**Feedback from a Principal Trainer**

There is one teacher who got the children from another teacher when they were in Grade 5 [correction] Grade 6, and they went into Grade 7.

And almost half of that class was just moving, they were non-performers.

So when this teacher was assigned to this class, she was told that this class is full of children who are truant.

They don’t come to school.

And apart from that they are just non-performers.

You give them this activity you are teaching, you give them activities to do, they don’t do it correctly.

But this teacher when she started, she used similar activities of this nature [that we are learning in the training] with that class:

…taking them to football playing field, joking with them, do this, this.

And from nowhere, by term two of that school calendar every child in that class was competing favourably and the results gradually improved.

Thank you for that.

And when it came to the last [term], only two children failed to make it to Grade 8.

And only narrowly failing to make it.

So I can see that these are some of the things that are very important to share with their teachers.

Also, what you have explained, fundamentally that teacher believed in the children.

Yes, yes.

Despite everything that she was told [about the children].

And these activities are a way of translating that belief.

Fabulous, that’s fab. Thank you.