



Teaching for All: Inclusive Teaching and Learning for South Africa

Accompanying material for
facilitators of continuing
professional development



Basic Education
Higher Education and Training



THIS PROJECT IS FUNDED BY THE EUROPEAN UNION

The Teaching for All project is a partnership between the British Council, the University of South Africa, the Departments of Basic Education and Higher Education and Training, and MIET AFRICA, and is co-funded by the European Union. The Teaching for All project aims to provide teachers in South Africa with the skills, knowledge and attitudes to teach inclusively in diverse classrooms in diverse communities.

These educational materials are published under creative commons license:



ISBN: 978-0-620-84393-5

Published by British Council, June 2019

Revised August 2019

Every effort has been made to obtain copyright permission for material used in this module.

Website addresses and links were correct at the time of publication.

For more information, please contact the British Council:

PO Box 655, Parklands 2121, South Africa

Telephone: +27 (0)11 560 9300

Email: ssa.enquiries@britishcouncil.org.za

Website: www.britishcouncil.org.za

The British Council is the United Kingdom's international organisation for cultural relations and education. It creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

Contents

1	Introduction and purpose of the facilitator materials	1
2	Your role as facilitator	1
3	Facilitating the teaching for all programme	2
3.1	Icons used in the materials.....	3
3.2	Teaching–learning context.....	3
3.3	Being a reflective practitioner.....	4
3.4	Process and content of the session.....	4
3.5	Planning your sessions.....	5
3.6	Differentiating activities.....	5
3.7	Session planning template.....	5
4	Suggested strategies and answers	10
4.1	Unit 1: Inclusive Education.....	10
4.2	Unit 2: Learner Diversity.....	31
4.3	Unit 3: Inclusive School Communities.....	47
4.4	Unit 4: Inclusive Teaching and Learning.....	63
5	Suggested assessment tasks	82
5.1	Unit 1: Inclusive Education.....	82
5.2	Unit 2: Learner Diversity.....	89
5.3	Unit 3: Inclusive School Communities.....	91
5.4	Unit 4: Inclusive Teaching and Learning.....	96
	Appendix 1: Support material for Grade R–3 teacher training	99
	Appendix 2: Support material for Grade 10–12 teacher training	117
	Appendix 3: Video transcripts and viewing activities	129

1 Introduction and purpose of the facilitator materials

These materials are intended to provide you with support as you implement the Teaching for All programme. Included in the materials are answers to some of the activities, as well as ideas you may refer to when creating enjoyable and productive learning experiences for your participants. The intention is not to prescribe what you should do but to offer a sample base from which you can select or modify strategies to suit your contextual needs. Note that in addition to the answers provided here and your input, participants will have their own ideas, which should be taken into account and accepted where relevant.

2 Your role as facilitator

As facilitator, you are responsible for managing the sessions and setting the mood.

Know your audience

The way you approach sessions, the types of tasks you set and the length of time you spend on each will depend on your audience, their prior knowledge and their needs.

Get participants thinking

Your role is to get participants thinking and talking about issues. This might get them to think of issues that they have never thought about before, or in new ways, with new insights. Hopefully, this will have a positive effect on their attitudes and actions.

At all stages, ask participants to identify their role.

Create a safe, open space (environment) for exploring ideas

Participants will only feel free to share their ideas and experiences if they feel that people are actually listening to them. It is your responsibility to create a safe and open environment in the sessions. The way you interact with participants is the start of creating such an environment.

Make sure that you:

- Encourage participation
- Allow all relevant answers
- Really listen to what people are saying. Don't assume you know what they are going to say before they have finished talking
- Ask open-ended questions (that is, those that don't need a "Yes/No" answer) to get a clearer understanding of ideas and experiences
- Remain calm, even when dealing with difficult topics or difficult participants
- Remain flexible. If participants need more time for an activity, or if they are not connecting with a particular activity, be prepared to make changes to your original plan
- Use humour where appropriate
- Are trustworthy
- During and after each session, make sure that participants from various sectors understand the role they have to play and contribution they can make to the process
- Encourage participants to keep notes throughout on what they will be doing when they get back to their workplace

- Indicate the areas in which managers and teachers frequently get confused and where there are conflicts of interest
- Make suggestions on how blockages and misunderstandings can be addressed (the facilitator must capture these “parked” issues on a flip chart to ensure that all issues are resolved by the end of the training session)
- The training team must look at all the areas of possible confusion to ensure that all facilitators are on the same page
- Participants should feel comfortable to talk freely, so make sure that the physical setting encourages this. Get them to sit in a circle, ‘U’ formation or in groups to help the process.

Ensure that participants respect each other

You also have an important part to play in making sure that participants interact with each other in a respectful way. Do this by:

- Establishing ground rules at the beginning of the sessions and reminding participants about these rules regularly.
- Stepping in if participants are arguing with each other in an unproductive way.
- You could say something like, “I think we need to move on now” and ask someone else a relevant question.
- Modelling an appropriate way of interacting. Set a good example of how to behave.
- Be prepared, and plan your session carefully
- Being well prepared will help to give you the confidence you need to interact with participants in the above way.
- Make sure that you have read through the materials a few times before the session, and that you’ve thought about how you will deal with each topic.
- Ensure a mix of approaches such as short and clear presentations, different types of tasks for participants to engage in during the course, reflection activities and follow-up activities back at the workplace. Find different types of tasks in each module.
- Also, think about how participants might respond to the material and the type of questions they might ask.
- It is important for you to be able to suspend your own beliefs and allow participants to share their own ideas and experiences without being judged. At the end of the discussion, sum it up briefly.






3 Facilitating the Teaching for All programme

Throughout the programme, participants will be expected to engage in higher order thinking processes, including but not limited to analysing, critiquing, contrasting and comparing, evaluating. A key focus of this programme is on the practical application of theory and concepts into practice. As a result, each unit will have a theoretical focus as well as strategies for practical ways to translate this in school-based practice.

While the materials are framed in terms of global scholarship and practice in the area, they are grounded in local African and South African contexts and this is evident in the examples and theory used throughout the programme. The materials foreground the issue of “teacher agency” and so dialogue is a core focus, giving participants the opportunity to form and voice their opinions on the content, including proposing a range of possible actions, strategies and solutions. In becoming a “reflective teacher” it is important to develop the professional habit of self-reflection. Throughout the programme participants are encouraged to develop these skills by keeping a regular journal of their thoughts, experiences and ideas arising from the sessions, including ongoing reflection on what the process of learning means for them as teachers.

3.1 Icons used in the materials

Throughout the materials there are activities to help participants to engage with the information and ideas in different ways. The following icons are used to indicate what type of activity it is:

Icon	Type of activity
 Journal	Participants are asked to keep a journal during the programme to reflect on and learn from their experience and practice. They can discuss the questions for reflection with a colleague or a friend, and then record their main takeaway points. Or, if they prefer, they can do the journal activities as a reflection on their own.
 Reading	Participants will be required to read and engage critically with a variety of texts, such as articles, blogs, case studies, tables and graphs, and answer questions that require application of the information.
 Writing	Participants will be required to consider and engage critically with questions relating to the content of the module.
 Audio Visual	Some tasks require participants to watch video of a lesson, or interview with role-players involved in education.
 Discussion	Participants will be asked to do some research on various topics by interviewing people and finding out their opinions on various topics.

3.2 Teaching–learning context

The starting point is to examine your teaching–learning context in order to ensure a welcoming atmosphere for all. You may find the following questions suggested by Garibay useful:

- Who will you be teaching?
- Do they come with particular needs that require adaptation of the learning environment?
- Do you use inclusive language in class? It is important to use “she” as well as “he.” Or, try using singular “they.”
- When using anecdotes to illustrate points, avoid always using male protagonists. When facilitating, do you use phrases such as “It’s easy to see...” or “I’m sure the answer is obvious to all...”? Such phrases implicitly exclude participants who may not have understood and discourages them from asking questions. It’s important to give participants the opportunity to ask questions without feeling stigmatised or self-conscious.
- Do you use outdated terms for social groups? It is important to be sensitive and use appropriate language for social groups.
- Do you make an effort to learn the names of the participants and pronounce them correctly?
- Do you prepare yourself to address diversity issues in class discussions?
- Do you treat everyone in the group equally? Do you make less eye contact with some people?
- Do you give feedback that includes praise?
- Do you use group activities to foster confidence?

3.3 Being a reflective practitioner

Being a reflective practitioner is cited in numerous studies and policy frameworks as an essential ingredient in teaching and learning. Reflection is said to play an important role in developing teachers' knowledge, dispositions and skills (Robinson & Rousseau, 2018; Department of Higher Education, 2015; Shandomo, 2010). The challenge, as many researchers have shown, is that many student teachers pay lip service to the process but, when asked to demonstrate their understanding of what it entails to be reflective, do so in very superficial ways (Pollard, 2008).

Reflection activities are built into the Teaching for All programme. Your role is to emphasise that reflection is more than providing answers to questions such as "What did I do? What worked? What did not work?" It involves deep thinking around the what, how and why dimensions of issues.

First, it is important to establish what experience teachers already have of the process of reflection. Thereafter, describe and demonstrate what this process could involve by using the activity topic: "What do you know about exclusion in education?" To appeal to different learning styles and preferences, provide participants with a variety of options. Some examples are:

- **Paper-based journal:** They can use a small booklet in which they document different aspects of their inclusion journey. For example, you could ask them to write two or three things they know about exclusion. You, as the facilitator, could be keeping a similar journal that documents discussions you have had with participants on this and other topics. Your journal could also include comments to yourself about your expectations, what transpired during a particular session, how you will modify things, etc. A weekly or bi-weekly group discussion can be built into the process where everyone, including you, has an opportunity to raise issues that have cropped up. The sharing/discussion will demonstrate collaboration in practice and the importance of a community of practice.

In order to make participants comfortable with the idea, it is important that ethical issues around journalling are discussed with them. These include (i) assurance of confidentiality; (ii) respect for individual submissions; and (iii) not asking participants to submit the journals for marking.

- **Digital story journal:** Some participants might feel more comfortable creating a digital story that documents their journey. Described as "combining the art of telling stories with a variety of multimedia, including graphics, audio, video, and Web publishing" digital story journals are also referred to as digital documentaries, computer-based narratives, digital essays, electronic memoirs, interactive storytelling, etc. They will probably prefer to do this form of journalling using their smart phones.
- **Open source material:** Free online sources such as Edmodo.com and Kahoot.com can also be used for reflective practice.

It is important to bear in mind that being a reflective practitioner is a process not a one-off event. Keeping and sharing your journal will underline the fact that learning and being reflective is a life-long process.

3.4 Process and content of the session

All sessions should be based on the content in the participant guide.

- Present outcomes
- Present first section
- Ask participants to complete the related task and discuss to confirm understanding before proceeding to the next section
- Follow this process till the end of the programme
- Capture parked issues on a flip chart

3.5 Planning your sessions

In planning your sessions, the key question is: How conducive to learning is the environment in which you teach? This question goes beyond the availability of tangible devices such as data projectors, smart boards, etc. Garibay (n.d.) suggests lecturers/facilitators should embark on the process of self-understanding and self-learning long before their first encounter with a diverse group. The following questions could be useful:

- In what ways could your own identity, attitudes and experiences affect your facilitation and your participants' responses?
- How does your background influence the way you behave among people who are different to you?
- How diversity aware are you in terms of appropriateness of certain utterances?

3.6 Differentiating activities

How can you facilitate activities in an inclusive and differentiated way? Embedded in the programme are strategies you can use. In particular, Unit 4.2 outlines a number of differentiation strategies you could consider using with your own participants. The inclusive pedagogic “pizza” in Unit 4.2 Figure 4.2.1 is a useful guideline. Use the pizza analogy to emphasise the point that you do not expect participants to start using all the strategies at once. Becoming an inclusive teacher is a journey that offers them the chance to develop an ever-growing number of strategies and experiences and incorporate them in their teaching practice.

3.7 Session planning template

This planning template can be adapted for use in your context.

Session X:

Participant guide section:	Participants:
Time allocation: X hours	Date:
Outcomes: By the end of the session participants will be able to:	
Resources:	
<ul style="list-style-type: none"> • Participant guide pp xx–xx • Flipchart and markers • Copies of workshop evaluation form 	
Introduction (energiser, prior knowledge): Conduct energiser/ice-breaker Draw link to previous session Ask questions to establish prior knowledge	Time

Assessment task:

Consolidation, evaluation and wrap-up:

Sum up main points and address any parked issues.

Participants complete session evaluation form.

Facilitator reflection: What worked well? What didn't work so well? What will I do differently next time?

Tips for structuring your session

At the beginning of the session

- Do an **energiser**. (Find ideas for energisers below.)
 - Remind participants about the **ground rules** at the start of every session. Either display them or ask different participants to list different rules at the start of every session and generate a new list every time.
 - **Review** the previous session. Ask participants if they want to discuss anything from the previous session. They may have questions or comments.
 - Discuss **expectations** and give clear **outcomes** for the session and refer participants to the relevant section in the participant guide
 - Ask **questions** to find out what participants already know (**prior knowledge**) to help you know where to pitch the course and its content. You could use experienced and knowledgeable participants to help you in your facilitation. They could present something on their experiences and also form a panel of "experts" in a Q&A session. The use of experienced people who have "walked the talk" is motivating for participants as it shows what is possible
-

During the session

- You could start with a short and clear **presentation** to orientate participants and to outline the main issues. If you use PPT, make sure your slides do not have too much text on them. Also do not simply read out long PPT text to participants. They will get very bored.
 - Follow this up with **activities (tasks)** to help consolidate concepts, develop practical competence and to reflect in order to review and change. Each module has a range of different types of activities to appeal to different learning styles, to keep the sessions interesting and to meet different objectives.
 - If you have limited **time**, select a few tasks most relevant to the audience and your session goals. If you won't have a chance to work with participants further on a particular topic, suggest that participants complete the other tasks in that module in their own time, together with other teachers.
 - Be **flexible** and prepared to change if you find that your original plan is not working well. Remember that your objective is to meet the outcomes and not to stick rigidly to a planned path.
 - Always ask participants to share relevant personal experiences– these practical tips can be very helpful for others and presents a **shared best practice**.
 - Make sure that everything is **contextualised** so that it has **practical relevance** for participants in their work. Adapt activities where required to ensure that they meet needs.
-

At the end of the session

- **Consolidate** by summing up the main messages (or get participants to do this).
 - Give participants a **reflection** exercise to take away with them, or do before they leave.
 - Give participants **practical and contextualised homework** directly relevant to their work.
 - Ask participants for a quick **evaluation** of the session. For example, they could:
 - Play “Thumbthing” (see energisers/icebreakers) at the end of the day or the end of a session.
 - Sit in a circle and ask everyone how they are feeling. (Allow them to say “pass” if they don’t want to say how they are feeling.)
 - Complete session evaluation form to evaluate the extent to which outcomes were met and where further work is required.
-

Icebreakers/Energisers

Some energisers are designed to help people get to know and feel at ease with each other. Others are designed to help people focus at the beginning of or during a session, while others are designed to energise people, when they might be getting tired.

Choose an energiser that suits your desired outcome.

1. Getting-to-know-you activities

Ball throwing	You need a ball. Everyone, including the facilitator, stands in a circle. One person begins by calling someone’s name and throws the ball to them. This person then calls someone else’s name and passes the ball to them, and so on, until everyone has had a turn.
Positive names	Ask everyone to find a positive adjective that starts with the same letter as their first name. Give examples, such as “Brilliant Bongane” or “Joyful Jabulile”. Give each person a turn to share their positive name with the rest of the group. For example, they say, “Hi, my name is Joyful Jabulile!” The rest of the group answers, “Hi, Joyful Jabulile!” Continue until everyone has had a turn.
Star getting-to-know-you activity	Draw a star with five points on the board or on a piece of paper big enough for everyone to see. Explain to the participants that each of the five points will represent one of the following bits of information: <ol style="list-style-type: none">1. Number (e.g. 2)2. Colour (e.g. red)3. Place (e.g. Butterworth)4. Name (e.g. Mandla)5. Date (e.g. 12 May) Explain that these are all significant to you in a certain way. They need to guess what the significance of each bit of information is to you. For example, they could ask whether 2 is the number of children you have. They then draw their own stars with five bits of information, and with a partner take turns to guess each other’s information.
Talent search	Explain to the participants that the object of this game is to find people who match given criteria, as quickly as possible. The aim is to find a different person for each criterion, by walking around the room asking questions. Examples: <ol style="list-style-type: none">1. Someone who plays a team sport2. Someone who enjoys cooking3. Someone who was born outside of South Africa4. Someone who can speak more than two languages The first person to find a different name for each of the criteria is the winner.

Talking wheel	<ol style="list-style-type: none"> 1. Divide the participants into two groups of equal size—call one “Group A” and the other, “Group B”. Ask Group A to form a circle with everyone facing outwards. Now ask Group B to form a circle around Group A, with each person standing directly opposite someone from Group A, and facing inwards. (This is the wheel.) 2. Next, explain that you will be making certain statements (or asking questions) which each person needs to respond to with the person opposite them. Both parties need to have responded within the space of one minute (i.e. you will time one minute after each statement you make before the next instructions). 3. When the minute is up, you will tell the outer circle (Group B) to move a certain number of spaces to their right. For example, you may ask them to move two places to the right, or three, etc. The point is to ensure that people stand opposite someone new for each statement, without predicting who that will be. (You should aim to have as many statements or questions as there are pairs, so that everyone will have a different partner for each statement.) <p>The idea of this activity is to get people to express their opinions on controversial or topical issues, and then have to listen to someone who may have a different opinion to their own. It provokes thought and is a way to begin promoting tolerance. Participants also get to know one another better.</p> <p>You can vary the statements between serious and light-hearted issues.</p>
---------------	--

2. Activities to help groups focus

CAT test	<p>Tell the group that you are going to do a “Cat” test with them. Explain that this is a Cooperation Achievement Test.</p> <p>Their challenge is to count to 10 as a group, but there are rules:</p> <ol style="list-style-type: none"> 1. No two people may speak at the same time. 2. Nobody may speak except to say a number. 3. If two or more people speak at the same time, the group has to start from one again. 4. You will say “go” for them to start. <p>Allow a few minutes for the group to try this. They’ll see it is not so easy! Sometimes a group gets it right on the first try but generally, groups struggle to get it right.</p> <p>A variation is to do it with their eyes closed.</p>
Thumbs up	<p>Everyone stands in a circle. You stand in the middle as the “leader”.</p> <ul style="list-style-type: none"> • Everyone holds both their thumbs out in front of them (including you). • Tell the participants to do as you say, and not as you do. • Alternate quickly between holding your thumbs up and thumbs down. • Most times say “Thumbs up” when your thumbs are up and “Thumbs down” when they are down, but sometimes say the opposite of what you are doing. • If someone holds their thumbs up when you say “Thumbs down” or vice versa, they must take over as “leader”.
Head-to-tail-word game	<p>Participants stand in a circle. The first player says a word and the next player has to say a word that begins with the last letter of the previous word. Each time, the response must be made within 5 seconds. If a player takes longer, he/she must start again. No word may be repeated.</p> <p>Variations: words in the same category as the previous word, e.g. dog... cat...chicken...rabbit, etc; words that are associated, e.g. sky...stars...light...heavy, etc.</p> <p>You can also add a rhythm, e.g. everyone slaps their legs x 2, claps hands x 1, clicks x 1 – on the click the next person says a word.</p>
Zoom	<p>Everyone sits or stands in a circle and looks to their left. You, the facilitator, start by looking quickly to the person on your right and saying “Zoom”. This person looks quickly to the person on their right and says “Zoom”. The next person does the same and so on, until the “Zoom” has been passed right round the group.</p>

Fruit salad	<p>Participants form a circle with their chairs. There needs to be one less seat than there are participants, so that one person has no seat, and stands in the middle of the circle. Each person is then allocated the name of one of three fruits e.g. apple, pear, banana.</p> <p>The rules are as follows:</p> <p>The person in the middle calls out one of the fruit names, and everyone it applies to has to find a new seat as quickly as possible. The aim is to avoid being caught without a seat. That means that the person in the middle aims to find a seat too. Instead of calling out one of the fruits, the person in the middle can also choose to call out “fruit salad”, in which case everybody has to run and find a new seat.</p>
Making a storm	<p>Everyone stands in a circle. The aim is to make the sound of a storm by copying what the person on your right does.</p> <ul style="list-style-type: none"> • You, the facilitator, start by rubbing your hands together. • The person to the left joins in. Then the person on that person’s left joins in, and so on, until the whole group is rubbing their hands together. • Next, you repeat the process, this time snapping your fingers. • When the whole group is snapping their fingers, you start clapping your hands. • Repeat with slapping your thigh and, finally, stamping your feet. • Then work backwards—from stamping your feet, go to slapping your thigh, then clapping your hands, then snapping your fingers, then rubbing your hands together. <p>Finally, the storm is over.</p>

3. Activities to end session or workshop

Group hug	<p>Everyone stands in a big circle and joins hands. Two people drop hands to open the circle. One becomes the “anchor” and stays put. The other is the “leader” and starts moving around the outside of the circle leading the others in a chain without breaking the links. Keep going till you can’t go any more. Unwind by the “anchor” ducking under everyone to the outside of the circle and leading the chain around the outside in the opposite direction until a complete circle is achieved.</p> <p>This is an excellent way to end a course or a session.</p>
Circle massage	<p>The group forms a circle with everyone facing each other’s back and hand on the shoulders of the person in front of them. Massage each other’s necks and shoulders and enjoy! This is a good activity to do at the end of a demanding session.</p>
Thumbthing	<p>To end off an activity or the day, have participants stand in a circle. The first person extends their right arm into the circle, with their thumb sticking out sideways and says “Thumbthing I learned today was ... (e.g. ... I am a good listener)”. The person on their left holds the first person’s thumb with the fingers of their right hand, and their thumb sticking out, and repeats the beginning of the sentence, adding their own “thumbthing”, and so on until everyone has had a turn, and the whole group is standing in a circle, linked by their thumbs.</p>

4 Suggested strategies and answers

4.1 Unit 1: Inclusive Education

Unit 1.1: Inclusive Education: The context of exclusion in education

Bear in mind that the suggested answers below are a guideline. Participants will have their own suggestions and points of view, and may also have come across other ideas in their course so far. Accept any answers that are valid even if they are not included in the answers below.

Learning outcomes: Activities 1.1.1–1.1.3

When participants have completed these activities they should be able to:

- Describe historical and current exclusion in education in South Africa
- Critically reflect on their learning
- Through the process of reflection, identify important qualitative milestones in their learning through which they can describe changes in their perceptions of exclusionary practices and enablers of learning.

Activity 1.1.1: What do you know about exclusion in education?



Journal

Suggested answers and strategies

Since journalling is built into the four units, you could suggest that participants' reflections be aligned to the topics of the study units. This means that the first journal entry will come under the broad heading "Beginning the journey of inclusive education—Unit 1 reflections".

Refer to ideas described above under "Being a reflective practitioner". A useful strategy at this point in their journey might be to model being a reflective practitioner for participants. This can be in the form of a relevant entry from your own journal that you might want to share with them.

Participants will be reflecting on the statements and questions in relation to their own experiences so there are no suggested answers for this activity. When they have completed the unit they will be able to revisit this journal entry and reflect on how their perceptions about inclusive education have changed.

Activity 1.1.2: Overcoming barriers



Reading

Suggested answers and strategies

Sharing of real life experiences: Participants can share experiences around the activity questions. Your role is to facilitate the process.

Invite a guest speaker: There is always someone who has survived against all odds in local communities. Ask participants for ideas on who can be invited to give such a talk.

Suggested answers appear under each of the questions below:

1. From your experience of growing up in South Africa, from what you know of others' experiences, and from information in the case study, what sort of obstacles might Mcebisi have faced in his journey to reach university?

This question presents an excellent opportunity for reiterating the importance of critical reflection as it requires participants to relate to their own experiences of growing up in South Africa. If anyone in the group grew up elsewhere, encourage them to share their experiences as well.

2. What, and who, helped Mcebisi to overcome these obstacles?

- Supportive teachers including the principal, Mr Zwane, were helpful.
- Mcebisi is also a self-regulated learner who recognised the value of driving his own learning—for example, by using his pocket money to download exam papers; by attending extra maths lessons; by studying during school holidays.
- He received assistance from NPOs such as MIET AFRICA, which provided Maths tutoring.

3. What sort of obstacles have you had to overcome to get to where you are now? What, and who, helped you overcome these?

This question provides another opportunity for reflection as it allows participants to tap into their own experiences. You could stretch the question further by asking what they might draw from the case study if they come across students like Mcebisi once they are in the field.

Activity 1.1.3: Aspects of exclusion



Writing

Suggested answers and strategies

Participants will be reflecting on the various aspects of exclusion in relation to their own experiences so there are no suggested answers for this activity.

When giving other examples, encourage them to share their ideas on why and how these aspects are preventing children from accessing education. Other aspects might include exclusion of children with disabilities; exclusion of pregnant girls, etc.

Learning outcomes: Activities 1.1.4 & 1.1.5

When participants have completed these activities they should be able to:

- Discuss the development of international, regional and South African policies of inclusion and how they inform inclusivity in education
- Describe historical and current exclusion in education in South Africa
- Explain how differences in the classroom can be prioritised as the result of power relations and, as a result, positions of privilege and oppression can be reproduced

Activity 1.1.4: Exploring power dynamics, marginalisation and exclusion



Reading

Suggested answers and strategies

Make sure that all your participants can access the reading and are able to do some research on the Internet before they answer the questions. Suggested answers appear under each of the questions below:

1. What were the power dynamics underlying the protest? Who was being marginalised? Who had the power?

African students and teachers felt marginalised after a decree was passed that imposed Afrikaans as the medium of instruction in a number of subjects in higher primary and secondary schools.

2. How was language used to racialise the education system under the Bantu Education Act?

This racialisation happened at two levels. Firstly, the decree only applied to schools under the jurisdiction of the Bantu Education system. Schools under the white Department of Education could choose Afrikaans or English as the medium of instruction. Secondly, African students were already disadvantaged by inferior education under the Bantu Education system. Many African students and their teachers lacked fluency in Afrikaans, so by denying black schools the right to choose the LoLT, the government was ensuring that it would be almost impossible for African students to access quality education.

3. Who were the change agents before, during and after the uprising? What qualities did they show as change agents?

A change agent is defined in Unit 1.1 as “someone who puts their time and energy into making change happen in an organisation”. We recognise these qualities in the Soweto youth of 1976. Their actions were marked by the following qualities: (i) Ability to question oppressive policies and rules; (ii) Investing of energy in an initiative that could bring about the change they desired as a collective (iii) The courage to stand up for what they believed in.

4. To what extent do you think the power dynamics of the apartheid era persist: in South African culture? In schools? Draw on your own life experiences.

A variety of responses will be generated. You may need to remind them that South African culture refers to the overall culture, rather than that of specific cultural groups in South Africa.

Activity 1.1.5: Education for children with disabilities in South Africa



Audio Visual

Suggested answers and strategies

When your participants have watched the video, get them to read the questions in the activity and then watch the film again. Encourage them to take notes while they are watching. Suggested answers appear under the each of the questions below.

1. What is the definition, and what are the aims of, inclusive education for children with disabilities in South Africa?

It is defined in the video as an environment in mainstream schools where children with and without disabilities can learn together.

2. What do you think are the values informing inclusive education for children with disabilities in South Africa?

Several answers are expected. Examples should include: social justice; equal rights for all; respect for diversity; sense of belonging.

3. Why, according to the video, are children with disabilities in South Africa not accessing quality education?

- Children are being refused admission to mainstream schools because of their disabilities.
- There are not enough special schools and, where available, they are often some distance from the children's homes.
- Most of the schools charge fees that the majority of parents cannot afford.

Unit 1.2: Inclusive Education: Inclusive education policies, laws and agreements

Learning outcomes: Activities 1.2.1–1.2.4

When participants have completed these activities they should be able to:

- Critically examine the following relevant policy and guideline documents against the background of the South African Bill of Rights: Revised Schools Act; Education White Paper 6 on Inclusive Education; Curriculum Policy and Assessment Statement; Policy on Screening, Identification Assessment and Support
- Identify human rights principles and values of inclusion and link these to the philosophy of ubuntu

Activity 1.2.1: Why do we have inclusive education policies?



Reading

Suggested strategies

The main issue to emphasise in this activity is that inclusive education policies are aimed at ensuring that all children/learners are able to access inclusive and quality education on an equal basis in the communities in which they live.

Albinism is a rare genetic disorder that results in a partial or total lack of the pigment melanin in the eyes, skin and hair. When the participants have read the case study, find out what they know about albinism. Is the discrimination that Aviwe faces on a daily basis a form of exclusion?

