be uncomfortable with the school's demographics.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Set up a meeting to discuss the reasons with Nathan. Follow departmental policies that relate to transfers. 	<ul style="list-style-type: none"> Agree or disagree with his request without finding out the reasons.

Scenario 42

You believe that you see a learner cheating during an exam, and you suspect that others are trying to cheat while you are not looking.

Recommendation

- Intensify the invigilation activity.
- Apply the policy on learners who cheat in exams.

Scenario 43

Many of your learners come from different cultures with different ethnic and linguistic backgrounds. You have been teaching and learners are complaining that they cannot understand you or follow your logic.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Teachers must change the approach to learners and be more empathetic. Do introspection or self-examination. Try to be as clear when teaching as possible. 	<ul style="list-style-type: none"> Do not verbalise your frustration by raising your voice.

Scenario 44

Mary, a learner in your class, is a know-it-all and calls attention to your mistakes whenever you wander into her field of expertise, so that you now fear discussing anything related to her field.

Recommendation

You must be well prepared whenever you go to teach the class. Diplomatically, call Mary to your office and have a teacher to learner interaction about the matter, and ask her to stop interrupting you when you are teaching. If she does not stop, you have to take this to the next level, and call upon the principal to intervene.

Scenario 45: Bullying

Ncube, an older learner in your class, is continuing his training by taking additional classes in his field. Because of his experience with the topic, the rest of the class defers to his opinion and will often wait until he has the first word. This is compounded by the fact that he frequently will make jokes or interrupt other learners, especially if he disagrees with their opinion.

Recommendation

You have to call Ncube to order but not in class. Like the previous scenario, it is better you call him to your office and have a discussion around the issue. If he does not stop it, engage management.

Scenario 46: Learner Arrogance

After recently modifying your lesson plans to include in-class small team assignments you notice that Nonkululeko's head is on her desk while her partners are working through the problem. After asking her if something is wrong, she's replies that group work is a "waste of time" and thinks that "teachers should actually teach during class."

Try to explain to Nonkululeko the importance of the team assignment.

Scenario 47: Ethics

Learner Morgan struggled the entire term in your class. You provided the learner with extra support and tutoring after class, and by the final class period it appeared he would get a satisfactory grade. Morgan was genuinely appreciative, saying, "No instructor has ever gone out of their way like you!" As Morgan came into the room for the final exam, he hands you a

small wrapped gift. You are quite surprised when, after all the learners have left, you open the package to find a pair of gold earrings.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Call Morgan to your office, explain to the learner that are were simply doing your job and you can't accept gifts from learners, as this may be construed to be a bribe. 	<ul style="list-style-type: none"> Do not accept the gift.

Scenario 48: Emotional Stress

Marina finds spelling and grammar errors in your sentences on the board with embarrassing consistency, and she comes around after class to give you her critical opinion of the course. When she's in class, you feel like you're being constantly monitored.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Accept your mistakes in front of the class; thank Marina for being attentive to spot out the mistakes. Try and ensure that the learning material you present to your classes doesn't have errors. 	<ul style="list-style-type: none"> Do not express yourself in an angry manner.

Scenario 49

A grade 11 child is pulling a chair on the floor, and you go there. The learner tells you, "don't touch that chair....." What do you do?

Recommendation

Report the learner to the principal. Do not try to physically manhandle him/her. The law will take its course.

Scenario 50

While you are teaching in the classroom, the learners are going out and coming in without stopping, and you suspect that some of them go out to sell and buy drugs. To make matters

worse, you are based in your classroom and children have to move from one classroom to another for the different subjects.

Open discussion

How do you stop this?

Scenario 51

You plan to facilitate a discussion in your class about readings that you assigned. As learners enter the room and settle into their seats, you can feel the buzz in the air.

They are excited. They want to discuss the subject. You begin class by asking a very open-ended question, a question designed to allow the learners to take the subject in an area that interests them. The first learner who responds to your question, a question that is barely out of your mouth, is Nancy, or as her classmates call her, "Know-it-all-Nancy." Nancy is a smart young woman who often has very smart things to say about the subject at hand. She answers your question with great precision, citing arguments from sources you did not require her to read. You know from experience that if you stand by quietly and let her finish, class would be over and no one else would have had a chance to speak.



Group Discussion

In groups discuss and explore possible ways to address this scenario.

Do(s)

- Appreciate Nancy response.
- Raise other questions and direct it at other learners.
- Explain to the class that you want to give every learner an equal opportunity to answer the questions.

Don't(s)

- Do not ignore Nancy.

Scenario 52- An embarrassing Scene

The class is in session. Being the constructivist teacher that you are, you walk around the room as you teach or guide your learners in their tasks for that day. You notice a small group of learners huddled over a computer trying to stifle their laughter. You approach the group to see what they are viewing on the screen, and it's then that you realize they are not laughing at something on the computer; they are using the screen as a shield just to hide their laughter. You look up to see what they are laughing at, and it's then you see the heavy-set young man

at the front of the classroom leaning across a desk talking to another learner. He has leaned so far forward that his pants (sans belt) have slipped they haven't just slipped below his shorts (if he had been wearing shorts), but his low-rider jeans have slipped so far down his body, exposing himself to the rest of the class.

The laughter escalates as other learners catch on. He doesn't seem to recognize that the learners are laughing at him. You feel you have lost control of the situation.



Recommendations

- Call the class to order.
- Alert the young man of the situation in a discreet manner.

Scenario 53

The class is in session, and you are standing at the front of the classroom teaching. The door opens, and a young woman enters. It's hard not to notice her entrance: she's wearing white thigh-high boots, a white miniskirt that could rival the length of her underwear, and a sheer white tube top (and she could get away with wearing these clothes in a different setting). You don't want to stare at her, and nor do the other 50 male and female learners in the room. But it's hard to look away. You shake off the distraction and get on with your lesson. The other learners, however, cannot (or choose not) to shake off the distraction of the woman in white. She seems oblivious to the commotion she's caused. You feel you've lost control of the situation.

Recommendations to handle this situation

Try to make an eye contact with the learners for them to stop. If they don't, ask them to keep quiet.

Scenario 54: Grading Exams

Inevitably, some learners will complain if you give them a lower grade than they expected. Because grade inflation sometimes happens, and because family pressures can be overwhelming, many learners believe they need to maintain the high grades to achieve their personal goals.

Recommendations

- You will have more success handling grade complaints if you listen to and respond to their anxieties. In addition, there are ways to minimize the likelihood of grade complaints:
- Make it clear from the beginning exactly what you expect in papers or tests.
- If possible, hand out guidelines for a good essay or examples of a superior exam answer.
- When you return a graded assignment, note in some detail the weak or strong points of the work and make suggestions for a better performance next time.
- Give learners the option of handing in a first draft of an assignment that you will not grade but can critique.
- Save examples of learners' work or exams that represent the full grade distribution; this will help you explain to learners why they did not receive the grade they hoped for.
- When learners contest their grades, let them know that when you reconsider their marks, you retain the right to adjust them up or down. When no resolution is possible, let the learner know which office (such as the HOD) will be able to assist him/ her pursue an appeal.

Unprepared learners

Teachers who cannot manage learner discipline in their classroom are limited in their overall effectiveness in almost every other area of teaching. Classroom discipline in that sense may be the most critical component of being an outstanding teacher.

Effective Classroom Discipline Strategies

Effective Classroom Discipline starts during the first minute of the first day of school. Many learners come in looking to see what they can get away with. It is necessary to establish your expectations, procedures, and consequences for dealing with any violation immediately. Within

the first few days, these expectations and procedures should be the focal point of discussion. They should be practiced as often as possible. It is also important to understand that children will still be children. At some point, they will test you and push the envelope to see how you are going to handle it. It is essential that each situation is handled on a case by case basis taking into account the nature of the incident, history of the learner, and reflecting on how you have handled similar cases in the past.

Gaining a reputation as a strict teacher is a beneficial thing, especially if you are also known as fair. It is far better to be strict than to be known as a push over because you are trying to get your learners to like you. Ultimately your learners will respect you more if your classroom is structured and every learner is held accountable for their actions. Learners will also respect you more if you handle the majority of the discipline decisions yourself rather than passing them on to the principal. Most issues that occur in the classroom are minor in nature and can and should be dealt with by the teacher. However, there are many teachers that send every learner straight to the office. This will ultimately undermine their authority and learners will see them as weak and will go on creating more issues. There are definite cases that merit an office referral, but most can be dealt with by the teacher.

Scenario 55: Excessive Talking

Excessive talking can become a serious issue in any classroom if it is not handled immediately. It is contagious by nature. Two learners engaging in a conversation during class can quickly turn into a loud and disruptive whole classroom affair. There are times that talking is needed and acceptable, but learners must be taught the difference between classroom discussion and engaging in conversation about what they are going to be doing on the weekend.

Two 7th grade girls have been engaged in constant chatter throughout the morning. The teacher has given two warnings to quit, but it has continued. Several learners are now complaining about being disrupted by their talking. One of these learners has had this issue on several other occasions while the other hasn't been in trouble for anything.

Do(s)	Don't(s)
<ul style="list-style-type: none"> The first thing to do is to separate the two learners, by swapping their seating arrangement. 	<ul style="list-style-type: none"> Do not engage with the learners physically. Do not express yourself in an aggressive manner.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Isolate the learner, who has had similar issues, from the other learners by moving her next to your desk. • Give both learners detention. • Create a plan and share it with the girls and their parents detailing how this issue will be dealt with if it continues in the future. 	

