Advanced Course, Part 1

Mindset Change for lecturers in the 4IR – Managing the Mindset Change Momentum

CLASS NOTES

Via Afrika is a B-BBEE **Level 1** Provider.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Via Afrika

In partnership with the Department of Basic Education.

Our Teachers. Our Future.

Class Notes

Via Afrika

Our Teachers. Our Future.

Please read the following important information

1. You can download and print the Class Notes for personal use, but you may not share them.
2. Once you have watched all the videos and completed all the quizzes, reflections, activities and assessments successfully, you can download your certificate and print it.

Contents

Outcomes and content

Outcomes of the session

By the end of the session, the participant will:

- appreciate the roles of an effective Change Facilitator
- be able to identify the qualities of an effective Change Facilitator
- be able to identify the knowledge and skills of an effective Change Facilitator who can maintain the momentum of Mindset Change in an institution
- understand how change effects people
- have a deeper look at the Personal Change Model

Content of the session

This session will focus on:

- roles of an effective Change Facilitator
- qualities of an effective Change Facilitator
- knowledge and skills of an effective Change Facilitator
- maintaining the momentum of Mindset Change
- understanding how change effects people
- a deeper look at the Personal Change Model

Session overview

Welcome to the Advanced Course, Part 1 of **Mindset Change for lecturers in the Fourth Industrial Revolution (4IR)**. In Part 1 of the advanced course, we focus on **Managing the Mindset Change Momentum**. During this training course, you will develop the knowledge and skills of an effective Mindset Change Facilitator who can maintain the momentum of Mindset Change in your institution.

Being a Change Facilitator

More about Mindset

A useful definition of a Mindset is an **established** set of attitudes and beliefs. The word established is important. It means that our Mindsets are not something we are born with but something we develop.

An attitude is a way of feeling or acting toward a person, thing or situation. So, the way we respond to someone shows others what our attitude to them is.

A belief is an organising principle in your life – the rules of your life (what you should/shouldn't, must/mustn't do). Beliefs are formed when we are very young, and then through various mechanisms become a way of operating in the world.

We can hold beliefs:

- about and related to self (skills, values, health, emotions, our past, our future, work, money); about others – why they do what they do, what they want, how to relate to them, and
- about the world, time, ethical principles, ideology …

Beliefs protect us – beliefs had a positive purpose of keeping us safe when we were children, but do not always help us achieve our outcomes in the present. They are linked to the values by which we shape our lives and can become part of our identity – 'I am the kind of person who …' As a result, we can be extremely reluctant to have our beliefs challenged in any way.

There are two types of beliefs:

- empowering beliefs, and
- limiting beliefs

It is this set of attitudes and beliefs that we hold and sometimes cling to that are our Mindset. How does that happen?

Mindset and the outside world
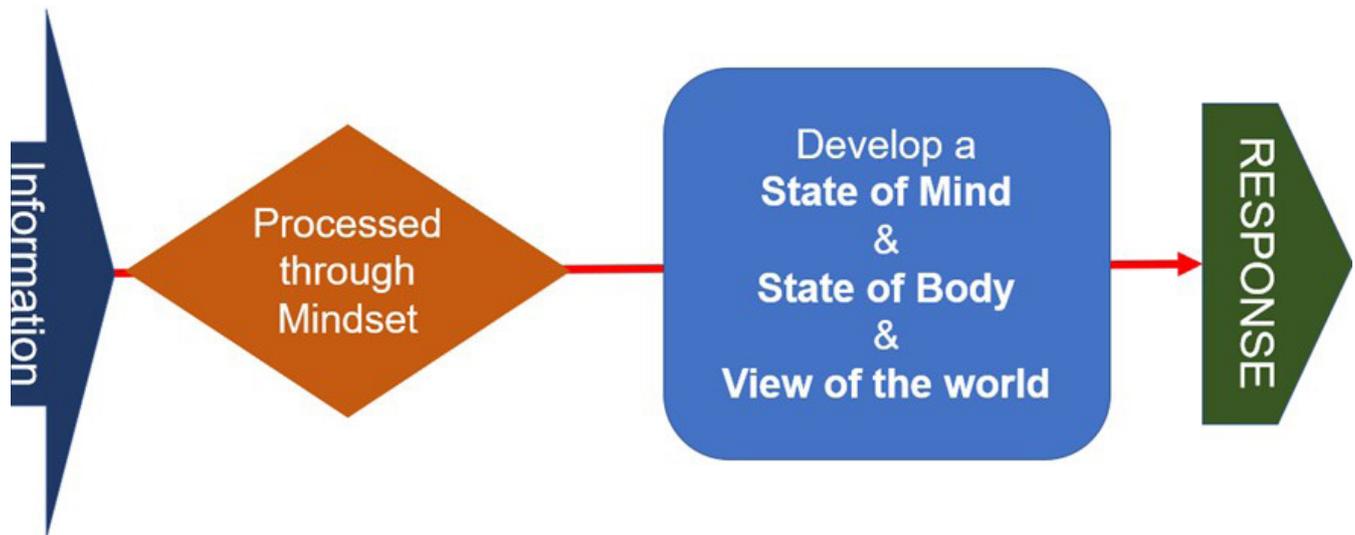
Our Mindset affects **what** we think and **how** we think. Therefore it affects **what we do** and **what outcomes we achieve**.

