

# Die kinderversorger The child care worker

OFFICIAL JOURNAL OF THE NATIONAL ASSOCIATION OF CHILD CARE WORKERS



since she became a pupil there at the age of seven, before training as a teacher. Sister Jane Francis joined the order of the Sisters of the Holy Cross, taught at the school for twenty years and then served as principal for a further ten before being appointed principal of the children's home. She has held this post for the past twelve years.

## Biennial General Meetings

August and September see the Biennial General Meetings of the four Regions of the NACCW and special meetings have been planned, with the two Cape regions using the opportunity to hold short Conferences.

## Natal

Natal Region combined its general meeting on August 24th with its 9th Birthday Party attended by the Mayoress of Durban, Mrs G. McMillan. After the official business of the meeting and the cutting of the birthday cake, the film *Gail is Dead* was shown.

## Eastern Province

A three-day Seminar from September 28th to 30th will be held at the Eastern Province Children's Home with the actual Biennial General Meeting taking place at 4.30 pm on Saturday the 29th September.

Two visiting speakers have been invited. Ernie Nightingale, National Chairman of the NACCW, and Vivien Lewis, Principal of St Michael's Children's Home in Cape

## International Award

Sister Jane Francis, principal of the Holy Cross Orphanage in Cape Town, has been awarded the prestigious Paul Harris Award by Rotary International in recognition of her forty two years of service to Holy Cross. In fact her association with the organisation goes back more than 50 years.

## Ten Child Care Commandments

- 1 Give continuous, consistent, loving care — its as essential for the mind's health as food is for the body.
- 2 Give generously of your time and understanding — playing with and reading to your child matters more than a tidy, smooth-running home.
- 3 Provide new experiences and bathe your child in language from birth onwards — they enrich his growing mind.
- 4 Encourage him to play in every way both by himself and with other children — exploring, imitating, constructing, pretending, creating.
- 5 Give more praise for effort than for achievement.
- 6 Give him ever increasing responsibility — like all skills, it needs to be practised.
- 7 Remember that every child is unique — so suitable handling for one may not be right for another.
- 8 Make the way you show disapproval fit your child's temperament, age and understanding.
- 9 Never threaten that you will stop loving him or give him away, you may reject his behaviour but never suggest that you might reject him.
- 10 Don't expect gratitude, your child did not ask to be born — the choice was yours.

— Mia Kellmer Pringle

The Needs of Children

Town. Subjects to be dealt with include: 'The Personal Factor — What about me gets in the way of my work?'; Staff, Personal and Work Motivation, Conflict and Conflict Handling; Layman's Discipline; The Children's Home as a Community Resource Centre; and Preparing to Leave the Children's Home.

### Western Cape

A two-day conference on The Challenges of 1984 is planned for Monday to Tuesday, September 24th and 25th at the Salesian Institute, Somerset Road, Cape Town. Visiting speakers will include National Chairman Ernie Nightingale and Leshe du Toit, Social Worker at the Kingwilliamstown Children's Home. The Biennial General Meeting is scheduled to end the Conference at 11h30 on the Tuesday morning.

The programme includes working groups on the challenges presented at the 1983 National Conference, a presentation on child care workers as seen by a recent research project undertaken by a group of psychiatric nurses from Groote Schuur Hospital, a session on How We See Our selves presented by principals, child care workers, social workers and management committee members, and a paper on Going Back and Doing by Lesley du Toit.



'n Deel van die gehoor van sowat 80 lede wat by die Durbanville Kinderhuis op 23 Augustus byeengekom het. Mev. Selma Wastell is die Universiteit Stellenbosch het 'n referaat oor 'burn-out' en supervisie gelever.

## EDITORIAL

# Subsidies and Own Affairs

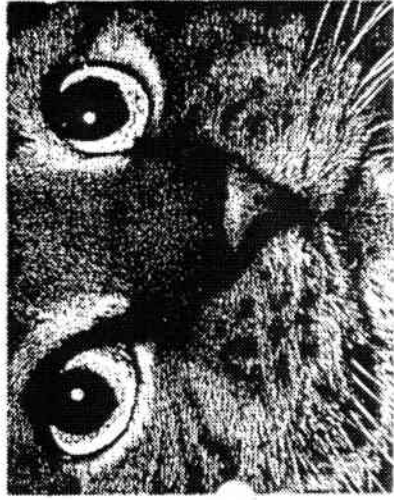
September sees the new Constitution coming into effect, and with it the own-affairs responsibility for welfare — a harmless-enough sounding area but a social, political and financial minefield nonetheless. The child care profession will be agog to see how it is going to fare under own-affairs administration and particular, whether subsidies will continue to be bureaucratically and unimaginatively applied or (dare one hope?) creatively used to improve child care services.