Scenario 56: Cheating

Cheating is something that is nearly impossible to stop especially for work that is done outside of class. However, when you do catch learners cheating, you should use them to set an example that you hope will deter other learners from engaging in the same practice. Learners should be taught that cheating will not help them even if they get away with it. As a high school Biology teacher, you are giving a test and you catch two learners using answers they had written on their hands.

Recommended suggestions for teachers

- You should take their tests up immediately and give them both zero.
- You could also give them several days of detention or be creative by giving them an assignment such as writing a paper explaining why learners shouldn't cheat.
- You should also contact both learners' parents to explain the situation to them.

Scenario 57: Failure to Bring Appropriate Materials

When learners fail to bring materials to class such as pencils, paper, and books it becomes inconvenient and ultimately takes up valuable class time. Most learners who continuously forget to bring their materials to class have a problem organising. An 8th-grade boy routinely comes to math class without his book and other required material. This typically happens 2-3 times per week. You have given the learner detention on multiple occasions, but it has not been effective in correcting the behaviour.

What could the teacher do in this situation?

- You should set up a parent-teacher meeting and include the learner. During the meeting create a plan to help the learner with planning and organising skills at school.

- In the plan include strategies such as daily bag checks and assigning a responsible learner to assist the learner in getting the needed materials to each class.
- Give the learner and parent suggestions and strategies to work on organising skills at home.

Scenario 58: Refusal to Complete Work

This is an issue that can swell from something minor to something major very quickly. This isn't a problem that should ever be ignored. Concepts are taught sequentially, so even missing one assignment, could lead to gaps down the road. A grade 9 learner hasn't completed two reading assignments in a row. When asked why, he says that he didn't have time to do them even though most other learners finished the assignments during class.

Recommendation

- It is essential that the learner be required to complete the assignment even if only partial credit is given. This will keep the learner from missing a key concept.
- The learner could be required to stay after school for extra tutoring to make up for the assignments.
- You should contact the parent, and a specific plan should be designed to discourage this issue from becoming a habit.

Scenario 59

One learner dominates the classroom.

Recommendations

Over talkative or disruptive learners can derail a class. If a learner dominates the classroom, try the following strategies to refocus the class and involve other learners:

- Ask other learners to comment on the dominant learner's ideas and to propose alternative perspectives.
- Try participation strategies that involve the whole group, such as taking a vote, breaking up into pairs, or doing a "round

Scenario 60

Learners remain silent. Some days, the silence in a classroom can make you long for a little heated debate. You have learners who never answer a question, offer an opinion, or participate in a demonstration.

Recommendations

- Make sure that you know the names of your learners and that all the members of a class know each other by name.
- Create a safe environment by responding positively to all learner

robin,” where every learner gives a brief response to a question, problem, or thought-provoking quote.

- If the dominant learner seems to be well-intentioned, you might meet with the learner privately, thank them for their enthusiastic participation, and ask for advice on how to involve other learners. Let the learner know that you want to distribute participation more evenly and invite her to be your “collaborator” (e.g., by not answering a question right away to give others an opportunity, or by phrasing comments in a way that encourages others to respond).
 - If a learner dominates by asking too many disruptive questions, you can ask the full class how many learners would prefer that you spend class time answering a specific question. If the class does not vote yes, let the learner know that you can answer his question after class or in office hours.
 - Recognize that talkative and even disruptive learners often think they are displaying enthusiasm and thoughtfulness; show appreciation for their commitment to the class, even as you help them find an appropriate way to channel it.
- feedback, even if you need to correct a statement. Thank each learner for his or her contribution and try to find the seed of a correct or more developed answer in the learner’s response. Give learners the opportunity to revise or clarify their response.
- Prepare learners for full-group discussion by having them first discuss the topic in pairs or by spending a few minutes writing out their response to a question.
 - Do not put a silent learner on the spot unless you have established a norm of calling on learners who have not volunteered. A learner’s embarrassment at being singled out may make it even less likely he or she will want to participate in class.
 - If you decide to establish a norm of calling on learners who have not volunteered responses, begin with questions that do not have a single correct answer or questions that ask learners to make a choice between options. This makes it more likely that learners will be able to answer your question without feeling embarrassment or resentment.
 - Require all learners in your class to stop by your office hours at the beginning of the term. Getting to know each learner may encourage them to participate in class.
 - Consider asking quiet learners to email you their thoughts before or after class.

Some learners will readily accept this invitation. If they email before class, you will have an opportunity to draw them into the conversation at an appropriate point. If they e-mail you after class, they have the chance to put together a thoughtful response without the pressure of being in the classroom.

- Talking to the learner privately can also help. Reasons for being silent vary. A learner may simply enjoy listening. Another may lack the confidence to contribute. Some learners have quiet personalities; others may be undergoing personal difficulties that inhibit their participation. Some may be unprepared and embarrassed to admit it. Others may come from an educational background that discouraged active participation. Even after you gently encourage them to speak, they may remain silent. This is their right, and ultimately you must respect their privacy.

Scenario 61: Conflict between Learners

There will likely always be petty conflicts between learners for various reasons. It doesn't take long for a petty conflict to turn into an all-out fight. That is why it is necessary to get to the root of the conflict and put a stop to it immediately. Two, grade 12 male learners returned from lunch upset at each other. The conflict hasn't become physical, but the two have exchanged words without cursing. After some investigation, you determine that the learners are arguing because they both have a crush on the same girl.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • You should start by reiterating the fighting policy to both boys. 	<ul style="list-style-type: none"> • Do not leave the situation unattended.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Request the principal to kindly take a few minutes to speak with both boys about the situation as this can also help deter further issues. Typically, a situation like this will diffuse itself if both parties are reminded of the consequences if it progresses any further. 	

Scenario 62

Often when her learners are about to embark on a class activity it occurs to her that all the whispers and puzzled faces mean that they haven't a clue on what to do. A class of learners who are confused and do not follow a lesson, could be a recipe for disaster

Possible reasons

- 1) Instructions weren't clear for learners.
- 2) Instructions were too complicated.
- 3) Classroom management wasn't on a proper level.
- 4) Pre-task activity was omitted.
- 5) Task is not appropriate for the learners' knowledge.
- 6) Few auditory learners in the class.

Recommendations

- Give clear, short and slow instructions again; use visual help; use body language, gestures, eye contact, facial expressions; don't speak in a low monotone or a high-pitched voice, it can be difficult to understand or grating to the ears; speak on the right volume, don't speak too fast.
- Solve problems with discipline, insist on attention during the lesson (even if you must dedicate the whole lesson to it), explain to your learners that their poor knowledge is the result of their disorganization.
- Work in groups, monitor and help weak pairs. Call the strongest pair to the blackboard to present their work to the class.
- Do the pre-task activity with the class, translate or explain.
- Check if learners are ready for the task according to their previous knowledge.

- Use a lot of visual support and flash cards.

Scenario 63

One group of learners has no interest in learning English, and you wonder why you are wasting your time.

Possible reasons

- This group of learners have fallen behind in their study.
- The activity doesn't cover their learning style.
- The group was formed from one learning style learners or learners all with the same low learning skills.

Recommendations

- An uninterested group of learners needs extra work to cope with their educational problems.
- The teacher must adapt the activity to her 'uninterested group' learning style.
- Correctly reform the group.

Note: Sitting behind a desk or standing on a platform/podium creates a "distance" between the teacher and the learners. Try to have an aisle and enough space between the rows so that you can easily reach those at the back. This way you can talk to individual learners, allow the shy ones to ask questions quietly without the fear of embarrassment, as well as check their work and help them. Some movement on your side is essential, because it allows the learners to focus on you. Stepping forward to emphasise a point, small steps towards different sides of the class lets the learner feel that you are taking genuine interest in what they are saying.

Scenario 64

Every time you put the learners in groups, they just talk among themselves and usually about topics which are unrelated to the class.

Possible reasons

- 1) The topic is not of interest to the learners.
- 2) Learners have little vocabulary to speak the topic.
- 3) Bad group formation, no leader.
- 4) Low motivation and little control from the teacher.

Recommendations

- Find the topic challenging the age group of your learners.
- Practice the new vocabulary, use different aids to support all types of learners.
- Change group members to balance their group work, avoid close friends in the group.
- Monitor, advise and motivate the learners with brilliant marks and praise.

Scenario 65

The textbook you are using is terrible. It is too easy for the learners and they get bored easily. You don't want to spend hours planning as they don't seem interested anyway.

Possible reasons

- 1) Low motivation.
- 2) Boring lessons.
- 3) The course book is not relevant to the learners' abilities and knowledge.

Recommendations

- It's important to keep to the programme, not to the textbook, change the book when possible; if not, add some readers and grammar books; prepare songs, chants and games on the topic you need;
- Do projects, involve learners in self-study, encourage them to go to the library and use the Internet.
- Use a lot of different visual, audio and kinaesthetic materials; look through your classroom management, correct it, make your lessons lively.

Sharing ideas with colleagues is very beneficial:

Pieces of advice will help you to avoid a lot of mistakes in your classroom management. The psychological side of classroom management is also important.



Scenario 66

A learner is caught smoking weed on school premises. The school principal calls the parent. The parent tells the child, “don’t do it again”. The principal also reports the learner to the Circuit office. They advise the principal to allow the learner to attend school. When the other learners witness that learner is allowed to return to school, they become disruptive.