Change Facilitation

People with Change Mindsets:

- know what they value
- face their limiting beliefs
- know what their purpose is
- know how to manage their state
- can see things from different perspectives
- know that the way they think affects their emotions
- know that the way they think affects the way they act
- think flexibly
- identify and use available resources
- take action

Success mindset: I can respond to things in ways that will make a positive difference to my life.

Effective Change Facilitation

Qualities
- Patience
- People skills
- Leader
- Planner
- Problem solver

- Communicator
- Having a Change Mindset
- Curious

People management skills
- Personal change work
- Aligning thinking and goals
- Perceptual positions
- Chunking up and down
- Active listening

Project management skills
- Project development
- Project implementation

Roles of an effective Change Facilitator

- Facilitator
- Implementer
- Monitor
- Evaluator
- Mentor
- Coach

Activity 1: Rethinking limiting beliefs

Rethinking limiting beliefs with someone
- Make sure that they trust you, and that this is not a confrontational situation.
- Explore what is stopping them from doing what they need to.
- Ask if you could help them rethink this belief that is holding them back.
- Follow the steps of the technique if they agree.

Rethinking a limiting belief: What would stop you from being an effective Change Facilitator?

Follow these steps.

Write the limiting belief down.

_____

_____

_____

Ask yourself: How is this belief serving me?

_____

_____

_____

Acknowledge that these are beliefs, not truths! Ask yourself: What if I'm wrong?

_____

_____

_____

Listen to the voice of the limiting belief. How would it sound if you turned it into a squeaky mouse voice? Try it. What do you notice?

_____

_____

_____

Now try it in a speeded-up voice. What do you notice?

_____

_____

_____

It doesn't sound like someone you would want to believe, does it?

_____

_____

_____

Use your imagination to think of a belief that would serve you better now.

_____

_____

_____

Now listen to that belief in the voice that you are most likely to believe. What do you notice?

_____

_____

_____

Go out into the future, two weeks from now, and act as if the belief is true. See what it is like. Notice what has changed.

_____

_____

_____

Do you like it?

_____

_____

_____

Do you need to go back and change anything, or is it feeling like a good fit?

_____

_____

_____

Now go out a year from now. The new belief still works for you. It is yours.

| Quiz 1 |
|---|
| **Say if each statement is TRUE or FALSE.** |

1	The steps to implement the Change Management Mindset Model includes the following:
	• Appoint the Change Facilitation Team.
	• Prepare the Change Facilitation Team for their role.
	• Develop a Draft Implementation Plan.
	• Finalise the Implementation Plan.
	• Implement.
2	A belief is an organising principle in your life.
3	This is a comprehensive list of knowledge and skills required to implement the Change Management Mindset Model:
	• ICT Skills
	• Digital Education
	• Technology management
	• Pedagogies for digital education
	• Digital fluency
	• Change Management
	• Project Implementation
	• Project Management
	• People Management
4	This is a comprehensive list of the values and attitudes required to implement the Change Management Mindset Model:
	• A strict and ordered mindset
	• Passion for education
	• Passion for the possibilities of digital education
5	There is one type of belief only.

How change affects people

The Personal Change Model

Let's take a look at the Personal Change Model again.
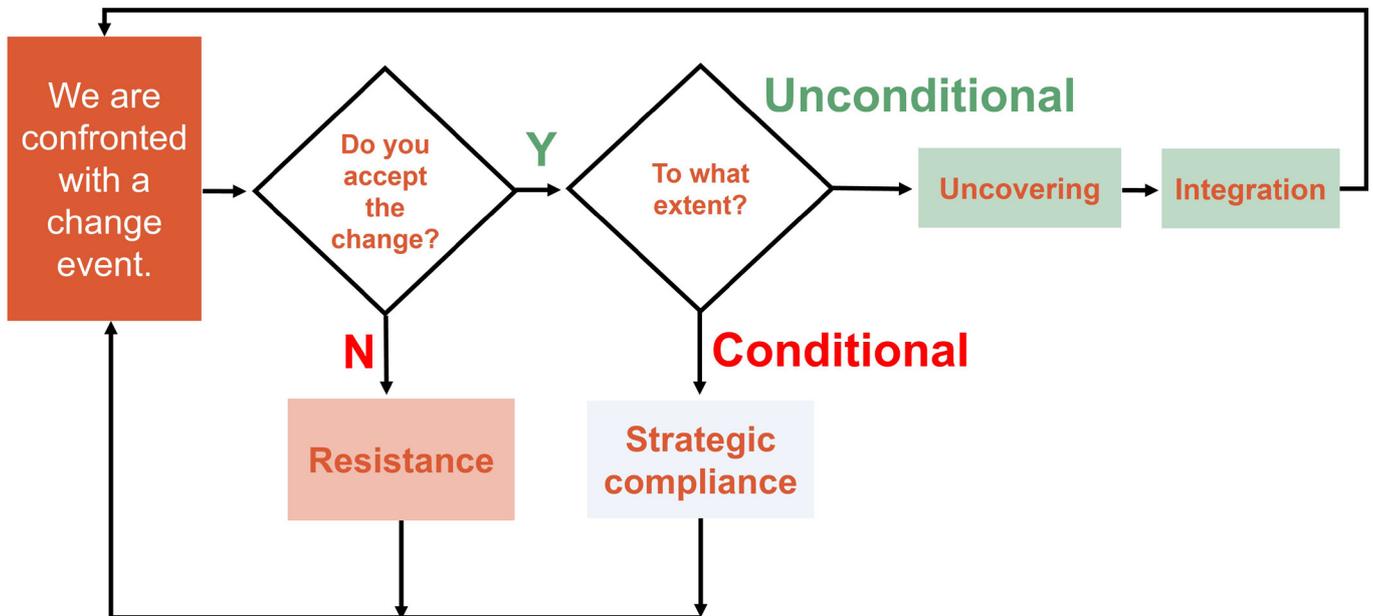
Resistance

