

The South African Council for Educators (SACE) requires all registered teachers to earn 150 CPD points over a three-year cycle to maintain registration. The Afrikaans Protestant Academy is a private tertiary institution where teachers can earn the necessary points and at the same time add value to the classroom and their own professional development. The

courses are registered with SACE and each course is worth 30 credits. It is presented online four times a year by experts in their fields in both Afrikaans and English. The AP Academy can also offer a course in person at schools in Pretoria if a group of five or more teachers are interested. There are discounts for group bookings.

### Dates 2023:

30 January - 24 March

17 April - 09 June

14 August - 13 October

16 October - 08 December

## Courses

### *Stress, Emotional Exhaustion and Burnout in Education*

This workshop is a proactive prevention programme aimed at raising awareness of the causes, symptoms and consequences of sustained stress, exhaustion, and burnout on teachers. Factors in education that contribute to the experience of negative stress are becoming increasingly

complex. Long-term exposure to negative stress can lead to burnout. Self-care includes an awareness of the problem and the effective handling of it to prevent the debilitating effect it has on the body and emotional and mental well-being.

### *Healthy Relationships*

Good interpersonal relationships between colleagues are crucial to the well-being of any individual. Unfortunately, one of the obstacles teachers face is negative interpersonal relationships with colleagues. It is, therefore, necessary to equip teachers with understanding and insight into their

own communication and conflict-handling style and that of colleagues. Based on this knowledge, the teacher is empowered to communicate more effectively and/or address differences with colleagues in a mature and purposeful manner.

### *Neuromotor Development*

Teachers' primary purpose is to transfer knowledge and skills to their learners. However, this can only happen when the children in their care are calm, focused, and ready to absorb this knowledge and skills. This state of concentration can only be achieved when the child is physically integrated: the body is relaxed yet alert; the senses effectively sift through essential and unnecessary information; assignments can be completed quickly, effectively and with minimal effort. Unfortunately, this

relaxed concentration is lacking in many learners. They are overexcited or absent-minded and have difficulty distinguishing between essential and distracting stimuli to process information and respond effectively. This can manifest as behavioural or learning problems, making the teacher's vocation a daunting task and leading to conflict, exhaustion and further trauma for both learner and teacher.

### *Creativity & Innovation*

Teachers' primary task is to prepare learners for a professional position, a profession or entrepreneurship. Learners, when they enter the professional world, need certain characteristics and skills to firstly be employed, to be supported/assisted (through financial support or learner jobs) and ultimately to be successful in today's world and especially in the future. It is, therefore,

necessary to equip the teacher with the skill to apply creativity themselves as well as the ability to create the psychological environment during the learning experience to empower learners to discover, investigate and apply creative thinking. This ability is critical to surviving and thriving in the business world.

### *Problem Behaviour in the Classroom*

Teachers face numerous obstacles that complicate effective teaching and learning in the classroom daily. One of these significant obstacles is often specific learners' problem behaviour in class - and the accompanying frustration for you as an adult trying to manage the problem behaviour. The influence of trauma and bonding are explored in depth

during this course as essential aspects that can causally influence learners' behaviour in class. Based on this knowledge, the teacher is empowered to handle and teach children with problem behaviour more effectively, as well as guiding them to start taking responsibility for themselves and their behaviour.

### *Abuse and Ethical Conduct*

In the school environment, educators are responsible for teaching learners and the development and enrichment of these children's mental and physical well-being. Unfortunately, South Africa has one of the highest rates of violence and abuse of children and

women worldwide. Therefore, it is necessary to equip educators with knowledge of appropriate protocols and the identification of learners at risk, as well as effective reporting procedures, including effective facilitation of the communication process.

## Presenters

### *Marlene Pienaar (Burnout in Education)*

As a Christian my life motto is Philippians 4:13 "I can do all things through Christ who strengthens me." I am positive and optimistic and strive to make a difference in the lives of others. Marlene is a trained psychological counsellor and has the following qualifications:

BA Psychology and Sociology  
BA(Hons)(Psychology)  
BA(Hons)(Medical Sociology)  
MA Positive Psychology  
HELIOS STREPCO Counselling

### *Tildie de Villiers (Healthy Relationships)*

My passion and vocation are to guide people to deeper self-knowledge within relationships to gain insight into the dynamics of their protective behaviour (fight, flight, or freeze) during conflict situations and that of others, and from where it originates or what the core issue is.

Tildie obtained the following qualifications:  
BCom Industrial Psychology  
BCom Honours Industrial Psychology  
MCom Industrial Psychology

### *Adél Breytenbach (Neuromotor Development)*

To learn, every child must be present in every class – they must be in the moment, awake, and receptive. Unfortunately, a lack of concentration and motivation are often the most significant daily obstacles our learners, and we face. Through movement, we can help anchor them in physical reality and focus on the lesson, so they can achieve good results and eventually become successful adults.

Adél obtained the following qualifications:  
BA(Hons)(Drama)  
PGCE  
Trained Mind Moves Instructor as accredited by the Mind Moves Institute  
12 years of teaching experience

### *Fred de Villiers (Creativity & Innovation)*

Fred trades in personal and creative energy with more than just a touch of madness. He designs, manages and facilitates innovation and creativity "fun" shops. Fred has shared his ideas at Henley Business School, Monash University, Eskom's Leadership Faculty, The Creativity Conference,

South African Innovation Summit and the Association for Pre-School Education and Care. Companies such as Liberty, Aon Insurance, the Reserve Bank, Coca-Cola, Standard Bank, Premier Foods, SAB, SARS, FNB, MTN and Vodacom have attended his sessions.

### *Mia Coertze (Problematic Behaviour in the Classroom)*

My passion is to empower teachers to better understand the learners in front of them - to truly understand why a child's behaviour in class can sometimes be so problematic. Together with this, it empowers the teacher to handle each learner in such a way that the best in both the child and the teacher can

come forward.  
Mia has the following qualifications:  
B.Prim.Ed (Jun Prim)  
B.Ed Hons (SEN)  
M.Diac (Master's Degree in Play Therapy)

### *Nolene Rust (Abuse and Ethical Conduct)*

I am a student of life, people and relationships and am passionate about parental guidance, healthy sexual development and protecting one's body from abuse. I'm a registered counsellor and play therapist working with children for the past 17 years. I have experience in private, government and school sectors and regularly contribute to magazines, radio programs

and parenting events on parenting, child development, and sexual abuse and prevention.  
Nolene has the following qualifications:  
B.Psych  
M.Diac (Master's Degree in Play Therapy)  
MSW (Master's Degree in Social Work)

## Costs

R2 300 per person per course (complete administration and study material included)  
There are discounts for group bookings.

## Online Timeframe

Eight weeks per course divided into three to four hours per week consisting of:

- One-hour online lecture,
  - Two to three hours divided into completing assessment tasks and preparing for the next lecture.
- Live presentation time frames available upon request for group bookings.



### Booking

To register, follow this link: <https://www.apa.ac.za/tpk-registrasie/> or scan the image or send an email to [tpk@apa.ac.za](mailto:tpk@apa.ac.za).