

Noorderland HOËRSKOOL

Through Education we conquer

GUARDIAN GUIDELINES

1. INTRODUCTION:

The teaching programme is integrated, yet is divided into a teaching and pedagogic section. These guidelines are primarily part of the pedagogic facet and aims to present the teacher/guardian with a presentable programme to be followed.

2. AIMS:

- 2.1 To develop the child in totality
- 2.2 Support and guidance relating to:
 - 2.2.1 Conscience development: The learner is guided to work and solve problems independently, as well as to distinguish between good and bad
 - 2.2.2 Decision-making: The learner is taught to make independent choices, therefore must learn to analyse and compare points of view.
 - 2.2.3 Orientation: The learner is motivated to participate in sport and cultural activities.
 - 2.2.4 Healthy outlook on Life: The learner is taught to acknowledge different attitudes towards life, the most precious being courtesy, behaviour, respect, æsthetic love and trust. The child is taught to recognize and value these.
 - 2.2.5 Future perspective: The learner is taught to develop a healthy future perspective with regards to its:
 - ideals
 - occupation
 - family life
- 2.3 Discovering the child and its total potential, as well as understanding him/her better, especially measured against its:
 - 2.3.1 Family background
 - 2.3.2 Potentials and limitations
 - 2.3.3 Engagement on school life
- 2.4 Preventative rather than remedial intervention, individually as well as in classroom situations
- 2.5 Problem solving:
 - 2.5.1 Confidential relationships: Mutual confidence must be cultivated. Encourage this by setting the example.
 - 2.5.2 Destiny: According to his/her potentials it must be trusted that the learner will reach his/her planned destination.
 - 2.5.3 Life exploration: The learner must be guided by example to significantly plan his/her life whilst exploring life's values.
 - 2.5.4 Self-image: The learner must be understood and must be aware of this fact, i.e. who he/she is, what he/she can do and achieve.
- 2.6 Identifying talents and problems: A learner can develop its talents with knowledge and skill if it can be identified at an early stage.
Problems encountered by the learner must also be identified at an early stage in order to be bridged, since these can accumulate and have detrimental effects that can ruin his/her future.

3. REALISING AIMS

- 3.1 Always strive towards a good balance between education and educational facets. This needs continuous planning and good coordination.
- 3.2 Modus operandi:
 - 3.2.1 Meetings: The executive regularly meets under guardianship of the principal in order to plan each component of the guardian system. Minutes of these meetings are taken.
 - 3.2.2 Each guardian teacher receives an explanatory guide that must be filed in a guardian file.
 - 3.2.3 Evaluation: Regular evaluation must be done in order to establish the rate of success achieved in this educational programme. It will also determine whether or not adjustments are needed.
 - 3.2.4 Reference: A file-system is set up for each individual learner.

4. IMPLEMENTATION:

- 4.1 The guardian system: The aim is to significantly involve each learner in intramural and extramural activities.
- 4.2 Previous information must be dutifully studied when taking charge of a new group of learners in order to gain background knowledge and become aware of problems that need urgent attention, also to take note of the rate of progress. This will assist in positive pro-gradation and effective problem solving.
- 4.3 Guardian functions are not bound to a specific period. It is continued throughout every period and even stretches over afternoons, weekends and holidays. It can be handled by a variety of guardians.
- 4.4 The teacher involved handles all problems and performances initially. If so required, the Head of Department: Educational Guidance, the Principal or other Services may be involved.
- 4.5 It is of vital importance that issues must be recorded in order to establish a history of the problem. The following list contains problems that may need attention:
- Readiness for learning: health conditions, childhood and other diseases can affect learning and performance.
 - School attendance: can affect social relations, class situations and team activities.
 - Religion: must be monitored to ascertain the learner's extent of conviction.
 - Personality traits: appearance, deportment, manners, character, reliability, diligence, conduct, leadership, attitude, etc.
 - Aptitude and interest: discover talent and interest.
 - Leisure time: determine how leisure time is utilized.
 - Deviations: Ascertain whether the learner is subjected to deviations of any kind and organize help.
 - Involvement: Determine whether or not the learner is involved in extramural activities, i.e. sport and/or cultural aspects.
- 4.6 Each register/class teacher must keep note of important information of a positive or negative nature.
- 4.7 Guardian meetings:
- 4.7.1 A date is set aside for meetings on the calendar of year programme.
- 4.7.2 The learners in each class are discussed in the presence of the grade guardian and other grade teachers.
- 4.7.3 Learners with problems are identified during these meetings and the problems are brought to the attention of the grade guardian and principal.
- 4.7.4 The grade guardian will take further steps to solve the problem.
- 4.7.5 At the next meeting she/he will report back. In this way early identification and solving of problems are ensured. Follow-up actions are of vital importance.
- 4.8 Results of issues dealt with by the executive are discussed with the class teachers of the different grades to ensure that further evaluation and identification of more problems are done and possible follow-up actions can be taken.
- 4.9 Member of Staff responsible:
- 4.9.1 Principal
- 4.9.2 Deputy Principal
- 4.9.3 H.O.D.'s
- 4.9.4 Grade Guardian
- 4.9.5 Class Teachers
- 4.9.6 Teachers responsible for extramural activities
5. FUNCTIONS OF THE GUARDIAN SYSTEM:
- 5.1 Principal/Vice Principal:
- Overhead responsibilities regarding the completion of actions/settling of matters.
 - Planning dates for meetings.
 - Taking professional leadership with regards to the complete programme.
 - Plans and organizes the component for the school.
 - Manages and controls the execution of these programmes.
 - Coordinates the work of the different grade guardians.
 - Handles reports on new learners in conjunctions with the vice-principal, guardian teachers and class teachers.
- 5.2 The Grade Guardians:
- Undertakes guardianship of all the learners in the specific grade he/she is responsible for.
 - Coordinates the work of the grade teachers.