The situation at present seems to be that all expenditure is added up and then divided by the number of children to give an average figure, which then in turn becomes the subsidy for the ensuing year. The fact that this same formula is applied to all race groups (separately) is then used to justify the unequal subsidies at present paid for White, Coloured, Indian and Black children. What is not taken into account is the quality of the service provided, and what the NACW and its members find offensive is that in a country where parity is the stated goal, children's homes grants are still unequal purely on the basis of race.

We have recently seen the effects of this disparity at the Lakehaven Children's Home in Durban where serious retirement of staff — unbelievably including the posts of both principal and assistant social worker — followed a financial crisis brought about by the maintenance of high standards of care which cost R252 per child per month — scarcely 60% of what is spent in many other children's homes. The Department of Internal Affairs, approached for financial relief, could do no more than quote the above formula, and the result has been that the Lakehaven Children's Home has been reduced to a lesser institution simply because it cares for Indian children.

# The Alley Cats

Selma Wastell



Years ago when I was a pupil at a very soulless boarding school, I discovered that the coal shed, cold and inhospitable though it was, was the hideout of numerous alley cats. The area was strictly 'out of bounds' as nearly all the interesting places were! Even so, I felt attracted to these cats and tried to befriend them, but they were quite wild and unapproachable — except for one female with five kittens, and she would rub up against my leg so enthusiastically that she almost tripped me each time I entered the forbidden shed.

I began sneaking saucers of milk, porridge, and other scraps from the dining room to the cats after dark, and only then did I realise just how many there were! Everywhere eyes watched from the darkness, the friendly mother and her not-too-sure kittens were eating. It became a challenge for me to try to befriend the others, so very different from the smug, well-fed and aloof cats belonging to some of the school staff, but any movement I made towards them sent them straight out into the night.

Occasionally, one of the braver — or hungrier — would slink cautiously nearer, and if I backed off to the door would approach, shivering, make a grab at a piece of food, and dash back into the shadows

where, from the sound of it, I gathered it was shared with the rest.

For a long while, the only way I could get to see the other cats was to space several saucers across the floor away from the door, and then wait quietly for them to investigate and finally eat, often trembling with suspicion and fear. The presence of the leg-rubbing tame cat, and her easy acceptance of me and the food, may have made it easier for the others to overcome their probably justified misgivings about humans. It took months before the cats trusted me, months of regular caring and feeding — with no sudden moves on my part — before I could approach, and in some cases, even touch them.

On occasions I would become impatient and try to catch hold of a cat before it was ready to trust and accept me, and this invariably ended in disaster with my being hissed at, bitten or scratched before it escaped, terrified, into the darkness. And these occasions always set the clock of our friendship back by weeks, not only with the offended cat but with them all.

They were very different from each other in the way that they eventually warmed to me. Some capitulated completely and would allow me to scratch behind their ears, stroke them, or even pick them up, while others preferred to keep more to themselves, but in the end even the most hostile showed some degree of change in attitude, and I was permitted to become a trusted familiar in their circle.

This was a triumph for me. These were hardly your respectable neighbourhood cats, certainly very down-market from the prissy, pampered variety in the school building, but the coal shed became for all of us, each in our own way a place where it was comfortable to be. I remember it today as a warm place, and also, perhaps, as the place where I learned some important things about caring.

Selma Wastell is Senior Child Care Worker at St Michael's Children's Home, Cape Town.

often develop a sort of brittle bravado which we mistakenly call independence, but it is a poor substitute for secure independence.

Marie: I feel I have been blaming Michelle almost being angry with her ... for not doing something which she in fact cannot do ... I have been wrong.

Anton: On the contrary, you've obviously been doing something right, because she is still asking you for the reassurance and the dependability she needs. Be grateful that she hasn't stopped asking!