People in resistance-mode display some or all of the following behaviours.

- Do not attend training or meetings.
- Find fault with so many things in any plan that they can't do anything.
- Find excuses for not doing things – often based in apparently logical and therefore 'inarguable' ideas.
- Use generalised thinking.
- Use distorted thinking.
- Use deleted thinking.

Deal with resistance by using some of the following techniques.

- Check for overwhelm.
- Establish their map of the world.
- Change the physiology.
- Change the state.
- Re-align with the group again.
- Chunk up or down.
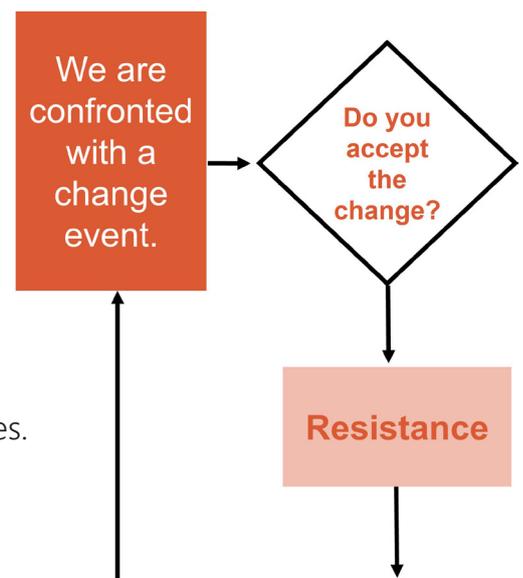
Activity 2: Chunking up and down

Chunk up

Think along broad categories, in other words, **up**. By chunking up, you look at the bigger picture.

Use the following questions.

- What is this part of?
- What is it an example of?

Chunk down

Think of specifics, in other words, **down**. Look at the finer details.

To chunk down, use one or more of the following questions.

- What is an example of this?
- What is a component of this?
- Who/what/where specifically?

Examples

Chunking up will be very useful to you as a Change Facilitation Team when you find that you are in an argument or conflict with a stakeholder that is going nowhere.

Using chunking up and down

When a person is chunking up they are usually generalising. By getting them to a more realistic chunk size, you can get to the root of the problem.

For example:

Colleague: 'I cannot get computers to work.'

You: 'What's the problem? You mean you cannot turn them on?'

You are chunking them way down – almost to the point of ridiculousness.

Colleague: 'No, I can turn them on, I just don't know how to work with Word.'

Notice that they have now got to the real problem.

You may also find that someone is becoming overwhelmed with the details of what is happening. This happens if the chunk size is too large. You need to chunk down, become more specific, give more details until the sense of being overwhelmed disappears. You can then – slowly – chunk back up again.

This is also wonderfully useful as a personal tool for you if you feel overwhelmed by what you are doing! Your goal or outcome may be just too big to consider in its totality. Chunk down to specific and more manageable tasks to build you up to the goal.

Of course, it may not always be as simple as this. The key is to chunk up or down until you and the other person agree and then to chunk back down or up to the details only as fast as you both maintain agreement.

Dealing with resistance

Strategic compliance

People in strategic compliance mode display some or all of the following behaviours.

- Displays low attention – low commitment.
- Uses the plan or idea superficially only.

Deal with strategic compliance by using some of the following techniques.

