Really Great Teachers
make you feel that you, too, can become great

So what exactly is “gender”? And why are teachers expected to understand, and to respond to, issues linked to gender?

These are two questions that the national Department of Education (DoE) will be answering in this six-part Genderations series. These resources have been developed by the DoE especially to support teachers with gender-related issues that may occur in their schools.

The six Genderations editions will focus on two different matters linked to gender:

1. Preventing and managing learner pregnancy at schools
The first three editions set out the DoE’s Measures for the Prevention and Management of Learner Pregnancy. These Measures set out the role that educators should play to help reduce teen pregnancies even further. They also set out what procedures educators should follow if a schoolgirl does fall pregnant.

The first three of the Genderations series will be filled with useful information from the DoE’s Measures document, as well as giving practical support to help teachers deal with this matter in the best way possible.

2. Preventing and managing sexual violence and harassment at schools
The last three in the DoE’s Genderations series will focus on another area of critical importance linked to gender: sexual violence and harassment.

The content for these three editions set out the DoE’s Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools. They will clearly define the range of acts that are seen as sexual violence and harassment, and the terrible effects that the victim can suffer.

They will also set out strategies for schools that can help prevent such abuse from happening, as well as the procedures educators should follow in the event that an incident of sexual violence or harassment does occur.

These three Genderations editions will also be full of information about practical support and resources available to educators when handling these difficult matters.

Collect all six of the Genderations series, and file them at school for future reference.

PART 1 of 6 Caring School Communities
In This Issue: Part 1: Preventing and managing learner pregnancy • Key facts from the Measures • A teenager tells his story • What educators can do to help
One in four South African women is HIV-positive by her 21st birthday. The rate of HIV infection among 15-19 year-olds who have been pregnant is double that of their peers. By the age of 18, one in four women has given birth to a baby.

I was Rosie’s LO teacher. I would freely be disappointed if my constant message of ‘Abstinence, abstinence, abstinence’ (or ‘the triple A’ approach, as I so fondly termed it), did not yield the desired results.

I can be very forthright, as I try by all means possible to convince my learners that nothing sex at their young age is excluding themselves from good sex.

The second step: I would arrange an after-school meeting with both Clayton and Rosie. Both teenagers need to be sensitized on the implications of their situation, and to be made fully aware of all the options open to them.

The third step: Once the couple had made their decision, my next responsibility would be to point them in the right direction for whatever medical assistance and further counselling they may need.

Four step: I would also have a follow-up private session with Rose and Clayton — as per our usual two-weekly plan, to make sure she’s coping with the experience, if she appears to be struggling.

I would refer her to organizations that provide appropriate expert support.

MISTAKES SHOULD NOT BE REPEATED! I am very fortunate to have both epochs. As much as all of us will remember, the transition from childhood to maturity is full of major life changes and conflicts.

I therefore don’t judge them too harshly for making mistakes, as we all have done them.

Secondly, I would also have a follow-up private session with both Clayton and Rosie. Both teenagers need to be sensitized on the implications of their situation, and to be made fully aware of all the options open to them.

The third step: Once the couple had made their decision, my next responsibility would be to point them in the right direction for whatever medical assistance and further counselling they may need.

Fourth step: I would also have a follow-up private session with both Clayton and Rosie. Both teenagers need to be sensitized on the implications of their situation, and to be made fully aware of all the options open to them.

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Fourth step: I would also have a follow-up private session with both Clayton and Rosie. Both teenagers need to be sensitized on the implications of their situation, and to be made fully aware of all the options open to them.