Marie: And she will eventually stop asking when she no longer needs to ask, when she knows that she can depend on me. And I suppose she really does want to be like other nine-year-olds ...

Anton: That is what was worrying me about Michelle. It is often a clue in child care work: when a child is clearly not at the same place as other kids her age, there is a reason. It's a cause for concern.

Marie: And not a cause for complaint! Thanks. And thanks for teaching me the difference between dependence and over-dependence. I know what to do now. See you next week.

## The child care worker Die kinderversorger

Die Kinderversorger is die amptelike tydskrif van die Nasionale Vereniging van Kinderversorgers en word maandeliks uitgegee. Subskripsiegelede vir nie-lede: R4.00 p.a. posvry. Advertisingsgelede: R2.50 per kol/cm. Stuur alle navrae, advertensies, artikels, briewe en nuusbriekies aan Die Redakteur, Die Kinderversorger, Posbus 199, Claremont, 7735.

The Child Care Worker is the official journal of The National Association of Child Care Workers and is published monthly. Subscriptions for non-members: R4.00 p.a. post free. Advertisement rates: R2.50 per col/cm. Send all enquiries, advertisements, articles, letters and news items, etc., to the Editor, the Child Care Worker, P.O. Box 199, Claremont 7735.



1984

Die NVK Kerskaartjie

The NACCW Christmas Card

Aantreklike Kerskaartjies

met 'n eenvoudige kindersorg motief  
verskaf met koevertjie (10,5 x 15 cm)  
teen R1.50 per pakkie van tien

Elegant Christmas Cards

with a simple child care theme  
supplied with envelopes (10,5 x 15 cm)  
at R1.50 per pack of ten

BESTELVORM WORD HERBY INGESLUIT  
ORDER FORM ENCLOSED

It Lakehaven had served White children, no matter what standards of care it provided, it would have received a monthly subsidy of R206 and would not have been in financial difficulties. In fact Lakehaven provided a very high standard of care, comparing favourably with that in any White children's home, and this was its downfall.

A valuable standard by which to judge this issue of subsidies is provided by the Annie Starck Village in Cape Town, a home for 60 Coloured children. This institution is fully provided for by a Trust and is therefore able to spend whatever it considers necessary for the care of its children. It is at the same time run under the Child Welfare Society in Cape Town and is therefore not in any way irresponsible in its use of funds. Its budget for the current year is R396 per month per child, and the fact that it is only spending R348 per month per child is a guarantee of its responsible spending — but if spending R348 per child per month. In effect, that is what it costs to run a home like Annie Starck Village which is significantly very similar to Lakehaven. Both are cottage-style homes, both are situated in urban areas, both employed social workers as principals, both made use of social work services in the homes. And Lakehaven was 'over-spending' at R252 per month per child.

Equally anomalous situations arise within specific race groups. One white children's home, for example, may have a highly undeveloped service with no specialists such as social workers and a poor staff to child ratio of one to twenty. It receives R206 per child per month. Another home may have a far more developed programme, employing social workers and a well-qualified staff team with a staff to child ratio of one to eight (and consequently a far higher cost per child). It also receives R206 per child per month.

Whilst both the state and the child care profession are equally concerned about improved standards of care, it is disconcerting that subsidies, which could be used as powerful incentives to improvement, are so mindlessly applied.

What is the solution? Surely that subsidies are no longer paid purely on the basis of race but on the basis of services rendered. In metropolitan Cape Town, for example, school uniforms, food, transport, fuel and social workers' salaries cost the same whether you are white or black. What, therefore, justifies differential subsidy rates for white and black? Rural costs may not be the same, and if this is true then urban-rural may be an acceptable factor to differentiate subsidies. Staff to child ratios in accordance with the De Meyer Committee recommendations (one to ten or one to eight) cost more than ratios of one to twenty, and again this would be an acceptable factor by which to distinguish subsidy rates. Employing a social worker is more expensive than not employing a social worker. Enrolling your staff on training courses is more expensive than not doing so, just as qualified staff earn more than unqualified staff. All of these factors would be acceptable as criteria for differential subsidy rates — but race is no longer an acceptable criterion.

House of Assembly, House of Representatives and House of Delegates, please take note.