You could relate the issue to their own lives by asking participants if a common difference among them (e.g. language) would justify exclusion of those who are not first language speakers of the institution's LoLT. Clearly all participants will agree on the unfairness of such a position. The question is, what strategies and approaches will they use to normalise difference among their learners?

You could use the activity to involve participants in drafting guidelines for principals, teachers and family.

Refer them to existing policies and guidelines. Participants can investigate how the three stakeholders (principals, teachers and family) are positioned in these policies. Specific examples could be the principal's role and leadership in influencing a health promoting school; teachers' enactment of schools' rules while safe-guarding the rights of all learners; and the promotion and strengthening of family involvement in the education of their learners. Refer to research that describes and analyses possibilities and constraints regarding the three stakeholders.

Activity 1.2.2: International human rights documents



Reading

Activity 1.2.3: What do I know already? What do I want to know?



Reflection

Activity 1.2.4: South African policies



Reading

Suggested strategies

These three activities can be done as individual self-study. Participants can be encouraged to use the activities as they continue on their journey towards becoming reflective practitioners.

You will need to ensure that everyone has access to the human rights documents (Activity 1.2.2), either by downloading them or by giving participants online access during the session. Although they are only focusing on one document in this activity, they need to become familiar with a range of conventions that impact on rights-based education and the principles underpinning them.

When they have completed all three activities get them to reflect on what they have learnt about inclusive education laws and policy in South Africa that will be useful to them as teachers working inclusively. Encourage them to write their thoughts in their journals.

Unit 1.3: Inclusive Education: Societal values underpinning inclusive education

Learning outcomes: Activities 1.3.1–1.3.7

When participants have completed these activities they should be able to:

- Identify human rights principles and values of inclusion and link these to the philosophy of ubuntu
- Reflect on their own principles and values and how these can inform their practice as inclusive teachers

Activity 1.3.1: My personal values



Writing

Suggested strategies

Before participants choose the values that are important to them in their personal lives, ask them to think about these values in relation to the statement in Unit 1.3 Section 1 paragraph 3 that:

...their usefulness depends entirely on their impact on you and your community. This is why we need to become more aware of the values that motivate us, understand them and question them.

They should explain why these choices are important to them, both personally and as members of their communities.

Use a similar strategy when they are choosing the values that are important and appropriate to their professional lives, but the emphasis is on how the values they have chosen will influence their practice as inclusive teachers. They might feel that the same set of three values is relevant for both personal and professional life. In this case, they need to explain the interrelationship between the two.

Activity 1.3.2: My thoughts on constitutional values



Reflection

Suggested strategies

Participants should have been directed to information sources on human rights prior to these activities. By now they should be familiar with the South African Constitution, as well as different conventions on the rights of e.g. children, displaced populations (refugees), disabled persons, etc. What principles underpin all these conventions and what lessons can be drawn from them as far as teaching and school culture is concerned?

Responses will be varied and revolve around the values emphasised at the beginning of Unit 1.3 Section 1.2: for example, human dignity, the achievement of equality and the advancement of human rights and freedoms.

If you decide to ask participants to share these experiences during a session, you need to remember the ethics of reflection which include:

- (i) Anonymity of the school and people involved
- (ii) Confidentiality, i.e. not disclosing information that is too personal

Activity 1.3.3: A rights-based democratic classroom



Writing

Suggested answers and strategies

1. What values do you think underpin rights-based education?

Equality, democracy, human dignity, respect, non-discrimination, ubuntu, accountability, participation, etc. Accept any valid responses.

Rights-based practice recognises that every learner and teacher is free to explore, discover, develop and express their potential equally, with dignity and without discrimination. Essentially, it promotes, respects and protects the universal right of all children to access inclusive, quality education.

2. Reflecting on your own experience of education, to what extent do you think it could be described as rights-based? For example:

- Do you think the curriculum, or/and the teaching style enabled you to practise the rights and skills needed to become an active and engaged citizen?
- To what extent do you think the adults in the school were comfortable with the idea of children's rights? What made you think this? If they were uncomfortable, why do you think this was the case?
- Think of a situation where there was a conflict of rights. How was it resolved, or how could it have been resolved (or prevented)?

There will be a variety of responses to these questions, depending on participants' own experiences. The first question has a 'yes' or 'no' answer, but encourage them to support their answers with examples.

3. Now look back at Schwarz's list of ten basic values. Which three of these do you think will be most important for you as a teacher in helping you create a rights-based, democratic classroom? Why are they important?

Before they select the three values, remind them of the criteria they used in Activity 1.3.1.

4. How could you put these values into action in a classroom to ensure that it is a democratic, rights-based community? For example:

- What sort of structures—routines, norms, rituals—could you put in place?

The responses you are looking for should encompass the following: creating classroom rules in consultation with the class that promote values that support and are beneficial to everyone, emphasis on respect for all, etc.

- What sorts of behaviours would you want to model as a teacher?

Participants will suggest various behaviours. The question to ask here is what sort of behaviour on the part of the teacher would actively promote the belief that each child is valuable and affirm each child's strengths? Examples would include treating your learners with respect; letting them know that you are a safe person to approach for help; taking the trouble to get to know and understand them, etc.

- What sorts of activities could you set up with learners in order for them to exercise their rights and their agency within the school?

Examples include mock elections, regular class meetings to discuss issues, moot court, debates, drama, restorative justice circles, team-building activities that reinforce working together. Participants will come up with their own ideas too.

Activity 1.3.4: My thoughts on ubuntu/botho



Reflection

Suggested answers and strategies

1. Can you remember when you first became aware of the principles of ubuntu/botho? Describe the circumstances. What impact did it have on your life?

Before participants begin writing in their journals ask them to think about the primary principle of ubuntu, i.e. “A person is a person through other persons” (Desmond Tutu), i.e. my humanity is caught up, bound up inextricably in yours. What does this principle mean to them? What specific experiences have they had that speak to this principle?

2. How would you define ubuntu/botho?

Their definitions should centre on kindness, humanness, caring, interdependence, altruism and respect and any other words that capture the idea that a person is a person through others. They can check their definitions against those in Table 1.3.2: Ubuntu values.

Activity 1.3.5: Critically examining ubuntu



Writing

Suggested answers and strategies

Go through the questions below with your participants before they start doing their own research.

1. What challenges to tradition and authority are permitted? By whom? In what contexts are these permitted?

Sometimes traditional leaders, often those backed by an autocratic administration, use tradition and authority to justify privilege and oppression. These abuses of power often happen in the name of ubuntu and should be challenged. Also get participants to think about the values of ubuntu in relation to education. What are the possibilities of some of these principles being abused in schools and classrooms? Can they think of specific examples? Would it be permissible to challenge these abuses?

2. How can individuals question the way things are done? What happens when they ask these questions?

Get your participants to reflect on the purpose of questioning. Pointers are:

- (i) Questioning is one of the most commonly used strategies in many classrooms. It is a key means by which teachers find out what their learners already know, identify gaps and scaffold development of understanding in order to close these gaps and meet learning goals.
- (ii) Not every type of questioning yields authentic learning. Research has shown that dialogic questioning, which involves deeper student thinking, is the most effective method. This involves using open-ended questions that encourage opinions, elaboration and discussion. An important aspect of critical thinking is not to take anything at face value. This means constantly evaluating what you hear, what you read and what you decide to do.
- (iii) Questioning, especially when it concerns actions that disregard human rights, might be perceived as a challenge to authority by whoever is being questioned. That necessitates coming up with a questioning strategy that will yield the desired responses.

What ideas do they have on how individuals (teachers, learners, parents and other stakeholders in education) can question the way things are done? Could they use the principles of ubuntu as a reference point for themselves and their learners to question the way things are done?

3. To what extent do you think ubuntu is contradicted, or weakened, by the prevalence in Africa of: autocratic rule; patriarchy; corruption; the neglect of the poor; sexism; homophobia; xenophobia; contemporary slavery and the degradation of the environment?

Encourage the participants to discuss each of the concepts. Answers should centre on the positive values of ubuntu like kindness, compassion, etc., and the fact that the negative concepts listed in the question largely contradict and weaken these principles of ubuntu.

Activity 1.3.6: Ubuntu and inclusive education



Reflection

Suggested answers and strategies

Before participants do this activity, refer them back to their earlier discussions about the principle of ubuntu: seeing oneself in the other. How can they apply this principle in their classrooms? How will they teach their learners to see themselves in each other and always strive to do right by others?

You might want to refer them back to Activity 1.3.3: A rights-based democratic classroom. Are the values associated with a rights-based classroom similar to those of ubuntu? How can they use rights-based strategies to promote values such as kindness, sharing, belonging, caring, compassion and sense of connectedness in their classrooms?

Activity 1.3.7: Values in the classroom



Reflection

Suggested strategies

Encourage participants to have honest “conversations” with themselves about their attitudes towards the learner characteristics listed in the activity. What is the source of their opinions?

Given what they have learnt so far:

- What impact do they think those opinions will have on their interactions with these learners?
- If some of their opinions are negative and discriminatory, what will they do to change them?

Learning outcomes: Activities 1.4.1 & 1.4.2

When participants have completed these activities they should be able to:

- Explain how the analytical skills of CDL can be applied in analysing power relationships and achieving equity
- Apply academic theories and models in Unit 1.3 to forms of inclusion observed and experienced in different contexts

Activity 1.4.1: Practising CDL



Reading

Suggested answers and strategies

Participants will follow the three instructions as listed in the activity. Suggest that after the initial reading they record their interpretations of crucial messages from the article in their journals. After reading Table 1.4.1 on CDL and the article again, they should observe and record shifts (if any) in how they relate to the information in the article. Suggested answers appear under the each of the questions below:

1. What dominant identities do you think are shown through the article? Why do you think this?

The dominant identities are: English or Afrikaans speaking, middle class, suburban. The article implies that having any of these identities positions a person favourably.

2. What systems of power and privilege do these dominant identities maintain? How do you know these are current social issues, not only historical? Explain your thinking.

This question speaks to the relationship between class and race. If you speak a “dominant” language (English or Afrikaans) it places you within a class that gives you other privileges. Systems of power and privilege have placed African languages in a vicious cycle of disadvantage. The article makes it clear that this is a current issue, not just historical. For example, African languages are still given marginal status in schools and African-speaking learners are expected to adapt to pre-existing cultures. (There are many examples of this in the article).

The use of language to exclude learners is not a new issue, the 1976 Soweto youth uprisings were ignited by similar debates. As stated in the article:

This continues apartheid’s ideology of bilingualism. Where an African language is offered, it is given marginal status as “second additional language”. African languages get little space on the timetable and few resources.

3. What social identities might the children described in the article be learning? From which social practices might they be learning these identities?

The children are learning that being English speaking is the only acceptable social identity (indicated by the punishments that children who speak their (African) home languages are subjected to).

4. Are there any dominant social practices that you think are “behind the scenes” of the article, i.e. they are going on in the background but not talked about explicitly? What are these? What makes you think they are there?

The most dominant practice behind the scenes is that of racism. Speaking the home language is viewed as an “offence”. It is also equated with lack of intelligence. For example, the writer was forced to wear a plate around his neck with “I am stupid” written on it.

5. Is there a role being played by class inequality in the article that means:

- **Some differences are viewed as more important than others?**

Yes, that the quality of education at ex-model C schools (often associated with being middle class) is superior to that of other state schools.

- **You can see there is systematic maltreatment of particular social groups?**

Yes, class inequality has led to the marginalisation of African languages in the curriculum and the systematic maltreatment of those who speak them.

6. What are your views on what needs to be done to transform the situation for the children in the article, so that they achieve equity and social justice?

Answers will vary but the main point to consider is that transformative policies that pay lip service to issues of language equality need to be backed up by practical strategies in schools and universities. For example, by putting institutional policies in place that affirm diversity and celebrate multilingualism.

Activity 1.4.2: Forms of inclusion



Writing

Suggested answers and strategies

Get participants to refer back to the information on theories and models in the previous section. This is quite a complex activity, so you might want to go through the questions with them and allow discussion. Suggested answers appear under question 1 below:

1. **How are the theories and models you learnt about in the previous section reflected in each form of inclusion described above?**

The first three types of inclusion mainly reflect the medical deficit theory—learners are diagnosed, then categorised and labelled as “deficient”. Learners with similar academic or social needs are placed together. Learners in integrated and mainstream classrooms learn alongside their peers for some of the time but are expected to adapt to the practices, methods, curriculum values and rules of the dominant group—indicating an absence of CDL. The system does not adapt to their needs.

Full inclusion schools reflect the social model of disability, which stresses full inclusion of people with diverse needs and also Bronfenbrenner’s model, which places the child at the centre of the systems and focuses on decision-making that is in the best interests of the child. Teachers in these classrooms practise CDL, using the natural diversity of the class to encourage learners to explore their growing knowledge and skills together. Teachers’ actions and responses to their learners are informed by appropriate knowledge, attitudes, values and beliefs.

Regarding questions 2 and 3, participants’ experiences will be wide-ranging so responses will be varied. Encourage them to use the terminology they have learnt in this section, e.g. the various forms of inclusion and the names of models and theories.

Learning outcomes: Activities 1.5.1–1.5.4

When participants have completed these activities they should be able to:

- Critically analyse the relevance of at least three theories applicable to inclusive education in a range of other relevant school contexts (e.g. rural, urban, peri-urban, informal, mainstream schools, full-service schools, special schools, academic/technical/schools of skill)
- Evaluate the relevance of at least three models of inclusive education for different contexts

Activity 1.5.1: Facilitating sustainable development



Writing

Suggested answers and strategies

Critical analysis should be encouraged so that participants do not merely declare themselves as advocates of one or more views. If, for example, they feel that Afrocentricism could facilitate sustainable development they need to provide evidence that supports their view.

Let them start by identifying similarities in the approaches, as well as points of difference. They then say how each measure could facilitate sustainable development on the African continent.

Listed below are some examples of the role teachers could play in implementing these measures. Participants will also have ideas of their own.

Teachers could:

- (i) Create a classroom environment that embraces and respects learner diversity
- (ii) Provide learning opportunities that allow all learners to participate actively, learn to the best of their ability and succeed
- (iii) Collaborate with learners to ensure ownership and participation of support strategies
- (iv) Incorporate appreciation and acceptance of African values and ideals into their classroom practice
- (v) Lobby for access to, and integration of affordable information and communication technology, content and connectivity
- (vi) Prepare learners for change and equip them to be change agents
- (vii) Ensure that all learners know their rights and responsibilities

Activity 1.5.2: Examining intersectionality



Reading

Suggested answers and strategies

1. What's going on for Sihle? Note down the different factors in her life that have influenced her thinking about her life and her ambitions.

Below are a few factors. Encourage participants to analyse the case study to find others that are less obvious.

- (i) Sihle was born at the dawn of democracy, when many people had hoped and expected a radical change in their prospects (especially those who had been discriminated against under the apartheid system).
- (ii) She experiences self-doubt born out of comparing herself to peers that seem to be achieving more than her.
- (iii) Statistically, women face a lot more challenges and difficulties than men do.
- (iv) The country's bleak economic and financial status has her wondering if it is best to go for what she is passionate about (writing) or a career that is guaranteed to bring her financial stability.
- (v) She is frustrated by being surrounded by peers who see no potential in the country and are focusing their energies on immigrating.

2. Next, draw lines between the factors that you think are connected, or overlap in some way. You will probably end up with something that looks quite messy—just like real life. Doing this should give you a good idea of how Sihle's circumstances intersect to compound the difficulties and inequalities she faces.

In addition to drawing lines between the factors they think are connected, ask participants to justify their perceived connections.

3. Now let's turn our attention to the roles of different people and institutions involved in Sihle's life. From your own knowledge and experience, as well as the case study, in what ways do the following have the potential to increase or decrease the intersecting inequalities Sihle faces?

Family

School

Services in her community

Friends

As an add-on, you could ask participants to find parallels between the analysis required in this question and earlier discussions on Bronfenbrenner's Ecological Systems model discussed earlier (Unit 1.4 Section 1.1.3).

4. What do you notice about Sihle's agency as a learner and as a young woman? What do you think the role of agency is for young South Africans in overcoming the intersecting inequalities that many of them face?

Refer the participants to the definition of learner agency in Unit 1.4 Section 1.2.5, i.e. it:

...involves learners being actively engaged in their learning. It means they have the power to act and the skills to take responsibility for their own learning; they therefore rely less on the teacher, the curriculum or other structures.

Sihle's agency, in line with this definition, comes through very strongly in the article.

- (i) From a student point of view she is aware of her assets, e.g. she knows she is a good writer and she is keen to develop this strength further so that she can make a career out of it (journalism).
- (ii) As a young woman she understands the challenges women face as a segment of society. She plans on exercising her agency to influence the life courses of other women, especially young black women and those from disadvantaged backgrounds. Sihle's story clearly highlights how different forms of discrimination— in this case discrimination against women, black people and the youth—overlap and intersect to create a more complex mix of barriers.

Activity 1.5.3: What do you know about IKS?



Reflection

Suggested answers and strategies

It might be advisable to get a sense of participants' own understanding of African Indigenous Knowledge Systems (AIKS) before they reflect on the definition provided by Dei and Asgharzadeh. You could ask them to jot down some ideas prior to any discussions. Later, they can compare their initial understanding of the concept to how they view it after reading and discussions. A few pointers with regard to the relevance of AIKS to teaching and learning in South Africa:

- (i) It is the view of many that children come to school having been exposed to local and traditional understandings of some of the concepts dealt with at school. Le Grange (2007:582) warns that a "curriculum that does not take particular account of the indigenous worldview of the learner risks destroying the framework through which the learner is likely to interpret concepts".
- (ii) Learners who are encouraged to share their understanding of content from an indigenous point of view are said to outperform those who are not, because traditional and Western (school-based) knowledge systems are often complementary as opposed to conflicting. Reference to indigenous knowledge is therefore a resource that should be tapped into more often because it has the potential to boost self-esteem of those learners who might ordinarily be inhibited in the classroom. For example, in language and literature classes, learners could be asked to share local stories (some oral) in discussing elements of a story. Such an approach gives all stories prominence in a diverse learning setting.

Invite participants to share strategies they could use to give prominence to AIKS in their subject area.

Activity 1.5.4: Identifying and overcoming challenges



Reading

Suggested answers and strategies

1. What did the co-researchers (teachers) identify as the three main challenges to integrating IK into the curriculum?
 - (i) The curriculum and structure of the education system make it hard to integrate IKS. For example, there is hardly any guidance on IK in the science curriculum and teachers are under pressure to "teach to the test".
 - (ii) Lack of access to indigenous knowledges: teacher education does not prepare teachers for integrating IK in their lessons and there is a lack of appropriate teaching materials. Also, teachers do not necessarily possess IK themselves and the diverse IK of learners makes it difficult for teachers to know what to teach.
 - (iii) There is a clash between Christianity and the spiritual aspects of IK.

2. How did the internalised idea of indigenous knowledges as inferior contribute to the challenges?

The fact that the research team had internalised the idea of indigenous knowledges as inferior was problematic, e.g. traditional herbalists were considered to be less qualified than Western doctors. The author attributes this to "intellectual colonisation". In order to address this challenge, the research team went through a process of theoretical or intellectual decolonisation.

3. What strategies did the teachers come up with to address the challenges?

- (i) Curriculum and structure of education system: Co-researchers identified topics in the curriculum that invited the integration of IK without losing teaching time or departing from the curriculum. For example one researcher chose to integrate IK about limestone mining in Grahamstown into her Grade 9 lesson on mining and mineral resources.
- (ii) Lack of access to IK. Researchers compiled the following strategies, which did not require teachers to have IK themselves or rely on textbooks and teaching resources:
 - Give an assignment to the learners to inquire about specific indigenous knowledges or practices within their families and communities. Discuss the knowledge in class.
 - Collaborate with IK holders such as community elders, herbalists, or traditional healers. Possibly invite them to the classroom.
 - Take learners to places (e.g. outdoor locations, museums) where they can learn about indigenous knowledges.
- (iii) Clash between Christianity and spiritual aspects of IK: researchers addressed this as individuals and all were able to incorporate IK into their lessons in ways that did not conflict with their beliefs.

4. Can you think of any other strategies?

Participants should be requested to come up with strategies that are different from the above.

Learning outcomes: Activities 1.5.5–1.5.7

When participants have completed these activities they should be able to:

- Reflect on their own principles and values and how these can inform their practice as inclusive teachers
- Critically analyse key inclusive teacher attributes that promote teacher and learner agency and social justice in the development of inclusive school communities
- Evaluate the relevance of at least three models of inclusive education for different contexts

Activity 1.5.5: Dealing with behavioural issues ethically



Writing

Suggested answers and strategies

Refer participants to the extract from the SACE Code of Professional Ethics above the activity and advise them to visit the SACE website for the full code of ethics on <https://www.sace.org.za/pages/the-code-of-professional-ethics>.

In the section that stipulates expected conduct when teachers interact with learners, the first guideline is that teachers will “Respect the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality”. This implies that, whatever disciplinary actions teachers take, learners’ dignity, beliefs and rights should always be considered. For example, if a learner is placed on time out, the act should not interfere with that learner’s right to education.

Participants have been asked to consider a class of Grade 9 learners who are unruly, bully each other and don’t listen to instructions. There is a lot that a teacher can do to prevent and manage these behaviours. Here are some tips:

- (i) **Be friendly but not a friend:** There are ongoing arguments about whether teachers should be friends with their learners on social media platforms like Facebook, Instagram and the like. Some teachers see no harm in it as they get into such friendships for educational purposes. Others are of the view that once one becomes a learner’s friend at whatever level, some boundary is crossed. Get participants to reflect on how they are going to balance these contradictory views in their own practice.

- (ii) **Engagement as prevention:** On this point the prevailing argument is that students who are fully involved and engaged don't have time to create chaos in class. Ask participants to research age and phase appropriate strategies for engaging and fully involving learners.

You could ask participants to develop more strategies that are in line with the SACE code of ethics as part of their reflection practice or as a stand-alone mini assessment task.

Tell participants that they will be learning about positive discipline strategies in Unit 4.

Activity 1.5.6: Using teacher agency to empower learners



Reading

Suggested answers and strategies

When the participants have read the scenarios, go through the questions and share some ideas with them. The questions are interconnected and should not be answered individually. For example, a teacher using her agency to support a learner would need to draw on the relevant policies, values and models in order to do so.

These scenarios provide excellent opportunities for participants to reflect on real life issues that many of them will experience at some point in their teaching careers. Encourage them to see themselves as the teacher characters in the scenarios.

Teacher agency is described as:

...the individual and collective actions taken by teachers in situations in which they find themselves. In this sense agency is not given but involves a negotiation of power as constituted in the individual teachers, structures and conditions in which they find themselves.

A few ideas to share with participants:

- (i) First, be clear about the nature of the problem that the learner (or the young teacher in Scenario 2) is facing.
- (ii) Given the nature of the problem, what are the overlaps that could give rise to multiple barriers to learning and participation? List these overlaps.
- (iii) As they read and think about the scenarios they should attempt to construct an understanding of each one by applying the theories and models they learnt about earlier in the unit: intersectionality; medical and social models; Bronfenbrenner's ecological theory; etc. Part of knowledge construction should involve using the new language of description and analysis.

With reference to question 4, there are ample opportunities for learners in some of these scenarios to use their agency. You could share the following examples, based on Scenario 1 (Leon) and then ask the participants to generate more ideas:

- (i) Within rights-based education, all teaching should provide opportunities for learners to learn about their rights and responsibilities; to think about phrases like "your rights end where mine begin"; "do unto others what you want others do to you"; etc. As a teacher you can make learners aware of the implicit power of silence in instances where discrimination is happening, for example in Leon's case.
- (ii) The power to act is not just about learners taking responsibility for their own learning. It also encompasses recognising injustice and speaking out against it. Schools have codes of conduct that can help learners to use their agency. These codes of conduct should not just be wall decorations, they should be used for teaching-learning purposes.

Activity 1.5.7: Challenging institutionalised racism in schools through learner and teacher agency



Reading

Suggested answers and strategies

1. Why do you think racist policies and practices have persisted so long after the end of apartheid?

A few examples:

- (i) An elaborate and well-thought-through process underlying the creation of these policies has ensured that, long after their abolition, ripple effects will be felt at different levels of society. Take the Bantu Education system for example, under which many African teachers received inferior training. Many of those teachers were in the system at the start of democracy in 1994 and getting them to unlearn what needed to be unlearned has been a challenging process.
- (ii) While there might be political will to dismantle apartheid's legacy, resource allocation does not always match the intentions on paper. Take the debates around LoLT which remains, to date, predominantly English (and Afrikaans in some areas).

2. Why do you think a word like “neatness” has been allowed to become a tool for applying racial prejudice?

Concepts like “neatness” and “beauty” have been influenced by how markets define who is beautiful, neat, stylish, etc. It is not surprising that if learners are not neat in ways that conform to Western standards they are considered untidy.

3. How do you think learners internalise the racist (or sexist, homophobic, xenophobic, etc.) practices of institutions and begin applying them to themselves?

- (i) If learners are confronted on a daily basis by images of what is regarded as the norm that go against who they are, some might experience feelings of self-hate or self-doubt as described by Sihle in the case study discussed earlier.
- (ii) If learners fail to recognise and question institutional practices that ridicule their unique identities, internalised inferiority becomes the order of the day. Many black learners for example relax their hair or buy expensive wigs or hair pieces so that they can fit into a culture that normalises certain forms of beauty.

4. What role can school-going youth play in leading or invigorating the struggle for dignity, equality and freedom?

There is no single correct answer to this question. The following should be expected to feature in participants' responses as they engage with different sources:

- (i) Many years have passed since the 1976 Soweto youth uprisings. This does not mean that the youth of today do not have their own struggles to contend with. Young people who are attuned to current affairs are most likely to ask penetrating questions when it comes to dignity, equality and freedom.
- (ii) Another angle from which to ask this question would be: “What should teachers/schools be doing to help school-going youth to play a role in leading or invigorating the struggle for dignity, equality and freedom?” As has been demonstrated in this programme and elsewhere (Becker, De Wet & Van Vollenhoven, 2015:2; Chürr, 2015), teachers are best placed to facilitate “rights-based education premised on human rights and democracy”.

5. In what ways can you as a teacher be a social justice activist?

- (i) By taking a stand against vocalised and acted-out injustices in classrooms and schools
- (ii) By encouraging learner voice and participation among all the learners
- (iii) By teaching and promoting critical thinking in your classroom

There is an opinion put forward by Kelly, Brandes & Orlowski (2004) that all teachers are social justice activists. Ask participants to debate this statement or do further research on the validity of the statement.

Learning outcomes: Activities 1.5.8–1.5.13

When participants have completed these activities they should be able to:

- Explain how differences in the classroom can be prioritised as the result of power relations and, as a result, positions of privilege and oppression can be reproduced
- Reflect on their own principles and values and how these can inform their practice as inclusive teachers
- Critically analyse key inclusive teacher attributes that promote teacher and learner agency and social justice in the development of inclusive school communities

Activity 1.5.8: Think about power dynamics



Reflection

Suggested strategies

A variety of responses will be generated. Encourage participants to use the language of description and analysis that the programme is exposing them to.

Activity 1.5.9: Power in the classroom



Reading

Suggested answers and strategies

1. To what extent do you agree with the idea that teachers are in a position of power? Explain your answer by giving examples.

Prompt participants to embark on a deep analysis of the concept of power.

- (i) Power is usually considered as the ability to enact certain choices, including choices that control the actions of others. Choices here could be about teaching methodologies.
- (ii) Power not only enables or constrains (as alluded to above), but is the actual condition that subjects (teachers in this instance) rely on for their existence. Contrary to notions about power as a given, it is in fact open to negotiation, contestation and disruption (Baxen, 2006; Butler, 1997).
- (iii) This means that teachers are in a position of power in as far as making relevant choices for their work is concerned. However, power is not “powerful” if does not enable change.
- (iv) Bronfenbrenner’s model places the child at the centre of all of these structures. The child is therefore continuously affected in one way or another by the continuous changes that happen in their environment. It is therefore crucial that teachers know about and understand these changes, and their impacts, so that they can understand how they affect the learners in their classroom and use their power appropriately.

2. What aspects of power, in your opinion, are missing from this description of teacher power?

- (i) **Power subsumes contestation:** Johannson (2017) speaks about one-, two- and three-dimensional aspects of power. Subsumed in all these aspects is conflict and contestation that could necessitate arrival at some decision. In the case of Inclusive teaching conflict presents itself all the time in the form of barriers to learning that teachers need to deal with. Conflict could be in the form of how one gets the buy-in of other stakeholders who should be part of the intervention.