- Establish their map of the world.
- Alter their physiology.
- Alter their state.
- Re-align with the group.
- Help them identify limiting beliefs.
- Help them change limiting beliefs.
- Listen to them actively.
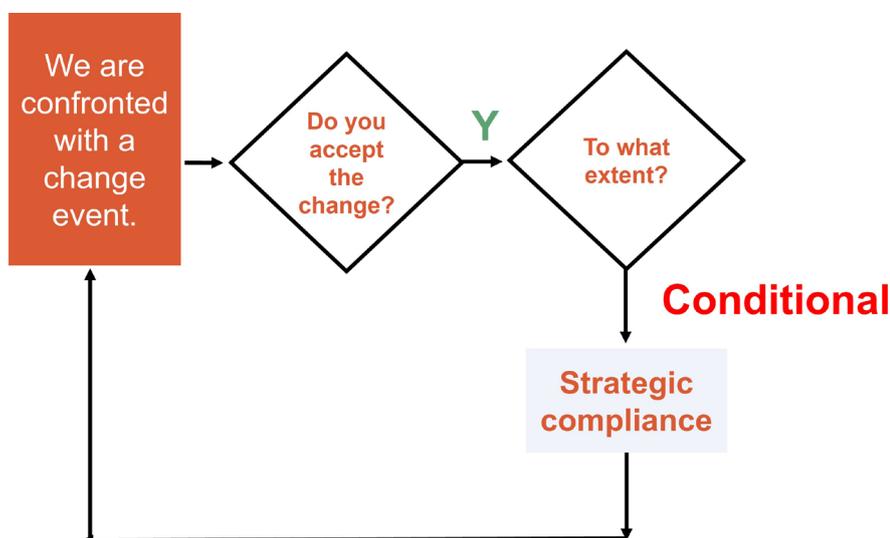
Activity 3: Active listening

Part A – How to listen actively

Active listening takes place when the listener listens with the intent to fully understand the speaker's meaning. To do this, the listener must not be preparing counter-arguments, suggestions, and attacks.

Follow these steps

- 'Empty yourself' – lower your filters, suspend judgement.
- Listen to the whole message: words, body language, tone.
- Show that you are listening.
- Paraphrase/ask clarifying questions, summarise.

Part A – What would an active listener do?

Consider the following scenarios. In each case, answer the questions about what an active listener would do.

Colleagues speaking: 'I can't believe it. First my boss said my reports were too skimpy. So, I gave her more information. Now she tells me I'm being too wordy.'

What do you think would be easy for you to do in this scenario?

_____

_____

_____

_____

What would be difficult?

_____

_____

_____

_____

What physiology and state will you adopt for this scenario? How could your physiology and state contribute to a successful outcome?

_____

_____

_____

_____

What must you believe about yourself and how successful the outcome will be for this scenario? Would it help to have a positive outcome as your goal?

_____

_____

_____

_____

Colleagues speaking: 'Have you heard from Sam? He hasn't called me in ages. I think he must be mad at me or something.'

What do you think would be easy for you to do in this scenario?

_____

_____

_____

_____

What would be difficult?

_____

_____

_____

What physiology and state will you adopt for this scenario? How could your physiology and state contribute to a successful outcome?

_____

_____

_____

_____

What must you believe about yourself and how successful the outcome will be for this scenario? Would it help to have a positive outcome as your goal?

_____

_____

_____

_____

Lecturer speaking to manager: 'I can't take this anymore. Sharing an office with her is impossible. She snoops in my stuff and seems to think what's mine is hers. I need some privacy!'

What do you think would be easy for you to do in this scenario?

_____

_____

_____

_____

What would be difficult?

_____

_____

_____

What physiology and state will you adopt for this scenario? How could your physiology and state contribute to a successful outcome?

_____

_____

_____

_____

What must you believe about yourself and how successful the outcome will be for this scenario? Would it help to have a positive outcome as your goal?

_____

_____

_____

_____

Lecturer speaking to manager: 'I can't work with Susan. She argues about everything and I end up doing all the work.'

What do you think would be easy for you to do in this scenario?

_____

_____

_____

_____

What would be difficult?

_____

_____

_____

What physiology and state will you adopt for this scenario? How could your physiology and state contribute to a successful outcome?

_____

_____

_____

_____

What must you believe about yourself and how successful the outcome will be for this scenario? Would it help to have a positive outcome as your goal?

_____

_____

_____

_____

Colleagues speaking: 'I did really badly on my masters' exams. I think I should just give up. I'm no good at academics. I studied and thought I was prepared. Maybe I just can't get it.'

What do you think would be easy for you to do in this scenario?

_____

_____

_____

_____

What would be difficult?

_____

_____

_____

What physiology and state will you adopt for this scenario? How could your physiology and state contribute to a successful outcome?

_____

_____

_____

_____

What must you believe about yourself and how successful the outcome will be for this scenario? Would it help to have a positive outcome as your goal?

_____

_____

_____

_____

Colleagues speaking: 'I'm really starting to hate my job. Every day I do the same mindless, boring work. But if I quit, I might not find another job.'

What do you think would be easy for you to do in this scenario?

_____

_____

_____

_____

What would be difficult?

_____

_____

_____

What physiology and state will you adopt for this scenario? How could your physiology and state contribute to a successful outcome?

_____

_____

_____

_____

_____

What must you believe about yourself and how successful the outcome will be for this scenario? Would it help to have a positive outcome as your goal?