## PRINCIPAL

Applications are invited from suitably qualified people for the post of Principal in residential home for coloured girls in Wynberg, Residential post. Apply to the Secretary at the address below.

St George's Home  
BLETI ROAD, WYNBERG, 7800

# Anton & Maria

## A dialogue series on staff supervision

### Child's Play

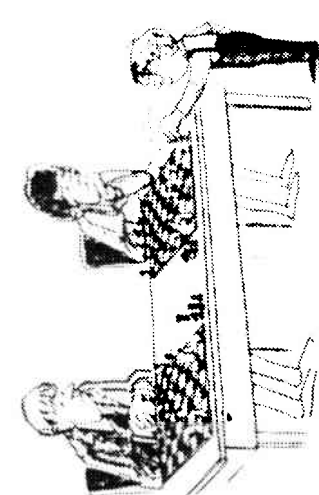
by GRAHAM



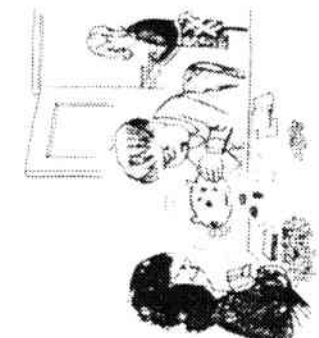
"Mickey's got him restless on the verge of nonstopity."



"Well, who in hell HAS got Mr. Bacon the hiker?"



"Sarah's got about a nervous weed."



"I'll see you for three."

more independent? Must I go on helping her all the time and with every decision? You keep telling us that we must help children to become independent.

**Anton:** You're right. I do say that we must help children to become independent. . . .  
**Maria:** (Pause) . . . Mmmm . . . there's a difference between helping them to become independent and expecting them to be independent?

**Anton:** I think there's a big difference. And I also think that some children must first be helped to become dependent. . . .

**Maria:** Hey! That sounds like the exact opposite of what we're supposed to do. We're not supposed to make kids dependent.

**Anton:** Don't confuse dependence with over-dependence. All of us, you and me included, are going to be . . . and need to be . . . dependent to some extent all our lives.

**Maria:** (Thoughtful) . . . You mean we will always need people we can depend on? . . .

**Anton:** That's exactly what I mean. As a husband it is a very reassuring and comforting thing to know that in many ways I am dependent on my wife . . . and that I can depend on her. And I'm sure that's very important for her and I'm sure that she feels the same way about me. There is a mutual feeling, an interdependence that we share with each other and bestow on each other, and only with that secure background to I feel . . . free . . .

**Maria:** . . . to go beyond that relationship and be independent yourself?

**Anton:** Right! If I was over-dependent on my wife, I would be a pain in the neck. But knowing that I can and do depend on her is one of the strengths I have. I don't have to worry about that because I know its OK, and I can expend my energy on my work and the other tasks of my life . . . be really independent.

**Maria:** That makes sense. As for Michelle . . . I keep forgetting that these kids often never received that reassurance and that some of them, like Michelle, are not freed to go out independently until they do receive it.

**Anton:** In a sense, real independence can only grow out of dependence. Children who never enjoy a dependent relationship

**Anton:** Hi!

**Maria:** Hi! Thanks for last week. It helped to feel my place as a member of a team . . . and taught me that it is the children's needs and anxieties we are here for and that we shouldn't act out of our own anxieties.

**Anton:** That's good. You will of course go on having anxieties but it's best to sort those out here and not with the children. Also there will be things you can't manage, like your scene in the dining room, and then it's best to ask advice from a colleague or senior before you act.

**Maria:** Yes, well I've got one of those right now — something I can't manage, I mean, its Michelle. She keeps sort of clinging and making as though she can't do things for herself, and I'm getting pretty fed up.

**Anton:** How old is Michelle now?

**Maria:** She's nine, and by now she should be independent enough to do things without me. She just doesn't seem to learn.

**Anton:** What sort of things, Maria?

**Maria:** Well . . . dressing, deciding what to wear, doing her hair, even what to put on her sandwiches. It's getting me down.