Do(s)	Don't(s)
<ul style="list-style-type: none"> • Implement the decision of the circuit office. • If the learner transgresses again, report the learner following due process and procedure. 	<ul style="list-style-type: none"> • Do not shout at the learner as this might be termed as “verbal abuse”

Scenario 67

You are a young teacher (25 years old), you enter the classroom to teach and you find the class in chaos. You ask the class to keep quiet. One learner reacts to that, saying, "you can't tell me to keep quiet". Furthermore, you are frustrated because you are pressed with too much work. For e.g., the Articulate Teachers Program (A.T. P) requires the teacher to present 20 pieces of work activities in 20 days but at the same time, you have to prepare lessons, teach and assess your learners work. At the same time your learners are problematic.

Group Discussion

Advise this young teacher on how to deal with this situation.

Scenario 68

You are a grade 7 teacher, and in your class, there are learners who are 13 years old and learners who are above the age of 19. Older learners tend to be disengaged and are often disruptive. How would you deal with this kind of situation?

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Seek advice from your peers. • Ensure that class rules are applied strictly and consistently. 	<ul style="list-style-type: none"> • Do not alienate the older learners. • Do not ridicule the older learners, especially in front of their peers.

Conclusion

Classroom management is the action teachers take to keep their classroom running smoothly throughout the year, enabling their learners to succeed. Things like organising the environment and setting, communicating clear expectations, and providing instruction that keeps learners attentive and focused are all methods of classroom management. Learners act out in a variety of ways, impacting their own ability to learn as well as those around them. Some of the types of disciplinary problems that are most common are:

- **Disrespect** - learners speak and act in a disrespectful way to adults and peers
- **Defiance** - learners openly refuse to listen to adults or follow directions
- **Bullying** - learners consistently intimidate others, often to make themselves feel better

- **Aggression** - learners become physically or verbally violent

Method: Maintaining Discipline in High School Classrooms

1. Treat learners with respect. ...
2. Get to know the learners. ...
3. Get learners engaged and involved. ...
4. Help learners work on their social-emotional skills. ...
5. Be fair and consistent. ...
6. Have a positive attitude. ...
7. Circulate around the classroom. ...
8. Don't humiliate a learner.

DRAFT

2.3 SCHOOL LEVEL VIOLENCE

2.3.1 PHYSICAL VIOLENCE

Scenario 69: Food Fight

You find learners fighting over food. You try to intervene, and they pour rice on you. What do you do?

Recommendation

Report the learners to the principal. Do not try to fight them.

Scenario 70: Dangerous Weapons

Teachers are not allowed to carry weapons (e.g., guns) to school, but children come to school with weapons including knives. The problem is that teachers protect each other and do not report those who come with weapons.

Recommendation

According to the law, teachers are not supposed to carry weapons to school. The school should search both teachers and learners for weapons when entering through the gate to make sure that no one comes to school with a weapon.

Scenario 71: Drugs/Substance Abuse

There is gangsterism and drug/substance abuse by learners, and gangs are formed outside the school and thereafter these move into the school. Learners even bring dagga in the classroom, sometimes in muffins.

Recommendation

School check at the gate should be done; and drug dealers should be identified and arrested by police.

Scenario 72: Effects of Violence

Teachers do not know how to respond to challenging behaviour, teachers end up in an institution or even committing suicide.

Do(s)	Don't(s)
<ul style="list-style-type: none"> Teachers should attend workshops/seminar or be trained on how to deal with the challenging behaviour of learners. Like learners, teachers also need psychologists' services available to them. 	<ul style="list-style-type: none"> Do not remain silent, seek assistance from your peers.

Scenario 73: Lack of parental involvement

Even when parents are called to attend a meeting concerning their learners, some do not come.

Recommendation

Parents should take care of their children by getting involved in their children's school activities. Schools have social and moral obligation to help the parents in this regard. The school and parents should work together to help improve the behaviour of the learners. There must be a law or policy on what to do if a parent is called to school and he/she fails to turn up with no good reason.

Scenario 74 Lack of security at school

There is lack of security at school.

Recommendation

There must be more than one security officer/guard at school. There must be a security guard at the gate and one who should patrol the fence. Security should be visible at the school. Security cameras should be installed at the school.

Scenario 75: An Ineffective Code of Conduct

Code of Conduct is not effective.

Recommendation

Schools must make sure that codes of conduct should not have loopholes. They must also be reviewed regularly and applied consistently. All stakeholders including educators, SGB and parents must come together and agree on the code of conduct. The code of conduct should be applied consistently.

Scenario 76: Orphans and Foster Children

In the class you have orphans and foster children. Some foster parents merely want to get grants without taking care of the children. The children become angry and bitter; they fight with other children because there is no parent figure to give them direction or rules as to how to approach life. Because there is no parent in their lives, the next closest person to them is the teacher.

Recommendation

The school should have a special programme for vulnerable learners. They should be referred to the social worker and psychologist to deal with their problems and challenges.

Scenario 77: Parents, broken families and lack of proper upbringing of children

The school calls a parent and during the hearing, the child orders the mother, "do not answer that question". So, the mother just kept quiet. Imagine you are in charge of the hearing, what do you do?

Recommendation

You firmly and kindly ask the parent to answer the question. If the learner insists that he/she should not answer it, call the principal.

Scenario 78: Inadequate departmental support.

DBE gives an irrelevant anger management course. The Department is slow to respond to school complaints. A school can wait, and after 7 days, the learner is back in the classroom and it is business as usual. Sometimes, the department does not carry out what the school is recommending, e.g., expulsion. Schools are not sure what the process for dealing with cases is.

Recommendation

The school should ask for a meeting with the department to discuss the issues. Everything should be done according to the law.

Scenario 79: Violence

A boy stabbed a girl in the toilet. She brought him to the staff room, and an educator said, “not this one, can’t be this one” and it just ended there. What went wrong? What should be done? How should this matter have been handled?

Recommendation

An investigation should be carried out for the truth to be revealed.

Case Study

During the field study, it was claimed that management tends not to support younger teachers, expecting them to be able to deal with the issues in class. Young teachers are normally overpowered by learners – ending up being bullied and humiliated for they do not have the maturity, experience and skills to deal with cases. Some teachers don’t think before they speak to learners; some support learners because they have intimate relationships with them. On the other hand, management is powerless when dealing with teachers who commit offenses due to the lack of support from the district office. Educators must change their mind-set and look at the mind-set of the people around the school and within the schools.

Recommendation

The case should have been investigated further.

- Educators should keep records of violence at the schools.
- Principals should know how to deal with or resolve violence problems.
- Educators should not be embarrassed to report violent incidents.
- The manager of the school must report violent incidents at schools to the authorities in the proper way.
- The school must report violent incidents to the security committee.
- The schools must have strategies and methods of promoting safety.

Scenario 80: Emotional Abuse

A learner is torturing and threatening you, calling you even during the night. You now have anxiety and almost a breakdown.

Recommendation

Urgently, seek assistance of a psychologist.

Report the matter to the principal.

Scenario 81: Gangsterism

Gangsterism is transferred from the community to school. Children are influenced by what they see and experience around them.

Recommendation

The community must be empowered to deal with gangsterism and other socio-economic problems like poverty for e.g., by coming up with poverty alleviation initiatives.

Scenario 82: Age Disparity

Older children can't cope with the school systems for there are huge age disparity between learners in the same grade.

Recommendation

Try not to embarrass the older learners in class; try to downplay it. Treat the learners equally; give them the same respect you give to the young ones.

Scenario 83: Child Headed Homes

Imagine you are having children from Child Headed Households (CHHs). Children living alone in a new location tend to become angry, and eventually, may join gangs. Learners from CHHs and orphans tend to engage in acts of violence more compared to others. For e.g., a principal was chased and hit with a brick by an orphan (possibly because he was psychologically and emotionally challenged).

Recommendation

The school should be well equipped and have all the necessary tools to deal with learners with special needs.

Scenario 84: Rights and Responsibilities

Learners don't understand the concepts of rights and responsibility.

Recommendation

Talks should be arranged to let the learners know their rights and responsibilities, a platform where they can also ask questions.

Scenario 85

There is lack of accountability. The department blames teachers; teachers blame leadership and management, management blame the department and, in the end, in the whole system, nobody is held accountable.

Recommendation

Strictly follow the policies and protocol.

Scenario 86: Witchcraft and muti practices.

Some parents give their children bands (generally worn around their wrists) which they believe makes them strong and protects them when they fight. A few teachers carry weapons to school to protect themselves.

Recommendation

Teachers are not allowed to carry weapons to school. If need be, they should be searched at the gate when entering the school every morning. Children should be informed about witchcraft.

Scenario 87

Stakeholders (e.g., social worker, SAPS or Adopt-a-Cop, etc.) are not always supportive.

Recommendation

Somehow stakeholders should be made aware about their school responsibilities and should be encouraged to be actively involved in school matters. For e.g., the school can use the media to campaign for this involvement.

Scenario 88: Children from poor families

Poor children are vulnerable for they can easily be persuaded into entering relationships with older men. For e.g., a learner told her parent about a money lender at school who happened to be a teacher. The parent borrowed money in order to pay the learners school fees from the teacher. When time came to repay the money (plus interest), the parent did not have the money, the teacher then demanded that the learner enters into a romantic relationship with him. Another example was of a child who was financially assisted by a school principal provided that the learner became his girlfriend. A video camera was set to record what was going on, and the principal was arrested

Recommendation

- According to the law, educators must not have intimate relationships with school children.
- All cases should be reported to SACE and the Department.

