



# TERSIA KING LEARNING ACADEMY

## POLICY DOCUMENT

### MISSION STATEMENT

We strive to cultivate competent citizens through the joint effort of committed parents, inspired learners and dedicated educators who provide quality education.

### ADMISSIONS

#### Age requirements

- No learner who is one year over the average age per grade can be accepted in TKLA without being interviewed by the Principal.
- Grade 1 learners must turn 7 in the year of admission.

#### Proof of documentation required

- Applicants must submit a copy of their Birth Certificate, as well as the immunization certificate for Pre-School enrolments.
- Primary and Secondary School applicants must provide a copy of their last school report.
- A transfer card from the previous school must be presented.
- Grade 10 - 11 applicants' acceptance will be subject to verification of the reason for transferring from another school.

#### Evaluation test

At the Tersia King Learning Academy, we maintain a very high academic standard. Applicants for Primary and Secondary school will be required to write an evaluation test determining their general level of ability in English Literacy and Mathematics. TKLA reserves the right to advise acceptance of a learner in an appropriate grade.

#### Re-registration

Learners with a record of ill-discipline and bad behaviour in the previous school year at TKLA will not be re-registered. The principal in consultation with the staff will make the decision.

### LANGUAGE

The language of learning and teaching at Tersia King Learning Academy is English Home Language. Afrikaans is taught as the second language.

### RELIGION

The predominant religion at the Tersia King Learning Academy is Christian. No discrimination will however be tolerated against a learner practicing any other religion.

The school cannot make provision for different religious apparel, nor allow for any religious holidays not recognized as public holidays.

[To be reviewed October 2019]

Tersia King Learning Academy, as a member of ISASA, supports the following statement:

## **ISASA'S SUBMISSION ON THE EDUCATION LAWS AMENDMENT BILL**

### **Guiding Principles**

ISASA member schools are committed to the following principles:

- Recognition of diversity

The principle of recognition of diversity is enshrined in the statement in the Preamble of the Constitution: We believe that South Africa belongs to all who live in it, united in our diversity.

As can be seen from our vision and diverse membership, ISASA has consciously sought to increase socio-economic, cultural and philosophical diversity, both among our members and within our schools.

Within ISASA, our annual subscriptions are levied on a sliding scale to enable low-income schools to join us. Similarly, bursaries and scholarships are given to the talented poor by our schools to increase their socio-economic and cultural diversity.
- Right of choice

The importance accorded to freedom of choice and conscience is embodied in sections 15, 19 and 29 of the Constitution.

ISASA schools offer parents the choice of a wide range of schooling options from schools that are affiliated to particular religious organisations, be they Hindu, Moslem, Jewish or Christian, schools subscribing to various philosophical and pedagogical approaches such as Sagewood, Waldorf and Montessori to a whole range of secular schools. We believe that choice in schooling is vital if South Africa is to meet the varied needs of its children, express the philosophical, cultural and religious diversity of our society, and strengthen a democratic way of life.
- Social responsibility

As stated in our vision and mission, ISASA schools are public-spirited and want to promote the public good. They understand the national imperative to improve the development of human resources in the country and that the health of public education is critical to this end. Member schools recognise the importance of contributing to the national interest in education through the development of critical human and social capital in their schools and in society as a whole. Most ISASA members operate significant development programmes with disadvantaged schools and communities.
- Public-private partnerships

The Preamble to the South African Schools Act of 1996, states that it seeks to uphold the rights of learners, parents and educators and to

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promote acceptance and responsibility for the organisation, governance and funding of schools in partnership with the State.

Accordingly, ISASA and its schools have developed partnership projects in the national interest between the states, business, communities and its schools to mobilise the necessary resources required for the task of providing high quality education for all children. An example of such a partnership is the ISASA Maths and Science initiative, which seeks to use the resources of schools, business and government to increase the number of African matriculants with higher grade math's and science.
- Innovation

ISASA is in favor of the principle of on-going curriculum development/ transformation in South Africa to ensure that the curriculum is relevant to our changing society.

ISASA schools acknowledge the value of the critical outcomes of the education and training system, an outcomes-based approach to education (OBE) and continuous/formative assessment.

Independent schools are known for their innovation in education. The first courses in design and technology were introduced to South Africa by independent schools and representatives from these schools have been involved in the National Review Team for design and technology.

Independent schools embraced outcomes-based education as soon as it was introduced and have made substantial submissions on the original Curriculum 2005

and the revised National Curriculum Statement. Many ISASA schools (St Stithian's, Auckland Park Preparatory, Herzlia and others) have pioneered the mainstreaming of children with special educational needs. Schools such as Waldorf, Montessori, Sagewood and others have offered an innovative and alternative approach to both curriculum and pedagogy and implemented a democratic system of school governance.

ISASA also has member schools that are offering extremely innovative vocational education in fields as diverse as building, catering and hotel keeping and tourism.

A recent innovation has been the joint benchmarking of Grade 7 math's and literacy outcomes by several ISASA schools (St John's Preparatory, Roedean Junior School and Pridwin Preparatory). This benchmark enables other schools to determine how they rank against an established norm and can also be used as a diagnostic tool to improve teaching and learning performance.