_____

_____

_____

_____

Unconditional acceptance
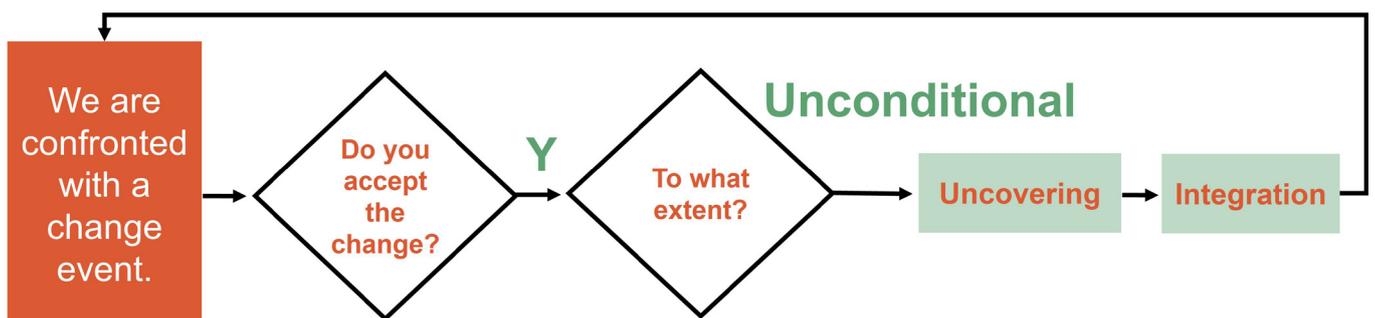
And then of course we have the unconditional acceptance of change with the integration of the new into your life.

This is the desired goal, but it is not always easy to operate here all the time. Key is to keep the Change Mindset front of mind, and front of actions to keep the focus.

Quiz 2

Select the ONE option that will complete these sentences best.

1	Chunk up the following word: 'cow'	
	a	Mammal
	b	Farm animal
2	Chunk up the following word: car	
	a	Transport
	b	Ford
3	Chunk down the following word: flower	
	a	Petunia
	b	Fauna
4	Chunk down the following word: newspaper	
	a	Media
	b	City Press
5	Chunk up the following word: engineer	
	a	Profession
	b	Mechanic

Maintaining Mindset Change in the 4IR for your campus

In Part 2 of the Advanced Course (Mindset Change for Lecturers in the 4IR: Implementing a Mindset Change Culture), you work with your Change Facilitation Team to develop a plan that will enable you to maintain the Mindset Change Momentum. You will do this by learning about project management theory, and then put that into practise by completing a project plan. This is the Project Plan Template we will be using. Of course, your needs are unique, and you will be able to develop your own project and project plan with your Change Facilitation Team. For the activities in this course, however, please use the following template.
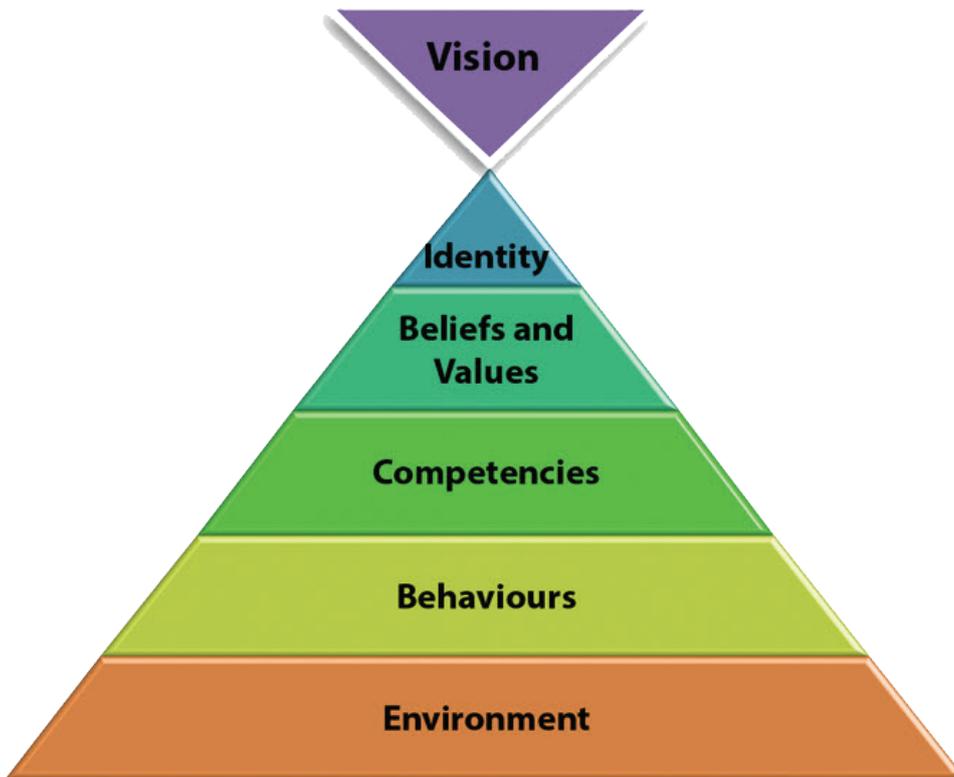
Project Plan Template

Overview

Project name	
Project manager	
Approval authority	
Project team	
Helpers	
Project vision/objective	
Start date	
Completion date	

Steps to a vision

A vision is what we want to see in the world. But a vision cannot exist in a vacuum. It must have a sound foundation, and this is made up of a number of steps.

