

Ways to enable learning during COVID

#towards-a-pedagogy-of-care

Shafika Isaacs

Associate Professor of Practice
University of Johannesburg



**Covid-19 Light the
Solidarity Candle**



**Salutations to
principals, teachers and
learners on the frontline!**

By Sunday 5 July 2020

1260 learners

2740 teachers

infected

11 teachers

3 learners

have died

“Our minds are still racing back and forth, longing for a return to “normality”, trying to stitch our future to our past and **refusing to acknowledge the rupture. But the rupture exists.** And in the midst of this terrible despair, it offers us **a chance to rethink the doomsday machine we have built for ourselves.** Nothing could be worse than a return to normality.....”

#wecannevergoback

#new-abnormal

(McCulloch, 2020)

growing #precarity

18 million South Africans live in the
poorest 20% of households.

20% of households had
**“inadequate” or “severely inadequate”
food access**

(Stats SA 2018)

#COVIDinfections #loss-of-life
#food-insecurity
#learning-loss
#loss-of-childhood-immunizations
#teenage pregnancies
#gender-based-violence
#school-drop-out
#mental-health-crisis

How do we ensure that our actions
and strategies
do not perpetuate inequality and
deepening precarity?

#Opening-up-possibilities-for-learning

From #classroom-as-
container

to

#Households as social
spaces of learning in
relationship to
#schools-as-
community-hubs





#Caring-Adults

Parents
Guardian
Uncles/ Boetas
Aunties
Older Siblings
Cousins

Zithulele, Willovale and Bulungula in Eastern Cape

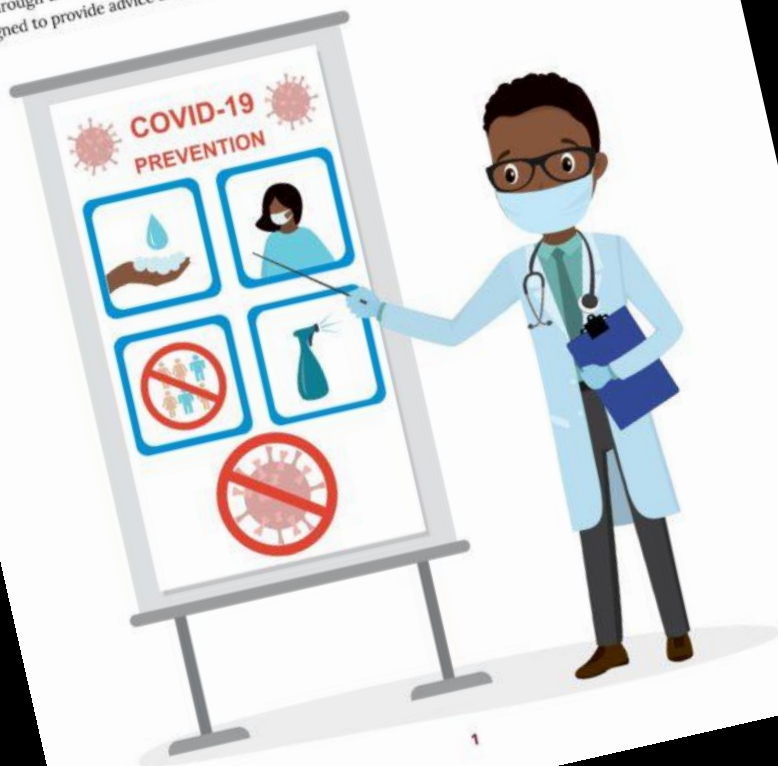


basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA

ADVICE TO PARENTS

SUPPORTING YOUR CHILDREN THROUGH THE COVID-19 LOCKDOWN

The Department of Basic Education recognises the need to help parents and guardians get through this lockdown period as effectively as possible. This simple set of guidelines is designed to provide advice and strategies to help parents support their children at this time.



Guideline #4

Structure a daily routine with your children





Let's discuss

What are our experiences of engaging
children in our homes?

What support do we need as caring adults?