- (ii) **Influence of teacher identities on power:** Miller (2001) argues that teachers have several layers of identity and power interacts differently with these varied identities. These identities result in four main forms of power relations: coercive (**power over others**), collaborative (**power with others**), synergistic (**power within a person**), and **power to do and act together**.

These different expressions of coercive and collaborative power are embedded within the institutions, attitudes, and practices that not only shape the lives of excluded populations, but also their possibilities for political participation. How marginalised groups, their allies, and donors understand and engage these forces will affect their joint ability to transform the myriad of corrupt and inequitable practices that hamper the potential for democratic change, decision-making, and sustainable development (Miller, 2001:4).

3. It has been noted that there is a potential conflict between meeting diverse learners' needs and expecting everyone to meet the same standards. How does this change or expand our understanding of teacher power?

Emphasise that a lot has been written about the conflict between meeting learner needs and standards set by departments of education. This scenario mostly presents itself in cases where teachers feel coerced by national standards and expectations into keeping up with CAPS plans, often to the detriment of offering ongoing support to learners who need it. The challenge presents itself as an opportunity for developing strategies that can mitigate this conflict. Participants can develop such strategies as a project or assignment.

Activity 1.5.10: Reflect on teacher agency and power



Writing

Suggested answers and strategies

Encourage discussion of the questions to stimulate ideas before the participants do the written component of the activity.

1. What do each of the four types of power above mean to you as a teacher? What challenges do you foresee related to each type of power?

- (i) **Power over:** This could be the most problematic form of power as it is coercive in nature. It implies an absence of negotiation in deciding on the best possible intervention. Concealed in such deliberations could be absence of buy-in and limited understanding of a problem. Take for example, pre-packaged solutions for dealing with specific problems in learning. Very often the solutions do not hit the target and yield the expected results because of the mismatch between the solution and the problem at hand. This could be typical of situations where a teacher's, parent's or learner's opinion is not sought; instead, solutions which have proven successful elsewhere are prescribed. Think about classrooms rules that, while well-intended, are often decided by the teacher alone.
- (ii) **Power with:** Using the example about classroom rules, how do you think learners will relate to rules that they have helped to conceptualise as opposed to rules imposed on them by others? A simple rule like "do not make fun of others" might carry a lot more weight if scenarios are created that enable learners to experience the side effects of being teased or bullied. The learners themselves will then come up with a rule and restorative procedures for when the rule is broken.
- (iii) **Power within:** The scenarios in Activity 1.5.6 provide some useful examples of challenges around teachers tapping into the power within. For example, although some of the teachers at Nona's school have also been sexually harassed by the principal, they do not support her because they are afraid of losing certain privileges or their jobs. Power within can also be problematic. For example, homophobic staff members at Leon's school chose not to intervene to stop the verbal and physical abuse although they had the power to do so.
- (iv) **Power to:** This speaks to teacher agency and the power teachers have to make a difference through their teaching. Challenges would mostly be around finding ways to challenge routines, rules and customs that reinforce privilege and prejudice and creating a classroom environment that actively encourages learners to question and challenge their attitudes towards power and privilege.

2. The discussion around inclusive education refers specifically to the human power teachers have. This enables them to make a difference within structures and cultures, and to either transform or reproduce these (Pantic & Florian, 2015; Pantic, 2015). What are the implications of this idea of human power for inclusive education and social justice in classrooms and schools?

Strategies could include:

- (i) **Use of writing blogs to tackle difficult topics:** You could encourage participants to create individual or group blogs on which they write about issues of power and other topics in the programme. Blogs have proven valuable across disciplines as they encourage autonomy in learning that makes participants better readers and writers (Kiliç & Gökdaş, 2014). Online platforms used by many universities and colleges (e.g. Blackboard, Moodle) allow for the creation of blogs. If in doubt about how to start consult the Teaching and Learning unit of your institution.
- (ii) In addition to your institutional website, visit other websites for more ideas. One which will not disappoint is <https://cft.vanderbilt.edu/guides-sub-pages/increasing-inclusivity-in-the-classroom/>

Activity 1.5.11: A call to educators



Audio Visual

Suggested answers and strategies

Make sure that all your participants are able to access the video. Suggested answers appear under the questions below.

1. What is Rita Pierson's call to educators?

The message is loud and clear: fostering good relations with learners is the best way for teachers to stimulate interest in their subjects/content.

2. What attributes does Rita Pierson have that make her a good educator?

- (i) She is passionate about teaching.
- (ii) She comes from a long line of teachers in her family, which has clearly contributed to her respect and love for teaching.
- (iii) She is critical and questions some of the reforms she has been part of.
- (iv) She acknowledges that teachers do not know everything.
- (v) She models the same values that she teaches and expects from her learners, e.g. apologising when she is wrong.

3. What strategies does she use to build relationships with her learners?

- (i) Motivating learners to believe in themselves and value the time and space they are a part of. In her own words, "You were chosen to be in my class because I am the best teacher and you are the best students, they put us all together so we could show everybody else how to do it"
- (ii) Being appreciative of every effort that learners make even if it does not warrant a pass mark
- (iii) Emphasising and reminding learners that one instance of under-performance is not a permanent block on their potential
- (iv) Going that extra mile to provide for learners beyond their academic needs, e.g a sandwich for a hungry child

4. What impact do you think Rita Pierson's mother had on Rita's classroom practice?

Rita's mother modelled and demonstrated what it means to be a caring teacher. Caring is a value that is best learnt when it is part of someone's life experience. Rita was inspired by her mother to be a good, caring teacher to her own learners. From the video she sounds like a great teacher and a champion of inclusivity.

5. Do you think it's important for teachers to have role models? Give reasons for your answer.

Very few people have a family legacy of teaching like the one that Rita has through her mother and grandmother. However, all learners, including those in higher education, have teachers who unintentionally model ways of being and doing.

Strategies:

- (i) **Invite guest speakers** in the form of current or previous teachers who are celebrated for their passion and innovative strategies. Every community has at least one such teacher.
- (ii) **Research:** Why do some teachers receive accolades like best provincial or national teacher? Ask participants to find out why one or more teachers have been recipients of these awards. What can they learn from them?

Activity 1.5.12: Interview a teacher



Discussion

Suggested strategies

Before participants conduct the interview make sure they are informed about the ethics of research, e.g.

- (i) Requesting teachers to participate in the interview and obtaining their consent
- (ii) Seeking their permission to use a recording device
- (iii) Respecting their right to confidentiality and anonymity

Activity 1.5.13: My personal vision



Reflection

Suggested strategies

- (i) By this stage, participants will be familiar with the journalling process. A number of journalling strategies were shared at the beginning of the guide from which they can choose.
- (ii) Advise them to incorporate content learnt up to this point as they deliberate critically on the questions.
- (iii) Assure them that the journal is not for assessment purposes. If comfortable to do so, they may share some of their thoughts, e.g in their blogs or during class/lecture discussions.

4.2 Unit 2: Learner Diversity

Unlike Unit 1 where suggested answers are given for all the activities, for Unit 2 suggested strategies are not given for open-ended activities such as journal, reading and discussion. Refer to strategies in Unit 1 on how to facilitate these.

Unit 2.1: Learner Diversity: Learner diversity, intersectionality and equity

Learning outcomes: Activities 2.1.1–2.1.10

When participants have completed these activities they should be able to:

- Explain the concepts of learner diversity, intersectionality and equity for different relevant school contexts (with specific reference to disability, language, race, socio-economic status, gender identity, sexual orientation, religion, cognition, communication and interaction and psychosocial differences)
- Demonstrate how understanding language and cultural diversity contributes to access, acceptance and participation in inclusive classrooms

Activity 2.1.1: Examining assumptions



Reflection

Suggested strategies

This is the first journaling topic in Unit 2. Accordingly, participants will open a new chapter in their journals. It could be something like “Entering the second phase of my inclusive education journey—thoughts on learner diversity”.

The main focus of this reflection activity is the role of preconceived assumptions in creating barriers to learning. The starting point is to acknowledge that people make assumptions about others all the time. The question is, are assumptions bad or good?

While assumptions are common, they are not necessarily true. When we make assumptions we do not have access to all the facts. Problems occur when we stop recognising our assumptions as purely that and use them as yardsticks with which to judge others.

Suggest that participants use any of the journaling methods described in the guide. This and other journal activities throughout the programme can be included in the participants’ ongoing reflection.

Activity 2.1.2: Diversity in schools



Reading

Suggested strategies

A variety of responses are possible for this activity. Once again remind participants how, at times, assumptions (with no hard evidence) are used to make decisions that impact on children’s education.

Examples can include loosely made assumptions about learners and what are seen as typically ADHD behaviours.

- What are the dangers of these assumptions when learners’ diversity appears not to match a teacher’s capabilities and preparedness?
- What do participants suggest as the way forward?

Activity 2.1.3: What is “normal”?



Reflection

Suggested strategies

This activity requires you to provoke participants into reflecting on dominant conceptions of normality with the purpose of adopting a stance on multiple and different normalities.

As part of the activity they should identify ways in which a single story of normality could give birth to teacher attitudes that could be detrimental to learners.

The activity forms part of the ongoing journalling activities discussed in Unit 1 and in the introduction to the facilitator materials.

Activity 2.1.4: Thinking about learners’ ability



Writing

Suggested strategies

1. What other ways are there of thinking about children’s learning—different to judgments of ability—that you could use to organise and structure experiences for learners in your classroom? Consider a variety of different things you can notice or observe in what learners can do and what they may struggle with.

Referring participants to the theory of multiple intelligences could be a good start for this activity.

2. What might be some alternative ways of thinking about the difficulties children experience with their learning?

Participants can be asked to list factors that, in their opinion, account for difficulties in learning. Answers to this question could get participants thinking about difficulties in learning in relation to Bronfenbrenner’s Ecological Systems theory discussed in Unit 1.

3. How can Indigenous Knowledge Systems play a role in changing perceptions about learning and difficulties with learning?

In drawing from Indigenous Knowledge Systems, especially African IKS, you need to make participants aware of how IKS scholars critique what they see as a view of learning that marginalises African notions of learning, knowing and what constitutes a “good” learner. Locking learners within one story of constructivism could be one of the barriers to learning, as pointed out by Kaya and Seleti (2013:37).

In most African traditional societies, children learn in a variety of ways, that is, free play or interaction with multiple children, immersion in nature, and directly helping adults with work and communal activities. They learn by experience, experimentation, trial and error, by independent observation of nature and human behaviour, and through voluntary community sharing of information, story, song and ritual.

This question provides opportunities for exploring other theoretical explanations about learners and learning and assists in questioning a specific idea of normality.

Activity 2.1.5: Diversity in the classroom



Writing

Suggested strategy

This activity can be assigned as a self-study exercise. Responses to the questions can also be incorporated in ongoing journal reflections.

Activity 2.1.6: Impact of poverty on education outcomes



Reading

Suggested answers and strategies

1. In which ways do economic circumstances impact on education outcomes?

Learners in poorer schools and those from poorer families appear to be achieving less than their peers in more affluent contexts (school and family).

2. Do you agree that low quality education is a poverty trap? Explain.

Responses will vary depending on the realities that influence participants' perspectives. Encourage this variation of responses and be alert to attitudes that reflect bias in terms of privilege, power and discrimination as discussed in Unit 1.

3. Have your own economic circumstances enabled or posed a challenge to your receiving an education? Explain.

A variety of responses will be generated because the question speaks to individual lived experiences.

Activity 2.1.7: Put yourself in their shoes



Reading

Suggested strategy

It is recommended that participants do this activity as an individual study and reflection exercise.

Activity 2.1.8: Learner behaviour

Activity 2.1.9: Remembering learning experiences

Activity 2.1.10: My community



Reflection

These activities encourage the participants to start thinking about what it is like to be a learner and the impact of external factors on learners, based on their own experiences. They form part of the ongoing process of journaling discussed in Unit 1 and in the introduction to the facilitator materials.

Learning outcomes: Activities 2.1.11–2.1.15

When participants have completed these activities they should be able to:

- Demonstrate how understanding cognitive, communication and interaction, physical and sensory, psychosocial and societal differences contributes to access, respect and participation in inclusive classrooms
- Demonstrate how these concepts will enable quality teaching and learning for all in your own teaching context

Activity 2.1.11: Impact of external factors



Writing

Suggested strategy

This activity can form part of your continuous assessment e.g. as a class test or a small assignment.

Use the task to link back to theories and models learnt in Unit 1.4, e.g. the social model, Bronfenbrenner's Ecological Systems theory and Intersectionality.

Activity 2.1.12: Attachment in the classroom

Activity 2.1.13: Impact of adolescence on learning

Activity 2.1.15: Getting to know your learners' psychosocial well-being



Reflection

In these activities participants reflect on strategies they could use as teachers, to support the different attachment styles of learners and accommodate the changing needs of adolescents.

They also begin to explore the role of teachers in supporting learners' psychosocial well-being.

These activities form part of their ongoing journaling journey.

Activity 2.1.14: Looking critically at Maslow’s hierarchy of needs



Reading

Suggested strategies

One of the lessons to be drawn from this reading is how people understand the role of theory in learning. Draw participants’ attention to the fact that sometimes people expect their realities and theory to fit snugly. The danger of such an assumption is that it removes a multiplicity of realities in life from the cognitive radar.

The problem with the opinions expressed in this article is in its generalisation about all Nigerians as if there is some genetic marker that causes Nigerians as a nation to act in certain ways. Participants should reflect on the underlying dangers of such stereotypical claims. This claim could be compared to statements such as, “All black/white/South African learners are lazy”.

Learning outcomes: Activities 2.1.16–2.1.28

When participants have completed these activities they should be able to:

- Explain the concepts of learner diversity, intersectionality and equity for different relevant school contexts (with specific reference to disability, language, race, socio-economic status, gender identity, sexual orientation, religion, cognition, communication and interaction and psychosocial differences)
- Demonstrate how these concepts will enable quality teaching and learning for all in your own teaching context
- Demonstrate how understanding cognitive, communication and interaction, physical and sensory, psychosocial and societal differences contributes to access, respect and participation in inclusive classrooms

Activity 2.1.16: Sunil and Thandeka’s experiences



Reading

Suggested answers and strategies

1. What are some of the barriers Thandeka experiences?

The barriers are systemic and societal:

- A schooling system that does not seem to promote mobility and access for learners like Thandeka
- A principal who is not showing willingness to bring about meaningful change so that the school can be inclusive to all learners

2. How differently do Sunil and Thandeka experience disability?

Even though both have physical impairments that have placed them in wheelchairs, Sunil is not experiencing the same barriers to mobility.

3. What reasons do you think account for these differences? Use the whole disability section, and your prior learning, to put together your list of reasons.

Participants should be able to account for these differences using the notes for the previous section. Sunil’s school is also a good example of the social model of disability—refer back to Unit 1.4 Section 1.1.2 if necessary.

You could extend this exercise by asking participants what they would do to improve Thandeka’s situation.

Activity 2.1.17: Understanding prejudice and discrimination



Reading

Suggested answers

1. How do you think these experiences made the learners feel?

Responses will vary but most of these learners would be experiencing frustration with a system that foregrounds heterosexuality and doesn't acknowledge or provide for the needs of transgender learners.

2. Does it seem like these learners feel included in their schools?

No, they would feel excluded and marginalised.

3. Have you ever encountered a learner or staff member with the same or similar experiences?

Varied responses as participants relate own experiences.

4. After reading the three quotes, what do you think are the main challenges that gender and sexually diverse learners face in schools?

Responses will vary. Challenges would encompass: lack of respect for their sexual identity, fear of victimisation or bullying, violence based on sexual identity, etc.

Activity 2.1.18: Promoting a culture of inclusion in your school



Writing

Suggested strategy

There will be a variety of responses. To make the task more accessible suggest that participants respond to the questions with a familiar school in mind.

Activity 2.1.19: Dominant and minority groups at school

Activity 2.1.20: My personal profile



Reflection

Suggested strategy

Encourage all the participants to do Activity 2.1.20 as it will provide useful background information to the section on intersectionality. This concept was discussed in Unit 1 (see Unit 1.5 Activity 1.5.2), so this exercise further demonstrates the centrality of intersectionality in developing responsive interventions for learners experiencing barriers to learning.

Activity 2.1.21: Lerato and Jane



Writing

Suggested answers and strategy

Think back to the iceberg concept. What other differences might there be between Jane and Lerato that we have not mentioned here, which affect their outcomes?

You could refer participants to the iceberg concept (Activity 2.1.5) and the information they recorded about learners in a specific class.

There will be a range of responses. Less visible differences might include: racial, home environment, transport, etc.

Activity 2.1.22: Intersectionality



Audio Visual

Suggested strategy

When participants have read the questions they can watch the video clip again and take notes. Ideas that come out of the discussion can be added to individual ongoing reflections.

Activity 2.1.23: Seeing diversity as an obstacle



Reflection

Suggested strategy

Encourage participants to reflect on these questions honestly. They do not have to share their responses with anyone, but they need to think about ways in which they are, or are not, experiencing change in their opinions and attitudes regarding people who are different. If they are noting no change, what impact do they think this might have on their ability to create inclusive environments for all learners?

Activity 2.1.24: Social model thinking



Writing

Suggested answers and strategies

1. How would you describe the Science teacher's beliefs about himself as a teacher, and about Farouk?

The teacher has confidence in his ability to create meaningful learning experiences for diverse learners. Where Farouk is concerned, he has a strength-based approach and believes Farouk is capable of learning effectively, given the right support and encouragement. He uses strategies to ensure that Farouk is supported to achieve to the best of his ability.

2. Think of the learners in a class you are teaching at the moment, or one you have taught recently. What are some of the steps you could take, or could you have taken, to promote social model thinking in your classroom?

OR

3. Think about a class you were in at school. What were some of the steps your teacher could have taken to promote social model thinking in their classroom?

There will be variety of responses to questions 2 and 3. Participants will benefit from sharing experiences if this is possible.

Activity 2.1.25: Medical and social model thinking



Reflection

This exercise will continue to inform participants' reflection journey.

Activity 2.1.26: Medical and social model thinking



Writing

Suggested answers

Below is an example of how this table can be populated. Ask participants to populate the rest of the table.

Description of learners	Medical model question	Medical model answer	Social model question	Social model answer
Thabiso has a significant hearing impairment	He does not pay attention in class. What is wrong with him?	He is naughty	Is there something in the classroom or at home that is bothering him?	I'll find out what is happening so that I can make informed decisions.
Samkelo's reading and writing is much weaker than his peers	Does she have a learning disability?	I'll ask her parents to take her to a psychologist for testing.	Are my teaching methods appropriate for her?	I need to find out about her performance from the other teachers.

Activity 2.1.27: Getting to know your learners



Writing

Suggested strategy

This activity could be combined with Activity 2.2.1 in the next unit to form part of continuous assessment.

Activity 2.1.28: Group presentation on to learner differences



Discussion

Suggested strategies

Stage 1: Becoming familiar with fact sheets on learner differences (1 hour)

To prepare for the presentation, it is important that the participants first engage with the information in the fact sheets.

Stage 2: Planning group presentation (1–3 hours)

Each group selects or is assigned a fact sheet to present. Set a time limit of e.g. 10 minutes for each presentation plus 5 minutes for discussion, depending on available time and number of groups.

Encourage groups to be creative in their approach, taking into account their target group's existing knowledge, etc. Emphasise that it is important for the audience to understand the area of difference through a lens of social model thinking.

Stage 3: Group presentations (2–4 hours)

Each group gets a chance to present to the large group, followed by discussion and feedback. If there are a large number of participants, they can be split up into smaller groups that present simultaneously.

Unit 2.2: Learner Diversity: Responding to learner differences

Learning outcomes: Activities 2.2.1–2.2.8

When participants have completed these activities they should be able to:

- Explain the concepts of learner diversity, intersectionality and equity for different relevant school contexts (with specific reference to disability, language, race, socio-economic status, gender identity, sexual orientation, religion, cognition, communication and interaction and psychosocial differences)
- Demonstrate how these concepts will enable quality teaching and learning for all in their own teaching context
- Demonstrate how understanding cognitive, communication and interaction, physical and sensory, psychosocial and societal differences contributes to access, respect and participation in inclusive classrooms

Activity 2.2.1: What is happening in the classroom?



Writing

This activity could be combined with Activity 2.1.27 in the previous unit as a project for continuous assessment.

Activity 2.2.2: Ms Willemse's beliefs



Writing

Suggested answers

Below are two examples:

- (i) She believes that there are differences in behaviour between what she calls normal and abnormal children.
- (ii) Her beliefs about learners are influenced by the medical model.

Activity 2.2.3: Ms Willemse's views of strengths and challenges



Writing

Suggested answers and strategies

Ms Willemse has talked about a number of different strengths and challenges that the children in her Grade 6 class bring (notice the variety of learners she talks about in each group, too). Go back and make a list of these strengths and challenges.

Strengths:

1. Group that is doing OK
 - (i) They follow instructions.
 - (ii) They read, remember, write, discuss, work independently, and put their own ideas together about what they are learning.
2. Group that is not doing anything
 - (i) They sometimes contribute some good points verbally.
3. Group that is not doing much
 - (i) A few of them are really articulate during discussions.
 - (ii) Some can talk or write individually about something that interests them in a lot of detail.
4. The disruptive group
 - (i) Some children in this group are brilliant communicators
 - (ii) They understand what the class is doing and have fantastic creative ideas.

Challenges:

1. Group that is not doing anything

- (i) They seem not to know what's going on when tasks are abstract—they look confused and can't answer questions or follow the learning.
- (ii) One of them seems confused, is really withdrawn a lot of the time and doesn't have much energy to participate.
- (iii) Some of the children get angry if they are asked to read anything or write something in their books.

2. Group that is not doing much

- (i) Some pick and choose what they want to do: if it's something they enjoy or understand then they'll try, but if it's something unfamiliar they just can't seem to get organised enough to make progress and they usually give up.
- (ii) A couple of them start something in their books but never finish it—they just seem really slow.
- (iii) Others are really articulate during discussions but refuse to write anything down.
- (iv) When some are asked to take part in a group discussion they either withdraw, or the other children get cross with them because they feel that they aren't getting a turn to speak.
- (v) If asked to get involved with a topic they don't already know about, they refuse or do nothing.
- (vi) When asked what they are supposed to be doing they can't remember more than the first instruction; they can't remember the names of things—like verbs or nouns—even though the teacher has written these loads of times on the board.

3. The disruptive group

- (i) They question everything they are asked to do.
- (ii) Some refuse to follow any instructions and can get quite aggressive.
- (iii) A few seem totally incapable of sitting in a chair and just like to distract others all the time—for example, Jayendra.
- (iv) They can't get started with written work.
- (v) They don't ever finish anything, or they rush it so much that it's full of mistakes.

Note: This exercise is a useful introduction to the SIAS process discussed in Unit 3. You may want to refer back to it when examining the teacher's role in the SIAS process.

Activity 2.2.4: Making connections



Writing

Suggested strategy

Go through the various steps of this activity with the group if necessary. Step 3 can be linked to Unit 1.5, Activities 1.5.9 and 1.5.10. Encourage sharing and discussion during step 4. Let them write answers to the questions in their journals as part of their ongoing journey of reflection.

Activity 2.2.5: Reflecting on Mrs Mbeki's grouping of learners



Writing

Suggested strategy

This analysis of personal experiences will yield various responses. Participants can use the writing as part of their journalling exercise.

Activity 2.2.6: Mrs Mbeki's beliefs



Writing

Suggested strategy

Think back to your learning in Unit 1 and Unit 2.1.

What theory, concepts and models might be influencing Mrs Mbeki's beliefs? Look back at what Mrs Mbeki says. What phrases or sentences does she use that connect what she is saying with these theories, concepts and models? Pick out four and relate them to the theories, concepts and models you have learnt about.

Below are two examples:

- (i) She embraces diversity and sees it as a fact of life: "I've seen enough children to understand that a whole variety of difference in a classroom is just how it is. And, although this can sometimes make teaching challenging, I prefer this broader idea of normal—the whole world as it really is comes into your classroom and that's the reality." (p52)
- (ii) She seems to operate within the social model: "I think of myself as an agent of change for the future. If I can model some of the values we agree we'd like to see in the world, things like respect, democracy and equity, and teach the children in my classes through these, then I hope that in some small way I'm adding positively to the way society evolves in the future." (p53)

Ask participants to find two other examples.

Activity 2.2.7: My beliefs



Reflection

Activity 2.2.8 : Learning a new skill



Reading

Suggested strategies

These activities are both connected to the four stages of competence and form part of the participants' ongoing journalling process.

In the first activity they are encouraged to reflect on their beliefs about learner diversity and their role as teachers and how much these beliefs have changed since the beginning of the programme.

They are also reminded that moving from unconscious incompetence to conscious competence is a step-by-step journey—the more they work at it, the easier it will become.

Learning outcomes: Activities 2.3.1–2.3.17

When participants have completed these activities they should be able to:

- Demonstrate how understanding language and cultural diversity contributes to access, acceptance and participation in inclusive classrooms

Activity 2.3.1: My language history and profile

Activity 2.3.2: Mapping my language history

Activity 2.3.3: Understanding my language practices

Activity 2.3.4: Reflecting on multilingualism



Reflection

Teachers in multilingual classrooms need to be sensitive to their learners' language needs. These four reflection activities tap into participants' own experiences and practices of language and the impact these have had on their teaching and learning.

Activity 2.3.5: Talking to a caregiver

Activity 2.3.8: Do a language survey



Discussion

Suggested strategy

These two activities provide opportunities for integrating research methods through inclusive education. Highlight the question of ethics using Activity 2.3.5. Activity 2.3.8 is a good platform for teaching data collection methods.

Examples of ethical issues embedded in Activity 2.3.5.

- Procedures such as requesting permission to interview
- Negotiating the use of recording devices and asking for permission to record discussions with teachers, parents and learners
- The value of consent forms

You could also highlight the implications of recording children, taking pictures and videos of them and sharing these on social media platforms.

Activity 2.3.6: Colloquial language

Activity 2.3.7: Celebrating multilingualism



Writing

Suggested strategies

Use Activity 2.3.7 as a fun activity to get participants thinking about how multilingualism can enrich our society before looking at specific multilingual strategies in more detail.

Some pointers for Activity 2.3.7:

- (i) Many teachers describe learners for whom LoLT is a second (L2) or third (L3) language as having what they call “a language problem”. As part of this task probe participants’ perceptions of language problems. Indicate that a language problem is not limited to those who are L2 or L3 in LoLT. If a true language problem exists it will manifest at first language level.
 - (ii) You could relate the task to classroom practice by asking participants to share basic greetings in their languages. How does it feel when one is greeted in one’s own language? How do they think their own learners will feel if an effort is made to greet them in their first languages?
-

Activity 2.3.9: Socio-economic impact on learning



Writing

Suggested strategies

- (i) In addressing this issue, you could ask participants to reconnect with the reading for Activity 2.1.6, “Low quality education as a poverty trap in South Africa”. Carol Benson’s paper illuminates the implications of Target 4.5 of the Sustainable Development Goals that aims to “eliminate gender disparities in education and **ensure equal access** to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations by 2030” (p3).
 - (ii) Benson’s paper outlines many strategies that participants might have experienced in their contexts. Ask for their opinion on the practicality of these strategies and the barriers that those who seek to implement them should prepare for.
 - (iii) The issue of the inaccessibility of learning materials due to the language they are written in and economic constraints is one many participants will relate to so there will be many examples to draw from. Encourage participants to translate their knowledge into practical strategies. What can they do to bridge this divide that is imposed by language differences?
-

Activity 2.3.10: Language and inclusion



Reflection

This activity builds on the journal activities at the beginning of this section and forms part of the participants’ ongoing reflection process.

Activity 2.3.11: Language of learning and teaching



Discussion

Suggested strategies

- (i) This activity connects to Activity 2.3.9. It is necessary to assign Benson's paper as a pre-discussion reading because it outlines some of the strategies your participants might mention during the discussion.
- (ii) **Differentiation:** Ask participants to think of strategies that cater for (a) learners to whom LoLT is L2 and (b) L2 learners who also have underlying language problems. For example, how would they expand learning opportunities for a learner who is learning through L2 or L3 and additionally has underlying general phonological awareness difficulties? For further reading on the importance of phonological awareness refer participants to Garcia (2017) and Andreou & Segklia (2017).

Activity 2.3.12: Rwandan language supportive textbooks



Audio Visual

Suggested answers and strategies

1. What is meant by language supportive learning for all?

It involves providing language learning (and teaching) through textbooks that are simple and accessible to English L2 learners, and provide them with opportunities to read, speak and write in the target language.

2. How is English language developed through using the textbooks discussed?

Language is developed by simplifying the language to the level of the learners and including interesting illustrations and enough activities.

3. What can you learn from this case study for your own practice?

Participants' responses will vary. You might ask them to reflect on the Rwandan case in the light of multilingual realities in South Africa. What can South Africans and other African countries learn from this case?