For you to get to an agreed upon vision for your campus, an important people management skill to acquire, is to be able to align team positions. Everybody in the team may not always agree on all elements of your planning. So, how could you use this technique in a time of conflict? Usually conflict arises because there is a mismatch between levels or among levels. The environment does not allow for the behaviours that are desired; the beliefs and values do not accord with the vision.

Activity 4: Developing a project vision

Watch the activity video to follow along to the visualisation exercise, guiding you to consider the points mentioned below.

Make notes while you do the activity

How will you **know** you have achieved the goal/project?

_____

_____

_____

_____

_____

Describe the environment

_____

_____

_____

_____

_____

How are you working? What has changed?

_____

_____

_____

_____

_____

How are your colleagues working? What has changed?

_____

_____

_____

_____

_____

What are the students doing? What has changed?

_____

_____

_____

_____

_____

What skills do you have in managing change?

_____

_____

_____

_____

_____

What knowledge do you have about managing change?

_____

_____

_____

_____

What skills do your colleagues have?

_____

_____

_____

_____

What knowledge do your colleagues have?

_____

_____

_____

_____

What do you believe about change?

_____

_____

_____

What do you believe about the 4IR?

_____

_____

_____

_____

_____

What do you value?

_____

_____

_____

_____

What do your colleagues believe about change?

_____

_____

_____

_____

What do your colleagues believe about the 4IR?

_____

_____

_____

What do your colleagues value?

_____

_____

_____

_____

What is your role in your college when it comes to change and the 4IR?

_____

_____

_____

_____

What is your colleagues' role in the college when it comes to change and the 4IR?

_____

_____

_____

_____

_____

Here is an example of a campus vision.

On our campus, the lecturers and students are developing even more knowledge and skills to work effectively in the Fourth, and even the Fifth, Industrial Revolutions.
They embrace change and the opportunities it brings with an ever-strengthening Change Mindset.

Write down your vision. Use the present tense and a positive tone. Remember that visions are meant to be aspirational.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Keeping a Change Mindset

Any time that we experience a challenge to our Charge Mindset, we are keen to go back to old ways of reacting to change. As Nietzsche said: 'When we are tired, we are attacked by ideas we conquered long ago.' What can we do about it? You will learn how to keep your Change Mindset in place in the activity video for Activity 5. Use the template below to complete the activity in writing

Activity 5: A Change Mindset Practise

Daily practise activity

Today, _____ (date),

I will let go of

_____

_____

_____

_____

I am grateful for

_____

_____

_____

_____

_____

I will focus on

_____

_____

_____

_____

_____

Quiz 3
Say if each statement is TRUE or FALSE.

1	A vision can exist in a vacuum.
2	The steps to a vision include environment, behaviours, competencies, beliefs and values and identity.
3	A vision must be formulated in the past tense.
4	Goethe said: 'When we are tired, we are attacked by ideas we conquered long ago.'
5	A daily prasise to maintain a Change Mindset includes letting go, being grateful and having a specific focus.

Final Assessment

Complete the Final Assessment digitally on the Vadea Learning Platform to earn your badge and certificate.

Indicate the ONE correct response for each question.	
1	Mindset is an established set of attitudes and beliefs.
a	True.
b	False.
2	Beliefs protects us.
a	True.
b	False.
3	People with Change Mindsets wonder what their purpose is.
a	True.
b	False.
4	An attitude is _____.
a	an organising principle in your life
b	a way of feeling,or acting towards a person, thing or situation
c	an established set of attitudes and beliefs

	Indicate the ONE correct response for each question.
5	A belief is _____.
a	an organising principle in your life
b	a way of feeling,or acting towards a person, thing or situation
c	an established set of attitues and beliefs
6	The roles of an effective Change Facilitator includes _____, _____ and _____.
a	counselling, therapy, prayer
b	project developer, active listener, personal change work
c	implementer, monitor, mentor
7	Important qualities for effective Change Facilitation includes _____, _____, _____ and _____.
a	ambition, empathy, chunking up and down, active listening
b	planning, problem-solving, communicating, curiosity
c	story-telling, writing skills, technology know-how, being inflexible
8	People in strategic compliance mode displays _____.
a	low attention, altered states
b	high attention, low commitment
c	low attention, low commitment
9	People in resistance mode _____.
a	Use generalised, distorted and deleted thinking
b	are eager to attend meetings
c	Use chunking up and down
10	By _____, you look at the bigger picture.
a	chunking down
b	active listening
c	chunking up