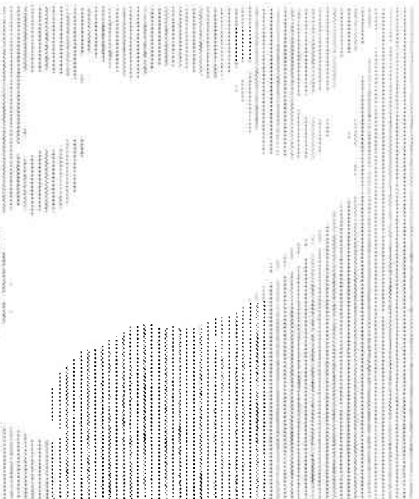
**Anton:** What are nine-year-olds normally like?

**Maria:** Usually fiercely independent about those sort of things. They like to show that they can make up their own minds about such things. They want to go out and play with other kids. . . .

**Anton:** True.  
**Maria:** Well? You don't seem very worried about Michelle.

**Anton:** I am. What you've told me is certainly worrying.  
**Maria:** Well, am I right? Shouldn't she be

# Letter from America



*Merie Allsopp, senior child care worker at St Michael's Home in Cape Town, is on a one year's ILEX exchange programme working in a children's treatment centre in the U.S.A.*

As the newness (the 'honeymoon period') of my American experience has passed into the daily realities of work in a highly efficient treatment centre, I have had more time for reflection — on the nature of child care in the United States and on my role as an exchange student. It has been a challenging time.

I referred last month to the cultural differences between American and South African children. The former seem to require a great deal of entertainment, being accustomed to a wide variety of leisure-time activities and requiring a high level of stimulation, in contrast to South African children (a vast generalisation, I know) who appear to be satisfied with more simple activities. The implications of this for me have been in having to select activities

which will involve the children and thus has meant coming to know and use the resources both within the agency and in the community — as well as having to dredge up my own resources.

Challenging also has been the task of coming to grips with the methodology of a highly specialised agency which, it seems to me, has a set procedure for coping with every child in every situation according to his or her treatment programme. The worker, in order to preserve some element of spontaneity, needs to be familiar with all programmes, and one must overcome the habit of improvising. One has felt a measure of isolation in not being able to share and discuss these new experiences with a colleague from South African practice.

To both gain from and contribute to this exchange programme, I have to keep a balance between total involvement in my own agency on the one hand, and 'looking over the wall' to gain an overview of the child care system as a whole on the other, and attending to both can be two full-time jobs.

Any supposed advantages of the eight-hour day are offset by the thoroughness and high standard of the service expected. Intensive on-line intervention work as well as comprehensive written-up planning for the treatment of every child is part of the child care worker's job. Nothing is left to chance — every moment of the day is scheduled for different group activities where behavioural goals are worked on; information on the child's performance is constantly fed back to his or her worker processing. Accountability is clearly defined so that one is always aware of the extent and (oh, the relief!) the limits of one's responsibilities.

It has been a full month. I have had to go through the usual 'testing' by the children, which is commonly experienced by new workers. I have had the opportunity of conducting my first case review, a large step to take, but once taken, has left me feeling more confident.

*Merie Allsopp will contribute material from her American experience on a regular basis.*

## Die Rol van die prinsipaal in die Kinderhuis (Vervolg)

Ashley Theron

*In die eerste deel van hierdie artikel het Ashley Theron, prinsipaal van Annie Starck Village in Athlone, oor die administratiewe en personeelbestuur funksies van die prinsipaal gesels. Hy voltooi nou sy bydrae deur die vakkeurige funksies van die prinsipaal te oortrek.*

Die term vakkundige word onmiddellik gekoppel aan die persoon met vakkundige opleiding en hou dus verband met die vraag of die prinsipaal van 'n kinderhuis vakkundige opleiding moet hê. Vanweë die feit dat daar tans geen standaard vereistes is vir prinsipale van kinderhuise nie en dat die aanstellingskriteria deur die bestuur van die kinderhuis bepaal word, gaan daar nie geпоог word om hierdie kon-troversiële vraag te beantwoord nie.

### Vakkundige funksies

Vanweë die terapeutiese aard van kinderversorging, is dit nodig dat alle kinderhuis prinsipale insae moet hê van die vakkundige dienste wat gelewer word. Ek sou graag na Brian Gannon se analogie van die prinsipaal met 'n dirigent van 'n orkes verwys. Dit is nie 'n vereiste dat 'n dirigent 'n instrument bemeester het nie, maar dit is 'n vereiste dat hy weet watter noot hulle speel en watter unieke bydrae elke orkeslid sal lewer.