- **Flexibility**

ISASA endorses the principles of flexibility, mobility, progression and horizontal as well as vertical articulation, embodied in the establishment of the National Qualifications Framework.

Some ISASA member schools offer remedial education for learners with special needs in specialist schools such as Bellavista, Japari, Crossroads and others. All of which carefully select schools into which learners can be mainstreamed as soon as they are ready to do so. Some also offer vocational education and training as outlined above.

Independent schools through differentiation, niche-market missions, and flexibility of provision meet the increasing heterogeneity of societal needs in a developing South Africa and a global economy. In this way, independent education plays a critical role in complementing public education through providing greater choice.

To sum up: ISASA schools are nationally-minded and socially responsible as demonstrated by the numerous community based partnerships initiated by ISASA member schools. Our schools provide choice and rich diversity that are key elements of our democratic society. As has been amply demonstrated above, our schools' independent status is not used for isolationism and exclusivity, but to the contrary, to embrace flexibility and innovation both in terms of curricula offered, as well as, pedagogical approaches.

### **Values**

ISASA schools support the values underpinning the education sector as set out in the Manifesto on Values, Education and Democracy (DoE 2001):

- Democracy
- Social Justice and Equity
- Non-Racism and Non-Sexism
- Ubuntu
- An Open Society
- Accountability
- The Rule of Law
- Reconciliation

In the section dealing with The Constitution, Values, Nation-building and the Curriculum, in the Revised National Curriculum Statement Grades R-9 It states that:

"The Revised National Curriculum Statement seeks to embody these values in the knowledge and skills it develops. It encourages amongst all learners an awareness and understanding of the rich diversity of cultures, beliefs and world views within which the unity of South Africa is manifested."

These values are further elaborated in the ISASA Code of Ethical Practice. It is a prerequisite that all member schools must subscribe to this Code. Key to the Code of Ethical Practice, are the following principles: ISASA schools should nurture and promote a commitment to a society based on democratic values, social justice and fundamental human rights.

### **Strategies**

ISASA schools also identify with the 16 strategies cited in the Manifesto for familiarizing South African learners with the values of the Constitution.

Nurturing a culture of communication and participation in school.

Role modeling: promoting commitment as well as competence amongst educators.

Ensuring that every South African is able to read, write, count and think.

Infusing the classroom with a culture of human rights.  
Making Arts and Culture part of the curriculum.  
Putting history back into the curriculum.  
Learning about the rich diversity of cultures, beliefs and worldviews within which the unity of South Africa is manifested.  
Making multilingualism happen.  
Using sport to shape social bonds and nurture nation-building at schools.  
Ensuring equal access to education.  
Promoting anti-racism in schools.  
Freeing the potential of girls as well as boys.  
Dealing with HIV/AIDS and nurturing a culture of sexual and social responsibility.  
Making schools safe to learn and teach in and ensuring the rule of law.  
Promoting ethics and the environment.

Nurturing the new patriotism, or affirming a common citizenship

The ISASA Diversity and Equity Policy gives substance to our member schools' commitment to democratic values, social justice and fundamental human rights, ISASA sees one of its important roles to be that of a catalyst for development and transformation of South African education. To this end, ISASA is committed to;

- Active dismantling of prejudice;
- Celebrating the wide diversity of all people in our schools;
- Adequate representation of all involved in our schools; and
- Democratic principles and the alienable human rights of every member of society

ISASA believes that there is a moral imperative on all South Africans to work for social transformation. Our schools, as key socializing agents in our society, have widened their conception of what constitutes quality by being committed to reducing and not entrenching inequality. In this understanding, quality and equality are inseparable.

To devolve responsibility as much as possible to the schools and the communities within which the schools are located, ISASA has developed a HIV/Aids Management Plan that provides a framework that will support existing HIV/AIDS initiatives and enable ISASA to assist schools to strategically manage and co-ordinate their HIV/AIDS initiatives in a systematic manner that is effective and efficient, yet responsive and sustainable.

The Management Plan focuses both on the needs of teachers, as well as learners in dealing with HIV/AIDS and nurturing a culture of sexual and social responsibility.

To sum up: ISASA member schools are committed to serving the new social order, we have voluntarily aligned ourselves with the underpinning values and strategies expressed in the Manifesto on Values, Education and Democracy and are aware of national issues and imperatives. Our schools do not just provide the student with knowledge and skills, but promote values and attitudes that contribute to celebrating diversity and building the country's national identity.

ISASA's Code of Ethical Practice, Diversity and Equity policy and its HIV/Aids Management Plan for member schools are testimony to the proactive approach that ISASA has adopted towards supporting the values and strategies upheld in the Manifesto.

The Preamble to the South African Schools Act of 1996 envisages a society in which there is collaboration between the public and independent sectors to provide quality education. ISASA accords with this vision. To this extent, it is ISASA's firm commitment to advocate and defend educational values that add to the development and improvement of our national system of educational provision, once again stressing the complementary role played by the independent school sector.

[To be reviewed: October 2019]