Activity 2.3.13: Use of CLIL in different classrooms



Audio Visual

Suggested strategies

- (i) The activity will yield different responses related to participants' interests.
- (ii) Find out if they have some tricks which the CLIL videos have not shown that they would like to share.
- (iii) What seems to be the core messages from all the videos? You can bank this activity and get participants to do it in Unit 3 when dealing with the concepts of teacher and learner agency.

Activity 2.3.14: Write a story



Reflection

Activity 2.3.15: Reflecting on strategies



Reading

Suggested strategy

Use Activity 2.3.14 as a springboard for discussion and reflection on classroom strategies to promote multilingualism. Participants are free to journal using any of the formats discussed at the beginning of the facilitator materials.

Activity 2.3.16: Language and culture



Writing

Suggested strategy

In this activity you are asking for participants' personal perspectives on how language and culture are linked and the impact this link has on their own identities. Encourage them to write their ideas in their journals.

Activity 2.3.17: Learning in English



Writing

Suggested strategies

- (i) **In-class activity:** Find out from participants whether they would prefer to be taught in English only or in their home languages? Also find out what language they would prefer their own children to be taught in and reasons for their preferences. Some might feel it is best to learn through English as it seen as a language of opportunities. For those who feel strongly about the status quo, what will they do to ensure that authentic learning does occur despite language differences?
- (ii) **Seminar:** You could task participants with organising a seminar related to core learnings about language from this Unit. Points may be awarded for, e.g. (a) organisational skills, (b) drawing people of diverse interests together, (c) a write-up of important lessons from the seminar with regard to language and learning in South Africa.

4.3 Unit 3: Inclusive School Communities

Refer to Unit 1 for ideas on how to facilitate a variety of activities.

Unit 3.1: Inclusive School Communities: Building inclusive school communities

Learning outcomes: Activities 3.1.1–3.1.5

When participants have completed these activities they should be able to:

- Explain the concept of an inclusive school community and how it contributes to providing quality inclusive education for all South African learners

Activity 3.1.1: The road travelled



Reading

Suggested answers and strategies

1. What is the article saying about the current education system in South Africa? Do you agree or disagree? Support your opinion by referring to your own experience, and what you have learnt in this programme so far.

The article is saying that the education system is not living up to its promises, e.g. to increase access to education for all and to improve children's capacity to learn. Currently education in SA is characterised by high drop-out rates.

Participants can go on to provide relevant examples related to whether they agree or disagree.

2. How do the circumstances described in the article compare with your own schooling? What are the similarities and differences? How does this affect the way you approach your role as a teacher?

Responses will vary. Some probing might be necessary to get participants reflecting on how these circumstances could affect their roles as teachers.

3. What can you, as a teacher, commit to doing to “acknowledge the reality in which your learners live, and hold their well-being at the centre of every decision you make”? What support might you need to achieve this?

Again there will be a variety of responses. Encourage discussion to get participants to relate to the question at a deeper level.

All the questions in this activity can be built into participants' ongoing reflections. To encourage critical discussion you might also share your experiences regarding some of the questions.

You could allocate the questions to three different groups so that each group has a specific focus and leads the rest of the class on the discussion.

Activity 3.1.2: What is an inclusive school community?



Writing

Suggested answers and strategies

Define and list the key characteristics and features of an inclusive school community. Use the above definitions and what you learnt in Units 1 and 2 about inclusion and learner diversity. You can present your ideas in writing, or as a mindmap or diagram.

Lists should include the following characteristics and features of inclusive school communities:

- (i) They emphasise learning, care and support
- (ii) They are invested in the welfare of their members
- (iii) They have rules that create a sense of belonging and a shared vision

Since descriptors like caring, supporting, sense of belonging are rather complex, you may want to model a mind map activity that indicates the operationalisation of these words. For example, the guiding question could be “What expectations do we have about a school that claims to be caring, supporting, etc?” In this way participants can come up with a variety of examples that indicate what they as individuals might want to work on as a demonstration of their caring character.

Activity 3.1.3: Evaluate school culture and climate



Writing

Suggested strategies

This is an open-ended activity that will generate a variety of responses.

Activity 3.1.4: Inclusivity in physical education



Reading

Suggested answers and strategies

1. In what ways might Keke’s attitude create barriers to participation and learning at the school?

Keke might not encourage or allow participation of learners in certain activities. She will create divisions among learners based on her notions of ability. This kind of behaviour might have an impact on other areas besides sports/physical activities. For example, she might decide that certain subjects are appropriate for a certain gender or learners who speak certain languages.

2. How do views like Keke’s impact on the creation and maintenance of an inclusive school culture?

A teacher’s attitudes are regarded as one of the most important factors in determining the likelihood of schools becoming inclusive.

3. Keke says, “They’ll never get anywhere close to playing for a national team, or any team, so why bother?” Comment on this in the light of the article about Ntando Nokamo, and other examples you know about.

Point out that Keke’s and Ntando’s cases are good examples of divergent views held by the medical versus social models of ability/disability. The point expressed on the latter in Unit 1 is

The social model perspective does not deny challenges caused by diverse needs or the need for medical treatment. However, it challenges the view of difference as a “deficit”. It therefore sees the medical deficit view of “labelling” and defining individuals by their conditions as discriminatory, constructed by an ability-oriented environment.

Participants should be encouraged to provide more examples of these deterministic views and how they have impacted on learner progress.

4. How would you advise Keke to address the challenge of including the two learners in sport?

Keke’s case demonstrates social barriers to participation and inclusion that learners with disabilities experience regularly (Harknett, 2013). Including children with disabilities in sports has benefits for all learners including those without disabilities (Block & Zeman, 1996). Below are a few ideas on how to help teachers like Keke deal with challenges of including all learners in sports:

- (i) The Department of Sport and Recreation supports participation of “learners from various age groups from both primary and secondary schools, including the disabled”. Provincial departments could be a place to start in terms of soliciting support for sporting adaptations at school level. The department can also connect teachers with specialists in the field of Special Sports who might be interested in volunteering at their school.
- (ii) There are many organisations that deal with sports for special populations. Teachers can get hold of them for tips on how to adapt activities for all learners in their class. Examples are Special Olympics South Africa, South African Sports Association for Physically Disabled (SASCOC), Disability Sport South Africa (DISSA).
- (iii) Free online information on how to adapt PE: to this end teachers can consult websites like:

<https://www.actionforhealthykids.org/including-all-children-health-for-kids-with-disabilities/>

<https://blog.pitchero.com/10-tips-for-coaching-disabled-people-in-sport>

<https://www.nhs.uk/change4life/activities/accessible-activities>

Activity 3.1.5: Encouraging learners’ participation in physical activity



Writing

Suggested answers and strategies

1. Do you agree that incorporating physical activity would impact positively on the achievement of all the learners in your class? Give evidence to support your opinion.

There are many good reasons for incorporating physical activity into learning:

- Being active will bring some fun element to learning. After all, play is an important part of children’s core daily activities!
- Research shows that there are many health benefits for children and a minimum of 30 minutes per day of physical activity is recommended. Exercise strengthens muscles and bones.
- There are psychological benefits linked to exercise. In particular, children and young people who exercise regularly are reportedly better prepared to deal with challenges of daily life because exercise is associated with more confidence, higher self-esteem, less anxiety, greater happiness and better social skills.

2. Suggest other types of physical activity, in addition to sport, that would be enjoyable and beneficial for learners to do before, during and after lessons.

There is a range of enjoyable activities that can be built into daily classroom activities. For example, teachers could do simple stress release exercises with learners between classes: Examples are doing funny faces (also called face yoga) for the release of facial stress; class-based isometric exercises for improvement of posture, strength and flexibility. The examples of isometric exercises below are taken from:

<https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/classroom-based-isometric-exercise-ideas-for-teachers/>

- (i) Grip the sides of the chair seat firmly and straighten arms until your bottom is lifted off the seat. Hold for a count of 5 and then slowly sit down.
- (ii) This time grip the underside of the seat and pull down as if trying to press your bottom through the chair seat.
- (iii) Holding arms at chest height, press palms together in a praying position. Push palms firmly together, count to 5 slowly and release.
- (iv) Again holding arms at chest height, clasp fingertips together with one palm facing upwards and the other down towards the floor. Exert a pull (as if trying to pull fingertips apart) and hold for a count of 5.
- (v) Clasp hands together, place on top of your head and pull down for 5.
- (vi) Standing facing your partner, link hands and lean back until a strong pull is achieved. Hold for a count of 5.
- (vii) Again facing your partner, place palms flat against each other and push. Hold for a count of 5.

The last two exercises above can be done as a group activity, either with the class forming one large chain or with several groups forming rows across the class. Exercises can be modified to suit different learner abilities. Caution participants to use activities that are phase, age and ability friendly. The Internet has thousands of suggestions but they should sift through these carefully and choose those that suit their contexts. Where there is a need to use physical activity aids, the teacher can involve the whole class in the activity.

3. What could you do to involve caregivers and the local community in providing support and opportunities for learners to participate in physical activity at school?

Allow participants to come up with various examples. They can visit the Department of Sports and Recreation for community-friendly suggestions regarding different campaigns and projects they support. One that many participants might find community relevant is the campaign on Indigenous Games. They can download factsheets from the department's website about this and other campaigns.

Learning outcomes: Activities 3.1.6–3.1.7

When participants have completed these activities they should be able to:

- Explain the concept of an inclusive school community and how it contributes to providing quality inclusive education for all South African learners
- Critically analyse different ways for stakeholders to work together, including collaboration, consultation and involvement in various contexts

Activity 3.1.6: What can you do to promote active learner agency?



Reflection

Suggested answers and strategies

What are the implications of the constructivist view of learning for learner participation in inclusive school communities? What can you do to promote active learner agency in your classroom practice? Keep this in mind as you work through this unit and Unit 4.

These are open-ended questions. Responses should indicate participants' understanding of key principles of constructivism:

- (i) Support is the key driver in all activities that take place in inclusive school communities. The constructivist view requires recognition of those whom support targets as active agents in the process. They (learners, teachers, parents, etc.) should not simply be recipients of interventions but should be involved in every stage of the process.
- (ii) Promoting active learner agency can be done in a number of ways. The framework below from Ark (2015) provides indicators of factors a teacher can consider.

Factor	Description	Guidelines for Teaching
1. Care	Emotional sensitivity and responsiveness	Be attentive and sensitive, but avoid a tendency among sensitive teachers to coddle learners in ways that may lower standards and undermine agency.
2. Confer	How welcoming the teacher is to student perspectives	Encourage and respect learners' perspectives and honour student voice but do so while remaining focused on instructional goals; avoid extended discussions that have no apparent purpose and thereby fail to model self-discipline and cultivate agency.
3. Captivate	How captivating classes are	Strive to make lessons stimulating and relevant to the development of agency. If some learners seem unresponsive, do not assume too quickly that they are disinterested or disengaged. Some learners—and especially those who struggle—purposefully hide their interest and their effort.
4. Consolidate	Making learning coherent	Regularly summarize lessons to remind learners what they have learned and help them encode understanding in memory, even when they seem reticent or disinterested. Consolidation helps to solidify student learning.
5. Clarity	Clear up confusion	Take regular steps to detect and respond to confusion in class, but in ways that share responsibility (and agency) with learners for doing the thinking. Strike a balance between keeping hope alive for struggling learners, on the one hand, versus pressing them to take responsibility for their own learning, on the other hand.
6. Clarify	Lucid explanations	Strive to develop clearer explanations— especially for the material that learners find most difficult. Also, related to both clarify and captivate, and consistent with the themes in this report, develop lucid explanations of how the skills and knowledge you teach are useful in the exercise of effective agency in real life.
7. Clarify	Instructive feedback	Give instructive feedback in ways that provide scaffolding for learners to solve their own problems; through instructive feedback, you provide the type of support that enables learners to develop and express agency by correcting their own work, solving their own problems, and building their own understandings.
8. Challenge	Require rigor	Press learners to think deeply instead of superficially about their lessons; set and enforce learning goals that require learners to use reasoning and exercise agency in solving problems. Expect some pushback from learners who might prefer a less stressful approach. Try increasing captivation and care in combination with rigor in order to help mitigate the tension and make the experience more enjoyable.
9. Challenge	Require persistence	Consistently require learners to keep trying and searching for ways to succeed even when work is difficult. Emphasize the importance of giving their best efforts to produce their best work as a matter of routine. Be confident that few things could be more important for helping your learners to develop agency.
10. Classroom management	Orderly, respectful, and generally on-task.	Strive to achieve respectful, orderly, on-task student behavior in your class by teaching in ways that clarify, captivate, and challenge—in support of agency—instead of merely controlling learners through intimidation or coercion.

Activity 3.1.7: Examples of teacher and learner agency in practice



Audio Visual

Suggested answers

1. How is active agency of learners being promoted at this school?

Active agency is promoted through collaboration with teachers on developing and implementing strategies that enhance learning.

2. How are teachers and learners portrayed as agents of change?

Teachers and learners are portrayed as collaborators in the process of bringing about change. Learners' voices and opinions are valued—they are encouraged to critique the impact of educational initiatives on their learning. Teachers do not think that their efforts are foolproof; they continually engage in reflective research exercises that give them data (through student voices) on whether their efforts produce the desired outcomes.

3. Are you familiar with the World Health Organization's (WHO) concept of health promoting schools? If not, find out from these two links and answer the questions that follow:

You could get participants to check out these links before the lecture so that they are familiar with the WHO's concept of health promoting schools.

4. In what ways are the efforts of this New Zealand school demonstrating the concepts of inclusion and health promotion?

- (i) WHO defines health as more than the absence of disease. A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working, that fosters health and learning with all measures at its disposal; engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders to make schools a healthy place; integrates broad health promotion and education services, promotes individual and social well-being and the health of school personnel, families and community members and learners; and works with community leaders to understand their role in both health and education (UNESCO 1998).
- (ii) The school demonstrates the concepts of both health promotion and inclusion because of its interest in quality learning that enhances the well-being of all its students. Well-being in this instance seems to be students' enthusiasm and positive attitudes towards learning. This stance is in line with the WHO's health promoting schools campaign because the school is not only concerned about the absence of disease but also students' general well-being, which includes feeling good about themselves and their learning.

Unit 3.2: Inclusive School Communities: The South African framework and tool for building inclusive schools

Learning outcomes: Activities 3.2.1–3.2.7

When participants have completed these activities they should be able to:

- Examine the role of the CSTL framework and SIAS policy in promoting inclusive classrooms
- Explore how they could implement the SIAS policy in their classrooms

Activity 3.2.1: Linking CSTL to other theories and philosophies



Writing

Suggested answers and strategies

1. How does the CSTL Conceptual Framework link to each of these theories/approaches?

CSTL and Ecological Systems Theory:

- (i) CSTL was informed by the social-ecological model.
- (ii) Both place the child at the centre of all the systems they depict.
- (iii) They both recognise the positive and negative influences of direct and indirect factors on a child's well-being and educational achievement.

CSTL and ubuntu/botho:

Ubuntu emphasises care, value and belonging. The CSTL framework was developed to guide some SADC member countries on how to develop inter-sectoral care and support interventions that respond to the holistic needs and rights of all children. Such interventions would be in response to specific realities in member states that have exposed children to vulnerabilities. As with ubuntu, the principle of care should drive all CSTL informed interventions.

2. How can these systems of thinking help in building inclusive school communities?

Guide participants towards realising the practical implications of these frameworks. Ask them to share areas of concern that have been prominent in schools where they work. Around these areas of concern, they can work in groups to demonstrate procedures they would set up to arrive at caring and supportive interventions. Who would be involved? What would the roles and functions of such people be? This exercise can be expanded on later when examining the role of collaboration in building inclusive school communities.

Activity 3.2.2: Finding out more about the 10 priority areas



Audio Visual

Suggested answers and strategies

1. Why do you think these ten priority areas were prioritised?

A number of the sustainable development goals address areas of vulnerability impacting on the lives of children. These echo challenges affecting children in the SADC region that have been identified as having a profound impact on their access to and participation in education. CSTL's 10 priority areas specifically aim to remedy these.

2. Why it is important for schools to implement activities in all the priority areas?

The priority areas are interrelated so it's important to implement activities in all of them. For example: if a school decides to implement health promotion activities, it would need to address water and sanitation issues and also access material support.

3. Identify overlaps among the priority areas.

The priority areas represent a framework of support so there is a lot intersectionality between priority areas. Participants can also look at the intersecting vulnerabilities in Figure 3.2.3 to help them answer this question. Overlaps would depend on a particular context. Some obvious examples are:

- (i) health promotion; infrastructure, water and sanitation; nutritional support
- (ii) safety and protection; social welfare services; psychosocial support
- (iii) a rights-based socially inclusive and cohesive school; curriculum support; material support

4. Look back at the article at the beginning of the unit about the challenges faced by learners. Link these challenges to one or more of the priority areas. Think of other examples from schools you are familiar with.

Challenges include hunger (nutritional support); high drop out rate (curriculum support; material support; psychosocial support); transport problems (infrastructure); bullying, violence and sexual violence (safety and protection; psychosocial report; social welfare).

Get participants to think about systemic issues like unemployment. Could the 10 priority areas help to address this?

5. What do you think your role as a teacher could be in implementing the priority areas? Who else should be involved?

Encourage discussion on this as suggestions will vary. Teachers would obviously be mainly involved in curriculum and co-curricular support but would also have an important role to play in identifying learners in need of other kinds of support. Regarding stakeholders who should be involved in implementing CSTL, get them to think beyond the obvious ones and discuss ways in which the wider school community could be involved.

Activity 3.2.3: Why learners need systemic support



Reading

Suggested answers and strategies

1. The report analyses a number of background factors associated with achievement (pages 7–10). Which factors are strongly associated with learners' reading literacy?

Background factors associated with reading literacy include: language; school location (urban or rural); economic background; resources; school libraries; school safety; teacher behaviour; teacher qualifications; school attendance; pre-school attendance; resources in home environment.

2. Which of these factors would prevent learners from achieving their full potential and why?

All of these factors could prevent learners from achieving their full potential. Get participants to discuss the factors in relation to the findings in the report and give reasons.

3. What issues do the results of the study raise about equal access to quality education for all learners?

Discussion of the previous question will enable them to answer this question. Get them to relate the question to issues of power and privilege and historical oppression, particularly in terms of language, race and socio-economic background. Get them to discuss the PIRLS Report recommendations for addressing lack of access to quality education.

Activity 3.2.4: Understanding SIAS principles



Reading

Answers

Statements	True (T) or False (F)
1. Every child has the right to receive quality education within their local community.	T
2. A child can be refused access to their local school. <i>No child may be refused admission to an ordinary school on the basis of decisions taken through this policy without recourse to a process of appeal.</i>	F
3. Support includes all activities in a school that increase its capacity to respond to diversity. For example, this could include reviewing school culture, admission policies and co-curricular programmes.	T
4. There is no need to involve parents or learners in decisions around types of support offered and where to place learners. <i>Teachers, parents and learners need to be centrally involved in the process.</i>	F
5. A learner may experience a range of barriers, for example, poverty, disability or a violent home situation, requiring a holistic approach to assessing needs and designing support programmes.	T
6. In the context of the SIAS process, assessment refers to the assessment of scholastic achievement. <i>The assessment referred to in this section does not refer to assessment of learner scholastic achievement, but to assessment to determine barriers to learning, level of functioning and participation to determine support needs.</i>	F
7. Parents of learners experiencing a physical or mental disability should apply directly to a special school for admission of their child. <i>Role of District-based and Circuit-based Support Teams: to identify learners for outplacement into specialised settings, e.g. special schools.</i>	F
8. Support is about the remediation of deficits within the learner. <i>SIAS shifts the focus from the diagnosis and remediation of individual learners to a holistic approach where a whole range of possible barriers to learning that a learner may experience...are considered.</i>	F
9. The nature and extent of support needed by a learner could include addressing educator or school needs.	T
10. Placement of learners in a specialised setting to access support is a last resort and should not be seen as permanent.	T

Activity 3.2.5: How the SIAS process works



Reading

Answers

The SIAS process has been demonstrated using the case of Linda. Ask the participants to complete the other cases.

1.	Linda
1.1	<p>[Start at Block A]</p> <p>Linda changed schools in the middle of the year. She was from a middle income, stable family with two working parents. She appeared to be a secure child with good self-esteem and social skills. Reports indicated average academic performance.</p> <ul style="list-style-type: none"> • Is Linda at risk or not? NOT • Do you go to Block B or C? GO TO B
1.2	<p>[Move from Block B to Block F]</p> <p>During the first term at her new school, her teacher discovered that Linda was struggling with maths, and working at a slightly lower level than her peers.</p> <ul style="list-style-type: none"> • Are there any concerns? Does Linda have possible additional support needs? YES • Do you go to Block H or I? GO TO I
1.3	<p>[Move to Block I]</p> <p>After discussion with Linda and her parents, the teacher put in place a more intense programme with extra homework to help Linda catch up the work she had missed due to changing school mid-year. Within two months she had caught up with her peers in maths.</p> <ul style="list-style-type: none"> • Was the support successful or not? IT WAS SUCCESSFUL • Do you go to Block J or K? GO TO J • Where do you go after that? GO TO R

Activity 3.2.6: Identify role-players and documentation in SIAS process



Reading

Answers.

What happened?	Who was involved? Role-players	What documents did they use?
When Misha started school in Grade 1, her parents completed an admission form. The school admitted her and her teacher screened her and recorded the findings in Misha's Learner Profile . This was then captured in the Learner Unit Record Tracking System . There was no obvious evidence of any barriers to learning. The school kept copies of relevant documents like her Road to Health Booklet in her Learner Profile.	(Misha), Parents, Teacher, School	Admission form, Learner Profile, Learner Unit Tracking System, Road to Health Booklet

What happened?	Who was involved? Role-players	What documents did they use?
During her foundation phase schooling, her teachers taught, observed, assessed and got to know her, and met and interacted with her parents. They found Misha to be a happy child and her year-end reports showed that although she was slow to start reading, she had made good progress, especially in Maths.	(Misha), Teachers, Parents	Year-end reports
When she got to Grade 3, it became clear that Misha had some kind of language-based learning difficulty. Her teacher, Mrs Guma, called a meeting with Misha's parents to discuss the issue. They decided to consult a doctor to find out if there was a medical reason for Misha's difficulties. After examining her, the doctor gave her a clean bill of health and completed Form DBE126 . Mrs Guma then completed support form, SNA1 , and put an extra reading programme in place.	(Misha), Teacher Mrs Guma, Parents, Doctor	Form DBE126, SNA1
After monitoring the reading programme for two months, Mrs Guma found that Misha had made very little progress and, in consultation with Misha's parents, she formally requested additional support from the SBST. Using the SNA2 form, the teacher and SBST drew up an Individual Support Plan (ISP) with the assistance of the district Learning Support Educator (LSE).	(Misha), Teacher Mrs Guma, Parents, SBST, LSE	SNA2, ISP

Note: The process described in this activity does not explicitly emphasise learner involvement in the SIAS process. Get participants to debate why explicit learner involvement at different phases (FP, IP and Senior phase and FET) is warranted. Debates should link to the concept of learner agency, which was introduced in Unit 1 and is discussed in greater detail later on in Unit 3.

Activity 3.2.7: Understanding how to use SNA1



Reading

Answers

1. What is the purpose of this form?

It is a support needs assessment document that the teacher uses to provide holistic (strengths and areas of concern) information about a learner (learner profile).

2. Who is it for?

It captures information that will be needed when support is requested from the school based teacher support team (SBST) by the concerned teacher.

3. When should it be completed and by whom?

To be completed if support is needed from the SBST by the teacher or subject teachers.

4. What information does the form record?

- (i) Areas of concern
- (ii) Learner strengths and needs
- (iii) Teacher interventions and support

5. Why is this information important?

The information will assist the SBST in making informed decisions regarding the nature of support a learner requires.

6. Who is the form submitted to?

It is submitted to the District-based Support Team (DBST) if further support is needed.

7. When submitting this form, what related documents should be included and why?

Learner Profile and SNA2 should be included.

8. What information and documentation about Misha does Mrs Guma need to submit, in addition to the report she wrote?

Learner profile and SNA1 should be submitted.

Unit 3.3: Inclusive School Communities: Practices that promote collaboration in inclusive school communities

Learning outcomes: Activities 3.3.1–3.3.12

When participants have completed these activities they should be able to:

- Critically analyse different ways for stakeholders to work together, including collaboration, consultation and involvement in various contexts
- Evaluate, using specific examples, ways to develop effective school-based, district-based, and community-based collaborative partnerships to support inclusion in your context

Activity 3.3.1: What does collaboration mean to you?



Reflection

As suggested for Units 1 and 2, journal entries of a particular unit should be aligned to the unit focus.

Activity 3.3.2: Evaluate ways of improving learner success



Reading

Suggested answers

1. Suggest two or more strategies to promote sharing of information and capacitation that you would contribute to the subject meetings.
 - (i) Teacher and teacher collaboration on, e.g. lesson plans or specific topics.
 - (ii) School twinning: the school could identify a school whose performance in Mathematics has been consistent and consult the subject HoD or principal in order to learn from their strategy.
 - (iii) Participants will suggest other strategies—accept any that are viable.
2. In what ways is sending learners to Seretse not aligned to principles and values of inclusion discussed in Unit 1?

The teachers are making no effort to identify barriers to learning that could be giving rise to learner under-performance. They appear to have come to the conclusion that the problem lies with learners and Seretse is best placed to provide the necessary “cure”.

3. In what ways were Seretse’s colleagues using him as a consultant teacher as opposed to a collaborator?

They “refer” learners to him. This implies they do not see him as an equal but someone with knowledge and skills beyond theirs.

4. In your opinion, what is the difference between consultation and collaboration?

- (i) Consultation often involves power imbalances as indicated in the case of Seretse and his colleagues.
- (ii) A consultant is often seen as someone with specialist skills and knowledge. However, a consultant might be brought in to collaborate with others. Instead of simply imposing solutions, this kind of consultant would suggest sharing and exchange of knowledge and skills. Teachers, parents and department officials could collaborate for the purpose of arriving at some support strategies for learners following levels of assessment within the SIAS process.

Activity 3.3.3: Rethinking learner support



Reading

Suggested strategy

- (i) You could ask participants to respond to all three questions, or
- (ii) You could provide them with answers to question 1 and ask them to use this information to respond to 2 and 3.

1. Draw up a table comparing the approaches to learner support at Unity Secondary School and Lerole High School.

Lerole High School	Unity Secondary School
(i) Teachers have fixed ideas about learner ability.	(i) The school has an SBST that includes learners.
(ii) Teachers believe they don’t have the skills and abilities to help learners who are experiencing subject related difficulties.	(ii) The team collaborates to arrive at solutions for learners experiencing difficulties.
(iii) Teachers refer all learners experiencing difficulties to one teacher, Seretse.	

2. How would you sum up the difference in these approaches? Practices at the two schools reflect some of the concepts dealt with in all the units.

Examples are:

- (i) Medical and social models: Lerole High practices reflect the former while Unity Secondary approach is more aligned with the latter.
- (ii) Embedded in the social model is the concept of agency. For example, Unity Secondary School demonstrates a high level of teacher and learner agency. Teacher and learner agency is defined in Unit 1 as “Their active contribution to shaping their work as teachers and learners and its conditions—for the overall quality of education. In this way agency speaks to what teachers and learners do and not what they have”. The comments made by one of the learners at Unity Secondary School indicates evidence of the active contribution of both teachers and learners to shaping learning.

3. Reread the previous case study about Lerole High, and the next one about Unity Secondary School’s approach, and answer these questions: Which approach do you prefer? Give reasons for your preference.

This question requires participants to evaluate given evidence in order to arrive at the most appropriate and relevant response. Take advantage of this question to highlight the difference between responses that are evidence-based, critical and logical as opposed to those that lack these qualities. At times, participants provide relevant responses without any evidence. Caution against this kind of practice because any form of academic question is in fact argumentative.

Activity 3.3.4: Medical and social model approaches



Reading

Suggested answers

Contrast Mr Seretse's experiences with the scenarios in the medical and social model case study.

1. Which scenario represents the medical model, and which the social model? Explain your answer.

Scenario 1 represents the medical model. Within this model a learner experiencing difficulties is seen to have an intrinsic problem that can be "fixed" as in "Lindiwe has a problem. She struggles to identify letters of the alphabet, reads poorly, and writes backwards. Can you help her?" The immediate response of Ms Sono is also typical of practices informed by this model "Yes. Send her to me after lunch tomorrow. I will do an assessment and send you a report." From this response Ms Sono will assess and provide a diagnosis which will indicate the "cure" Lindiwe might require.