Scenario 89: Demographic nature of school and xenophobia

Learners call those from other countries various names, and this originates from the community. *".... even the names of the villages are xenophobic. Like in my area, Buzini, there is a place called "Phaka"- Phaka is to hide. It is like those people are here to hide because there is war in their country"*, a participant said. He/she continued, *"in most cases, you find that those learners coming from those countries are more intelligent than South Africans. So, they become a threat. So, if maybe from the top 10, six of them are from those countries, you will hear stories just to make them feel inferior: Number one, don't forget you are here just to hide! Number two: Your parents didn't contribute to the building of this school. So, there are lots of fights, even stabbing incidents arises from these matters"*.

Recommendation

- Try to create an atmosphere of unity in diversity and encourage learners to study together with those from outside South Africa.
- Learners should be educated about the law that forbids learners to discriminate others and physically or verbally abuse those from outside the country.

Scenario 90

Union or political membership () is rampant. When the issue doesn't go their way, learners. They come to school and block roads and they threaten teachers.

Recommendation

- Have a partnership agreement with COSAS.
- Maintain open communication with all stakeholders.

Scenario 91: What happens to strict teachers?

Learners especially target strict teachers (sometimes together with their parents); however, the teachers who are not in the forefront in terms of exercising discipline and reprimanding learners fall on the second level of being victimized; the priority are the ones who always try to maintain discipline. These are the ones being respected at the same time by the learners. Educators sitting in disciplinary committees become targets even outside the schools because they are the ones supposed to suspend learners. Teachers can be beaten by people who are not even in that school, for e.g., brothers or members of a gang. Children know the consequences that a teacher cannot go so far, then keep on misbehaving. There is no collegiality. Some teachers pull others down through mudslinging, counting their mistakes and using children as a weapon.

Have you had this experience? How did you handle it?

Recommendation

- Report the matter to the principal.
- The matter should be discussed with the learner's parents.
- Learners must be educated about their rights and responsibilities.

Scenario 92: Non effective school safety committee.

School safety committee should comprise: the police, ambulance and hospital/clinic, social workers, psychologists and other important stakeholders that are concerned with safety. The committee members must be trained and ensure accountability. Schools should report incidences of violence on paper. Sometimes people hear about cases only from the media when a learner (since they have access to cell phone) or parent reported it. As soon as you see that there is something going wrong with a child you need to alert the disciplinary personnel. They will take him/her out of class to be tested for drugs; and if tested positive to be taken out of the school. Education District Officer can visit the school and conduct a mini training session/meeting for e.g., to explain the rules against corporal punishment, etc. and for each teacher to sign for the rules which would hold him/her accountable for any action taken. The police are blamed for not cooperating with schools. For e.g., a participant reported that, *"... I phoned the police last week and I said that you remember we were battling since January. The lady said to me, sorry now, we are very busy now and I can't help you. I said I will report you. She said, please do and put the phone down"*.

Group Discussion**Questions/**

- 1) Who should be the key stakeholders within school safety committees?
- 2) Is your school safety committee effective? Briefly explain.

Scenario 93: The School Governing Body

Ineffective SGB.

Explanation

The years of service that SGBs are expected to serve, is too short (3 years) and there isn't sufficient time for them to train and acquire skills to provide strategic leadership and support to schools. As a result, they are taken advantage of by principals. Public schools can't afford extra SGB personnel. The way SGB's are elected is also not right; some are elected not as representatives of parents but for government or to support the principal; they don't exercise their powers (because they are subservient to the principal). Because of illiteracy, SGB's lack the necessary knowledge to discipline learners and do not have necessary skills (e.g., legal

skills, finance skills etc). A school should have a support system which also includes a social worker and police.

Recommendation

- The SGB members should be well equipped to be able to deal with matters related to violence.
- They must be trained to have the necessary skills; and must know their responsibilities.

Scenario 94: Bullying

Violence starts in the classroom where for e.g., a boy wants to be a bully and shows off that he can make things happen. The learner waits for the teacher outside the school.

Recommendation

- In such situations, the teacher must be escorted and must not stay alone at the school. The Community Policing Forum (CPF) can be called in to assist (learners are afraid of them because it consists of community members).
- Educators must be guided and protected by the legislative framework and everyone must be aware of it.
- The learner must be dealt with according to the school policy. This might lead to expelling the learner from the school.

Scenario 95: Purchasing drugs from outside vendors

Learners enter the school gate in the morning without drugs, but during and after break, they are found using drugs. Learners purchase these drugs at street vendors near the school's fences. When learners return from break teachers are able to identify that there is something wrong with the learners as their eyes are typically unusually red and the behaving out of the norm.

Recommendation

- During breaks, there should be a teacher who controls and monitors the movement of the learners as this is typically the period when selling of drugs is mostly taking place.

Scenario 96: Circuit Office

Learners and parents are fond of taking teachers to the circuit office. Then, the circuit manager phones the teacher, *"I have a learner with the parent here what's the matter"*. In most cases the circuit manager sides with the parent.

Recommendation

Matters should go to the principal's office first, if not handled it should be escalated to the SGB and school's safety and security committee. Some matters can go beyond the school level provided it is the principal who escalates them.

Scenario 97

Learners fight everywhere including outside school and in the school bus. Sometimes, violence continues after school.

Recommendation

- 1) Learners should be monitored especially during break.
- 2) Make a TV programme that involves the school/education.
- 3) Educators should report violence incidences to the principals.
- 4) Implement the school policies with the assistance of the DBE.
- 5) Reaction units or NGOs should work closely with the police; and there must be a good partnership between the school and police. From time to time (may be three times a year), police can go to schools to give talks and tell the learners that if they engage in drugs there will be consequences, that it is their choice; sometimes the police come and teach learners about safety measures. This can be arranged with the authorities.
- 6) Learners should be searched by police as the need arises.
- 7) Parents should cooperate with the educators and effectively engage themselves in school activities. For e.g., they must sign the code of conduct.
- 8) Drug testing policy. Schools are allowed to test any learner based on suspicion that he/she may be under the influence or may have taken something. Even random drug searching by police and random testing can be done. A learner is asked to provide a urine sample if

they have a “reasonable suspicion” to believe the learner has violated the school's drug and alcohol policy.

- 9) Security guards. Learners should be searched every morning before they enter the school premises. The challenge though, is that having security at the gate in the morning may not help because during break, there are boys from outside who bring drugs to the learners through the fence. So, security must be alert; at the gate and around the school fence.
- 10) Awareness campaign – e.g., by Adopt A Cop, the usage of local police and/or adopt a cop engagement is very important.
- 11) A social worker must be involved.
- 12) Have a policy for safety which should be signed by all stakeholders including parents.
- 13) According to one participant, during the period when he/she was working under the provincial services, together with the department of justice, they would visit schools so that learners must be aware of crime – taking with them a fully guarded dangerous prisoner (handcuffed) to the schools.
- 14) The SGB – should be invited in the safety forum where there are different stakeholders from various schools where violence is discussed.

Scenario 98: Riots

You are caught off guard and bricks are thrown at you. Windows are broken, and you did not expect that level of violence. The gates are closed, and you do not know where to go.

Recommendation

- The principal should report and call the District Office and the police.
- There should be a clear plan of action, explaining what to do in the case of an emergency like a riot, from step one to the end.
- Schools need to have psychologists services as both teachers and learners can develop mental and health issues related to stress caused by prolonged exposure to violence and trauma.

Scenario 99

When the school bell rang, children packed their things in a hurry and left the classroom. A group of ten pupils ran out of the school yard. They were very noisy when they came to the park near the school.



They took off their backpacks and threw them on the ground. Soon after they saw a skinny boy with glasses who was passing by. The two bigger boys got in his way not letting him step any further. They started to slap him on the face, while the other boys cheered and called out. At the time the park was full of small children and their parents. When the fight started, those parents turned their heads away and continued to play with their children, as if nothing had happened. However, somebody's mom couldn't just sit and watch all this, so she dispersed those kids from the park. A boy with glasses remained on the ground. He was very scared.

Question to ask yourself.

1) How would you react if you were in the park at that time?

- 2) Would you defend the boy or remain silent, turning your head away since he wasn't your child?
- 3) What are the consequences for the child exposed to violence and what can we do to solve this problem?

Note: When it comes to children who act violently, it is important to emphasize that such behaviour towards peers and the bad relationship with teachers may continue until adulthood and then evolve into more serious forms, such as criminal behaviour and violence in different kind of relationships (with colleagues and friends, in emotional relationships, towards their children).

Recommendation

Do we turn a blind eye when we witness a child using physical force and violence towards another child? It is extremely important that all of us – parents, family members, teachers, other school staff, and competent institutions act and prevent violence of any type at school. As role models, parents and teachers should raise children and not resort to using physical force in order to win something they want.

So, as a responsible teacher:

- You defend the learner.
- You advise your other learner that their behaviour is unacceptable and point out the consequences of their action both physical and psychological ones, that violent behaviour may cause.
- As teacher you should try to develop empathy for your learners and try to assist them to step into someone else's shoes and understand how that person feels as a victim of violence.
- Encourage respect, friendships and nonviolent communication.
- Schools and institutions need to establish clear rules of behaviour and introduce appropriate penalties if they are not respected.

Case Study

Scenario 100: Handling an assault case

A teacher was strolling along the corridor during recess while on duty. Suddenly, she saw a grade 10 learner being assaulted publicly by another learner. Several other learners looked on but did not take any action to ease the tension. The teacher was ignored when she tried to stop the assault by ordering the assailant to stop the attack at once. Considering that she might not be physically strong enough to stop the fight on her own, she told the learners to stay calm and stop fighting. On the other hand, she sent another learner to ask for help in the teachers' room. Then she examined the seriousness of the victim's injury to see whether immediate medical treatment was necessary, and she also expressed her concern for both learners. She further identified those onlookers who might recall the cause of the incident and provide more information later. The rest of the learners were dismissed once the matter ended.



