



Empowering Educators Who Work with Juveniles in Correctional Centres: A Wellness Perspective

Meahabo Dinah Magano

*Department of Inclusive Education, University of South Africa
E-mail: maganmd@unisa.ac.za*

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ABSTRACT The paper focused on how educators in correctional centres may be empowered and how offender learners may be supported in their holistic development. The focus was also on how teachers teach and interact with learners. The researcher used Hettler's wellness theory as a lens. The study took place at a Gauteng Correctional centre as a research site. Five educators were purposely sampled. Interviews and questionnaires were used as instruments for data collection. All ethical considerations were observed. Findings of the study revealed that teachers experienced the following challenges; juvenile offender learners enjoy lessons that have practical life experiences and those that link with the world of work, there are internal and external factors that cause barriers to learning, some learners were illiterate, health related problems that disrupt school attendance, there are difficulties in assessment, teachers use teacher-centred and learner-centred approach, teachers lack resources to carry out practical experiments (due to security reasons) and some educators were not qualified to teach. The findings revealed that there is a need for professional development of educators in some areas in order to address the academic wellness of juvenile offender learners.