As programdirekteur of as leier van die kinderhuis personeel, sal die prinsipaal die behoeftes van die kinders moet identifiseer, nuwe dienste inisieer en derhalwe sal hy verantwoordelik wees vir die motivering en aanstelling van spesialiste, o.a. maatskaplike werkers, sielkundiges, arbeidsterapeute, verpleegsters, ens. wat sy span sal verryk. Dit is vanselfsprekend dat die prinsipaal nie al die rolle self kan vervul nie, maar dit is ook belangrik dat hy

ook nie deur hulle teenwoordigheid op sy personeel bedreiged voel nie. Dit is egter 'n netelike probleem in baie kinderhuise wat reeds maatskaplike werkers aangestel het en met die aanstelling van meer vakkundiges op die personeel, sal die probleem vererger indien daar nie uitsluitend gegee word aan die rol van die kinderhuis dirigent nie.

### Program Direkteur

As die verskillende take wat verrig word in die kinderhuis beskyf word as programme, sou die prinsipaal die rol van program direkteur vervul. Daar kan dus reeds verskeie programme bestaan in die kinderhuis wat as instrumente dien waardeur die doelstelling van die kinderhuis bereik word. Twee belangrike faktore wat hiermee verband hou is:

- i Die prinsipaal is saam met die bestuurskomitee verantwoordelik vir die oorspronklike verplanning van programme.
  - ii Die prinsipaal en die personeel wat betrokke is in die programme is verantwoordelik vir die implementering en evaluering van die programme en baie belangrik die voortgesette beplanning en insiering van nuwe programme. Dit beteken dat daar soeke skakeling moet wees tussen die bestuur en die personeel, en die prinsipaal moet daardie skakeling bewerkstellig.
- Dit die aard van die saak sou daar verskillende persone aangestel word aan wie die verantwoordelijkheid van 'n spesifieke program gedeleger word. Dit kan ook beteken dat 'n personeel lid in meer as een program betrokke is. Die volgende programme is voorbeelde van die dienste wat gelewer word en elkeen hang nou saam met die individuele behandelingsplanne van die kinders.
- Voorbeelde van programme en mont-

like program bestuurders: Die versorging van kinders (senior kinderversorger), onderwysprogram (deeltydse onderwyser), maatskaplike werk dienste — die behandelingsprogram (maatskaplike werker), sosio-terapeutiese program (arbeidssterapeut), ontspanningsprogram (ontspanningsbeambte), ondersteunende dienste (administrateur), gesondheidsdienste (verpleegsuster).

Die programbestuurder is verantwoordelik vir die uitvoering van die program. Hierdie aspek van die rol van die prinsipaal hou nouliks verband met die feit dat hy die algehele aanspreeklike en verantwoordelike persoon is in die kindershuis.

Vanwee die feit dat die verantwoordelike gedeelte word, is dit nodig om die vaardigheid en beginsels van delegering in gedagte te hou. Hierdie onvermoë om te delegeren was 'n leerbehoefte wat ek by myself geïdentifiseer het wat aanleiding kan gee tot o.a. maagswre omdat dit onmoontlik is om alles self te doen.

Nietemin kan die prinsipaal nie die feit ontdek nie dat hy 'n algemene oorsig moet hê van kindersonwikkeling, die tipes steuniese wat kinders openbaar en die metodologie van kinderversorging en resiensiele behandeling, om te verseker dat die totale kindershuisprogram geskik en allesomvattend van aard is. M.a.w. die prinsipaal moet insae hê van watter vrae te stel en watter take uitgevoer moet word.

### Leier van die Behandelingspan

Die tweede aspek hou nouliks verband met die program direkteur en is 'n funksie wat aanleiding kan gee tot baie konflikte en rolverwarring tussen die prinsipaal en by die maatskaplike werker — veral as die rolle nie uitgespel is nie. Mayer, 1971, se "The crucial role of the principal is highlighted. Since he is surrounded by various professional disciplines he is compelled to make clearly defined job descriptions and yet avoid compartmentalising each service. The separate functions must be clearly differentiated while at the same time integrated so that the child experiences not a struggle for who owns him, but an articulated network of acts designed to

help him".