Recommendation

With the help of the class teachers concerned, the teacher on duty interviewed the learners separately in a quiet corner, first the victim, then the assailant and finally the witnesses to gather information about the incident. During the investigation, the teachers did not pass

any personal judgement until they were satisfied with the situation as described. They analysed the situation with the learners to let those involved understand that the teachers were fair and firm in their stand. When the learners involved agreed with the findings of the investigation, the teachers invited the views of the learners, in particular those of the victim and the assailant regarding the appropriate consequence and follow-up activities. At the same time the teachers attempted to help the two learners reconcile. The teachers also ensured that the victim and the assailant were satisfied with the outcome. These steps were taken to ensure that the follow-up action plan could be enforced and to prevent retaliation by either learner. The teachers also informed the learners that the matter would be disclosed to their parents.

When the teachers completed all the necessary procedures, the parents of the learners were informed. The teachers also assured the learners that they would discuss the matter with them again if they were not satisfied with the development. The discipline and the guidance team met with the principal and the teachers involved to work out follow-up programmes. At the class level, the class teacher made use of the incident to illustrate the need for self - control and conflict resolution. The incident was discussed with the whole class without disclosing the names of the learners involved.

The purpose was to explain the consequence of the assault behaviour and the rationale for the follow-up action. At the school level, the discipline master addressed the whole school at an earliest convenient time to explain what had happened so that there would not be any rumour or conjecture and let the learners know that the school had dealt with the incident with fairness and reasons. In such situations, the teachers may like to consider using brainstorming techniques to draw out the inner resources of the learners in solving problems.

In handling violence cases, the teacher must take prompt and determined actions to protect all those involved from serious injury. During the intervention, the attitude and the approach of the teacher is of vital importance because the readiness of the learners to co-operate depends on the friendliness, fairness and firmness of the teacher. Making any judgement too early may reduce the trust and cooperation of the learners involved. Since the primary objective of the teacher is to educate, inviting learners to suggest appropriate follow-up actions help them to be responsible for their wrongdoing. This also increases the teacher's flexibility in administering discipline actions.

Scenario 101: To tell or not to tell – Teacher Responsibility Matters

A fifteen-year old grade 9 girl was caught red-handed by a discipline teacher in her attempt to steal several hundred rands from her classmates during recess. When probed by the discipline teacher, the girl revealed that she had just broken up with her boy friend and she felt upset and depressed. The girl told the teacher that she planned to buy her boyfriend a branded watch, which he yearned for. She believed that the boy would be much delighted to receive the present and their relationship could be restored. The teacher was alarmed to find that the girl had been strongly attached to her boyfriend and she would even commit theft to please him. The girl begged the teacher not to relate the information to her parents and classmates because her parents would react very strongly to her theft and her obsession with dating and the classmates would laugh at her. Immediately the teacher was caught in a dilemma of whether to inform the parents or to concede to the learner's request for confidentiality. What actions should she take under such circumstances?

Recommendation

In this case, the discipline teacher took the following measures:

- 1) Seeing that the girl was weeping incessantly, the teacher expressed her empathy and stressed that her primary concerns were to find out the causes of her misconduct and work out some mutually agreed recommendations to the problem.
- 2) The teacher assured the girl that she was ready to help and listen instead of simply enforcing punishment.
- 3) Having obtained trust from the girl, the teacher steered the girl towards facing her problems and being responsible for what she had done.
- 4) The teacher explained clearly to the girl that she had to inform her parents about the theft. The purpose was to assist the parents to understand the incident and support the girl but not to punish her.
- 5) In view of her misconduct, she would be given a demerit. But she could take part in voluntary services organised by the school with the hope that her demerit could be deregistered at a later stage. This was in line with the existing school regulation and policy, and she had to bear the consequence of her misbehaviour.
- 6) The teacher assured her that the theft and her love affair would not be revealed to her classmates.
- 7) The teacher also explored with the learner the proper courses of action she should have taken in the situation instead of attempting to restore friendship with a present and committing theft.

- 8) Through rehearsing with the girl about the proper ways of handling her parents' reactions, the learner became less anxious about having her parents know about her theft. The girl was persuaded to receive the assistance of the school social worker so that she could learn how to handle her relationship with her peers, especially friends of the opposite sex.

After the teacher explained and analysed the behaviour and consequence with the girl and helped her understand and accept her responsibilities, the girl was willing to accept the arrangement. The teacher then phoned her father and invited him for a joint interview.

During the interview, the father was informed of the incident and reminded that the girl had been punished by the school and would be referred to the school social worker. He was advised not to reprimand the girl, as she was very distressed by and regretful about the incident.

The teacher explained to the father that the girl needed support and guidance from parents to overcome the social and personal problems which girls of this age group would experience in their adolescence.

1. It can be seen that, for discipline problems like the one described above, the school should have a way of dealing with discipline by the Disciplinary committee. The intervention techniques should be educative, problem-solving and non-punitive in nature.
2. The problem of stealing in school is usually handled by teachers. If the learners exhibit the problem of habitual stealing, the police might be called in.
3. Since the learner refused to disclose the matter to parents, the teacher should not force her at the early stage, lest she take some impulsive actions, thinking that no one would help her.
4. However, the teacher tried her best to guide the learner to face her problems and to accept her responsibility. The teacher should assure the learner of her goodwill and that she was trying to help her out.
5. Once the learner felt that the teacher was empathetic and fair, she would consent to revealing the matter and receiving help from the school social worker. The support of the school social worker should be solicited as soon as possible. In this way the teacher ensured the well-being of the learner and made her understand the right attitude and appropriate ways to handle the difficult situations she had put herself into and yet maintained a trusting relationship with the learner.

6. At the meeting with the parent, it was equally important for the teacher to encourage the parents to stay calm and handle the problem carefully without damaging the parent-child relationship.
7. Since the learner had been caught red-handed, the teacher had to help her understand that she had to be punished according to the discipline policy of the school. The teacher should also discuss with her the proper and available problem-solving strategies she could apply in similar situations and in any circumstances, illegal acts such as theft was unacceptable.

In handling the case, the teacher maintained a good relationship with the learner and helped her learn the proper ways to solve her personal problems.

Scenario 102

Nosisa, a head of department at a school in Tembisa, found herself on the receiving end of the violence two years ago, when a Grade 11 pupil slapped her when she asked him why he was not in class. He was hanging out on the balcony and the teacher asked him why he was not in class. He turned, without saying a word, and slapped the teacher. He slapped her so hard and the teacher lost her balance. The boy ran away.

Recommendation

He was expelled following a disciplinary hearing.

Scenario 103: Violence and Gangs

Gang members entered the school compound and learners were so afraid. A teacher ran to the office to report it to the vice-principal. Then she had to go back to her class because the other rule they had been given is that if you notice a gang on the school grounds, you need to go inside your class and lock the door. While she was in the passage, she came face to face with the gang members. Her heart nearly stopped.



Then she just ran into the nearest class, closed the door, screaming and the learners said: "What's wrong, ma'am?" "Oh, my God, I am going to die today," she screamed. The class screamed. Some started crying. Management called the police, they came, and they stopped the gang violence. The police shot one of the gang members, may be, he was the boss. He was hanging on the gate when he had been shot by the police.

Scenario 104: What teachers could do to build trust?

Janina took a group of learners to the mountain at the end of the first term. They were so excited about going on an outing with her. It was a beautiful sunny day with clear, blue skies. They packed lunch and water bottles, and they were ready. They spent the whole day on the mountain with jokes and much laughter. And a few asked Janina when they were going up the mountain again. So, the teacher thought what to do with them, not only prepare them for life, which is often a mountain, but to also tell them that on this journey they should enjoy life as well. And the teacher thought that on the mountain, many of them saw the fun (lekker) or jovial girl. This past Monday, Janina walked to a group of girls and one commented on the jacket she was wearing. "Oh, but ma'am is wearing a lekker jacket," she said. "But she is a lekker girl," another chirped in. And she thought that is how they perceive her. She tried to maintain

the balance between being strict and making jokes, to let them see the lighter side of life. She wanted them to know that she was their teacher, but she also understood the life phase they were grappling with. She hoped this is how they saw her “I am young at heart and I try to show them that”.

Recommendation

The teacher handled the issue appropriately.

Scenario 105: Violence and Gangs

One or two learners in John's class were part of a gang. One time a gang jumped over the school fence and entered John's school. They tried to provoke the learners and the learners wanted to show them that they are also “guys”. They want to show their pride and fight.

Note:

Sometimes you could reason with them: “Please, guys, don't do this.” At other times when they are high on drugs they just want to fight. That would disrupt the school, because once the fight starts the school would have to be suspended. And then you would send them home for their own safety, trying to protect them. This is a very, very challenging situation, especially for young teachers, who are just starting to teach, they would start to doubt whether they really want to do it or may start looking for another school.

Scenario 106: Let's go for it, let's fight. Learner Violence

Learners keep personal problems such as alcohol abuse, abusive parents or a mother being beaten up by the dad close to their hearts, which can grow to an anger that can explode at any time.