2. What similarities and differences can you identify between the scenarios below and Mr Seretse's experience in the preceding case study?

Mr Seretse's experiences are similar to those in Scenario 1 in that they are both underpinned by the medical model. In Scenario 2, which is underpinned by the social model, Ms Sono does not identify Lindiwe as having a "problem". Her strategy involves collaborating with the learner, teacher and parents to come up with strategies that will help not just Lindiwe, but other learners too.

3. In your view, what is the ideal approach to learners' barriers to participation and learning? Why do you say so?

There will be various responses to this question but all correct responses should emphasise:

- (i) The social model; and
- (ii) A collaborative (not consultative) approach

Activity 3.3.5: Shared values of collaboration



Writing

Suggested answers

Think back to Unit 1.3. Some of the values identified as underpinning inclusive pedagogy included: reliability, trust, responsibility, respect, willingness to compromise, tolerance, integrity, compassion.

1. Suggest ways in which these values could facilitate more effective collaboration by the various stakeholders. Relate your answers to Engelbrecht and Hay's list of characteristics above. Support your ideas with examples.

Participants' responses should highlight the following in relation to each value:

- (i) Firstly, participants should demonstrate knowledge of the semantic meaning of each value.
- (ii) Next, the responses should indicate ways in which the values as a collective could facilitate effective collaboration by various stakeholders. Responses should be supported by Engelbrecht and Hay's ideas.
- (iii) Additionally, a good response will have relevant examples of how these values can work in real life collaboration scenarios.

Activity 3.3.6: Benefits of collaboration



Reflection

By now participants should be fairly comfortable with the process of journaling. Ask those who are journaling through blogs to invite comments and replies. This is a safe journal topic as it centres entirely on what individual participants have learnt.

Activity 3.3.7: Collaboration at a school



Reading

Suggested answers

- 1. Comment on the first paragraph of the case study in terms of the spirit and ethos of inclusion. What approach to collaboration is the principal criticising, and what approach is he advocating?**

He criticises an approach where stakeholders' sole focus is on academic performance. He advocates a pastoral care approach as he believes that issues at an emotional and social level are linked to academic under-performance.
- 2. Do you recall the procedures of care and support in the SIAS document? How well is this school doing in line with the SIAS process?**

The school's practices are aligned with the SIAS process because their PLC first looks at school-based support before they start enlisting the help of outsiders, e.g. the DBST. PLC structures like the one at this school are recommended by the Department of Basic Education (DBE, 2015) and are entrusted with supporting learners and their learning.
- 3. Is there a role-player within the support system described below whose voice is missing? If so, what do you propose should be done about this?**

Learners and parents/caregivers' voices are missing. If the core mandate at this school is pastoral care, where do they gather evidence that informs their decisions if parents, caregivers and learners are not involved?

Activity 3.3.8: Enabling learner agency



Reading

Suggested answers

- 1. Compare Ms Solomons' and Ms Tshaka's approaches. Indicate the aspects of both teachers' approaches that you think would be "effective" and "not so effective" in empowering their learners. Explain your opinion.**

Ms Solomons leads and manages her class with "an iron fist". For Foundation Phase learners, a predominantly authoritative style of teacher leadership might not be good for creativity, play and participation, which are key ingredients of learning at this stage. In terms of preparing them for the Intermediate Phase, teaching learners how to follow instructions and do independent work is not altogether bad. The problem is that there appears to be an atmosphere of fear in this class.

Ms Solomons' teaching style does not allow for different learning styles and needs, and does not promote learner agency. Learners are not taught basic self-regulation strategies and that "doing the right thing is the right thing to do" rather than because they are afraid of someone in authority. She does not value and respect learner voice—her learners may not speak unless asked to. She also fails to recognise the important role that teacher collaboration plays in an inclusive school environment.

Ms Tshaka's class is described as a hive of activity. If this activity is governed by rules around which there are parameters with clearly defined consequences, then this is a good thing. Littering the class with literacy is generally good, especially if materials are centred around her pedagogical goals for the year. However, materials that are not relevant might just create a lot of clutter, which would do more harm than good.

It also appears that Ms Tshaka works collaboratively with her learners and a lot of negotiation happens. This a good approach as it instils ownership of, e.g. rules, and encourages learner agency. She encourages learner voice and knows her learners interests and background, e.g. they are allowed to choose from a wide range of activities.

2. What aspects of their approaches would you adopt and why?

The responses will vary. However, although participants may identify some elements of Ms Solomons' approach as "effective", Ms Tshaka's approach is much more in keeping with inclusive ideology and supports the diverse learning needs of her class.

Activity 3.3.9: Establishing collaborative partnerships with caregivers

Activity 3.3.11: Collaborative partnerships with community

Activity 3.3.12: Finding solutions to collaboration challenges



Writing

Suggested strategy

These three activities can be used for individual study. You could also assign them as pre-lecture activities.

Activity 3.3.10: Participation of external stakeholders



Writing

Suggested answers

1. Government departments and other external stakeholders involved in each priority area:

Social welfare services: Department of Social Development; Department of Education; Department of Health

Safety and protection: Safe Schools Programme; South African Police Service

Curriculum support: Department of Education Curriculum advisors

Material support: Department of Education; Publishers

Co-curricular support: Department of Sports and Recreation

Psychological support: Department of Social Welfare; Department of Basic Education; Department of Health

Infrastructure, water and sanitation: Department of Education; Department of Public Works

A rights-based and socially cohesive school: Department of Education; South African Human Rights Commission

Nutritional support: Department of Education; School Nutrition Programme; Department of Social Development

Health promotion: Department of Education; Department of Health; Department of Social Development

2. Identify the government departments and external stakeholders who would need to be involved in each of the following situations:

- **A learner needs glasses:** Social Development; Health; parents consulting private opticians
- **Some learners only get school meals. They are not being fed at home:** Department of Basic Education's School Nutrition Programme; Department of Social Development
- **The school has a major problem with bullying and hasn't been able to deal with it.** Department of Basic Education; Department of Social Development (social workers, psychologists)
- **The school has a problem with substance abuse:** Department of Social Development (social workers); South African Police Services (because there is a crime element in substance abuse)
- **Many learners have worms:** Department of Health (Public health division); Department of Basic Education
- **The school doesn't have access to safe, clean water:** Department of Education; Municipality and Local Government
- **The school does not have sporting facilities for learners in wheelchairs:** Department of Basic Education; Department of Sport and Recreation
- **Teachers at the school are struggling to implement inclusive pedagogy in their classrooms:** Department of Basic Education; Faculties/Schools of Education academic staff community engagement projects
- **A learner has been raped and is extremely traumatised by the experience:** Department of Social Development's Child Care and Protection Services; Department of Health; Department of Education

3. Choose three of the above situations and discuss:

- What challenges might the various stakeholders need to overcome in order to collaborate effectively?
- What solutions can you suggest?

There will be a variety of responses to Question 3. Participants can refer to Section 1.7 on creating an enabling environment for child-centred collaboration.

4.4 Unit 4: Inclusive Teaching and Learning

Unit 4.1: Inclusive Teaching and Learning: Understanding inclusive pedagogy

Learning outcomes: Activities 4.1.1–4.1.5

When participants have completed these activities they should be able to:

- Explain why all learners are capable of learning and how difficulties in learning are a dilemma in teaching rather than a problem within learners
- Demonstrate how replacing deterministic views of ability with transformative views enables quality teaching and learning for all

Activity 4.1.1: Think back to Unit 2



Reflection

Suggested strategy

This task is a good exercise for connecting with the concepts dealt with in previous units.

Suggest that all participants give some thought to the new journal entry and specifically reflect on how Unit 4 will make use of these concepts.

Activity 4.1.2: How can schools create an inclusive culture?



Writing

Suggested strategy

To do justice to this task, participants should first demonstrate their understanding of what culture means, especially with regard to the use of the term in Unit 4. There is a possibility that some participants' understanding of the term might differ from the way it is used in this unit.

Refer them back to definitions of culture in Unit 2.3 Section 1.6 and Unit 3.1 Section 1.1.

Activity 4.1.3: Explain Booth and Ainscow's three-dimensional model



Writing

Suggested strategy and answer

- Make participants aware of the fact that the differentiated presentation formats are there to allow them greater flexibility when completing the activity.
 - There is a strong connection between Unit 2 and the three dimensions of an inclusive school. At the base of the triangle is recognising and understanding learner diversity and seeing it as an asset rather than an obstacle (thereby creating an inclusive culture). Unit 2 also examines the role of policy in promoting inclusion, e.g. around gender diversity and language (producing inclusive policies). In addition, the unit examines and analyses a wide range of strategies that teachers can use to build classrooms that are inclusive of all learners (evolving inclusive practices).
-

Activity 4.1.4: The impact of teachers' expectations on learner achievement



Discussion

Suggested answers

Participants will be expressing personal opinions but correct answers should reflect the following ideas.

1. **How would you describe the teachers' expectations of 9A and 9E?**
Both teachers have very low expectations of 9E. Ms Esack has high expectations of 9A.
2. **What evidence are the teachers basing their expectations on? To what extent do you think these pieces of evidence are reliable as a way of predicting learners' academic achievement? Explain your reasoning, linking it to your learning from Unit 2.**

They are basing their expectations on preconceived perceptions of learner performance. They believe that the presence of learners who are labelled as "slow" or having "learning disabilities" holds back the progress of others. This is an unreliable way of predicting academic achievement because it does not take into account the different strengths, challenges and needs of learners. Their approach to the learners of 9E is dismissive and disrespectful. They display deterministic beliefs about these learners, i.e. they believe that their abilities are pre-set and won't change.

3. How do you think the expectations of these teachers about learner achievement will impact on the way they teach?

The teaching practice of both teachers could be seen as a barrier to learning. They view learner differences as an obstacle that gets in the way of learning and teaching rather than as a professional challenge. Labelling learners as inferior lowers learners' expectations of their own capabilities and leads to further marginalisation and exclusion. Self-reflection is also not part of their teaching practice so they are unlikely to change.

4. If Mr Majoro had high expectations of his learners, i.e. taught them in a way that they knew they were expected to do well, to what extent do you think it might change their results? Explain your reasoning.

It would make a big difference. Mr Majoro's high expectations would indicate respect and affirmation of individual learners' qualities and assets and help to create an enriching classroom environment. This would promote high expectations for all.

5. What do you think about Ms Esack's final comment about learners being held back by other "slower" learners? Where might this view have come from? From what you have learnt so far, would it be the view of a teacher who works inclusively? Explain the reasons for your answer.

The idea that intelligence and ability are fixed has its roots in "educational determinism". A teacher who teaches inclusively would not ascribe to this view. Inclusive teachers believe that everybody progresses at their own rate in different areas, depending on their unique combination of strengths. The teaching approach focuses on what learners **can** do, rather than what they **cannot** do.

Activity 4.1.5: Choosing transformative pedagogical strategies



Writing

Suggested strategies and answers

This case study can be done as a class activity or as a mini assessment task.

What information does Mr Singh use that leads him to choose these specific strategies for these learners? To what extent is he basing his planning on:

- What and how he is going to teach?
- Who he is going to teach?

Mr Singh's planning is, to a large extent, informed by what, how and who he is going to teach. For example, he chooses a strategy that will help to improve the vocabulary of the isiXhosa-speaking learners and keep them motivated. His use of a graphic organiser is a strategy tailored to the needs of the learner on the Autistic Spectrum Continuum.

It is important to remember that not all isiXhosa speakers and learners on the Autistic Spectrum Continuum will struggle with comprehension, or respond to the particular scaffolds or visual aids used in this case study. Children who seem to have the "same difference" often turn out to be totally different from each other, with different strengths, challenges and needs. They will therefore respond to different strategies. With this in mind, consider what information you need in order to make choices about which pedagogical strategies to use.

Anticipate various responses to this question. Answers should focus on the need for teachers to get to know their learners in order to understand their specific challenges and needs rather than assuming that "one size fits all".

Learning outcomes: Activities 4.2.1–4.2.41

When participants have completed these activities they should be able to:

- Apply inclusive teaching and learning strategies flexibly in lesson planning and delivery in their own context, demonstrating an understanding of a range of inclusive pedagogy strategies
- Reflect on the use of inclusive teaching and learning strategies in their own context and a range of other relevant school contexts

Activity 4.2.1: Five types of learning environment



Writing

Suggested strategy

This is another differentiated activity. Draw participants' attention to this. Find out from them what activities of this nature are teaching them about assessment.

Most of the responses are personal because of the open-ended nature of the task, so there are no suggested answers. However, participants should aim to create an orderly, enabling environment because it is the most conducive to inclusive education. Reasons given for their choices should reflect this.

Activity 4.2.2: Ubuntu values



Writing

Suggested strategy

Refer learners to the values of ubuntu discussed in Unit 1.3 Section 1.3: charity; sympathy; care; respect; consideration; kindness; social justice; righteousness; empathy for others; group solidarity; conformity; compassion; human dignity and humaneness; collective unity and solidarity; sharing; universal brotherhood; communalism; interdependence; hospitality; our sense of connectedness; our sense that my humanity is bound up in your humanity; humility; fraternity; mutuality. From this list, participants can choose values that they think would relate to those listed in Table 1.3.2.

Remind them that in Unit 1 the focus is on teachers and schools as enablers of inclusion. In Unit 4 we see similar values, e.g. caring, but the focus is on how teachers inculcate this value of care and caring in their learners.

Use the quote above the activity: "A value is a concept that we think is important or useful. Behaviours are the ways in which we put these values into action" to illustrate this point.

Activity 4.2.3: Values in an inclusive classroom community



Writing

Suggested strategy

Following the example shown in the table below, participants can complete the table using other values. Suggest that they first define each value and then provide a behaviour in action that matches the definition.

Value	Examples of what I can do in the classroom to model this value through my behaviour
Care	Demonstrate it in many ways, e.g. find out on a daily basis how your learners' day was; give positive feedback on any achievement no matter how small (think back to Rita Pierson's story in Unit 1.5).
Compassion	Learners make mistakes all the time. Start each day on a clean slate and do not give in to the temptation to continuously refer to their previous mistakes (Marshbank, 2017).

Activity 4.2.4: How you can build relationships with your learners



Writing

Suggested strategy and answers

A variety of good ideas and funny stories will surface during this activity. Invite participants to share their answers.

1. How can you find out what your learners are interested in?

There are many strategies that can be used. The key is for the strategy to be age and phase appropriate. For example, a Grade R teacher wants to find out what her learners' interests are. She tells her learners that they will be visiting one of three places of interest in Cape Town: Kirstenbosch Botanical Gardens, the Baxter Theatre and the Two Oceans Aquarium (it can be any place of interest that is known to learners in a particular city or province). She adds that in order to be included in the trip, all they have to do is say what their favourite thing to do is (i) at school and (ii) at home. Learners will, without a doubt, be eager to share with the teacher what they like doing in both contexts.

2. How can you encourage your learners to talk to you about what they are interested in?

In line with the example given above, the best way of getting learners to talk about what they are interested in is to ask questions that are relevant to their lives. Some learners are not verbally expressive and would prefer sharing or disclosing their interests in other formats. You might encourage free flow writing or digital expressions, e.g. taking photographs of their likes, labelling them and displaying them in class. The most important thing is to allow the sharing to happen through a format that learners are comfortable with. Social activities, music, role play, games, quizzes, etc. are also good strategies for encouraging learners to talk about themselves.

3. Sharing some aspects of your life reminds learners that you are human too. What would you be happy to share about your own life? For example, think of a hilarious and/or embarrassing story about yourself that you would be happy to share with your learners. Think of an inspirational story from your life that you think learners would find helpful and you could share.

Get participants to think of stories that would work for their particular age group/phase.

4. What “crazy things” could you do with learners? Have an “odd socks” or a “funny hat” day? Show them a new game in the play area together at break time? Whatever you do, remember to follow the school policies so that everyone stays safe and healthy.

Learners love fun. Research has proven countless times that learning and engagement happen best when fun is involved. Check the url below for a range of “crazy” things that learners recall their teachers doing that really engaged them.

https://www.boredpanda.com/funny-teachers-teaching-wins-students/?utm_source=google&utm_medium=organic&utm_campaign=organic

5. Think of three ways you could incorporate learners’ interests into your teaching.

Some ideas are:

- (i) Using music as a resource
- (ii) Making use of technology
- (iii) Using multiple resources, e.g. when using technology, a range of resources can be used in one class: powerpoint slides, Internet, videos, etc.

6. Do you think it’s important to apologise to a child if you “mess up”? How would you go about this? Can you think of more ways you could build relationships with your learners?

Most participants would think that it is important to apologise to a child if you “mess up”. Ideas about how to do this will vary.

Activity 4.2.5: Putting values into action in the classroom



Writing

Suggested strategy

Following the example shown in the table below, participants can complete the table using other values. Suggest that they first define each value and then provide a behaviour in action that matches the definition.

Value	Examples of behaviours related to the value	Examples of behaviours as actions in the classroom
Safety —physical and emotional	Respecting personal space	Keep your hands, arms, legs and feet to yourself, even when you are angry or frustrated
Empathy —putting myself in others shoes	Respecting and acknowledging other people’s opinions even if you do not agree with them	Give each person the opportunity to voice their opinions (with respect) even if you know you come from two different reference points.

Activity 4.2.6: Design your classroom



Writing

Suggested strategy

There are many online resources on how to design a classroom space with a particular grade/phase (e.g. Grade R) or issue (e.g. a large class) in mind. Below are a few websites you could visit for a variety of tips.

Also encourage participants to explore the links provided in the participant guide.

<https://www.educanda.co.za/documents/Grade%20R%20Classroom%20Layout.pdf>

https://archive.org/details/ERIC_ED448982

Activity 4.2.7: Explain layout choices



Writing

Suggested answers

Expect a variety of responses. Valid responses should link a layout choice to a particular need or characteristic. For example, the layout might be influenced by:

- (i) The multigrade nature of a classroom
- (ii) The challenges of fitting a large number of learners into a space that is too small
- (iii) The phase and/or subject area

Taking these constraints into account, designs should try to promote and support learning activities that are relevant at a particular stage of development or school phase.

Activity 4.2.8: Why punishment is not effective



Reading

Suggested strategy

Assign the articles used in this activity as essential reading prior to embarking on the section on positive discipline.

Activity 4.2.9: Draw up norms for your grade



Writing

Suggested strategy

Make this a compulsory activity. The participants could do it in grade-specific groups.

Activity 4.2.10: How to promote a positive behaviour environment



Reading

Activity 4.2.11: Draw up a contract



Writing

Suggested strategy

Instructions for these activities are fairly simple. Point out the “don’t’s” that participants should steer clear of. Get them to write up their positive discipline strategies in their journals.

Activity 4.2.12: The importance of affirming diversity



Audio Visual

Suggested answers and strategy

Examples of noted behaviours:

The main message from the one-minute clip is that a spectrum of micro-behaviours (microaggressions and microaffirmations) make a big difference to how people (learners) develop and learn.

Microaggressions: identity-based assumptions, favouritism, dismissive body language, unaccommodating rules, insensitive questions, not learning names

Microaffirmations: cultural acknowledgement, eye contact, equal attention, wide-ranging praise, inclusive language, enthusiasm, approachability

Revisiting identity-based assumptions:

There will be a variety of responses. There is a possibility that even towards the end of the programme some participants might not be comfortable with acknowledging “what used to be their assumptions” (assuming that at this stage many have shed these assumptions because of what they have learnt during the course of the programme). Encourage them to reflect on these assumptions or the changes they have experienced in their journals.

Additional affirming behaviours:

Equal attention; eye contact; enthusiasm

How these behaviours, through the handshakes, affirm learners' diversity in his classroom:

These are personalised "handshakes" which speak to the teacher's acknowledgement of the individuality of each learner. Each learner most probably feels valued as an individual. There is a possibility the learners have taught the teacher a form of greeting they prefer. That the teacher went out of his way to learn these complicated handshakes is proof of how much he values each learner and celebrates their individuality. There is also a possibility that each greeting is linked to the learners' cultural background. By adopting it the teacher also affirms cultural diversity in his class.

Activity 4.2.13: Affirming diversity by linking IKS to curriculum content



Writing

This activity is very subject- and grade-specific and will therefore yield a variety of responses. Point out that the reference to page 101 refers to the reading that the activity is based on.

Activity 4.2.14: Think about teacher talk



Reflection

This activity is for participants' journals. Remind them of the importance of continued reflection and refer to the activity as this section is being concluded.

Activity 4.2.15: Observe scaffolding in action



Audio Visual

Suggested strategy

A wide range of effective scaffolding strategies are shown in both films. Ask the participants to identify strategies that are not listed.

Before participants pick their strategies, pick one strategy yourself that might not work in the context of a specific subject. Give reasons for this.

Ask them to identify scaffolding strategies that you use with them and get them to explain what they think informs your choice of those strategies.

Activity 4.2.16: What does differentiated teaching and learning mean for you?



Reflection

Suggested strategy

It might be beneficial for participants to reflect on these questions prior to watching the videos in Activity 4.2.15 above. Pre-video reflection will allow for thinking that has not been influenced by the videos or lecturing. In this way, use of prior learning as a scaffolding strategy will be helpful when participants are completing Activity 4.2.15.

Activity 4.2.17: Analyse Mr Singh's differentiation strategies



Writing

Suggested answers

1. Consider the differentiation strategies used by Mr Singh by answering the following questions about his learners:

- What would their learning goals be?

Their learning goals would be to read the story and demonstrate understanding of it.

- How did Mr Singh make sure they understood the content?

He placed the topic of story in context through a discussion. He gave learners a brief outline of the plot and the main characters. He explained the meaning of some of the new vocabulary.

- What did he do to engage them in the process of learning?

He used a graphic organiser to outline the plot and main characters. When explaining the new vocabulary he put words on the board with a picture next to each word.

2. Can you draw out any learning from this exercise that might impact on the way you plan goals, to ensure understanding and ways of engaging your learners?

Responses will vary according to the phase and subject. The main point here is that Mr Singh's strategies are based on sound knowledge of the needs and challenges of the different learners in his class.

Activity 4.2.18: Varying the content

Activity 4.2.19: Introducing a skill or concept

Activity 4.2.20: Other ways to introduce a skill or concept

Activity 4.2.21: Create a choice board



Writing

There are no answer suggestions for these four activities because they require participants' individual attention, based on the grades and subjects they will be teaching.

Activity 4.2.22: Apply dimensions of differentiation



Writing

Suggested answers

Strategy	Dimension/s
1. Place a learner who is visually impaired close to the teacher's desk, where they can easily see the teacher and the board.	Environment
2. Present information visually and aurally, as well as verbally.	Process
3. Get to know your learners: find out their interests, observe behaviour, reflect on emotional needs, and listen when they are talking to you. Keep an Observation Book to record formal and informal observations.	Process
4. Separate the learner from others with similar problematic behaviour.	Environment Process
5. Get learners to work in small, mixed-level groups to allow them to benefit from peer support and tutoring opportunities. Change the groups regularly.	Process
6. Use activity-based lessons, games, simulations, role-plays to facilitate participation by all learners.	Process
7. Don't rush a learner to prevent others from getting bored. Give additional work to faster learners or get them to coach others.	Process Content
8. As far as possible, prevent loud noises during class time. For example, glue cardboard or carpet pieces under chair legs or get an old carpet for the floor.	Environment
9. Draw up a classroom code that defines how learners should respect each other and the classroom space. Let every learner contribute to and sign the code. Display it in the classroom.	Process Environment Content
10. Set tasks that allow learners to express their understanding in ways other than writing, such as telling a story; performing a song, poem or dance; making a model; drawing a poster, cartoon, timeline or graph.	Product
11. Be alert to "performance anxiety"; focus the learner on a less threatening aspect of the activity.	Process Content
12. Provide a suggestion box in your classroom. Let learners know that they can submit names of bullies and their victims anonymously.	Environment Process
13. Provide clear visual stimuli such as posters, pictures and maps, positioned carefully according to the lesson.	Content
14. Keep your voice clear (not loud or strident) and your manner as calm as possible.	Environment
15. Praise learners for effort spent on the process during activities rather than just reserving praise for good end products.	Process
16. Set aside a space such as a reading and resources corner that could be used for one-on-one time with a teacher/assistant, or for independent work.	Environment

Strategy		Dimension/s
17.	Vary the level of tasks, from simple to more complex.	Content
18.	Encourage learners to protect other learners from bullying, and to report bullying.	Process Environment
19.	If a learner points out that you have made a mistake, thank them for the correction.	Process Environment
20.	Praise caring behaviour in your class and let your own behaviour set the standard.	Process Environment
21.	Let learners know clearly in advance what outcomes they should achieve in an activity. Then offer clear, detailed instructions in stages throughout the task.	Product Process
22.	Find each learner's strengths and build on these. Let learners who face barriers use their strengths to give support to other learners.	Process Content
23.	Encourage learners to ask, not only answer, questions. If you can't answer their questions, be ready to help them find the answers.	Process Environment
24.	Apply the same rules regarding behaviour to all—don't let learners do as they please just because they face barriers.	Content Process Environment
25.	Be ready to acknowledge that a learner is genuinely bored, and take it as a learning and teaching problem to solve rather than a behaviour issue.	Process Environment

Activity 4.2.23: Watch a differentiated lesson



Audio Visual

Suggested strategy

Ask the participants to add anything else that they saw and heard which they think could have been included in the list of differentiated lesson planning features.

Activity 4.2.24: Looking at progression in the curriculum



Writing

Suggested answers

1. How does the content differ from grade to grade?

The level of complexity increases.

2. Information on what learners should know by the end of Grade 3 has also been included in this table. Do you think it's important for teachers to know this? Give reasons for your answer.

Yes it is important. It provides teachers with indicators of what learners should know by the time they progress from Foundation to Intermediate Phase. Baseline testing that occurs at the beginning of Intermediate Phase will establish if learners have this gateway mathematical knowledge into the phase and indicate what areas teachers need to backtrack on in order to bring learners up to the expected level of mathematical knowledge.

3. Do you think knowing how learning progresses from grade to grade can help you to plan a multi-level lesson? Why or why not? Explain your answer.

In line with the answer given in 2 above, this is absolutely necessary. In any classroom situation there will always be individual differences in terms of learners who perform at average grade level, or below or above what is expected. The lessons should therefore target these levels at times to backtrack or fast-track, depending on what the baseline tests reveal.

Activity 4.2.25: Evaluate Bloom's taxonomy



Writing

Suggested answers

1. Why do you think only Bloom's cognitive framework is used in education today?

One reason could be that the framework suggests hierarchical levels of knowledge that assessment should target.

2. Do you think the affective and sensory frameworks would be useful in an inclusive learning environment? Explain your answer.

Yes they will be. Inclusive education supports and acknowledges learner differences and these differences transcend cognitive skills as they include the affective and sensory dimensions. Participants will need to provide specific examples that are subject or content related.

3. What could be the advantages and limitations of using this taxonomy in an inclusive learning environment?

While the framework is a useful tool that guides assessment, adopting it inflexibly could mean ignoring the fact of learner differences. For example, while some learners might not excel in responding to certain kinds of questions, this would not necessarily apply to the whole range suggested by Bloom's framework. As pointed out by Case (2001) the outcomes in the framework do not necessarily imply prerequisites for the next level. Just because a learner has not done well in the knowledge band in terms of remembering some facts does not mean the learner will not accomplish an evaluative task on the same topic.

4. Suggest ways in which you can overcome the limitations in setting tasks for your learners. Give examples.

The example given in Case's critique of current misconceptions of Bloom's taxonomy, where teachers asked learners lower order questions only because of a claim that learners could not produce higher order thinking, could be a good one. Case goes on to provide easy and demanding versions of the same question, both of which require learners to demonstrate higher order thinking outcomes. Advise your participants to follow this example while constructing questions in different subjects.

Activity 4.2.26: Using Bloom's taxonomy to differentiate tasks



Writing

Suggested answers and strategy

Make participants aware that the taxonomy is used widely in higher education. Show them the example below or any example of your choice.

B Ed IP and FP1	Subject: Inclusive education	Topic: Learner diversity
------------------------	-------------------------------------	---------------------------------

LEVEL 1: REMEMBER (knowing isolated information)

know, list, recall, repeat, record, define, locate, memorise, restate, identify

Task:

List four examples of barriers to learning.

LEVEL 2: UNDERSTAND (understanding/making connections)

discuss, describe, explain, match, find, reword, review, translate, express, report

Task:

Explain how teachers influenced by (i) the medical and (ii) social model could respond to any two of the barriers to learning.

LEVEL 3: APPLY (using the knowledge in a variety of ways)

display, simulate, apply, demonstrate, practise, compute, present, sketch, use

Task:

Drawing on your knowledge of the social model, demonstrate how you would accommodate 14-year-old Tom after his parents recently informed you that he is short-sighted but they do not have enough money to get him spectacles.