Baie prinsipale word vasgevang in baie administratiewe of bestuursfunksies, o.a. fondsinsameling, dat hulle nie toegelaat word om deel te wees, wat nog te sê leier, van die behandelingspan nie. Ander deleger hierdie belangrike leierskapfunksies aan hulle maatskaplike werkers vergetende dat die behandeling van kinders die hoofdoel is van die kindershuis en dan wil hulle weet waarom hulle bedreig word deur hulle maatskaplike werkers. Ek wil graag aan elke prinsipaal of bestuurskomitee wat verantwoordelike is vir so 'n situasie, voorstel dat hulle van die administratiewe funksies aan ander personeel sub-komitees deleger sodat prinsipale hul volwaardige plek as leier van die behandelingspan kan inneem. Dit is 'n uitdaging wat vrugte sal afwerp.

### Supervisor van die maatskaplike werker

Daar het by die Maatskaplike Werk Groep van die Wes-Kaapse Strek van die Nasionale Vereniging van Kinderversorgers die behoefte ontstaan om 'n motivering in te dien vir die aanstelling van 'n supervisor vir maatskaplike werkers van kindershuis. Hierdie behoefte beklemtoon die funksie wat die prinsipaal moet speel o.v. die professionele ontwikkeling van die maatskaplike werker wat op haar beurt verantwoordelik is vir die maatskaplike werk dienste aan die kinders. Vir prinsipale van kindershuis wat nie instaat is om hierdie rol te vervul nie, is daar twee alternatiewe in die verband: (i) Nee 'n senior maatskaplike werker in diens wat ingeskakel word by 'n ondersteunende groep soos die maatskaplike werkgroep van die N.V.K. of (ii) Koop die dienste van 'n organisasie wat supervisie dienste kan aanbied vir maatskaplike werkers wat in kindershuis werk.

### Andere vakkundige funksies

Die daarstelling en onderhoud van skakeling met vakkundige en ander hulpverleentingsbronne in die gemeenskap, o.a. betrokke staatsdepartemente, opleidingsinstellings, welsynorganisasies, ander

kindershuis, die N.V.K., ens. is belangrik. Hierdie skakeling sluit in die gebruik van vakkundige hulpbronne en reël vir navorsing i.v.m. die kindershuis.

'n Verdere vakkundige funksie van die prinsipaal is sy akademiese verantwoordelijkheid wat beteken dat hy nooit ophou leer nie. Dit is sy taak om voortdurend nuwe inligting, leesstof en ontwikkelings na sy span deur te voer, en die skakel oop te hou tussen die akademiese en sy kindershuisgemeenskap. Dit is dus nodig dat hy sy kindershuis op hoogte moet hou van alle ontwikkelings in die beroep van kindersvoorsorging.

### Slot

Om op te som, kan daar dus gesê word dat die dirigent die orkeslede en hul vermoëns moet ken, die liedereken en oor die vaardigheid beskik om te dirigeer sodat verskillende melodieke met verskillende ritmes in harmonie moet saamsmelt.

Dit is vanselfsprekend dat die dirigent en die orkes gereed moet oëen en baie leerbehoefes sal uitgesoorteer moet word alvorens hulle hul doelstellings sal bereik. Dit is egter belangrik dat hulle weet wat die model is sodat saamgewerk word om die model te bereik.

## CHILD CARE WORKERS

Child care workers to join multi-disciplinary team working with children of all ages in this Cape Town home. Opportunity for both in-service and Technikon training. Apply with full details of qualifications and experience to the Principal on telephone 021-77-4409.

# St Michaels

## CHILDRENS HOME



Vivien Lexis, voorsitter van die Wes-Kaapse Strek van die N.V.K. gesels met Doif Etsebeth, prinsipaal van die Murray Kinderhuis in Wellington gedurende haar onlangse besoek.



Joy Miles (left) of the School of Paramedical and Biological Sciences at the Cape Technikon meets with Peter Harper (Course Co-ordinator) and lecturers Merle Fisher, Janet Hollingshead, Vivien Lewis and Marcelle Biderman to plan the 1985 enrolment and tuition for the National Higher Certificate in Residential Child Care.

# Thank You!

This issue of *The Child Care Worker* has been generously sponsored by

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