One day after break, a Grade 9 class was standing outside, the door was locked. They waited for their teacher to unlock the door. One of the boys jokingly pushed one of his classmates, while a few others were just playing and teasing. The boy who was pushed reacted immediately as if he needed to defend himself. The anger flashed across his face. He grabbed his classmate, grabbed his arm and pushed him to the ground. He started beating him. Someone playing with him was a severe provocation to start fighting. And this happens a lot because of what learners constantly experience at home; they see any slight issue as a

challenge. For e.g., reprimanding him or asking him about his work, he sees it as a fight. The attitude changes, it is as if he is saying: "Let's go, let's go for it, let's fight. I am up for it." If they don't react first, they will get hurt, so better to attack first.

Group Discussion:

- 1) Have you experienced a situation like this?
- 2) If so how did you deal with it?

Dealing with some of the learners are a challenge. Sometimes we try to penetrate and change their minds with teaching, by feeding them knowledge. Unfortunately, for some of them, their minds are blank, there is just a board in front of them and a blabbering teacher. "I'm just here, I'm here, but not to learn". So, it is a great challenge for most teachers and still we have to push, we have to try. In addition, the pace at which you have to teach, is also challenging. You must make sure you have covered all the topics in the curriculum. And then, at the end of all of it, it is not just about the curriculum, but about all the different ways in which you are a teacher. Because you are a teacher, but you are also a parent, a brother, a sister, an advisor, a counsellor. Just too many ways of being a teacher and roles to step into. Unfortunately, teachers are not really trained to become all those things, they are trained at college or university to teach and to know the subject content. Though, yes, psychology is part of the curriculum, it is not the main focus. It is perhaps better for those who study Foundation Phase (FP) but for FET (Further Education and Training), there is little inclusive education, in reality, it is a matter of glancing at it. FP takes it from first year to fourth year. Teachers don't really know how to handle the psychological and emotional problems of learners. They do not know how to tackle the school challenges, for e.g., to deal with a child with anger issues, a writing impairment or an eye impairment. Therefore, it is always better for a school to have the professionals around such as social workers and psychologists.

2.3.2 VERBAL/EMOTIONAL VIOLENT ACTIVITIES

Emotional and psychological violence Such behaviour may also result in bullying and gang fights.

School violence may arise due to the psychological deficiencies created by dysfunctional homes. Policies - cause teachers to play a dual role, i.e., parenting and practicing as psychologists. This clash expresses itself emotionally, which sometimes becomes violent. Family background and socio-economic problems such as poverty cause learners to be hungry and angry at the same time. They make them uninterested in education; and as a result, they bully other learners and teachers. They want to feel welcomed and to fit somewhere because at home they fit in nowhere.

Scenario 107

A prefect came from nowhere, doesn't know anything about what's going on, and he says to one of the other prefects: "Yes, everybody is saying you kicked the ball into that window." And I think, I have this situation under control, why is he now acting like such a big guy, and Duma, the other prefect said: "Who made you the lawyer? You are not the lawyer. Leave Melissa alone." "Yes, but who gave ma'am the right to talk to me like that?" Then Duma just asked him to leave. The bell rang, and Duma walked towards the staff room, but he didn't see the prefect go into the staff room. He was talking to one of the children outside in the passage and he said: "What do you guys think of this Duma? He wants to come and tell me I am the lawyer? Is he foolish, then?" Duma came out and said "Excuse me, are you talking about me? About this Duma?" Duma got so furious because the thing is and he is a prefect, and Duma said: "Jabu, what did you just say?" And then Swaibu, one of the schoolboys, said, "No ma'am, he spoke about ma'am just now." Then Duma said: "Just tell me quickly, who are you?" "Yes, but who gave you the right to talk to me like that?" he protested. He had an attitude of defiance, standing against the wall with his hands in his pockets, and Duma stared at him: "Mluleki, do you know, you can be lucky you are not my child. The fight started.

As a teacher what would you have done to save the situation?

Mluleki's father was called to school but the way he was talking to his father wasn't appropriate right, he was rude and disrespectful to him. The Deputy Principal decided that Mluleki was not getting his badge back, nor his tie, because he told one of the other school children, "I will get rid of you." He really seemed to think he was untouchable. He was definitely not a prefect

again because he still needed to be mentored. If he continued to misbehave permanently, he would then be detained or expelled from the school.

Recommendation

- You should have intervened and asked them to stop it.
- There are two alternatives you should have considered: 1. Stop it and leave it there, if they stopped; 2. Intervene and separate them. You do not leave it there, report it to the principal. The principal should have reprimanded the offender, Mluleki and asked him to apologise to the people he offended including Melissa and Duma. A child must know his place and know how to act around adults.

Scenario 108: Being a teacher with passion for your work

“Learners need love and attention; I can see their lack of love at home.”

Teaching is about, taking these learners like your own children, treating them like your own children. You should always tell them that you love them. They need attention, they need to get that from you... The bond we have in class is really a mother/father/daughter, a mother/father-child relationship, and then, learners can feel free to come to talk to you. You should have an open policy. As teachers, you should have what we call “collegiality”, respecting each other.

A learner named Dudu, lashed out at her teacher. Dudu’s teacher reprimanded her over a scarf that she was wearing, the teacher told Dudu to remove her scarf as it is not allowed in her class. Dudu became argumentative, which was not like her. Later that day the learner went to her teacher and she burst into tears, the teacher asked the learner why she was so upset, the learner explained that everyone around her seems to be passing away. Dudu told her teacher that, her friend was stabbed and she is living in the mist of gang violence.



Then teacher replied, “Okay Dudu, we don’t always know why good people have to leave this earth.” They were still in the classroom and she calmed down and she said: “Can I give you a hug?” “Yes, you know I love you very much. You are my child and I don’t like seeing my child so upset.” And then she said: “Ma’am, sometimes we don’t have money for transport and then my mother writes me a sick letter,” to which the teacher replied “Dudu, I cannot help everybody, but I can see you are upset. If you need taxi or train money, I will give it to you.” Dudu didn’t mind giving her money. She doesn’t smoke, she is a decent girl. She said: “Yes but I don’t want to bother Ma’am every time.” The teacher answered her: “No, you don’t bother me. I just want your mom’s number and you can tell your mom what I said. If your mom has a problem, she can phone me.” Dudu’s mother came the following day and she thanked the teacher for the time she took to speak to Dudu.

Dudu’s teacher is renowned for being strict, the learners call her “The Law”, because they know, they do not mess with her. If she says, “you are going to stay in for detention”, then she means it. No idle threats with her, she walks the talk, or she preaches what she does. You have to be on your guard, otherwise they walk all over you. There are times, as a human being, when she lost her patience with her learners however, she would realise her action, afterwards, and she will further explain that she doesn’t tolerate misbehaviour however she still cares for her learners.”

Recommendation

Dudu's teacher played her role as a teacher with passion. She also loves her learners; she interacted well with them and they realised it. It was not fake. She played a parental role as well and was a good disciplinarian. Dudu helped even with her money where she could. She handled this case well and she deserved to be applauded for it.

Scenario 109: Following the rules

Learners must be reprimanded and shown what is wrong and what is right. When a Xhosa black child becomes a man, they often incorrectly think that being a man is not to be told that what you are doing is wrong. "I am a man, don't tell me what is wrong, I know what is wrong even if I am wrong. I am not going to apologise." Possibly, that is the teachings they get when they go for the initiations (not to say the teachings are wrong). Seemingly, they receive them in a wrong way. They are being told you are a man now, you stand on your own two feet, you make your own decisions, may be, it would be better to postpone their going to the initiation school until after they have passed Grade 12. At school they are still a child and they need to abide by the school rules. There are rules everywhere. For e.g., if you want to join the police, you got to follow their instructions and rules. If you are being told, "No jewellery," you take off your earrings. When you signed the contract in which you said that you were going to follow the rules, then you abide by the rules. So, learners should be told always that everywhere they go, even at work, they must follow the rules. They should be told that even teachers, must follow the rules. Teachers cannot come to work drunk and teach them.



Recommendation

You must be firm and stick to the rules and policies of the school and classrooms. You have to make sure that all learners, no matter what, obey the rules of the schools otherwise; they have to be disciplined and punished accordingly. Learners represent their school uniform. Their school uniform must represent their behaviour in class. This should always be preached.

Scenario 110: Learner Suicide

In Mahikeng, a learner committed suicide after knowing that he had failed the exams. He fell into the dam along the Vryburg road.

Recommendation

Teachers must create a friendly relationship with learners whereby learners can always approach them to discuss what they are going through. Teachers then can easily refer them to a social worker or psychologist.

Scenario 111: Language - Frustration and helplessness

In your class, children can't understand or comprehend what is happening and can't speak in class or express themselves because of language differences. They tend to feel that there is no point in studying.

Recommendation

South Africa has 11 official languages, but one language is mostly used for assessment, which is English. According to the language policy, in lower grades, children are normally taught in vernacular. This tends to lower the understanding ability and jeopardises children's ability and capability to interpret exam questions in the higher grades. Try to teach the learners in the same language of assessment.

Scenario 112: Hair

A learner asks you outside class, "Why should I listen to you the teacher. My parents do not tell me this, so why should you tell me". Another asks, "But sir, "Why do you tell me that I must cut my hair while this guy's hair is longer than mine?"

Recommendation

- 1) Learners must know their rights and responsibilities.
- 2) They must also be clear about the legislation, rules policies of the school such that if they transgress, they should be disciplined.
- 3) . Learners should be educated about racial differences and other background differences. For e.g., the hair of Whites and Indians is naturally longer than that of Blacks.