LEVEL 4: ANALYSE (comparing and contrasting information)

analyse, compare, contrast, probe, inquire, investigate, classify, organise, examine, dissect

Task:

Compare and contrast special educational needs and barriers to learning.

LEVEL 5: EVALUATE (expressing personal values)

judge, infer, evaluate, advise, conclude, consider, determine, recommend

Task:

With a particular classroom in mind, determine ways in which classroom environments can create further barriers to learning for learners who are (i) learning through L2 and (ii) those with sensory difficulties.

LEVEL 6: CREATE (developing new information)

compose, invent, develop, construct, create, hypothesise, predict, speculate, role-play, generalise

Task:

Using the barriers to learning you outlined above, develop one possible solution that teachers in similar circumstances can follow.

Activity 4.2.27: Evaluate Mr Ntini's lesson



Writing

Suggested answers

Look at Mr Ntini's lesson, and consider:

1. Has he used Bloom's taxonomy effectively to engage all the learners in his class at all levels of thinking?
Explain your answer.
Yes he has: the questions he asks his learners are aligned to Bloom's levels.
2. What suggestions would you make to Mr Ntini on how he could make this lesson even more inclusive?
 - (i) Instead of asking Tier 1 learners predominantly knowledge questions (2 of the 3), I would suggest that he staggers the questions across three levels using more accessible language in the questions. By not including a balance between lower order and higher order questions; he is making the usual mistake of labelling learners experiencing difficulties, which does not acknowledge the possibility that learners can improve their thinking capabilities.
 - (ii) Using the example in Case's article, ask participants to develop easy and demanding higher order questions for the three tiers in Mr Ntini's class.

Activity 4.2.28: Peer-to-peer learning strategies



Audio Visual

Suggested answers

1. Why do you think peer-to-peer learning can be effective?
One of the best ways of learning is to teach something to someone else. This thinking correlates with the constructivist view about the value of peer mediation (Khanahmadi & Sarkhosh, 2018).
2. What do you understand by the three strategies that were explained:
 - Think-Pair-Share
 - Three Before Me
 - Jigsaw grouping

These question require a personal response from each participant. If the activity is used during lecture time, probe for understanding and ask participants to provide examples related to the subjects and grades they will be teaching.

Activity 4.2.29: Using cooperative learning strategies



Writing

Suggested answers and strategy

This activity may be assigned as a small assessment task.

Go back to Mr Ntini’s reading lesson in Activity 4.2.27. Which of these cooperative learning strategies do you think would have suited that particular class best?

Mr Ntini used ability grouping. For promoting social cohesion and other values of inclusion the best option would be any form of heterogeneous grouping. A heterogeneous group consists of “not same-level but mixed-level groups. This means a small group of learners at different levels of learning, who bring different skills to the group”. Participants will link their response to the follow-up question by arguing for the most suitable strategy in terms of Mr Ntini’s class.

What are the reasons for your thinking?

Of these strategies, which one would you feel most confident to try in your context? Design an activity that uses this strategy.

This is another open-ended task that will yield a variety of responses.

Activity 4.2.30: Using a multi-sensory approach



Writing

Suggested answers

1. What different modes did the learners use in Ms Sigida’s lesson?
Speech, audio, text, movement, tactile
 2. Identify the different senses that could be used in each of the activities on the choice board.
Touch, sight and hearing
 3. In what ways do you think these choices allow children with different ways of learning to be engaged in the learning process?
 - (i) Because the choices are so varied they will appeal to individual differences and preferences.
 - (ii) There is flexibility in what learners can produce. In this way creativity is supported and there are no restrictions in terms of what is correct or incorrect. There is also the implication that whatever learners produce will be appreciated as long as they can explain their choices.
-

Activity 4.2.31: Using mobile phones to encourage reading



Reading

Suggested answers

1. Why do you think fundza.mobi has gained such popularity with young readers?
It provides them with “exciting local content that reflects the lives and issues that many young people face”.

2. What differentiation strategies did the facilitator use and how effective were they?

The facilitator:

- (i) Encouraged the use of technology—participants could choose to read the story on their phones
- (ii) Encouraged participants to read aloud and dramatise the action
- (iii) Engaged participants' interest by asking for their opinions about what was happening in the story and getting them to predict what would happen next.

Judging from participants' responses, both verbal and non-verbal, during and at the end of the lesson, her differentiation strategies were very effective, e.g. a collective intake of breath at an exciting moment story, and the comment at the end: "Ms, can't we have FunDza all day?"

3. Think of ways in which schools without electricity could access the site.

To explore possibilities, refer participants to the website <https://www.ictworks.org/>

and read the article by Jim Teicher titled "Is High Impact Digital Learning Possible in Schools without Electricity?" <https://www.ictworks.org/is-high-impact-digital-learning-possible-in-schools-without-electricity/>

Activity 4.2.32: Find out about open source material for teachers



Writing

Suggested strategy

Assign this as individual task. Also ask participants to include their own experiences with open source materials. You could refer to the Teaching for All programme as an example of open source materials that all your participants are familiar with.

Activity 4.2.33: Different approaches to assessment



Writing

Suggested answers

What is the difference between assessment for learning and assessment of learning? Write a definition for each in the boxes below.

- **Assessment for learning:** Is a collaborative process between the teacher and the learners. It involves the learner in identifying what they already know, and enables them to take an active part in assessing their progress and what they still need to do, so that they may improve against their own goals and not against the results of others.
- **Assessment of learning:** Is the traditional way of testing a learner's knowledge. It involves an assessment, usually by the teacher, of what the learner has learnt so far. It occurs at the end of the learning programme, week, term, year ... It is summative, which means the learner's mark is taken as an evaluation of their learning.

Activity 4.2.34: Evaluate assessment practices



Writing

Suggested strategy

This activity can also be incorporated in participants' ongoing reflections. How will they do things differently now that they know the difference between assessment for, and of learning?

Activity 4.2.35: Analyse assessment practices in your context



Discussion

Suggested strategy

Individual experiences will arise from this question. Ask participants to explain themselves in relation to definitions given about assessment for, and of learning.

Activity 4.2.36: Assessing learner qualities



Writing

This activity can be linked to the discussion about Bloom's affective taxonomy in Activity 4.2.20. It is important for teachers to be aware of qualities in their learners that cannot be quantified, and find ways to acknowledge and encourage learners' emotional intelligence.

Activity 4.2.37: Differentiating by varying the process



Writing

Suggested strategy

The second part of this activity assumes that participants have been exposed to rubric design. You might have to incorporate this aspect of assessment in this section. Make participants aware of two broad categories of rubrics (holistic and analytic). Draw their attention to similarities and differences between the two. There are many articles and books written on rubric design which are easily available online. You may find the one in the URL below useful.

<http://www.mdc.edu/sailearn/documents/4.1%20Rubric%20Workshop%20Handout-Mary%20Allen.pdf>

Activity 4.2.38: Design a multi-level assessment task



Writing

Suggested strategy

This activity brings together everything that participants have learnt about in this section. You could use it to assess their understanding of what they have learnt.

Activity 4.2.39: Think about lesson planning



Reflection

Remind participants that their journal reflections should not be limited to the questions asked in the activity.

Activity 4.2.40: Write a lesson outcome



Writing

Suggested strategy

Participants could write a lesson outcome for the multi-level assessment task they designed in Activity 4.2.38.

Activity 4.2.41: Evaluate Mrs Khumalo's lesson plan



Writing

Suggested answers and strategy

Strategies Ms Khumalo is using to respond to the learning of all learners:

- (i) Familiarising herself with the strengths and needs of all her learners
- (ii) Providing emotional support
- (iii) Close supervision of some learners during group work
- (iv) Stimulating and providing learners demonstrating above class average liking, curiosity and motivation in maths with a more enriching and expanded curriculum
- (v) Providing one-to-one attention to learners who need it, e.g. those who are below grade level in the subject

Ask the participants to study the lesson prior to the session and:

- (i) Identify the strengths and limitations of the lesson
- (ii) Suggest strategies that would ensure all learners are fully included

5 Suggested assessment tasks

At the end of each unit are one or more suggested assessment tasks, which require that participants apply what they have learnt during the unit, drawing on all the activities that they have done. You need to inform them about the assessment criteria and mark allocation for the tasks.

5.1 Unit 1: Inclusive Education



Assessment 1

Read and complete the task below.

Critically discuss:

- The development of inclusive education policies, laws and conventions, internationally and in South Africa
- The principles and values of ubuntu and human rights in relation to inclusive education
- How the theories and models of inclusive education embrace the learner as important and able to reach their full potential within the South African context

Consider, for example:

- How useful you think each of these areas to inclusive education in South Africa, explaining your thinking in detail
- How relevant you think these areas are to a variety of school contexts in South Africa (rural, urban, peri-urban, informal, mainstream, full-service, special, academic, technical)

To help you plan your response, you may find it useful to refer back to the notes and reflections you have made in your journal as you have progressed through the unit.

Show your own, original thinking in your response, as well as making reference to the unit content and the key readings.

Alignment of the assessment with learning objectives

The assessment format should be aligned with the course learning objectives which are stipulated in your institution's subject guide and learning objectives in the Teaching for All units.

Assessment execution options

The assessment can be tackled as:

1. Three separate essay questions
2. Presentation topics either in groups or individually depending on the size of your class
3. A big project executed in different formats that considers all the issues as one task. Options for the execution format of the project can be:
 - a. A digital story project addressing all three questions
 - b. A research essay

Content to be assessed

The three options are suggested as an inclusive and flexible approach to assessment. The options support the philosophy of inclusion of all learners that Teaching for All seeks to mediate. It is important for participants to demonstrate a balanced and informed understanding of key issues around:

- The development of inclusive education policies, laws and conventions, internationally and in South Africa
- The principles and values of ubuntu and human rights in relation to inclusive education
- How the theories and models of inclusive education embrace the learner as important and able to reach their full potential within the South African context

Critically discuss the development of inclusive education policies, laws and conventions, internationally and in South Africa.

A good response will include the following:

1. An introduction that provides an organising pattern that guides the reader, listener or viewer (depending on the presentation format)
2. The body of the essay/presentation/project should provide an outline of the historical landscape that seeks to demonstrate:
 - The state of affairs in South Africa before the changes that came with 1994 democratic elections
 - Trends regarding the development of inclusive education in SA and internationally
 - How international trends influenced policies and laws:
 - International developments that should be referred to will include the 1994 Education for All conference in Salamanca and the ensuing Salamanca Statement
 - How inclusive education was understood and catered for before 1994 in South Africa and how this understanding is expressed in policy concerns over time. Around this point participants should demonstrate awareness of changes in terminology and processes e.g. special needs; mainstreaming
3. A conclusion that pulls various issues discussed in the essay with a bold statement or thesis pertaining to the topic

Critically discuss the principles and values of ubuntu and human rights in relation to inclusive education:

1. An introduction, which should provide an organising pattern that guides the reader, listener or viewer (depending on the presentation format). Key considerations that should be presented are (i) the aim/s of the task and (ii) how the participant set out to achieve the aim/s
2. The body of the text should demonstrate a participant's understanding of values that inform inclusive teaching, i.e. ubuntu and human rights values, which are central concepts in Unit 1. Content will consider the following:
 - Why IE requires understanding of a certain value system, with reference to Schwartz's 10 basic values
 - What value systems teachers should be aware of (ubuntu, constitutional and personal)
 - A good response will point to contestations that might from time to time bring these values into dispute
 - The place of ubuntu and human rights values in education:
 - What does education, a classroom and a school informed by ubuntu and human rights values look like?
 - A critical analysis of teacher action in engendering ubuntu and human rights values in education
3. A succinct conclusion that pulls together the main points discussed; in the conclusion a participant will make a bold statement about their position in relation to ubuntu and human rights values

How the theories and models of inclusive education embrace the learner as important and able to reach their full potential within the South African context.

A good response will consider the following points:

1. Introduction: should provide an organising pattern that guides the reader, listener or viewer (all depending on the presentation format). Key considerations the introduction should include are (a) the aim/s of the task and (b) how the participant sets out to achieve the aim/s.

2. Body/Discussion: should build on the organisational pattern outlined in the introduction; the body of the assignment will have sections that demonstrate:
 - Understanding of purpose of and differences between theories and models (generally). An explanation of what theories and models are will lead to specific theories and models in inclusive education.
 - How do theories and models influence a teacher's work with learners?
 - What key contextual factors related to South Africa inform how teachers work with theory?
3. Conclusion: should pull together all the discussion ideas and point towards a clear position taken by the writer.

Method of assessment

Analytic as opposed to holistic rubrics are the best guiding tools for critical discussions. Analytic rubrics provide participants with adequate information on areas of concern that a task should address. Even though they take a long time to develop, once formulated they provide participants with the best indicators of areas that require attention. Below is an example of such a rubric. One of the suggested topics from the critical discussion has been used to populate the tool.

Points key for analytic rubric

Excellent	15 – 11.5	10 – 7.5	5
Good	11 – 9	7 – 6	4
Fair	8 – 7.5	5.5 – 5	3 – 2.5
Developing	7 – 0	4.5 – 0	2 – 0

Analytic rubric: Critically discuss the development of inclusive education policies, laws and conventions, internationally and in South Africa

CRITERION	Excellent	Good	Fair	Developing
Introduction (15) (i) Sufficient (ii) Clear (iii) Orients reader/ listener/audience with a guiding pattern	All the required content for the introduction is present e.g. (i) The discussion topic is clearly and sufficiently introduced (ii) Aim is stated (iii) Provides clarity on how aim will be achieved (orients reader)	Three of the content points are present but the expression of some is not explicit	The topic is introduced but the aim of the task is not clear	The topic is mentioned but the aim and how it will be achieved are not addressed
Content/Discussion (45) (i) IE pre-democracy in SA (15) (ii) Local and international trends in the development of IE (15) (iii) The interaction between IE trends, policy and laws (15)	(i) IE pre-democracy: critically outlines system inequalities in mainstream and special education (ii) Critically examines IE developments over time nationally and beyond (iii) Critically demonstrates how contextual realities influence policy and vice versa	Most of the content is critically addressed but the essay does not outline the interaction between policies, trends and laws	The essay is mostly descriptive. Tensions that gave rise to trends and policy are not critically examined	Although there is an attempt at addressing the required content, the discussion is only focussed on one discussion point and has left out the rest of the required content

CRITERION	Excellent	Good	Fair	Developing
<p>Flow (20)</p> <p>(i) Coherent and smooth (5)</p> <p>(ii) relevant transitions used (5)</p> <p>(iii) The organisational pattern guides the essay (5)</p> <p>(iv) Clarity of writing (5)</p>	<p>(i) Essay/discussion flows smoothly</p> <p>(ii) Transitions from one point to the next tie sections together, as well as adjacent paragraphs</p> <p>(iii) Organisational pattern from the introduction guides the discussion</p> <p>(iv) Writing is crisp and clear</p>	<p>(i) Essay/discussion flows smoothly</p> <p>(ii) Appropriate transitions are not always used to tie sections and paragraphs</p> <p>(iii) One or more section guides from the introduction are not followed through</p> <p>(iv) writing is clear</p>	<p>(i) Essay does not always flow smoothly</p> <p>(ii) Some sections are not coherent</p> <p>(iii) Only half of what was promised in the introduction is delivered in the discussion</p> <p>(iv) Sometimes intended message is not clear</p>	<p>(i) Overall the essay/discussion requires revision around:</p> <p>a) flow</p> <p>b) transitioning</p> <p>c) alignment with the organisational pattern</p> <p>(ii) Meaning is largely unclear</p>
<p>Conclusion (10)</p>	<p>(i) Draws succinct and precise conclusions based on the discussion content</p> <p>(ii) The conclusion states the thesis of the presentation</p>	<p>(i) Conclusion states the thesis</p> <p>(ii) Conclusion is clear but needs to be tightly linked to the content</p>	<p>Areas of the conclusion need to be linked to content</p>	<p>The conclusion repeats ideas from the discussion. There is a need to bring the ideas together to present a clear concluding thesis</p>
<p>Referencing (10)</p>	<p>(i) The discussion is a combination of both personal experiences and information from literature</p> <p>(ii) All citations are included in text</p> <p>(iii) References match the citations, and referencing format was correct</p>	<p>(i) The discussion is a combination of both personal experiences and information from literature</p> <p>(ii) All citations are included in text</p> <p>(iii) Some of the references are missing or not in the correct format</p>	<p>(i) The discussion is a combination of both personal experiences and information from literature</p> <p>(ii) Some of citations are not included in text</p> <p>(iii) Most of the references are missing or not in the correct format</p>	<p>(i) There is some attempt to reference as required</p> <p>(ii) The discussion is mostly a description of personal experiences</p> <p>(iii) where citations are used in text, most of the references are missing or not in the correct format</p>



Assessment 2

Read the following case study and complete the task below it.

CASE STUDY

Naledi is a newly qualified Senior Phase and FET teacher at Diqhobong High school. She is the youngest in both age and experience at the school and these two realities somehow make her feel insecure. But she is enthusiastic about teaching, and has lots of ideas she would like to try.

As an “insider-outsider” at Diqhobong she feels there are a lot of things that need to be reconsidered. There are many learners that she has learnt are struggling with reading and writing skills across Grades 8–12. She has started getting good results with some of these struggling learners in her classes by putting into practice some of what she has learnt through her module on inclusive education. She knows she still has a lot to learn, but she has been pleasantly surprised at the positive effects of:

- Making sure the content of the lessons is relevant to the learners
- Having high expectations of everyone in the classroom
- Creating an atmosphere of respect and dignity in her classroom where disrespect and “put downs” are openly addressed with the learners concerned
- Encouraging her learners to take ownership of their learning, i.e. increasing their learner agency
- Really listening to her learners to understand their experiences and needs

- Responding to their needs as best she can, and getting support from colleagues when she can’t

Naledi discovers that her colleagues believe that anything that has to do with inclusive education (which they understand as special education at Diqhobong) is seen as a primary school matter or something that should be left to special schools. For example, there is no school-based support team, even though the policy says there needs to be one. She has noticed that at Diqhobong some of the issues highlighted in her Inclusive Education module—in particular an inaccessible curriculum, low expectations, lack of opportunity for learner voice, and bullying of learners who are seen as “different”—are “taken for granted” occurrences. Some are just accepted as “normal”, some are so embedded in the culture that no one is thinking about them, and some are obvious issues that are not being addressed.

Naledi decides she would like to share some ideas about inclusive education with her colleagues. She discusses the idea with her HOD, who is enthusiastic and supportive. The school holds fortnightly staff “bonding sessions”. Naledi volunteers to share information about barriers to learning and participation for high school learners, and some of the things she is doing that seem to be increasing learner achievement and well-being in her classroom.

Your assessment task

Imagine that you are Naledi. Use the material from the unit to develop aims and a plan for her presentation.

You can present your plan in any way that makes sense to you. It could, for example, be a mind map, a written document, a series of posters, a PowerPoint presentation, or an audio or video recording.

Your plan will work successfully if it:

- Shows your thinking clearly: anyone else looking at your plan should be able to follow it
- Presents key values, theories, models and concepts you think are particularly important for your colleagues
- Shows the key issues for each idea that you present
- Shows how the ideas are related to each other
- Shares what you have done to make a difference in your classroom, and any future plans you have
- Suggests some ways forward for teachers and for the school as a whole

Method of assessment

You can use either an analytic or a holistic rubric to assess this task. See examples below.

UNIT 1 Assessment 2: Holistic rubric

Criterion	Excellent 5	Justification for chosen points of excellence	Good 4	Fair 3	Developing 2-0
1. Presentation cover page					
2. Introduction and overview					
3. Discussion					
4. Conclusion					

Points key for analytic rubric

Excellent	15 – 11.5	10 – 7.5	5
Good	11 – 9	7 – 6	4
Fair	8 – 7.5	5.5 – 5	3 – 2.5
Developing	7 – 0	4.5 – 0	2 – 0

UNIT 1 Assessment 2: Analytic rubric

CRITERION	Excellent	Good	Fair	Developing
1. Presentation plan (5) (i) Clarity and aesthetics	(i) Presentation format is beautifully designed and easy to read	(i) Although format of presentation plan is clear, e.g. a mind map, the conventions of the format are not consistently adhered to	(i) The format is pleasing to the eye but requires clarification	The presentation format requires overall improvement on clarity and aesthetics
2. Content (30) (i) Key values, theories, models and concepts (5) (ii) (a) Key issues per idea (b) coherence between ideas (c) sharing of efforts and future plans (15) (iii) Suggestions to teachers (10)	(i) Presents key values, theories, models and concepts you think are particularly important for your colleagues: (ii) (a) Shows the key issues for each idea (b) Shows how the ideas are related to each other (c) Shares what you have done to make a difference in your classroom, and your future plans (iii) Suggests 4 ways forward for teachers and school as a whole	(i) Key values and theories are presented but some details are missing (ii) The presentation covers two of the expected key issues (iii) 2-3 suggestions on the way forward made	(i) The presentation covers either values or theories but not both as required (ii) Only half of the key issues or ideas have been expanded on (iii) Two suggestions are offered instead of four	(i) More than half of the crucial content for the presentation is missing (examples are values, theories, models) (ii) Less than half of the key issues have been expanded on (iii) One or no suggestions are made for ways forward for teachers and the school as a whole

CRITERION	Excellent	Good	Fair	Developing
3. Flow (5) (i) Coherence (ii) Transitioning	Coherent and transitions well between proposed ideas	Coherent but needs to address transitioning in some sections	Issues with organisation and presentation of ideas need to be addressed in order to improve coherence	Notable attempt but there is room for improvement, e.g. there is a need to attend to how ideas link
4. Conclusion (5) (i) Succinct and precise (ii) Linked to the presentation	Makes succinct and precise conclusions based on the presentation content. The conclusion clarifies the thesis of the presentation	Conclusion clarifies the thesis but needs to be more tightly linked to the content	The conclusion and thesis need to be linked to content	The conclusion repeats ideas in the presentation. There is a need to bring the ideas together to present a clear concluding thesis
5. Referencing (5) (i) References relevant to the topic (ii) In-text references and reference list	(i) The presentation is a combination of both practical situations and information from literature (ii) All necessary citations are included (iii) References match the citations, and all were encoded in the referencing format recommended by the institution	(i) Citations within the presentation and corresponding reference list are presented (ii) Some referencing formatting issues need to be addressed	(i) Some citations are missing (ii) Referencing is not consistent with the recommended format	Citations for statements included in the presentations are not present, or references which are included are not found in the text

5.2 Unit 2: Learner Diversity



Assessment 1

Visit the Thornwood School website (<http://thornwood.peelschools.org/Dual/>) referred to earlier in the language, culture and learning section of this unit and study the school's approach to language and multilingualism. Now imagine you are starting a school like Thornwood in South Africa.

Develop a carefully-thought-through language policy and plan for your school. You should explain why you are making this policy and what theories or research evidence underpin this.

The references and resources that follow will help with this.

Guidelines for developing a school language policy

1. Philosophy behind the policy:

- Where is the school located (suburb/village/township/city/town/province etc), e.g. Unity High School is one of the oldest high schools in Cape Town. Because of its links with one of the churches that played an active role in the political struggle, the school carries a rich history of access to education for all. Centrally located in the city, it attracts learners from all walks of life in Cape Town, etc.
- Who are the members of the school community (learners, parents, the local community)?
- What are unique identifiers of the group, especially language, since this is what you aim to develop a policy for?
- Given these language (and cultural) markers, what should your school policy cover?
- Is the policy aligned to constitutional and departmental recommendations/norms?

2. What are general uses of language (given 1 above)?

- What are the primary purpose/s of this language policy? For example: to develop language as a primary means of communication
- In what other ways will having a language policy add value?

3. Aim(s) of the language policy (given 2 above). This policy will (use appropriate aims verbs):

- Promote appreciation of home and additional language(s)
- Instil...
- Develop...
- Provide...
- Demonstrate...
- Enable...
- Accept...
- Seek to...

4. Roles of languages

- The English language will be the official language of the school for meetings.
- Every student will graduate from Unity Secondary with proficiency in at least three South African languages (one of which is English).
- What theory and research support these roles?

5. Language support (aligned to the above roles)

Towards guaranteeing proficiency in at least three languages:

- The school will ...
- Teachers will ...
- The surrounding community will be invited to...
- Assessment will ...

Marking scheme:

1. Each section of the policy carries 5 points
2. That means 25 points in total
3. Be specific about content areas that require revision

Criterion	Excellent	Adequate	Attend to (list areas of policy the participant should attend to)
1. Philosophy	The context/philosophy of the policy demonstrates a holistic understanding of language considerations in South Africa		
2. Uses of language	Policy is linked to the purposes of languages it advocates for at the school		
3. Aims	The aims are expressed using appropriate verbs		
4. Roles	The policy outlines different roles of languages advocated by the school		
5. Language support	The policy outlines how different aspects of language development and access are supported		



Assessment 2

In this study unit we have looked at the richness of learner diversity, and how a teacher who works inclusively needs to accommodate the different ways in which children learn, and draw on this diversity in their teaching methods so that every child is learning optimally.

1. What do you think are some of the characteristics of a teacher who works inclusively?
 - Think of one of your classes at school or a class in which you have taught or observed. Describe the diversity in that class. Describe a teacher who best accommodated this diversity. What were some of the strategies they used?
 - Did some of the teachers simply teach in a one-size-fits-all approach? Who was excluded from learning in that way? How could that have been addressed in order to give all the learners in the class access to a quality education and enable them to achieve to the best of their ability?

Suggested answers

1. Characteristics of teachers who work inclusively:

The Unit has outlined the following characteristics:

- Inclusive teachers recognise, understand and value the rich diversity in their classrooms.
- They actively plan for diverse learning needs, and offer all their learners equitable opportunities for achievement.

2. Think of one of your classes at school or a class in which you have taught or observed. Describe the diversity in that class. Describe a teacher who best accommodated this diversity. What were some of the strategies they used?

- There will be different answers to this question depending on the schools your participants have attended. The following will most probably feature: race, language, gender, ability, religion, country of origin.
- There will be different responses to the second part of the question and a variety of strategies will be given.

3. Did some of the teachers simply teach using a one-size-fits-all approach? Who was excluded from learning in that way? How could that have been addressed in order to give all the learners in the class access to a quality education and enable them to achieve to the best of their ability?

- Most probably some of the teachers would have used a one-size-fits all approach.
- Regarding who was excluded, the general answer is that learners whose abilities fell below the expected standards would have most probably been left behind. Included would be learners whose home language was different from the LoLT and many other diverse groups.
- Responses on how the exclusion could have been addressed will be determined by the type of exclusion. Generally speaking, teachers who consider planning for diverse learning needs as a norm, and offer all their learners equitable opportunities for achievement will be the ones who will address the exclusion through differentiation of content, teaching methods and assessment procedures.

5.3 Unit 3: Inclusive School Communities



Assessment 1

Read the following article. Discuss the role of teachers as agents for change in developing inclusive school communities with particular reference to social justice, inclusive pedagogy and collaboration.

Themane M & Thobejane HR (2019) Teachers as change agents in making teaching inclusive in some selected rural schools of Limpopo Province, South Africa: implications for teacher education, Department of Education Studies, University of Limpopo, Polokwane, South Africa. *International Journal of Inclusive Education* 2019, 23(4). <http://bit.ly/2QQvgBG>

Teachers as agents of change

Essays should cover the following ideas:

Research regards teachers as the single most important factors in realising equal education for all. Many South African learners come from socio-economic backgrounds which are characterised by high levels inequality underpinned by poverty. Within this spectrum of inequality are different levels of access to resources that support educational gains. Schools are therefore regarded by many as the main platform through which all learners can access equal quality education. This thinking therefore makes teachers the most important 'vehicle' through which these aspirations of an equal and transformed society can be realised.

Against this backdrop poverty also prevails in schools, Themane and Thobejane (2019) report on a study that set out explore what makes teachers exercise teacher agency to make classrooms inclusive despite the challenges they face. Teachers as change agents are described in the article are those who demonstrate "the capacity to shape their responses to challenges critically and are able to rise to diverse situations" (p.372). In contexts where this is demonstrated "there is an interplay of individual capacity, structure, the social context and material conditions by means of which teachers can plan and act" (p.372). Agency is used in the article

as a lens to understand how teachers, despite the many challenges they face, wrestle with structural and cultural impediments to create enabling environments for teaching and learning, especially for learners with additional educational needs. This notion of agency is construed as acting by means of an environment rather than simply in the environment (p.372).

The study challenges a widely held view that teachers are not responding adequately to calls for an inclusive pedagogy. Themane and Thobejane's study demonstrates that teachers who resonate with issues of social injustice that plague schools will often rise to the challenge and create inclusive environments for their learners.

