

# HSRC

**RESEARCH CONFERENCE**  
NEXT GENERATION INSIGHTS ON  
INTRACTABLE NATIONAL AND  
GLOBAL CHALLENGES

18<sup>TH</sup> - 20<sup>TH</sup> SEPTEMBER 2023



**Fractures in the synergy: The role of parents and educators in enhancing positive future trajectories of black female High School learners in the township of KwaMashu.**

**Presented by: Nothando Ntshayintshayi**  
**Equitable Education and Economies**



**science & innovation**

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



**HSRC**  
Human Sciences  
Research Council

# Introduction



“We should not mislead ourselves and say the whole [education] system is in crisis ... It is the education of an African child that is in crisis.” - Angie Motshekga



science & innovation

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



# Introduction



The fractures that exist between the learner, the parent and the teacher negatively affect the potential of young black female high school learners' positive future trajectories.

This study aims to explore:

- Fractures
- Propose potential reinforcement strategies



# TLP Accountability Plan



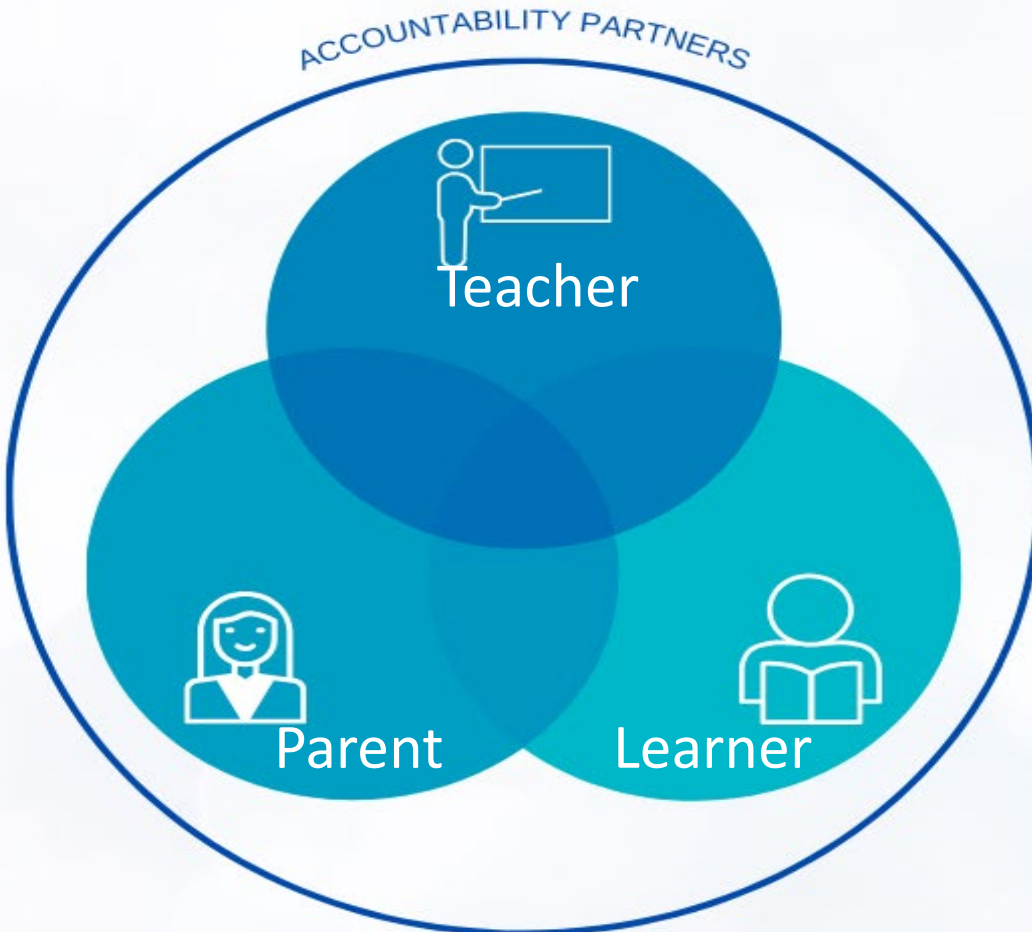
Under-resourced, overburdened and underpaid **teachers**.



Demoralized, frustrated and disempowered **learners**.



Disengaged, uninformed and disempowered **parents**.



# Fractures in the synergy



Global North literature - Autistic learners

- Learners with special needs
- Early childhood education



Global South literature - Student academic performance

- Bullying in schools
- Student violence and aggression in class.