- Ensures that personal or health problems of learners are brought to the attention of all staff members.
- 5.3 The Class/Register teacher:
- Operates as guardian of his/her class group.
 - Pays attention to learners that perform above or below average.
 - Refers learners with serious problems to the grade guardian.
 - Manages the general education of his/her form/register class.
 - Shares in the joy and/or grief of an individual.
 - Ensures that a learner, continuing education in a hospital school, receives immediate attention after having been released from hospital.
 - Informs the grade guardian of a learner's personal and/or health problems.
 - Gives attention to learners not participating in extramural activities, and
 - Those whose religious life is dubious
- 5.4 Guardian of Extramural activities:
- Strives to involve as many learners as possible in the extramural programme.
 - Coordinates the work of team guardians
- 5.5 Team, group and circuit guides (coaches, leaders)
- Strive for a good relationship between themselves, the team and individual team members.
 - Utilise their extramural tasks as an opportunity for education in the first place.
 - Strive to allow each team member to reach his/her highest peak.
 - Preserve a healthy balance between competition and relaxation.
 - Ensure that each team member is accepted into the team and feels himself/herself at home.
 - Show interest in each team member as a person, including his/her scholastic achievements.
 - Record important observations in order for the class teacher to enter on the guardian/student card.
- 5.6 New learners:
- After a new learner has been at the school for approximately 4 to 6 weeks, the class teacher must submit a report to the H.O.D regarding the child. Where necessary, a meeting with the parents must be called.
 - Should there be a problem, it must be identified and reported.
- 5.7 Orientation of learners in a new class or grade:
- At the beginning of each new year, learners must be familiarized with school and class rules, procedures and customs.

6. GUARDIAN ASSIGNMENTS:

6.1 Intensive attention must be given to the following learners:

- New learners
- Less gifted learners
- Under achievers
- Border cases
- Physically disabled learners
- Learners with personality and conduct problems
- Learners with domestic problems

6.1.1 Aiding learners with problems:

All staff members are responsible for identifying learners with problems such as:

- Reading, spelling, mathematical
- Learning disabilities
- Emotional and behavioural
- Speech and hearing
- Failing a second time

6.1.2 Early identification of the above, or any other problem is of vital importance in order to lend assistance.

6.2 Highly gifted learners:

6.2.1 **Definition:** *A child that has the ability to excel in any significant human endeavour.*

This does not necessarily include those learners with a high intellectual ability or exceptional performance ability. Educators must also be aware of the opposite - gifted learners that are under achievers.

Three characteristics must jointly be present:

- Above average general ability

- High rate of dedication
 - High level of creativity
- 6.2.2 The performing ability of a gifted child can be manifested along one or more of the following areas:
- Specific talents: art, sport, leadership, creative and productive conceivability, extraordinary performance ability.
 - General intellectual gifts indicating a superior intellect
 - Information supplied by the parents (preferring to participate in constructive, fantasy or mental play; language command at a certain age; age at which the child learnt to read and write independently, etc.)
 - Identification by peer (strong leadership ability; status amongst learners; social maturity, etc.)
- 6.2.3 Interpret and evaluate all the information concerning the learner available and place it in pedagogic perspective.
- 6.2.4 Information includes the following:
The learner's
- Mental ability
 - Scholastic achievements
 - Achievements within intra and extramural activities
 - Evaluation by educators
 - Evaluation by peer
 - Other exceptional personality traits
- 6.2.5 Learners are compared to other learner within the school and a priority list is compiled. Identification of these learners in the face of individualizing their education is done according to the guidelines mentioned above.
- 6.2.6 Labouriousness: Learners must be confronted with a full programme in order to learn how to work independently and diligently. This does not imply more work, but work that sets higher demands.
- 6.2.7 The child must be seen in totality. Activities for highly gifted children must be planned in such a way that over and above intellectual development, the following issues must also be taken into consideration:
- Personality development activities
 - Increasing mental abilities to cover abstract thoughts and reasoning
- 6.3 Identification and Leadership development:
- 6.3.1 See RCL constitution and guidelines
- 6.3.2 Leader development:
- Information regarding identified leaders is not only filed for record purposes. Leaders are practically implemented in the school situation.
 - Their potentials are further developed.
- 6.4 Discipline system: (*Refer to the School Prospectus*)