		Indicate the ONE correct response for each question.
11		To chunk down, use the following question.
	a	Who/what/where specifically?
	b	What is this part of?
	c	How is this belief serving me?
12		To listen actively, you must lower your _____ and listen _____ . You should show _____ and ask _____ .
	a	guard, for meaning, change facilitation skills, questions to chunk up
	b	expectations, with empathy, compassion, 'what is this an example of?'
	c	filters, to the whole message, that you are listening, clarifying questions
13		A vision should be written in _____ and _____.
	a	in the present tense, a positive tone
	b	in the present tense, a neutral tone
	c	in the future tense, a positive tone
14		When developing a vision, consider the environment, _____, competencies, beliefs and _____, and identity.
	a	change facilitation, filters
	b	behaviours, values
	c	finances, mindset
15		_____ is the desired goal of the personal change model.
	a	conditional acceptance
	b	unconditional acceptance
	c	strategic compliance

Acknowledgements

Via Afrika
40 Heerengracht, Cape Town,
8001
PO Box 5197, Cape Town, 8000

www.viaafrika.com

VADEA AT A GLANCE

IMPLEMENTING DIGITAL EDUCATION IN SCHOOLS FROM A CHANGE MANAGEMENT MINDSET

LEVEL 1

Session 1: Education is changing - so what?
Session 2: Making myself adapt-able to change
Session 3: The mindset change model for digital education implementation

LEVEL 2

Session 1: The role of the change facilitation team
Session 2: Working with the stakeholders - dealing with change
Session 3: Working with the stakeholders - skills assessment and planning

LEVEL 3

Session 1: Developing the implementation plan
Session 2: Implementing the implementation plan
Session 3: Making change stick

4IR TEACHING FOR THE FOURTH INDUSTRIAL REVOLUTION

Session 1: Getting to the Fourth Industrial Revolution
Session 2: Augmented Reality (AR)
Session 3: Virtual Reality (VR)
Session 4: Big Data
Session 5: Artificial Intelligence (AI)
Session 6: Coding
Session 7: Robotics
Session 8: Genready for the 4IR
Session 9: Other 4IR Technologies and Applications

ANDROID COURSES

KNOW AND USE YOUR ANDROID TABLET DEVICE

Session 1: All about Android tablet devices
Session 2: Making contact with the world
Session 3: My Android tablet device is mine!
Session 4: There's an Android app for that
Session 5: Finding it on the internet
Session 6: Making the Android tablet device work for you - files
Session 7: Making the Android tablet device work for you – calendars and data management
Session 8: Making the Android tablet device work for you – eBooks and eReaders
Session 9: Taking the Android tablet to school

SOCIAL MEDIA ON ANDROID TABLET DEVICES

Session 1: Introducing social media
Session 2: Creating your social media accounts
Session 3: Social media in the classroom – Useful or just fun?
Session 4: Don't forget the other social media
Session 5: Facebook in the classroom
Session 6: Twitter in the classroom
Session 7: A look at YouTube
Session 8: YouTube in the classroom
Session 9: Blogging in the classroom

GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

Session 1: The Google Apps package and Google Drive
Session 2: Google Docs
Session 3: Google Calendar and Google Slides
Session 4: Google Hangouts
Session 5: Creating my own teaching and learning content
Session 6: Google Apps that will open a new world to your learners
Session 7: Streamline your class with Google Forms
Session 8: Google Sheets
Session 9: New course coming!

DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

Session 1: Why eLearning?
Session 2: Getting technical
Session 3: Management and usage of ICTs in schools
Session 4: Content for tablet devices
Session 5: Apps for teachers for demonstrations and content creation
Session 6: Online assessment tools
Session 7: Learning management systems
Session 8: Games teach too
Session 9: The gamification of education

WINDOWS COURSES

KNOW AND USE YOUR WINDOWS TABLET DEVICE

Session 1: All about Windows tablet devices
Session 2: Making contact with the world with my Windows tablet device
Session 3: My Windows tablet device is mine!
Session 4: There's a Windows app for that
Session 5: Finding it on the internet
Session 6: Making the Windows tablet device work for you - files
Session 7: Making the Windows tablet device work for you – calendars and data management
Session 8: Making the Windows tablet device work for you – eBooks and eReaders
Session 9: Taking the Windows tablet device to school

SOCIAL MEDIA ON WINDOWS TABLET DEVICES

Session 1: Introducing social media
Session 2: Creating your social media accounts
Session 3: Social media in the classroom – Useful or just fun?
Session 4: Don't forget the other social media
Session 5: Facebook in the classroom
Session 6: Twitter in the classroom
Session 7: A look at YouTube
Session 8: YouTube in the classroom
Session 9: Blogging in the classroom

MICROSOFT FOR WINDOWS TABLET DEVICES

Session 1: Introducing Microsoft Office 365 education and OneDrive
Session 2: Microsoft Word and Microsoft Outlook
Session 3: Microsoft Powerpoint
Session 4: Microsoft OneNote
Session 5: Skype and Yammer
Session 6: Microsoft Forms and online assessment apps
Session 7: Office mix and blended learning
Session 8: Microsoft Excel
Session 9: Office sway and the Microsoft educator community

DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS

Session 1: Why eLearning?
Session 2: Getting technical
Session 3: Management and usage of ICTs in schools
Session 4: Content for Windows tablet devices
Session 5: Apps for teachers for demonstrations and content creation
Session 6: Online assessment tools
Session 7: Learning management systems
Session 8: Games teach too
Session 9: The gamification of education

USING YOUR LAPTOP TO MAKE A REAL DIFFERENCE IN YOUR TEACHING

Session 1: Your first laptop
Session 2: Producing written documents (using Microsoft Word) Part 1
Session 3: Producing written documents (using Microsoft Word) Part 2
Session 4: Producing written documents (using Microsoft Word) Part 3
Session 5: Processing numerical data (using Microsoft Excel) Part 1
Session 6: Processing numerical data (using Microsoft Excel) Part 2
Session 7: Preparing presentations (using Microsoft PowerPoint)
Session 8: Keeping things together (using Microsoft OneNote)
Session 9: Managing files
Session 10: Connecting with the world
Session 11: Using a display device with your laptop
Session 12: Making it work with JUST ONE LAPTOP

TEACHING ONLINE

Session 1: Foundations of online teaching
Session 2: Teaching synchronously
Session 3: Teaching asynchronously
Session 4: Using Microsoft Teams to communicate your message
Session 5: Teaching synchronously with Microsoft Teams
Session 6: Teaching effectively in a hybrid classroom

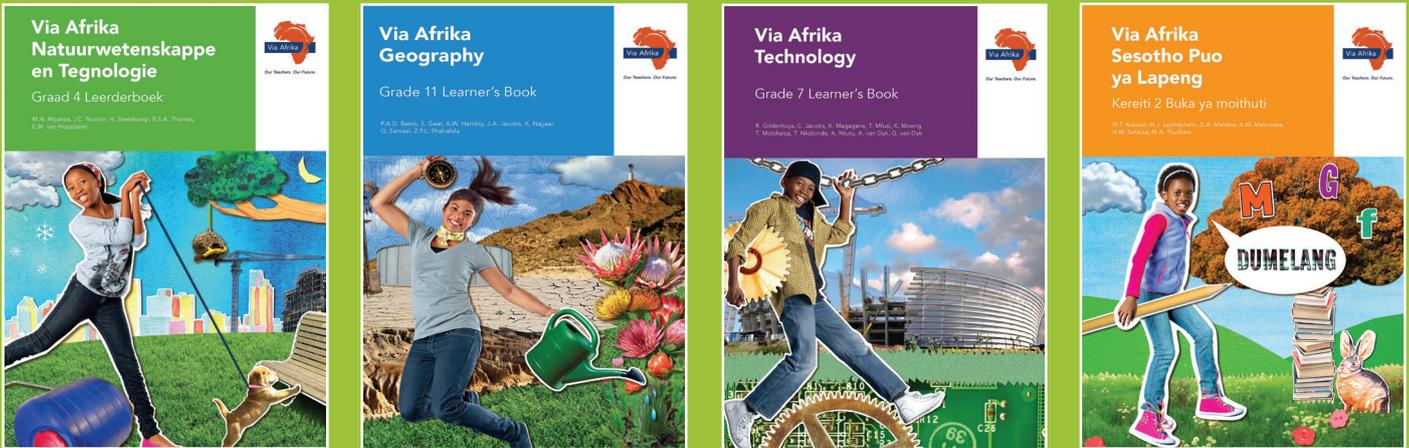# STUDENT WELLNESS

Course 1: A mindset for success
Course 2: Stress and me
Course 3: Stress, me and others

Please note that this course has been designed for students and not for teachers.

WHAT ELSE WE DO

CAPS approved printed books Grades 1 - 12

Via Afrika
Natuurwetenskappe
en Tegnologie

Graad 4 Leerderboek

M.N. Mpanza, J.C. Nortim, H. Steenkamp, R.S.A. Thomas, E.M. van Huyssteen

Via Afrika
Geography

Grade 11 Learner's Book

P.A.D. Beets, S. Gear, A.W. Hambly, J.A. Jacobs, K. Najjaar, G. Samaai, Z.F.L. Shabalala

Via Afrika
Technology

Grade 7 Learner's Book

B. Gildenhuys, C. Jacobs, K. Magagane, T. Mfusi, K. Moeng, T. Motshissa, T. Nkabinde, A. Ntutu, A. van Dyk, G. van Dyk

Via Afrika
Sesotho Puo
ya Lapeng

Kereiti 2 Buka ya moithuti

M.T. Kokoali, M.J. Lephephelo, D.A. Malaihe, A.M. Maloseme, N.M. Sefatsa, M.A. Thuthani

Also available in digital formats with exciting enhancements like videos and interactive assets for PC and tablet devices.

Via Afrika
Life Sciences

Grade 11 Learner's Book

Via Afrika
Economics

Grade 10 Learner's Book

Online social emotional learning courses for students at www.VAstudent.online

Course 1: A mindset for success for students
Course 2: Stress and me for students
Course 3: Stress, me and others for students