



DON'T THROW STONES: *WE BOTH LIVE IN GLASS HOUSES.*

CREATING PROFESSIONAL BRIDGES BETWEEN **GET** AND **FET** EDUCATORS.

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PASSING THE BUCK



FET EDUCATORS

- ❑ Why are teachers in GET not teaching these concepts?
- ❑ These learners were not taught well.
- ❑ What on earth do teachers in primary school/GET think they are doing if learners can't do 1,2,3?
- ❑ Somebody needs to have a serious conversation with GET teachers!



GET EDUCATORS

- ❑ Why do FET teachers think they are so special?
- ❑ FET teachers expect too much!
- ❑ FET teachers are dropping the ball. These learners were high flyers.

While we argue and shift the blame...

The learner...

- ❑ Is caught in-between.
- ❑ Struggling with transition.
(Physiological, Academic, Social)
- ❑ Has inner and outer conflict.
(adjusting to new environment/
being a junior in the 'big
school'/increase in the amount of
work to be done/adolescence
/self-discovery/ social identity/
expectations)

The department of education...

- ❑ Expects the curriculum coverage within specified time frames.
- ❑ Wants assessment and marking done on time.
- ❑ Demands that all paperwork be in order.
- ❑ Sets examinations and targets.
- ❑ Holds teachers accountable for learner performance.

Wasted emotions...

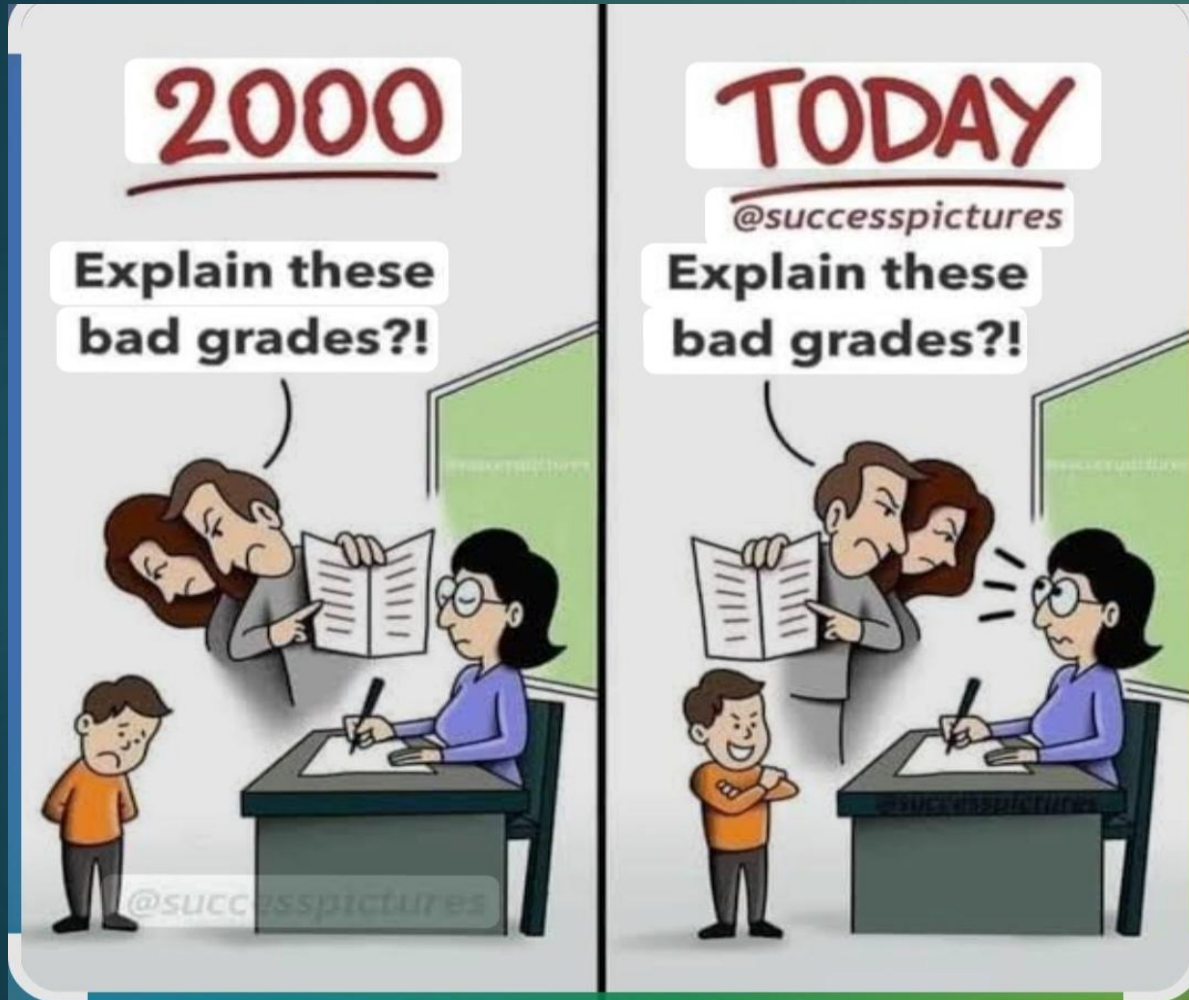
The blame-game



Frustration galore



We must not forget.



► We both must account.

Before we say...

Why didn't they teach this?

- ❑ Think about the possible inherited gaps in foundation.
- ❑ Lack of exposure to the language.
- ❑ Mixed classes. (Learners from different backgrounds/schools/communities)
- ❑ Curriculum and assessment demands.
- ❑ Learner transition blues.
- ❑ Lack of collaboration between phases.

- ❑ What is the problem?/Where is the problem?

INSTEAD OF

- ❑ Who is the problem?

CAUTION!! CAUTION!!

1. If it has been **TAUGHT** , it does not mean it has been **LEARNED**.
2. If it has been **LEARNED**, it does not mean that it has been **MASTERED**.
3. If it has been **MASTERED**, it does not mean it is easily **TRANSFERABLE**.

The buck stops with me!

1. The five/three year period is long enough to address some of the foundational issues. (Sadly, it is also long enough to make learners who were taught well unlearn all or most skills)
2. Establish what the learners know so as to identify the gaps. This can be done through baseline tests.
3. Build the bridges. Share expectations during departmental meetings or workshops.
4. GET teachers must be familiar with skills expectations in FET phase so that they can teach to the appropriate level.
4. FET teachers must read through the GET CAPS documents so that they know the extent/the level to which different aspects are taught. (Answers the question , Why wasn't this taught?/Why don't they know this?)
5. Teachers must monitor progress and not forget that curriculum coverage also needs attention in spite of the remediation or intervention taking place.
6. There is need to adjust teaching methods and aids so as to cater for different learning styles and address the skills levels that may also differ.

Do not throw stones!!!!



- ▶ We both live in glass houses.
- ❑ We are both expected to account for learner performance.
- ❑ The department needs answers.
- ❑ The parents need explanations.
- ❑ Universities await students with great language skills.
- ❑ Society holds the scale and the gavel, ready to judge us.

In conclusion,



- ❑ We cannot afford to be each other's enemies.
- ❑ Professional collaboration is the way to go.
- ❑ We no longer point a finger, but ask the question, "What can we do?"
- ❑ Remember colleagues, if this ship sinks, we are all going down.

Thank you.



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PEOPLE WHO LIVE IN GLASS
HOUSES SHOULD NOT
THROW STONES