Findings indicate that despite (i) insufficient resources and (ii) perceived lack of inclusive pedagogy by teachers, (iii) teachers act purposefully and constructively to make a difference in their classrooms in areas of planning, presentation, and assessment of their lessons; and that (iv) in light of meagre resources teachers are acutely aware of acclaimed strategies like collaboration as enablers for inclusive education.



Assessment 2

How are teacher and learner agency articulated in the CSTL Handbook (<http://bit.ly/2XoOqUI>) and SIAS policy (<http://bit.ly/2X4iHVA>)?

1. Identify indicators of active agency of teachers and learners in these documents.
2. Are they strong enough? If not, make suggestions regarding what can be added or changed in the documents to promote teacher and learner agency respectively.

Teacher and learner agency in the CSTL Handbook and SIAS policy

The participant guide has this to say about teacher and learner agency: Teacher agency can be defined as the individual and collective actions taken by teachers in situations in which they find themselves. In this sense, agency is not given but involves a negotiation of power as constituted in the individual teachers, structures and conditions in which they find themselves. The term “teacher and learner agency” refers to their active contribution to shaping their work as teachers and learners and its conditions—for the overall quality of education. In this way agency speaks to what teachers and learners do and not what they have.

Different sections of CSTL and SIAS documents indicate the following about teacher and learner agency:

CSTL	SIAS
<p>P14: Each learner has responsibility for his/her actions and the resulting consequences</p> <p>P16: Learners and educators have knowledge of children's rights and know that these rights can only be realised if every learner and educator is respectful of their fellow learners' rights. Every educator and learner, in the classroom, playground and when they leave school, behaves in a way that allows all children to enjoy and practise their rights.</p> <p>P16: Educators monitor, practise and promote respectful behaviour, attitudes and practices by all learners in the classroom, playground, sports field, and in their communications with each other. Learners, including those from marginalised groups, participate in making decisions and decision-making structures at schools.</p> <p>P18: The DBE's Peer Education Programme gives effect to the rights of children, especially marginalised children, to participate in the identification of barriers to learning and the provision of support to their fellow learners.</p>	<p>Role functions and responsibilities</p> <p>P38: Roles of learners</p> <p>Wherever possible, learners themselves should be involved in assessing their progression. Learners' own perceptions of themselves and their learning are crucial when identifying the need for support. The learning needs, social relationships and emotional growth of learners need to be taken into account when decisions are made about the site where they are to receive additional support. Such decisions cannot be made without consulting the learners themselves.</p> <p>The SIAS process aims to enable and support better information-sharing about the support needs of learners as part of preventative services. Sharing of such information should never violate the families or learners' right to privacy. Under most circumstances, information should only be recorded and shared with the informed consent of the parents/legal caregivers or the learner.</p>

CSTL	SIAS
<p>P18: The DBE's Peer Education Programme gives effect to the rights of children, especially marginalised children, to participate in the identification of barriers to learning and the provision of support to their fellow learners.</p> <p>P18: The Dinaledi programme provides additional support to girls to increase their participation in subjects dominated by boys, such as maths and science.</p> <p>P19: The SGB must, in consultation with educators, learners and parents, review and/or develop a school vision and mission, code of conduct, and admission, language and religious school policies</p> <p>P20: The RCL (Representative Council of Learners): must make sure that the learners in the school participate in the development of school policies, know their content, and put them into practice on a daily basis.</p> <p>P20: Learners: Should know and practise their responsibilities as set out in the Bill of Responsibilities and the Constitution to respect differences in children and not to treat children differently or disrespectfully because of their differences; Must report any cases of prejudice, abuse or discrimination by peers or educators to educators or other school authorities; Should be an active member of peer groups and help identify and develop solutions for marginalised groups of children facing barriers to education</p> <p>p26: Health promotion involves a process of enabling educators and learners to increase control over their health and its determinants, thereby improving and promoting their overall health and well-being</p>	<p>In the screening and assessment process it is important for the teacher/school to:</p> <p>Obtain informed consent Ensure that the information shared is accurate and up-to-date, necessary for the purpose for which it is being shared, shared with people who need to see it, and stored securely</p> <p>Work with learners and parents to reach agreement on how information is recorded, used and shared</p> <p>Where possible, obtain explicit consent if the information held is sensitive. Explicit consent can be oral or written. Written consent is preferable, e.g. through a signature on the SNA Forms.</p>

Conclusion:

1. There are many and detailed indicators of learner and teacher agency in the CSTL as outlined above. These indicators are embedded in every aspect of the CSTL framework.
2. In the SIAS policy, learners are portrayed mostly as receivers of services. It is only on one page of the document (page 38), that a few suggestions are outlined which speak to the promotion of learner agency. Whenever possible, learner agency can be stepped up by making it mandatory at every level to involve learners in monitoring their progress.



Assessment 3

The PIRLS South African Highlights Report (<http://bit.ly/2Xlb5Oz>) make a number of recommendations to improve literacy in schools. Some of these relate to teachers, either directly or indirectly, and include:

- Increasing the proportion of time spent on reading in Foundation and Intermediate Phases, as well as encouraging extra-mural reading and reading habits
- Finding ways to increase resources such as school and classroom libraries
- Increasing effective and sustainable access to ICT at schools
- Reducing teacher and learner absenteeism
- Campaigning for greater parental involvement in school and learner activities

Think of ways in which collaboration and collaborative partnerships could help in implementing these recommendations. Refer specifically to opportunities for:

- Teacher–teacher collaboration
- Developing learner agency
- Teacher–parent collaboration
- Drawing on community and local business support

Draw up a collaborative strategy for a school you know.

Ways in which collaboration and collaborative partners can help in implementing PIRLS recommendation

Suggested answer

Collaboration underpins all frameworks that provide guidelines for inclusive education in South Africa and beyond. The reason for the centrality of this concept is the multi-pronged nature of barriers to learning. As demonstrated in Unit 2, linked to each of the five aspects of learner differences are a wide range of barriers to learning that learners might experience. A common example is that of language differences, which emanate from the fact that many learners' home languages are not necessarily languages of learning in schools. That means thousands of South African learners experience barriers to learning because of the difference between home and learning language.

Another good example could be cognitive differences which learners come to schools with. While teachers are well trained at setting edumetric measures (assessment tasks), these measures might not be adequate in arriving at an informed understanding of some complex problems in language which are not limited to the language of learning. This is where psychologists and speech and language therapists become necessary collaborators as their training has equipped them with knowledge and skills of psychometric measures that teachers might require support on. In the two examples provided here, intersectoral collaboration between educationists (teachers) and therapists is demonstrated. Even at the micro school level, a need for collaboration always presents itself with regard to strengths of individual teachers in either specific subjects, topics or skills. Chances of preventing or minimising barriers to learning will be increased if different stakeholders build collaboration into their practices.

Collaborative strategy

1. Look into policy:

- a. **Does your school have a School Based Support Team (SBST)** [previously called Institutional Level Support Team (ILST)] This team is mentioned several times in documents like SIAS and CSTL. The team is responsible for determining the support needs of the school, teachers and learners and co-ordinating support provision within the framework of the Screening, Identification, Assessment and Support Policy. A comprehensive document is available on the department of education website on the constitution of a school's SBST. Inclusive Education South Africa (IESA) has an easy to follow fact sheet on SBSTs. Consult all these documents on how to develop a working collaborative strategy.
- b. **Do you sometimes struggle with certain topics or lesson planning?** Each school has a subject group. Seek help through your HoD and suggest planning together and/or team teaching. Have a policy on regular meetings at subject level as these meetings will help you to provide crucial information to the SBST.

2. Examples of collaboration:

- a. **Co-teaching subjects and, in this way, learning from each other.** Teachers in one school come with a variety of skills. For example, some are very good with technology while others are experts on certain topics. Collaborating will ensure that learners receive the best strategies from different teachers while teachers themselves will be gaining valuable lessons from their colleagues.
- b. **Collaborating on lesson plan development:** Collaborating on lesson plans is a useful strategy, especially if a grade has more than one class.
- c. **School twinning collaboration:** Is there a school you know of whose performance in particular subjects or areas far surpasses yours? Why not negotiate through your school management to collaborate with this school? You could learn a lot from them and vice versa.
- d. **University-school collaboration:** Many academics in schools of education are eager to collaborate with schools on areas of interest. You could approach a subject department, e.g. mathematics or languages to collaborate with you on an intervention for learners.
- e. **Parent-teacher collaboration:** For some parents, coming to parent-teacher evenings might not be possible. Find ways in which you can remain connected to parents so that you do not only call on them when there is a problem
- f. **Learner-teacher collaboration:** Learners are readily available to collaborate with you on different aspects of their and other learners' lives. Find a way of harnessing the power of this readily available resource in such a manner that learners feel they have also contributed positively in class and at school generally. You could create classroom responsibilities that require them to provide input so that they realise their full potential as citizens.

3. Plan for collaboration

It is best to plan for collaboration and give it a permanent spot in your annual school calendar. It should not be something that you only consider when there is a problem.

5.4 Unit 4: Inclusive Teaching and Learning



Assessment

Using some of the strategies you have learnt about in this unit, develop an inclusive lesson plan that is relevant to your subject and grade. Choose strategies that you think will best suit your lesson outcomes.

Start by drawing up a class profile to help you create a lesson plan that is appropriate to diverse learner needs.

Here are the minimum aspects that need to be covered in your lesson plan:

- A diagram showing the layout of your classroom
- Information about subject, grade, lesson duration, class's prior learning
- Clear learning outcome with success criteria
- Inclusion of indigenous knowledge appropriate to context, class profile and subject
- Detailed notes for activities, showing clearly where and how you will use the strategies you have chosen
- Use of cooperative learning strategies and peer/group work
- Varied use of materials
- Key questions you will ask the learners
- Assessment methods

When you have completed your lesson plan, check that you have covered all the above aspects.

Explain the choices you have made by linking your lesson plan to your class profile.

Lesson plan checklist

Use the checklist below to assess lesson plans.

Items considered in the lesson	Yes	No (reason)
1. A diagram showing the layout of your classroom		
2. Information about subject, grade, lesson duration, class's prior learning		
3. Clear learning outcome with success criteria		
4. Inclusion of indigenous knowledge appropriate to context, class profile and subject		
5. Detailed notes for activities, showing clearly where and how you will use the strategies you have chosen		
6. Use of cooperative learning strategies and peer/group work		
7. Varied use of materials		
8. Key questions you will ask the learners		
9. Assessment methods		

References

- Allen MJ (2014) Using Rubrics to Grade, Assess, and Improve Student Learning. Viewed 15 July 2018: <http://www.mdc.edu/sailearn/documents/4.1%20Rubric%20Workshop%20Handout-Mary%20Allen.pdf>
- Andreou G & Segklia M (2017) Learning Difficulties in First and Second Language: Preliminary Results from a Cross-linguistic Skills Transfer. *English Linguistics Research*, 6(3): 62–71. doi:10.5430/elr.v6n3p62
- Ark TV (2015) 10 Tips for developing student agency. Viewed 18 July 2019: <https://www.gettingsmart.com/2015/12/201512tips-for-developing-student-agency/>
- Baxen M (2006) An analysis of the factors shaping teachers' understanding of HIV/AIDS. Doctoral Thesis, University of Cape Town. <http://hdl.handle.net/11427/8210>
- Becker A, De Wet A & Van Vollenhoven W (2015) Human rights literacy: Moving towards rights-based education and transformative action through understandings of dignity, equality and freedom. *South African Journal of Education*, 35(2). doi:10.15700/saje.v35n2a1044
- Block ME & Zeman R (1996) Including students with disabilities in regular physical education: effects on nondisabled children. *Adapted Physical Activity Quarterly*, 13: 38–49.
- Butler J (1997) *The Psychic life of power: theories of subjection*. California: Stanford University Press.
- Case R (2001) The unfortunate consequences of Bloom's taxonomy. *The Critical Thinking Consortium*. Viewed 31 July 2019: https://tc2.ca/uploads/PDFs/Critical%20Discussions/unfortunate_consequences_blooms_taxonomy.pdf
- Chürr C (2015) Realisation of a child's right to a basic education in the South African school system: some lessons from Germany. *PER: Potchefstroomse Elektroniese Regsblad*, 18(7): 2405–2453. Viewed 15 July 2019: <https://journals.assaf.org.za/index.php/per/article/view/1137>
- Department of Basic Education (2015) Professional learning communities: a guideline for South African schools. Viewed 2 August 2019: <http://www.schoolnet.org.za/wp-content/uploads/Professional-Learning-Communities-A-guideline-for-South-Af.pdf>
- Department of Higher Education (DHET) (2015) *Revised policy on the minimum requirements for teacher education qualifications (MRTEQ)*. Pretoria: DHET.
- Educanda (2019) Recommended Layout for your Grade R Classroom. Viewed 2 August 2019: <http://www.educanda.co.za/layout.grade.r>
- Garcia L (2017) Phonological Awareness in Bilingual Students. Viewed 31 July 2019: opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=2091&context=gs_rp
- Garibay CJ (n.d.) Creating a positive classroom climate for diversity. Viewed 13 August 2019: <https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf>
- Harknett S (2013) *Sport for All*. Sri Lanka: Handicap International.
- Johansson S (2017) Power dynamics in Barnahus collaboration. In Johansson S, Bakketeig, E & Kaidal A (eds) *Collaborating Against Child Abuse*. DOI10.1007/978-3-319-58388-4_12 Viewed 24 July 2019: https://www.researchgate.net/publication/320448288_Power_Dynamics_in_Barnahus_Collaboration
- Kaya HO & Seleti YN (2013) African indigenous knowledge systems and relevance of higher education in South Africa. *The International Education Journal: Comparative Perspectives*, 12(1): 30–44. Viewed 20 July 2019: <https://files.eric.ed.gov/fulltext/EJ1017665.pdf> [20 July 2019]
- Kelly DM, Brandes GM & Orłowski P (2004) Teaching for Social Justice: Veteran High School Teachers' Perspectives. *Scholar-Practitioner Quarterly*, 2(2), 39–57. Viewed 22 July 2019: <https://files.eric.ed.gov/fulltext/EJ796111.pdf>
- Khanahmadi F & Sarkhosh M (2018) Teacher-vs. Peer-mediated Learning of Grammar through Dynamic Assessment: A Sociocultural Perspective. *International Journal of Instruction*, 11(4): 207–222. Viewed 30 July 2019: <https://www.researchgate.net/publication/328049867>

- Kiliç E & Gökdaş I (2014) Learning through Blogging: Use of Blogs to Enhance the Perceived Learning of Pre-service ICT Teachers. *Educational Sciences: Theory & Practice*, 14(3): 1169–1177. DOI 10.12738/estp.2014.3.1987
- Le Grange L (2007) Integrating western and indigenous knowledge systems: the basis for effective science education in South Africa? *International Review of Education*, 53: 577–591. DOI 10.1007/s11159-007-9056-x
- Marshbank A (2017) Compassion as a classroom management tool. Viewed 30 July 2019: <https://www.edutopia.org/article/compassion-classroom-management-tool>
- Miller BA (1989) *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools*. Viewed 1 August 2019: <https://www.researchgate.net/publication/234568167>
- Miller V (2001) The purpose and role of advocacy: politics, power, and people: lessons from gender advocacy, action, and analysis. *Learning & Innovations Institute, Coady International Institute*. Viewed 26 July 2019: <https://coady.stfx.ca/wp-content/uploads/pdfs/Valerie%20Miller.pdf>
- Pollard V (2008) Ethics and reflective practice: continuing the conversation. *Reflective Practice: International and Multidisciplinary Perspectives*, 9(4): 399–407. DOI:10.1080/14623940802431788
- Robinson M & Rousseau N (2018) Disparate understandings of the nature, purpose and practices of reflection in teacher education. *South African Journal of Childhood Education*, 8(1): 599. <https://doi.org/10.4102/sajce.V8i1.599>
- Shandomo HM (2010) The Role of Critical Reflection in Teacher Education. *School–University Partnerships*, 4(1): 101–113.
- Teicher J (2014) Is High Impact Digital Learning Possible in Schools without Electricity? Viewed 5 August 2019: <https://www.ictworks.org/is-high-impact-digital-learning-possible-in-schools-without-electricity/>
- Turner WD, Solis OJ & Kincade DH (2017) Differentiating Instruction for Large Classes in Higher Education. *International Journal of Teaching and Learning in Higher Education*, 29(3): 490–500. Viewed 12 August 2019: <https://eric.ed.gov/?id=EJ1151047>
- William D (2011) Red, Yellow, Green Cups as Feedback of Student Learning. Viewed 12 August 2019: <https://www.dylanwilliamcenter.com/practical-ideas-for-classroom-formative-assessment/>



Appendix 1: Support material for Grade R–3 teacher training

Support material for Grade R–3 teacher training

The purpose of this material is to contextualise concepts and theories participants have learnt about during the course of the programme and help them to apply what they have learnt to their teaching practice as Grade R-3 teachers. The material provides systematic guidance relating to each unit and links between activities and information in the participant guide are indicated. Activities can be used to replace or supplement activities in the guide.

Unit 1

1. Case studies and questions

Use the following activities to reinforce learning in Unit 1 through the lens of Grade R–3 classrooms and teachers. Participants read the case studies and answer the questions that follow.

a. Exclusion from education

This case study and accompanying questions can be used at the end of Unit 1.1 Section 1.2.

CASE STUDY: A Grade 2 teacher talks about her job

My classes are always large and very diverse so I find that getting to know my learners helps me a lot, not only in terms of how they are doing at school, but also where they come from and how they get on with their peers. I find it is good to know the home environment of your children. Home visits are important because I want the parents to know I'm a human being just like them, a mother who also needs to deal with problems and who would like to offer support where I can because I care.

I always try to be compassionate. I encourage my learners to care and respect one another and we hug one another a lot. During life skills we talk about being special and unique and respecting each other. Sometimes they have worries about things at their homes or in the community so they talk about those things too.

The Grade R–3 teachers encourage the children to play games and try to organise regular social activities, for example sports days, fun days and outings. It's encouraging to see how a ball transcends all forms of barriers. When we play ball games, we all just play together, it is amazing what a ball does.

Teaching a large class can be difficult—it's tough to find the time to help everyone and sometimes I find I can't help a learner. It helps that we meet regularly to look at different forms of learning and teaching

interventions. We don't know everything as teachers, so through collaboration we are able to pick up something that has gone wrong in the lesson and confer with one another, otherwise we tend to teach according to our preferred way of learning.

I do a lot of peer teaching and I mix my groups so that I always have Xhosa-speakers and English-speakers together, which is a way to overcome divisions. My experience is that children become free if they are allowed to speak in their own language rather than always speaking English. They feel safer when they are able to express themselves in Xhosa because sometimes they know the answer but can't say it in English. We also do Xhosa stories and songs and the Xhosa speakers translate them for the class.

Although children come from poor backgrounds, it does not mean they are not capable of learning. Where I can, I try different teaching styles. You see, some learn through association, while others prefer tactile stuff. We do movement forms, music and singing, storytelling, cutting and pasting, puppet work. We sing a song in between, tell a joke, tell a riddle, do some jumps, teaching the tactile child and accommodating the kinesthetic child.

At our school we also have regular workshops with parents to talk about how best to assist learners with language and other learning problems.

Questions:

- Identify aspects of exclusion from education in this school community.
- What strategies does the teacher use to support learners and encourage inclusion? Suggest additional strategies she could use.

- In what ways do you think “teaching according to your preferred method of learning” would be problematic? How could teacher collaboration help to prevent this from happening?
- What impact do you think this teacher would have on learners’ lives?
- What are the benefits of involving parents in their children’s schooling through home visits and workshops? Can you suggest additional support that the school community as a whole could provide?

b. Overcoming barriers to success

Participants could do this activity after completing Activity 1.1.5 in Unit 1.1.

CASE STUDY

Karabo, a Grade 3 learner who has a hearing impairment, was enrolled at a private special school for deaf learners. When his father died, his mother could no longer afford to pay the fees at the school, so Karabo returned home to live with her in their rural village. Because he has partial hearing, Karabo’s mother decides to enrol him at a nearby mainstream school. He is excited about going to the school because it means he will be able to live at home and see his mother every day. Karabo knows sign language and can also lip-read quite well. He is

also not experiencing any learning difficulties and is actually above grade level in most areas. However, his teacher Ms Kutame has had no experience of teaching learners with impaired hearing and Karabo finds the first week of school challenging. He struggles to communicate with his teacher and with the other learners in the class. Feeling helpless, Ms Kutame goes to see the principal and explains the situation to him. The principal arranges a meeting with the SBST to discuss Karabo’s needs and develop classroom-based interventions with Ms Kutame.

Questions:

- What strategies could Ms Kutame use to improve communication with Karabo and facilitate access to learning?
- Socially, Karabo feels isolated in the new school context. What classroom strategies could Ms Kutame use to promote tolerance and acceptance and ensure full participation? What sort of behaviour could she model as a teacher?
- The social model of disability advocates that learners with special education needs be educated and participate fully in mainstream schools. In view of this do you think teacher training should incorporate basic conversational sign language?
- What could the school do to access further support for Karabo?

c. Teacher and learner agency

Participants can do this activity after they have read the section on teacher and learner agency (Unit 1.5 Section 1.2.5).

CASE STUDY

Tshepo is a seven-year-old boy in Grade 2 at an urban primary school. When he started school in Grade 1 he was very interested in the books in the resource box and learnt to read very quickly. His Grade 1 teacher encouraged him and tried to make sure that there was always something new for him to explore in the resource box.

Tshepo’s performance in Grade 2 is well above average. In addition to reading fluently and with understanding, he is good with numbers and finishes

his Maths activities before all the other learners. Sometimes he takes the initiative to help learners who are struggling with classroom activities. At other times he can be quite disruptive because he has finished his work and doesn’t know what to do next. His teacher finds him quite demanding and often gets irritated with him—the class is large and she feels she needs to focus mainly on the learners who are struggling with concepts. She frequently punishes his behaviour by giving him “time-outs”.

Questions:

- How is Tshepo demonstrating his agency?
- In what ways did his Grade 1 teacher empower him as a learner?
- Tshepo is clearly a learner who needs to be engaged beyond the “usual” level of the classroom. What enrichment and extension activities could his Grade 2 teacher develop that would stimulate his interest and help him reach his full potential?
- Tshepo enjoys helping other learners. Suggest some peer teaching and cooperative learning strategies his teacher could put in place that would benefit the whole class, including Tshepo.

d. Power dynamics

Use this activity to contextualise power relations in schools at Grade R–3 level. Participants can complete it after they have done Unit 1.5 Activity 1.5.10.

CASE STUDY

You are the Grade R teacher at a local primary school. The school governing body has recently decided to introduce formal end-of-year assessment in Grade R in order to ascertain whether learners are ready to progress to Grade 1. The principal informs you of the decision and tells you that you are expected to formally assess the

class and complete the Grade R school reports in a similar manner to those of Grades 1, 2 and 3.

You tell the principal that you cannot use the same methods and explain why. He agrees with you and suggests that you write a letter to the governing body giving reasons.

Tasks:

- 1) Write a letter to the school governing body in which you:
 - Explain the purpose of assessment in Grade R
 - Indicate why formal tests are not a suitable method for assessing Grade R learners
 - Suggest suitable methods of assessment for learners in Grade R (you can find this information in the CAPS for Foundation Phase).
- 2) Answer the following questions:
 - Which of the four types of power you have learnt about are evident in the case study above? Explain your answer.
 - What lessons can you learn about teacher agency from this case study?

Multilingual classrooms

This is an additional activity focusing on the challenges of multilingual classes in Grades R–3. Participants can do this activity after reading Unit 2.3 Section 1.3.2 on language planning and policy in South Africa.

CASE STUDY

Ms Dickson is a Grade 3 teacher at Prenora Primary School, an ex-model C school close to a coal mine. The LoLT at the school is English. The school admits learners from different socio-economic backgrounds, and many learners are from a nearby informal settlement and township. Some are from neighbouring countries, and speak French or Portuguese as well as their own indigenous languages. According to Ms Dickson, “My Grade 3 learners come from different cultures and they speak different languages. Many of them have difficulty

with reading tasks. While some learners are already reading independently, these kids are unable to recognise basic words. Some don’t even know the sounds of different letters. When I plan my reading lessons, I make sure that all learners read from their reading books every day. I get so frustrated with this particular group because they are slow, they cannot recognise words and they don’t seem to understand what they are reading. I don’t understand why so many learners are battling with reading because the readers I use are simple with lots of pictures.”

Questions:

- What are the challenges Ms Dickson is facing in her classroom? In what way does Ms Dickson's attitude towards her learners add to the barriers they are already facing? Support your answer with examples.
- What suggestions would you make to Ms Dickson for including all the learners in her multilingual class? Brainstorm some ideas for approaches she could use to help all learners access the concepts, e.g. using their mother tongue to help learners access other languages; multi-sensory approaches; visual approaches.
- A multilingual community reflects a rich and diverse cultural society. How could the school collaborate with parents and the wider community in making the school truly multilingual?

2. Reflection activity

Participants can do this activity at the end of Unit 1.5.

- Think of a teacher who had an impact on you when you were a Grade R–3 learner. What qualities, positive or negative, did they display that continue to influence your teaching or your life in general?
- What were some of the challenges you faced in your early school years?
- What positive aspects do you remember?
- To what extent have these experiences influenced your approach to teaching?

Unit 2

This section looks at learner diversity in the context of Grade R–3 classrooms. It talks about learner development during this phase and the importance of recognising diversity in order to provide every child with the support they need in order to participate fully and begin to realise their potential. It also emphasises the need to meet the language needs of learners in a multilingual classroom and suggests some activities that teachers can use to support mother tongue literacy development in their classrooms.

3. How differences start to emerge during Grades R–3

Davis (1994) explains that during the phase encompassing Grades R–3, learners develop in totality, that is, as physical beings who are developing control over their gross and fine motor coordination, as psychosocial beings who are able to control their emotions, and as cognitive beings who are able to comprehend the surrounding world.

This is the phase in which the foundation of learning is laid, a critical time for promoting interest in education and positive attitudes toward school when self-concepts are developed. Joshua (2006) maintains that if a child fails at this stage, they will be adversely affected and may even drop out of the schooling system before having an opportunity to explore their learning potential. Gargiulo and Kilgo (2011) point out that early childhood inclusion embodies the values, policies and practices that support the right of every child to participate in a broad range of activities.

Vygotsky (1978) emphasised that knowledge is constructed socially, i.e. individual and social learning processes are interdependent. Meaning from learning, therefore, cannot be separated from its sociocultural contexts and interaction between people (Donald et al., 2009; Swart & Oswald, 2008). This means that everyday activities in your classroom take place in contexts in which the individual identities and cultural histories of your learners are being interpreted continuously. You will be teaching learners from different cultures, traditions, socio-economic backgrounds, languages, gender, beliefs, family, disabilities, talents, etc. Some of these differences will have an impact on how they learn. Your responses to differences should be guided by the principle of ensuring fair and equal opportunities for all your learners. This does not mean providing every learner with the same opportunities, it means giving every child what they need in order to fully participate. Our differences make us who we are; they make us special and unique. It is therefore up to you to embrace their diversity and accept that everyone in the class can learn and succeed.

Getting to know and understand your learners' differences puts you in a better position to adapt, modify and differentiate instruction. Your approach should always be strengths-based and focused on how different abilities and talents can be developed and strengthened. Vygotsky's zone of proximal development (Unit 4.2 Section 1.2.1) is a good starting point. It illustrates that, with the help and guidance of a teacher, a learner will gradually develop the ability to do certain tasks without assistance.

You will also need to look at the language needs of learners in a multilingual classroom and decide on strategies that will enable you incorporate all languages in your multilingual classroom. This would include upholding the rights of learners to speak their mother tongue, while ensuring that your learners are ready for the transition to English as the LoLT in Grade 4.

Grade R–3 learners learn mainly through their senses—touch, smell, sight, sound and taste—therefore you need to use concrete objects and other resources that will encourage learning. However, be careful not to prejudge your learners by ascribing specific learning styles to them, thus locking them into a particular way of learning. Provide a variety of options for accessing learning. You should constantly be thinking about other ways of representing things, e.g. using art, music, dance and technology. This will constantly challenge you to improve your practice and adopt innovative methods of including learners who are different.

Note: You will be exploring a wide range of inclusive strategies for teaching and learning in Unit 4, which provides detailed practical guidance on modifying and accommodating special needs and providing diverse learners with the support they need.

4. Activities to support African mother tongue literacy development in a multilingual classroom

Below are some examples of activities you can use to support mother tongue literacy in class. You can find more ideas in the CAPS documents for each African language.