(let's also check our privileges)

#Caring-Teachers & #Caring-for-our- teachers

Source: VVOB Guidelines for Online & Telephone Coaching
<https://cambodia.vvob.org/en/guidelines/onlineandtelephonecoaching>



Let's discuss

What are our experiences of how
'offline' teachers are supporting
'offline' children and parents remotely?



**#Children as playing
and making citizens**

**Enable children's
agency, peer cultures
and funds of knowledge**



#Formal-and-informal-learning



(See Isaacs, 2020)



Let's discuss

What are our experiences of children's
peer cultures, their working theories
(*Naude, 2015*), their playing and making
and how they learn about the curriculum
under lockdown?

TECHNOLOGIES AND EDUCATIONAL USES

Date first appeared	Institutional sphere*			Private sphere**	
	Since 1970	Since 1990	Since 2000	Since 2010	
Dominant technologies	<div>Print</div> <div>1</div> <div>Television - radio</div>	<div>2</div> <div>Computer lab equipment</div>	<div>3</div> <div>Individual equipment (e.g. computer)</div>	<div>4</div> <div>Mobile</div>	<div>5</div> <div>Tablets</div>
ICT dynamics	<div>Community Radio & TV</div> <div>Spread of mass education</div>	<div>Cross-fertilization of tools and models</div> <div>(Both professional and private uses, Bring Your Own Device, etc.)</div>			<div>SMS WhatsApp Flashdisks</div> <div>Technologies and internet</div> <div>Spread of mass education</div>
Learning

Source: d'Aiglepierre, Aubert & Loiret (2017)

* Top-down changes driven by States.
 ** Bottom-up transposition of existing uses in the educational context.



#Pedagogy-of-care

Extending our circles of trust
and **#care** for each other
#building-caring-learning-
communities

(Roberts, 2020

Fataar, 2020)

Noddings (2005): The challenge to care in
schools: An alternative approach to education.
(2nd ed.). New York: Teachers College Press.



Let's discuss

What experiences do each of us have of
building a pedagogy of care in our homes, in
our communities?

“Historically, pandemics have forced humans to **break with the past and imagine their world anew.** This one is no different. It is **a portal**, a gateway **between one world and the next.**”

Arundhati Roy, April 2020

Thank you, Ngiyabonga, Dankie, Ke a leboha

Shafika Isaacs
Associate Professor of Practice
University of Johannesburg

shafika@shafika.co.za

@shafikai

@go2UJ, @Education@UJ

@BridgeProjectSA

@Kagiso_Trust



References

Fataar, A (2020) A pedagogy of care: Teachers rise to the challenge of the 'new normal' , Daily Maverick, 22 June 2020., Available at <https://www.dailymaverick.co.za/article/2020-06-22-a-pedagogy-of-care-teachers-rise-to-the-challenge-of-the-new-normal/#gsc.tab=0>

Isaacs, S (2020) Every child a playing national asset, in Badroodien A & Fataar A (eds) Special Covid-19 and Education Edition., South African Review of Education vol 26 (1). South African Review of Education

Mcullogh, G (2020) Education, Covid-19 and the new abnormal, in Peters L et al (2020) Reimagining the new pedagogical possibilities for universities post-Covid-19, Educational Philosophy and Theory, Available at <https://doi.org/10.1080/00131857.2020.1777655>

Naude, F (2015): Foundation-phase children's causal reasoning in astronomy, biology, chemistry and physics., South African Journal of Childhood Education 5(3)

Roy, A (2020) The pandemic is a portal, Financial Times 3 April 2020 <https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>

Roberts, N (2020) We have cautiously opened schools, now we must open possibilities for learning, Daily Maverick 9 June 2020., Available at <https://www.dailymaverick.co.za/article/2020-06-09-we-have-cautiously-opened-schools-now-we-must-open-possibilities-for-learning/#gsc.tab=0>

Stats SA (2018) General Household Survey Available at <http://www.statssa.gov.za/publications/P0318/P03182018.pdf>