Scenario 113: Race

People of some races start smoking at a younger age; some won't sit on the same toilet where someone of another race sat on earlier, etc. This intolerance causes a friction amongst them. To some learners, seeing someone of a different colour means opposite direction or position. This happens mostly in the foundation phase of schooling. Intolerance due to different races, tribes, religions and cultures is rampant at school.

Recommendation

Learners should be educated on these matters and be given the necessary tools to cope.

Success factors in handling problem behaviour**Discipline**

Disciplinary problems mean when learners act out in a variety of ways, impacting those around them and their ability to learn. **Disrespect**, defiance, bullying, and **aggression** are the most common disciplinary problems. A dysfunctional **home life** can **impact learner behaviour**. Managing disciplinary issues may be one of the most challenging aspects of teaching. Mistakes made as a disciplinarian: befriending your learners and then coming down too harshly when they overstep the murky boundaries, etc. In South African schools today, we are teaching and supervising the children who are left on their own devices. Learners take behaviour (e.g., fighting, use of a strong language) from home to school. Some problems start at home. In some hot spots in South Africa, in testing the learners 9 out of 10 are found to be positive for drugs. Learners indicate that they do drugs at home and they are allowed to do so by parents, and the same learners are sent to school. Learners have lost respect for teachers and parents.

Timely intervention

Minor misbehaviour may blow out of control. Before the misbehaviour spreads or intensifies, the teacher should intervene promptly. This timely intervention, which aims at discouraging inappropriate behaviour and reinforcing appropriate behaviour, can quickly re-establish limits and order so that teaching and learning can go on with minimal interruption.

Follow-up support

By planning the follow - up action with the learners and teaching critical thinking and problem-solving skills, the teacher can help learners develop a set of socially acceptable behaviours. In the long run, the learners would learn to be responsible for their own action and be self-disciplined.

Logical consequence

The consequence to be borne by the learners should be directly and logically related to their misbehaviour. For e.g., when the learners fail to hand in homework assignments, they should be made to finish their work after lesson or after school instead of simply being given demerits. In discussing logical consequences, learners are allowed to learn and take appropriate and responsible actions.

Non-punitive undertone

The intervention is non-judgemental, and the learners' dignity is cared for. It guides learners towards taking their responsibility without the feelings of shame, humiliation and being ridiculed. Therefore, learners will not retaliate.

Fairness

Learners should be given the opportunities to explain the reasons for their misbehaviour. Taking into consideration its seriousness, causes and situational factors, the teachers can then carry out appropriate corrective actions.

Cooperation

Misbehaved learners usually have low self-esteem and feel insecure and alienated from school. By disapproving only their behaviour but affirming their worth and potential for improvement, mutual trust can be established, and cooperation invited.

Firmness

Once an action is agreed, teachers and pupils have to follow through the agreement with continuous review of the progress. Having to follow through an agreement, the learners must think twice before they take any action and learn to be better self-controlled and more responsible.

Developing alternative perspectives and strategies

As can be seen from the paragraphs above, if a certain discipline measure is adopted not merely as a form of punishment but as an educative process, it should have the following characteristics:

- focuses on rules and not the power of the teacher;
- proves to learners that they are being cared for;
- is fair, reasonable and flexible, taking every situation into account, rather than erratic or irrational;
- is accompanied by desirable alternatives; and
- is followed with guidance activities.

The essence of discipline is finding effective alternatives for punishment to help learners learn self-discipline. Some educationists believe that ineffective punishment may enrage the learner and make him uneducable. Therefore, teachers should perceive punishment as a last resort after the more positive measures have failed to get through. Now that you have been guided through the success factors in the management methods and strategies, you may like to develop your alternative perspectives and strategies in dealing with some common problem behaviour in schools.

The effectiveness of discipline strategies can be measured against the following success factors:

- Timely intervention
- Follow-up support
- Logical consequence
- Non-punitive undertone
- Fairness
- Cooperation
- Firmness

Other common discipline measures/strategies and an analysis of their level of success

School rules

All schools have school rules as a guide of the basic expectations of proper behaviour among learners in the school premises. They serve as standards for teachers, learners and their parents in dealing with learner affairs in school. In setting standards for the rules and regulations in a school, the following aspects are usually considered:

- School rules must be simple, clear, kept to a minimum number and made known to all parties concerned including the parents.
- The rules are drawn up with input from teachers, learners and their parents.
- The rules are meant to be enforced fairly, consistently and reasonably.
- The rules are to be reviewed on a regular basis.

School rules which are drawn up with the above characteristics are effective in bringing about good moral values for learners to be self-reliant, disciplined and responsible beings.

Punishment

Some teachers view punishment as a deterrent and concrete measure of handling misbehaviour. They feel obliged to punish misbehaving learners so as to be fair to all those who follow rules and regulations. Punishment is a preferred practice in many schools because of its educational and deterrent effect. In fact, when punishment is meaningful and educative, it serves more than a deterrent. In the school setting, punishment should be designed as a process of education providing an opportunity for learners to learn appropriate behaviour and be responsible for the consequences of their action. Various forms of punishment used in school range from teacher's frowning and looks of displeasure to copying lines; from demerits to time-out and isolation; as well as from detention to suspension.

Detention

This is commonly practiced in dealing with learners who hand in incomplete homework or who are late for school or class. The purpose is to help the learners understand that the logical consequence of incomplete homework and/or lateness is to stay at school to make up for the time lost and complete the work under the guidance of the teacher. Usually the teacher will help the learner think critically for a solution to the problem behaviour and understand the need to observe school rules. In so doing, the teacher creates an opportunity for reconciliation at the end of the detention. The success of this method as a deterrent of misbehaviour depends on whether the teacher takes detention merely as a punishment or a means to render extra support to the learners in order to improve the situation and to build up a good teacher-learner relationship. Therefore, in weighing against the success factors, the situations will be as follows:

As punishment: As an educative process:

Timely intervention?

This is not timely because detention usually takes place sometimes after the incident when the parents are formally informed. Detention usually takes place after parents are formally informed. Therefore, the intervention is usually not as timely as what the teacher has thought.

Follow-up support?

The teachers only help the learners to complete the homework to make up for the time lost. There is no attempt to solve the root of the problem. Teachers help the learners complete the homework as well as guiding them in their skills/habits in doing homework or making a behavioural contract.

Logical consequence?

Detention is a logical consequence for coming to school late or failing to hand in home assignments.

Non-punitive undertone?

Detention could be humiliating if there is a public announcement and condemnation of the learners involved. Teachers would care about learners' feelings. It is only the "misbehaviour" but not "learners' worth" that is disapproved.

Fairness?

The learners may think that teachers do not understand their difficulties when not given the opportunity to discuss. When teachers listen to the learners' reasons and possible difficulties behind their misbehaviour, the learners will think that the teachers are fair.

Cooperation?

Low level of cooperation is attained if learners find that they are unfairly treated and feel humiliated. High level of cooperation and trust can be solicited if the teachers can guide the learners to understand the meaning of school rules and the need to bear the consequence of their behaviour.

Firmness?

It depends whether the teacher could firmly carry out the agreed measures. If learners are put under detention, teachers should ensure that learners are detained in school as agreed during the detention period. Having analysed the situations along the success factors, you may like to decide now which approach to adopt.

2.4 COMMUNITY LEVEL

Gangsterism is a societal problem and this is partly due to socio-economic problems like poverty and broken families including children being brought up by single mothers. Violent media (e.g., violent television programs and video games) cause school violence.

Main points to consider:

- Outside of the school learners know their behaviour will not lead to consequences; and within the school environment the learners know that the teacher does not have the power to do anything to them.
- Lack of humanity in communities influence learner behaviour.
- When teachers embarrass learners, learners take revenge. Teachers have the responsibility to model good conduct by refraining from rudeness.
- Due to the negative reports in the media and decline of respect for teachers, parents and learners think that they can abuse teachers. Learners are indoctrinated to believe that teachers are not valued in our society.
- Children imitate what they see happening at home. For e.g., at one school, when the learner was disciplined, the parent came to school and confronted the teacher saying, "My child is not supposed to be disciplined in such a way".
- Location and environment: Urban areas and especially townships have a problem of drugs. People that are selling drugs are the people in the neighbourhood. If for e.g., there are taverns around schools, children go there and drink, return to school and fight with each other.
- It was claimed that drug dealers are known but police do not arrest them. For e.g., two boys were caught selling drugs; one selling inside the school and another selling outside the school. Police dealt with the individual who sold the drugs inside the school premises but let the other individual free. Police do not act consistently.
- Socio-economic factors including poverty and unemployment cause learners to attend school frustrated and angry. They typically release this anger and frustration out on their parents, teacher and/or anyone close to them.
- There is a general lack of education on the side of the parents. Parents can't assist their children with homework since many of them are illiterate. Learners don't have role models; they have a perception that education has no value and it isn't important as their parents didn't go to school.

- Lack of knowledge (information) and communication of school rules, regulations, policies, code of conduct, etc.
- Peer pressure, groups like “The Dangerous 60’S” fight during weekends. On Monday morning, they fight at school for revenge because they could not find their enemies during the weekend.
- Drug abuse. Learners bring drugs e.g., marijuana to school. There is a Rehabilitation Centre which assists learners who do drugs; but when some of them return from the centre they start afresh.
- The decline or degradation of the public image of teachers, and the media plays a very big role in this regard. It is always things like “beating children” that appear in the media and they never report the good that teachers do.
- Parenting. Relatively a large number of learners have single parents, mostly the mother who is left to raise the children on her own.
- Teachers’ behaviour. Some teachers are rude and irresponsible, and so they are not good role models to learners. For e.g., teachers who are drunk in the presence of learners lose respect.
- Needy learners. Those from CHHs harbour a lot of anger because of the way they are being treated by the community. When they try and use their social grant to purchase food, they are targeted and their money typically gets stolen and in some cases, they are sexually abused.
- Broken families and orphans. No one is guiding the children and so, they get involved in violence.