**So what?**

**Only vulnerable learners require the combined collaborative effort of the TLP?**



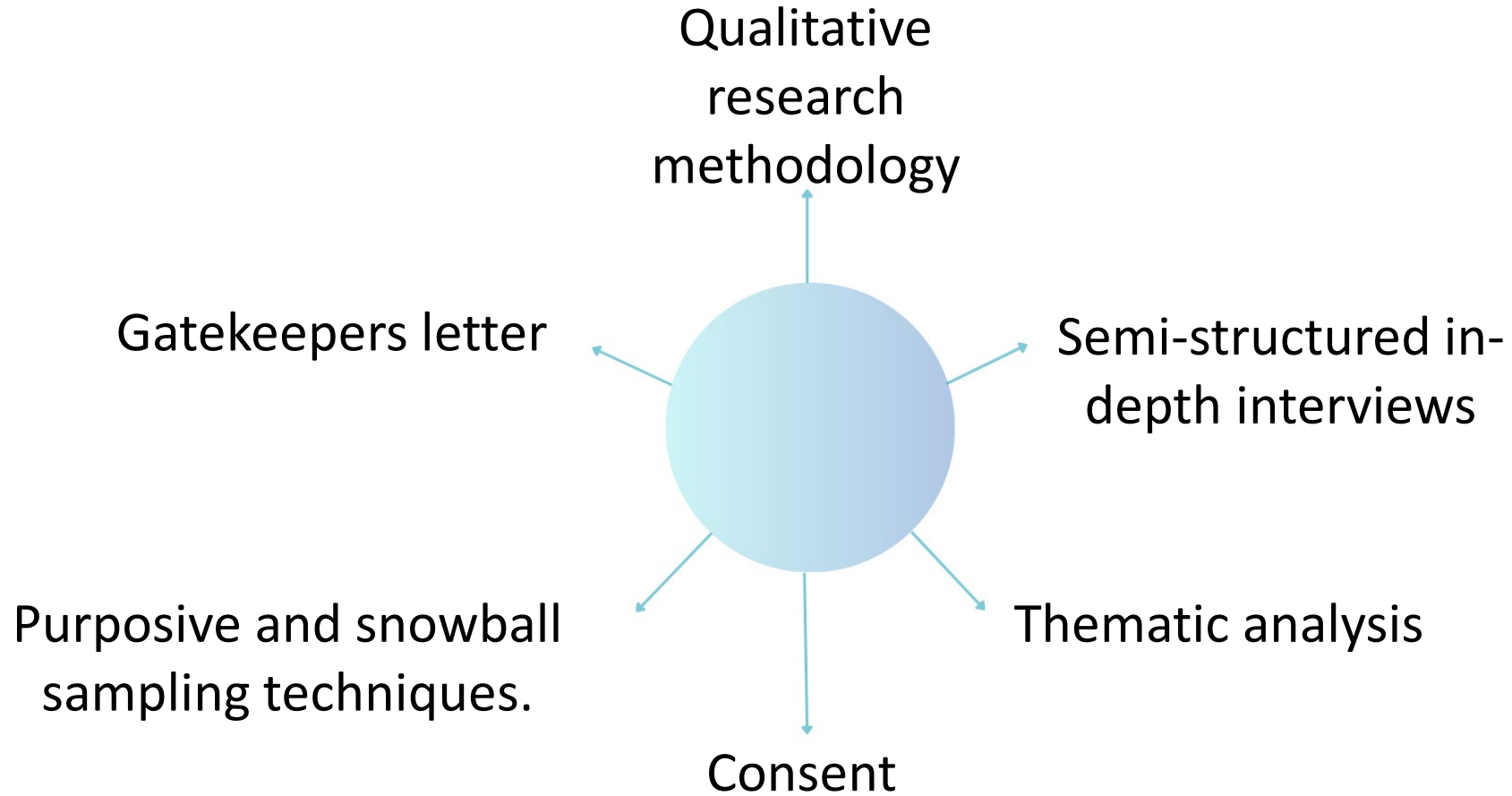
science & innovation

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



**HSRC**  
Human Sciences  
Research Council

# Methodology



# Conceptual Framework



Resilience theory

Development, training and capacitating teachers to act as a safety net for youth in township contexts.

Intersectionality

Observing the multi-layered intersecting nature of oppression experienced by young black women within the township context.

Aspiration adaptation theory

Explore how they have adapted and adjusted their aspirations in pursuit of positive future trajectories in township contexts.



science & innovation

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



HSRC  
Human Sciences  
Research Council

There is a lack of communication and misaligned expectations between the teacher, learner and parent.



**8 OUT  
OF 10**

learners reflected on the lack of Communication and misalignment of expectations between teachers, learners, and parents.



science & innovation

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



**HSRC**  
Human Sciences  
Research Council



Outside the home environment, school is the next most viable environment where learners can develop and find safety.



Capacitating teachers for engaging with students in township contexts could enable teachers to become “safety nets” for youth from complex backgrounds with intersecting challenges as opposed to meeting badly behaved youth with dismissal or aggression.



science & innovation

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



HSRC  
Human Sciences  
Research Council

Overwhelmed teachers with heavy workloads & large class sizes struggle to allocate sufficient time for meaningful interactions with learners.



“Sometimes, teachers say very mean things to us as students by calling us “domoroza” which means “you retard”. A few teachers here at school say that word to students. When a teacher says that it affects your self-confidence, it’s embarrassing, and you can’t focus anymore because the whole class laughed at you.”

(Participant 9, Sivananda High School)



science & innovation

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



HSRC  
Human Sciences  
Research Council

Parents feel that they are not capacitated with the tools, skills and knowledge to support their children.



“It frustrates my dad when he can’t help me. I can see that he wants to but doesn’t know how to support me. I’m just grateful that he allows me to study without being disturbed because he knows my subjects are hard.”

(Participant 3, Sivananda High School)



science & innovation

Department:  
Science and Innovation  
REPUBLIC OF SOUTH AFRICA



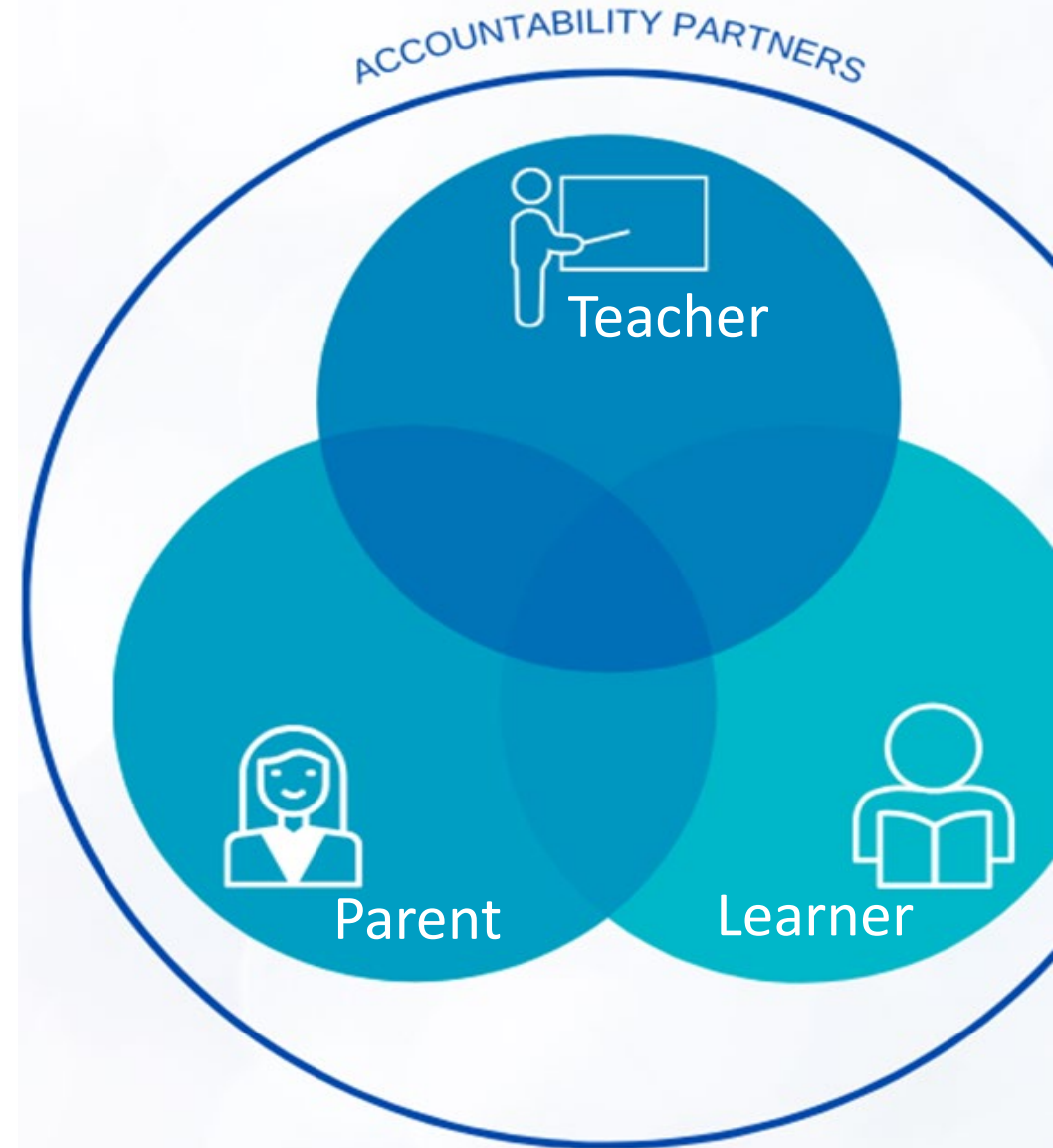
**HSRC**  
Human Sciences  
Research Council