Incidents

A learner died of stab wounds. They went to rob someone, and they ended up killing, two individuals. The killers were put in jail.

What is going on in some parts of the country?

Teachers are worried, threatened and scared to work extra hours. Teachers do not feel safe entering the school yard because anything can happen to them and no one will protect them. *“Some of these kids have ties to certain criminal organizations and can actually threaten your life outside school. And so certain kids will tell you my uncle is this and then you really do research and they are really that and then what are you doing now? You really have to worry.”* Teachers do not know what’s coming next. Teachers feel that learners have more rights than them, and that the learners do not understand their rights – especially, the right to teach in a

safe environment. Teachers' lives are in danger! Learners know where they live, and they target them. According to a participant, in North West, for e.g., there are gangs called "the SVK", who get away with murder; teachers fear them to the extent of backing off. A participant said, *"I have had instances where a couple of teachers were actually at their homes; ...learners ... vandalized the outside of their homes and at the end of the day they knew who it was, but the learners knew that nothing was going to be done about it. They came back to school, sat in the class as normal. So that tie with criminal organizations outside of school is alarming often when you have meetings and you call in parents, the parents are not coming in. ... Instead of parents, gangster friends come to attend the meetings"*. Sometimes a learner can just go to the street and bring anyone promising to buy him a beer or something else. This is a societal problem. Hence, communities or local leaders must be involved in security initiatives at the school.

Group Questions

- 1) Are you in a hotspot school? Yes/ No
- 2) How are you dealing with similar issues?

Scenario 114: A Teachers' Account: The worst gang violence

Gang violence in some parts of South Africa is something that flares up every now and again. Over the years, it has happened a few times, sometimes just a little bit and other times more seriously, but the recent wave of violence has been the worst ever experienced. In the past, it lasted for a few days or a week, and then it would subside. This time, however, it does not go away; it has worsened, and one wonders whether it is ever going to stop. All over a sudden, you can hear gun shots in intervals at night, during the day, in the morning, in the afternoon, at any time. People do not feel safe anymore. At the same time, DBE expects teachers to continue teaching as usual. One participant put it, *'...normally, so we tried to continue as normal as possible. But at home, at night, when you listen to two, three recordings of gun shots, just continuous gun shots, you ask yourself: "Heavens, must I really go back there tomorrow again?"* And then the next morning, despite your own fear and anxiety, the butterflies in your stomach as you drive to school, you show up. You get that scared feeling until you arrive at school, enter the gates and go inside, and then it seems okay. A few years ago, the department of education erected a high fence around the school to keep unsavoury elements out, so you are safe when you are inside. And then, in the afternoon, when you get home, you tell yourself you will search for someplace else to teach, but the next day you get into your car and you show up again. And you hear gunshots throughout the day. I would be in a class

teaching and then suddenly gun shots will be heard around the school. Then we keep quiet for a few moments, we sit in silence and listen to the sounds. I chat with the learners, and ask "Is everybody okay?" I look at their facial expressions and ask them: "So what do we do now?" And they answer: "No, miss, it's okay, outside has nothing to do with us, let's carry on." And you hope that this afternoon, when you go home, things will be okay."

Recommendation

- In these circumstances you let all the children go home at the same time, suspend all extra classes and extra-curricular activities. Inform the police to be there when the bell rings, hoping that this will give them at least a sense of safety.
- Tell the learners to make sure that they get home as quickly as possible.

On weekends, colleagues who live in the area send WhatsApp messages that children or family had sent them. Because of the continuous shooting, many children spend a whole weekend crawling on the floor of their house. It is like a "battle zone". Because of stray bullets it is not safe to move around in the house. People should stay inside, safe and not to walk around unnecessarily. At school teachers play it by ear; should it appear as if some of the children freaked out or became really anxious; you have to hide your own fears and anxiety to not let the children see how it affects you.

Scenario 115: It is time to lock the school gate

When this particular gang war flared up this time, the violence did not stop, and parents became really fearful for their children's lives. They were in danger walking to school and going home. Gunshots would go off all the time with no discernible pattern. Ndaba, the principal at the secondary school said, "*We appealed to the department to close the school, but they told us that we had to see what we can do to ensure the children's safety*".



And then one morning the parents had enough. They decided to lock the school gate and lock the educators and the children out. It was a step they took to draw the attention of the Department of Education and the police. And that morning the principal, while the teachers were listening in, was on the phone with the department's circuit manager who ordered: *"But cut the lock, it is our school, we must go in,"* and *"I was just aware of outrage at the insensitivity; they had no idea what the teachers, learners and parents were going through"*. Ripinga said to the principal that he could not do it. It will cause conflict between him and the community and anger the community. So, everybody stood outside the school for an hour or so, and then the teachers were told to send the children home and to report to the district's office. The school was officially closed.

Group Discussion

- 1) Do you and your group members agree with the stance that was taken?

Outcome

A big meeting was called with the MEC for education and a police general which resulted in agreements with the police. Money was made available for more of a police presence at school

and in the neighbourhood. They also planned to give the children a sense of safety. In the mornings on their way to school and in the afternoons going home, there was a heavy police presence, with police vans and police members patrolling the area on foot.

Scenario 116

Some children's emotions are dulled, not just by the recent wave of violence, but because of family members that die in the violence or who are threatened. Many times, brothers and sisters are gang members.

Imagine you have such learners in your class who are anxious about these family members, but there is nothing that they can do, and you are aware of or notice it on a daily basis. For e.g., a learner approached his teacher and asked him whether he had a place at his house for him to stay as he was being looked for by his fellow gangsters to kill him. The boy had left the gang. The teacher told the boy that he unfortunately didn't have a place for him. The boy ran away, but news came to say that the boy was finally killed. At another school, a 17-year-old Grade 11 learner was killed after trying to defend himself from being robbed of his cell phone and his pocket money. He was stabbed to death and his body was laid at the railway; and the train crashed his body beyond recognition.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Play the role of a teacher, a psychologist, a mentor and a parent to the best of your ability. • Advise the learner who approached you for safety to report the matter to police. • The school should also advise and encourage the learners to walk home in groups. 	<ul style="list-style-type: none"> • Don't ignore the learner.

Note: Teaching a scared and anxious child is not easy. This is a shortcoming for which specialised training is called for in order to know how to deal with anxiety or trauma. The school definitely needs the help of a psychologist to give the support! Do not just teach and go. We must take care of the psychological needs of the children as well. Such adverse circumstances may lead to disillusionment and force teachers to look for other schools and other jobs. But the children of these areas still need to be taught; they still need their education.

Scenario 117: The favour “Giving Back”

After a recent wave of gang violence, teachers at a certain school decided they had to minimise the risk of disruption to their matric learners. They thought that many of them might already have been traumatised, and they needed a safe place to study and sleep. If bullets were flying all over the place, they could not concentrate, and the end result would be less passes. The previous week, the parent of a matric learner who was a gang leader, was shot dead not far from the school. This disturbed many of the matric learners so much and the school had to cancel an exam. The school moved the 130 matric learners to a safe exam location on the other side of the city to write their June exams. There was accommodation and catering. Many of the teachers slept over with the learners to keep an eye on them.

That was a huge favour to ask of teachers, but they went an extra mile, they wanted to let their learners feel that somebody cares about them and that they were worth the extra effort they were putting in. The teachers did not expect anything in return! They really wanted to make a contribution to society and make a difference. This was an incredible source of spiritual strength and hope for some teachers. A teacher said, “I believe it shines through in my relationship with the learners.”

Open Discussion

- 1) What is your assessment of this group of teachers?

Scenario 118: The biker gang

There was a biker gang (a group of boys) who came into the school premises during the lunch break. Teachers were able to remove the gang off the school premises to avoid a fight. At the end of the school day, teachers noticed that a group of male learners were running back to school shouting: “Ma’am, the biker gang robbed a learner!”



As the teachers came outside at the front entrance, most of the male learners ran back through the gates into the school grounds. Gang members who were chasing them were throwing stones at them. Then they came in with pangas and knives. They were roughly 18 to 19 years old, big boys, and the learners were trying to protect the teachers. It got so bad that the security gate was closed, but the gang members managed to jump over the sliding gate and kept on throwing stones. Malope, one of the teachers reported, *“As they were throwing stones I came out and I saw Qanita and I grabbed her, and the gang members were coming towards us now. My specs flew... everything... The next minute we were all in, behind closed doors and they took pangas and they were hitting all the windows and doors”*. One child was lying outside. They beat him to a pulp, but teachers were inside, and they had all the girls in. You know how vulnerable girls are. And Qanita started crying, the other girls started crying too. In that time, glass from windows was flying all over you. The deputy principal was covered in glass too. The teachers just shielded the learners to keep them safe. They were basically held hostage in this school with the gang members.

Questions

1) In groups discuss what could be done in such a situation.

Do(s)	Don't(s)
<ul style="list-style-type: none"> • Activate the schools panic alarm, to alert private security that there is danger, and this should also alert the police that there is an issue. • The school should request that the police should increase their presence by patrolling the hot spot areas. 	<ul style="list-style-type: none"> • Do not directly confront the gang members.

DRAFT

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