# Intervention: TLP Accountability Plan



This Plan seeks to:

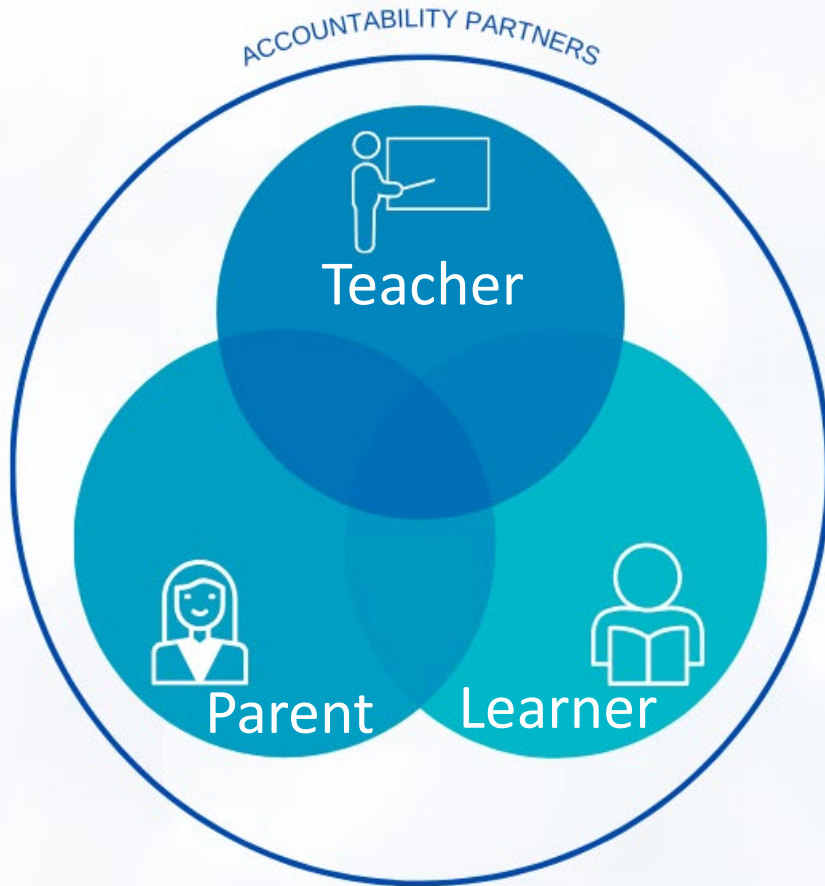
1. Rehabilitate the synergy
2. Empower and support teachers, learners and parents.
3. Redistribute power
4. Redistribute the weight and expectation placed on teachers
5. Ensure accountability



# Intervention: TLP Accountability Plan



- Tracking teacher performance
- Wellbeing support
- Fast-tracking resource support
- Capacity development



- Student wellbeing assessments
- Career development
- Exposure to role models
- Tracking student performance
- Tracking learner goals & attainment



- Innovative modes of communication and engagement.
- Parental capacity development.

## Intervention: Learner-lead, parent-teacher conference



- Distribution of power is shifted.
- Learner agency
- Intentional engagement in learners' own education and future planning.
- Improved TLP relationship
- All partners are accountable.

# Summary of Findings



Observing the Teacher-Learner-Parent relationship as an integrated synergy is critical towards achieving positive future trajectories for young black women in township contexts.

We can achieve this by:

- Shifting to learner-led parent-teacher meetings.
- Mobilising the TLP accountability Plan.
- Robust policy interventions.





## Areas of improvement:

1. TLP accountability learning Plan: Comments on the diagram itself.
2. Would this be more appropriate as a learning community or a Plan?
3. Is the name of the actual structure itself appropriate or fitting of what it seeks to achieve as described?
4. What are the areas of improvement overall for the direction that this paper is taking?