PAIRED READING

Grade 3 Sepedi outcomes:

- Learners read with understanding
- They recognise and pronounce the phonic sound “kg” in the passage

Assessment—teacher observation

The learners read the passage alone and was able to answer questions about the content. They recognise the phonic sound “kg” in the text and can pronounce it correctly.

Paired reading involves pairing a fluent reader with a non-fluent reader. It is used to develop learners’ knowledge of printed letters and words and the relationship between sound and print in Sepedi.

Begin by reading the dialogue aloud and translating it. Pick out new vocabulary and explain the meaning of the new words. Ask questions about the story, e.g. *Where are the children going? Why was Kolo not allowed in the library?* Let learners practise pronouncing the “kg” sound. The learners read aloud together until the non-fluent reader gains the confidence to read alone.

In this context, learners whose mother tongue is not Sepedi can be paired with a Sepedi-speaking learner until they can read fluently.

Lehono re tla ya kua bokgobapuku ka morago ga sekolo. (*Today we will go to the library after school.*)

Re tla kgarametša Lebo ka wilitšhere ya gagwe ya maotwana. (*We will push Lebo with her wheelchair that has wheels.*)

E be ele boima go e kgorometša. (*It is heavy to push it.*)

Go be gona le dipuku tse dintšhi ka bokgobapukung. (*There were many books at the library.*)

Re tla kgarametša

Ke ile ka rata puku yeo e lego ka pere. (*I loved the book about a horse.*)

E be ele per ya go swana e nnoši, gomme e kgona go fofa. (*It was a horse which was not like the other horses because it could fly.*)

Mogoroši oile a tšea puku yeo e lego mabapi le go paka khekhe. (*Mogoroši took a book which was about baking a cake.*)

O rata go paka. (*She likes baking.*)

Rati oile are key o mokopana kudu go ka fihlelela raka ye elego kua godimo. (*Rati said he was too short to reach the shelf on top.*)

Kolo e ile ya dula ka ntle ga bokgobapuku. (*Kolo sat outside the library.*)

E be e sa dumelelwa go tsena ka bokgobapuku (*He was not allowed to go inside.*)

Kolo ya batho, Dimpša ga tsa dumelelwa go tsena ka gare ga bokgobapuku. (*Poor Kolo, dogs are not allowed to enter the library.*)

(Source: DBE Workbook, Sepedi Leleme La Gae, 2017)

VOCABULARY BUILDING

Grade 3 isiZulu outcome: Listening and speaking. *Learner engages in short conversations (CAPS).*

Assessment—teacher observation

Pair an isiZulu speaker with a learner who is not fluent in isiZulu. Teacher displays new words on flashcards and asks learners what they mean. Teacher clarifies the meaning of new words. The isiZulu teacher explains the meaning of the conversation so both learners understand. The learners practise the conversation together.

A: Namuhla wusuku lokuzalwa lukathisha wethu. (*Today is our teacher's birthday.*)

B: Ubenamakhandlela amaningi ekhekheni lakhe. (*Her cake had many candles.*)

A: Emva kokuthi uthisha uNkosikazi Dlamini ewaphephethe wonke amakhandlela, siye sacula iculo sadla ikhekhe. (*After our teacher, Miss Dlamini, had blown all the candles out, we sang and ate the cake.*)

B: Simuphe isipho sesithombe sedada elihlezi etsheni. (*We presented her with a photo of a duck sitting on the rock.*)

A: Sabe sesibhala amagama ethu ekhalendeni. (*We then wrote our names on the calendar.*)

B: Usuku lukaMimi lokuzalwa lungoNdasas. OlukaBongi lungoNhlanguvana. OlukaLina lungoNhlaba. (*Mimi's birthday is in March. Bongi's birthday is in June. Lina's birthday is in May.*)

(Source: Grade 3 DBE Workbook, 2017)

FOLLOWING INSTRUCTIONS

Grade R Sepedi outcome: *Teacher gives commands and learners respond (CAPS).*

Give instructions like the ones below and ask the learners to listen and do the actions. The non-Sepedi-speaking learners will be able to follow and learn the instructions by watching the other learners. Ask the learners to say the words while they are doing the actions and practise the pronunciation with them.

- Dikologa (*Turn around*)
- Phaphatha matsogo (*Clap your hands*)
- Dula fase (*Sit down*)
- Fofa ka leeto le tee (*Hop on one leg*)

SING A SONG

Have learners do the actions as they sing this song together:

Ban aba sekolo, etlang sekolong (*School children come to school*)

Ekwa tshipi ya lla? (*Can you hear the bell ring?*)

Ding dong belelele (*Ding dong bell*)

WALK THE TALK

Grade 1 Sepedi outcome: *Teacher gives commands and learners respond (CAPS).*

Assessment—teacher observation

Give instructions like the ones below and ask the learners to listen and do the actions. The non-Sepedi-speaking learners will be able to follow and learn the instructions by watching the other learners. Ask the learners to say the words while they are doing the actions and practise the pronunciation with them.

- Sepela godimo ga mae (*You are walking on eggs*)
- Sega (*Smile*)
- A fofafofa (*You are jumping*)
- Thwansha menwana (*Click your fingers*)

Unit 3

The Screening Identification Assessment and Support (SIAS) policy emphasises the need for early identification of barriers to learning and participation. This section looks at why it is important to identify challenges that could impact on future learning as early as possible in the Grade R–3 phase. Guidance on identifying specific challenges in Mathematics and Literacy is included, as well as suggestions for classroom support.

5. Early identification of barriers to learning and participation

As a Grade R–3 teacher, your role is to provide a good foundation for future learning and success. For this reason it is essential to identify barriers to learning and participation as early as possible, in order to prevent problems from arising in the future. Assessment should be holistic, taking into account your learners' social, physical and emotional circumstances.

In this regard it is essential that you take the time to get to know your class by talking to them, meeting their caregivers, learning about their interests and dislikes, sharing your own experiences, responding to their questions, playing games with them and providing them with as many learning experiences as possible.

The SIAS policy provides guidelines for the provision of support. Teachers should identify learners who have difficulties through observation and classroom screening (Landsberg & Matthews, 2016:102). The Department of Education has developed a standardised procedure to assess level and extent of support that should be provided for learners who are experiencing challenges in class.

Once you have identified a challenge you can decide on classroom strategies to provide support for the learner. Interventions should build on learners' strengths rather than focusing on their weaknesses. Sometimes you will need help to address a particular barrier and may need to collaborate with other professionals or support structures, such as parents, teachers, School-Based Support Team, District-Based Support Team, Departments of Health, Social Services, non-profit organisations, etc.

Identifying your learner's needs and challenges is an ongoing process. You need to engage them in the process and constantly monitor and assess their progress.

Identifying Maths challenges in Grade R–3

Maths is taught in a systematic way where one concept is built on another. If a learner does not fully understand a concept then they will struggle to grasp the next concept. Once there is a gap in their understanding they will find it increasingly difficult to understand the new concepts they need to know.

Here are some strategies you can use to find out why your learners may be struggling to complete tasks or are making a lot of mistakes:

- To identify the root cause of the problem, ask the learner to explain how they got the answer.
- Observe the process learners use when doing calculations and look at how they arrived at the answer.
- Watch out for common errors, e.g. using the wrong symbols, reversing numbers.

The table below gives some examples of common mathematical errors to watch out for in your Grade 1 classroom and provides suggestions on how you can support your learners.

Mathematics errors	Classroom support
Reversals (reversing direction of numbers) e.g. 6 and 9	<ul style="list-style-type: none">• Highlight 6 and 9 in different colours and put these numbers up on the wall.• Use flash cards to show the difference between 6 and 9.• Practise the correct number formation.
Sign confusion (tendency to confuse plus sign and multiplication sign)	<ul style="list-style-type: none">• Use different colours for different signs.• Teach learners to STOP-THINK-USE the correct sign.• Create a story to differentiate the signs.
Carrying and borrowing (unable to carry a number over to the tens, forgets to borrow from tens to hundreds, etc.)	<ul style="list-style-type: none">• Use small bundles of sticks.• Use bottle tops or dried beans until the learner understand the concepts.• Use place value cards.

Mathematics errors	Classroom support
Solving word problems involving addition and subtraction	<ul style="list-style-type: none"> • Assist learners to identify key words and information in the word sum. • Assist learners to write number sentences from word sums. • Practise counting on and counting back to strengthen counting. • Get learners to engage with practical subtraction situations in real-life situations using match sticks, beads, etc.
Equal sharing (lacked knowledge to use division as appropriate basic operation of sharing)	<ul style="list-style-type: none"> • Expose learners to practical sharing situations where they share out one object at a time and gradually increase the number range. • Teach learners problem solving techniques e.g. grouping, number lines showing equal jumps and repeated equal division and subtraction.
Careless mistakes (the learner focuses on completing the task and does not think before answering the question)	<ul style="list-style-type: none"> • Teach learners to self-check. • Ask the learner to verbalise the sum.
Gaps in maths knowledge (lack of knowledge and skills)	<ul style="list-style-type: none"> • Use concrete physical objects to teach maths concepts. • Make maths playful and encourage learners to have fun with numbers. • Use appropriate real life examples, e.g. incorporate learners' interests into maths activities.

(Adapted from: *Towards Inclusive Classrooms*, Canada South Africa Teacher Development Project in collaboration with Mpumalanga Department of Education, 2005; and 2014 ANA Diagnostic Report)

While identifying challenges is important, don't forget to recognise learners' strengths and give positive feedback on what they are getting right, especially at this level.

Think about the support Misha's teacher provided (Unit 3.2 Activity 3.2.6) and then do the activity below.

CASE STUDY

Jannie is nearing the end of his Grade 2 year. He has recently missed several weeks of school due to illness. He is a bright child and, with some support from his teacher, has managed to catch up with the rest of the class in terms of reading and writing. However, he has missed quite a few Maths lessons and there are gaps in his understanding of key concepts. In particular, his teacher has noticed that he is battling with word sums and she is not sure how to help him. Although he is able to represent the sum in a

drawing, he is unable to write a number sentence showing the solution. He also finds it difficult to understand the concept of equal sharing. His teacher has tried to give him extra time in class and has given him some tasks to do at home to try and help him catch up but he needs help completing them and his grandmother, whom he lives with, does not seem to be able to help him. His teacher is concerned because she knows that if he doesn't grasp these important concepts he will fall behind.

Questions:

- What kind of classroom support would you provide for Jannie? Give specific details and explain why you would use that strategy.
- Jannie's teacher is not sure how to help him in class. Who could she collaborate with in order to provide better support for him?
- What support could the school provide to ensure that he gets help completing his?

The importance of reading in Grade R–3

According to the Progress in International Reading Literacy Study (PIRLS) 2016, around 78% of South African learners do not have basic reading skills by the end of Grade 4 (Howie et al., 2017).

Thus an important challenge for you as a Grade R–3 teacher will be teaching your learners how to read and being able to provide support for those experiencing difficulties.

Do the activity below after you have read the PIRLS report and completed Unit 3.2 Activity 3.2.3.

Activity: Reading for meaning and pleasure

The following extract is taken from *Teaching reading and writing in the Foundation Phase: a concept note* (Pretorius et al., 2016).

The ability to read for meaning and pleasure is arguably the most important skill that children learn in primary school. Since almost all future learning will depend on this fundamental understanding of the relation between print and spoken language, it is unsurprising that literacy, built upon a firm foundation of basic reading, is used as one of the primary measures of school efficacy. Apart from the obvious cognitive importance of learning to read, children who become novice readers within the first three years of primary school also have higher levels of socio-emotional well-being stemming from improved self-expression and communication as well as the self-confidence that comes from cracking this difficult code (Chapman et al., 2000, cited in Pretorius et al., 2016). Sadly, the opportunity of learning to read with fluency, accuracy, prosody and comprehension is one not afforded to the majority of South African children. Whether children are tested in their mother tongue or in English the conclusions are the same; the vast majority of South African children cannot read for meaning by the end of Grade 4—even in their mother tongue—and almost a third are still functionally illiterate in English by the end of Grade 6 (Spaull, 2013).

By not acquiring basic reading skills in the Grade R–3 learners are effectively “silently excluded” from learning since they struggle to engage with the curriculum in higher grades and fall further and further behind. While there are many challenges in the South African education system, the fact that most children do not learn to read fluently and with comprehension by the end of Grade 3 (in any language) is arguably the binding constraint to improved educational outcomes for the poor. Unless these learners can crack the code of basic reading and writing and engage in meaningful literacy activities from an early age, they will be forever disadvantaged and in perpetual catch up.

Furthermore, preventing reading failure should be a top priority. Many schools in South Africa serve disadvantaged, low socio-economic status (SES) communities (Fleisch, 2008, cited in Pretorius et al., 2016).

Although low SES puts these children at high risk for reading difficulties and school failure, knowledgeable teachers who adopt evidence-based reading practices and create print-rich classrooms in high poverty schools in the early years can prevent or ameliorate reading difficulties and put children on successful reading trajectories.

Questions:

- Why is literacy used as one of the primary measures of school efficacy?
- What are the benefits of learning to read within the first three years of primary school?
- How does not acquiring basic reading skills in the Grade R–3 “silently exclude” learners from learning?
- What long-term implication does this have for sustainable development? Give reasons for your answer.
- Which children are most at risk of “reading failure” and what can be done to prevent this?
- What do you think teachers can do to prevent or effectively address reading difficulties?
- How will you ensure that you have the knowledge and skills to do this yourself?

Strategies to support learners with reading difficulties

Poor reading skills are a major stumbling block to learners’ academic development, so it is essential that you identify reading difficulties early on and come up with appropriate intervention strategies.

Common errors when learning to read include omission, insertion, substitution, repetition, mispronunciation, word-by-word reading, etc. Many learners also find reading for meaning a challenge.

On the opposite page are some strategies that you can use to assist your learners with reading difficulties.

Reading difficulties	Classroom support
Omission (leaving out one or two sounds or part of a word), e.g. onkey for donkey	<ul style="list-style-type: none"> • Call the learner's attention to the error made. • Teach scanning. • Teach sound-letter relationships and then blends.
Addition and insertion (adding a sound or sounds in the middle of the word or at the end of a word)	<ul style="list-style-type: none"> • Draw attention to the insertion or addition. • Teach difficult words before the learner attempts the reading. • Provide pre-knowledge of the story.
Substitution (replacing a word with another, e.g. house for home)	<ul style="list-style-type: none"> • Use flashcards for difficult words. • Revise sounds that may be difficult to say.
Repetition and regressions (reading a word again; going back to check words)	<ul style="list-style-type: none"> • Use easier, interesting material. • Develop adequate sight vocabulary.
Mispronunciation (pronouncing words incorrectly especially when influenced by mother tongue)	<ul style="list-style-type: none"> • Use recorded reading lesson. • Use easier, interesting material. • Develop adequate sight vocabulary.
Word by word reading (reading each word slowly instead of reading fluently with all words flowing together)	<ul style="list-style-type: none"> • Give learner experience and practice in group reading. • Record learner and let him/her listen. • Teach learner to read in phrases.
Reversals (reversing sounds or words when reading, e.g. b for d, no for on, deb for bed)	<ul style="list-style-type: none"> • Ask the learner to sound out the first letter of the word. • Use diagrams or actions to show the learner the correct spelling. • Use sight word cards for the words that are often reversed, e.g. pit/dib, bed/deb.
Inability to read for meaning (not understanding what they have read)	<ul style="list-style-type: none"> • Use pre-reading strategies like looking at the cover and illustrations and guessing what the book is about. • Pre-teach new words using flash cards. • Stop and discuss vocabulary and what is happening in the story. If they are not sure let them go back and reread part of it. • Stop at points in the story and ask them to predict what is going to happen next. • Summarise the story and share your favourite part. Ask them which part they liked best.

(Adapted from: *Towards Inclusive Classrooms*, Canada South Africa Teacher Development Project in collaboration with Mpumalanga Department of Education, 2005)

The role of collaborative partnerships

Teaching a large Grade R–3 class to read can be daunting. You may need to think of ways to mobilise support from relevant stakeholders, such as parents, community volunteers, retired teachers, etc., to help you instil a love of reading in your learners.

Will your school have a library? Is there a public library nearby? Depending on your context, you may need to think creatively about how to access a range of interesting, relevant and engaging materials for your learners. Think about who the school collaborates with to facilitate access to reading materials.

Unit 4

6. Using inclusive teaching and learning strategies

This section focuses on lesson planning in the context of Grades R–3, with a particular focus on reading. Participants will read a case study and Grade 3 shared reading lesson plan and evaluate the teacher’s use of teaching and learning strategies to facilitate participation of all learners in the lesson. The activity below can be used in place of Unit 4.2 Activity 4.2.41. The activity also provides an example of a choice board that they can refer to.

Shared reading

Shared reading is introduced in Grade R and continues throughout the Foundation Phase. It is an important focus for language and literacy development because it exposes learners to their additional language in a meaningful, supportive context and develops emergent literacy in their additional language.

As learners move into Grades 2 and 3 the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

The Foundation Phase CAPS recommends using a simple, enlarged text such as a Big Book. Big Books are produced by the READ Educational Trust, which works in partnership with the Department of Basic Education to provide literacy resources for schools. They are available in English, IsiZulu, Afrikaans, isiXhosa and Sesotho. Use the following link to find out about obtaining Big Books for your school: <https://readingmatters.co.za/our-programmes/>

Grade 3 Literacy lesson plan: shared reading

The following lesson plan is an example of a Grade 3 shared reading lesson using the Big Books story below. The strategies used in the lesson plan can be adapted to any story. First read Ms Nunn’s class profile.

CASE STUDY: Ms Nunn’s class profile

Ms Nunn is the Grade 3 teacher at an urban school. She has 40 learners in her class who come from diverse backgrounds. Over the first term of the year, she has acquired an in-depth knowledge of her learners. She has become aware of the diversity amongst them in terms of language proficiency, reading and writing competence, interests, learning preferences, learning behaviours, attitudes to learning, motivational levels, prior knowledge, and levels of achievement. Most of the class is managing the Grade 3 reading tasks although a number of them are slightly below grade level and require additional support. She has one learner, Yandiswa, who is hearing impaired and wears a hearing aid. Yandiswa is doing very well academically with support—particularly emotional support—in fact, she is one of the high achievers.

Three learners are new to the school. From her assessments, Ms Nunn realises that they are struggling with reading and writing skills in the language of teaching and learning, English. Six learners in her class are highly motivated and well above grade level in terms of reading. She tries her best to stimulate them and provide them with a more enriching and expanded curriculum. Luyanda appears to have developmental delays and—speaking to his previous teachers—Ms Nunn learns that he has made progress but is below grade level in all areas. In addition, she has Nicholas in her class, a pleasant child who tries hard when she works with him one on one. He enjoys practical activities but is easily distracted. He finds reading difficult and his reading skills are well below everyone else’s.

Ms Nunn has planned a shared reading lesson for her learners. Read the story and the lesson plan and then answer the questions that follow.

GAMAL'S TREASURE

'Turn off the tap, Zelda,' said Mother. 'You've left the water dripping again. You children forget that water is a treasure.'

'A treasure?' exclaimed Jabu. 'Water isn't a treasure. Gold and diamonds are treasures. I've read a lot of stories about lost treasure, so I know!'

'Then you haven't heard the story of Gamal,' said Mother.

'Tell us, Mama! Tell us the story, please!' cried Zelda.

'Okay, then. Sit down and listen. A long, long time ago, in a faraway part of Africa, there lived a man named Gamal.

Gamal heard of great treasures hidden in the mountains.

He went to look for treasures.

After many days in the desert, Gamal's caravan reached rocky mountains. The camels could not climb the rocks. Gamal left the caravan and went on foot.

Gamal wandered in the mountains for three days but did not find any treasure. Feeling very tired, he laid down under a giant rock and fell asleep.

A loud crash woke him up.

The rock split open. Gamal saw a big cave filled with treasure.

Surprised and excited, Gamal stepped into the cave.

Suddenly he heard a strange voice: 'I'm the Spirit of the Cave. I've opened it for you, Gamal. Take what you like and leave. Then this cave will close, and it will never open again.'

'Thank you, Spirit!' said Gamal.

He put down his water bag and began to pick up gold coins and precious stones.

The Spirit of the Cave spoke again: 'You have little time left, Gamal. The cave is going to close soon. Take what you like and leave, but don't miss the greatest treasure!'

'Which is the greatest treasure? Please, help me!' asked Gamal.

'A wise man should know that,' replied the Spirit.

Just then Gamal saw a king's crown among the gold and jewels.

'I can be a king,' thought Gamal. 'I'll have what I want. People will do what I want. This crown is the greatest treasure!'

'The cave is closing, Gamal,' said the Spirit. 'Leave now, but don't miss the greatest treasure!'

'I've found it!' shouted Gamal. With his arms full of gold and jewels he leapt outside. The cave closed behind him with a loud crash. And then all was still and quiet again.

Gamal looked at the treasure in his arms. The crown was still on his head. It was not a dream.

'I'm rich! I'm a king!' shouted Gamal, but there was no one to hear him. He was all alone under the blazing desert sun.

All of a sudden Gamal felt tired and very thirsty. He reached for his water bag ... but it was not there.

Gamal hit the rock with his fists. 'Please, Spirit, open up!' he cried. 'I left my water inside!'

'It's too late, Gamal,' said the Spirit. 'You weren't wise. You were greedy. You missed the greatest treasure.'

'You can take all your treasures, just give me back my water. I'll die without it!' pleaded Gamal.

But there was no reply. Gamal put his ear to the rock and heard the Spirit laughing inside.

'Did Gamal die?' worried Jabu.

'I don't know,' said Mother. 'The story doesn't say.'

'I can see now,' said Zelda. 'There is no life without water. So water is the greatest treasure!'

'Smart girl,' said Mother. 'All this talking has made me thirsty too. Let's have a drink of fresh, cool water, shall we?'

(Source: READ Big Book: *Gamal's Treasure*).

Lesson Plan: Grade 3 Literacy: Shared reading

Objectives

The learners are going to:

- Tell a story from pictures
- Read new words and use them in a sentence
- Read a story together

Background to lesson

The learners have done a lesson about the uses of water and ways of saving water. The teacher has broadly identified each learner's level of reading competence, i.e. below class level, at class level, and above class level.

Resources

Treasure for treasure hunt (this can be sweets wrapped in shiny paper or small, colourful notes with inspirational messages on them, one for each learner); READ Big Book: Gamal's Treasure (or any other story with pictures, preferably enlarged text); long ruler or pointer; pre-prepared flash cards with words from the story that the teacher knows her learners might find difficult.

Learning and teaching activities

Warm-up activities

Treasure hunt:

The teacher hides the 'treasure' in the classroom before the learners arrive. She tells the learners they are going to have a treasure hunt. There is something for everyone. Once a learner has found their treasure, they can help other learners to find theirs.

Discussion:

The teacher puts the word "treasure" on the board and asks the learners to say it aloud. She then asks them what it means.

Lesson development

Grouping strategy

Learners are arranged in three rows so that all can see the Big Book clearly. Above class level group at the back; below class level group in the middle; at class level group in the front. This enables weaker learners to hear other learners reading, both in front and behind them.

Pre-reading (starting from and linking to what they know):

The teacher shows learners the front cover and the picture. Sample questions: What do you see? What does it remind you of? Who is this person?

The teacher does a "picture walk", turning the pages of the book and pointing at each picture. Sample questions: Who are these people? What are they doing? What is happening in the background? What do you see? What do you think will happen next? (She keeps them in suspense—they can find out if they were right when they read the story.)

Listening: The teacher reads the story to her learners, sliding the ruler or pointer under the words as she reads.

Vocabulary: The flashcards are organised so that the words are in the right order, i.e. as they appear in the story. The teacher recaps the story, stopping at the points where the new vocabulary appears. For each new word she shows the word, says the word and puts the flashcard up on the board. When all the flashcards are on the board she asks the class about the words. Sample questions: Can you say this word? What does this word mean? Can you make a sentence with this word?

All read together: The teacher reads with the class, sliding the ruler or pointer under the words, but fades her voice out in sections where they are doing okay. She doesn't worry if not all the learners are reading aloud—she knows they will do it in their own time.

Check for understanding: The teacher ask questions about the story. She gets them to retell the story without looking at the text.

Differentiated assessment

Use ideas from the choice board (see below) to assess learners' understanding of the story.

Choice board for literacy Grade 3: Shared reading

Do a role-play of the story in groups using actions.	Retell the story in your own words, using actions.	Draw a comic strip telling the story.
Write sentences using new vocabulary that explain the meaning of each new word.	Read the story aloud on your own.	Read the story aloud with a partner.

Questions:

- Look at the “pizza” on planning and teaching inclusive lessons in Unit 4.2 Figure 4.2.1. Which of these strategies is Ms Nunn using in this lesson?
- What are the strengths of the lesson?
- What are the limitations of the lesson?
- What additional strategies would you suggest to ensure that all learners are fully included?

References

- Davis AK (1994). The self-concept of the junior primary schoolchild with learning difficulties (Master's thesis). University of South Africa, Pretoria.
- Department of Basic Education (2014) *Policy on Screening, Identification, Assessment and Support*. Pretoria: Government Printers.
- Department of Basic Education (2011) *Grade 6, English Home Language, Learners activity book*. Pretoria: Government Printers.
- Department of Basic Education (2011) Foundation Phase, Grades R–3, Curriculum Assessment Policy Statement, English Home Language. Pretoria: Government Printers.
- Department of Basic Education (2017) *Sepedi Leleme la Gae Workbook Grade 3*. Pretoria: Government Printers.
- Department of Basic Education (2017) *Anthology Xhosa*. Pretoria: Government Printers.
- Department of Basic Education (2017) *Ibangalesi-3 isiZulu Workbook Grade 3*. Pretoria: Government Printers.
- Department of Education (2001) Education White Paper 6: special needs education—building an inclusive education and training system. Pretoria: Government Printers.
- Donald D, Lazarus S, Lolwana P (2009). *Educational psychology in context* (3rd ed.). Cape Town, South Africa: Oxford University Press.
- Gargiulo RM & Kilgo JL (2011) *An introduction to young children with special needs: birth through age eight*. Wadsworth, OH: Cengage Learning.
- Howie SJ, Combrinck C, Roux K, Tshele M, Mokoena G & McLeod Palane N (2017) PIRLS *Literacy 2016: South African Highlights Report*. Pretoria: Centre for Evaluation and Assessment.
- Joshua JJ (2006) In Marsden P (Ed) *Handbook of research in trans-Atlantic antitrust*. Cheltenham, UK: Edward Elgar.
- Kokot SJ (1992) *Understanding giftedness: a South African perspective*. Durban: Butterworths.
- Knowles EM (1999) *The Oxford Dictionary of Quotations*. Oxford University Press.
- Landsberg E, Kruger D & Swart E (2016) *Addressing barriers to learning: a South African perspective* (3rd edition). Pretoria: Van Schaik.
- Mpumalanga Department of Education (2005) *Towards inclusive classrooms: educator's guide*. Developed by Canada-South Africa Teacher Development Project in collaboration with the Mpumalanga Department of Education.
- Pretorius E, Jackson M-J, McKay V, Murray S & Spaul N (2016) *Teaching reading and writing in the Foundation Phase: a concept note*. Stellenbosch: RESEP/Zenex Foundation. Viewed 20.08.19
https://resep.sun.ac.za/wp-content/uploads/2017/10/RESEPP_Zenex-Teaching-ReadingWriting_Email.pdf
- Swart E & Oswald M (2008) How teachers navigate their learning in developing inclusive learning communities. *Education as change*, 12 (2008). <https://doi.org/10.1080/16823200809487209>
- UNESCO (1994) *The Salamanca statement and framework for action on special needs education*. Adopted by the World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7–10 June 1994. Paris: UNESCO.
- Vygotsky LS (1978) *Mind in society: the development of higher psychological processes*. Cole M, John-Steiner V, Scribner S & Souberman E (Eds). Cambridge, Massachusetts: Harvard University Press.



Appendix 2: Support material for Grade 10–12 teacher training

Support material for Grade 10–12 teacher training

The purpose of this material is to contextualise concepts and theories participants have learnt about during the course of the programme and help them to apply what they have learnt to their teaching practice as Grade 10–12 teachers. The material provides systematic guidance relating to each unit and links between activities and information in the participant guide are indicated. Activities can be used to replace or supplement activities in the guide.

Unit 1

1. Case studies and questions

Use the following activities to reinforce learning in Unit 1 and relate it to the needs of Grade 10–12 classrooms and teachers. Participants read the case studies and answer the questions that follow.

a. Exclusion from education

Participants can do this activity after engaging with Bronfenbrenner’s ecological systems theory and critical literacy diversity (Unit 1.4 Section 1.1.3). Bullying is a major problem in many South African secondary schools and is an exacerbating factor in excluding learners from accessing quality education. This case study should get participants thinking about more effective ways for teachers to address the problem.

CASE STUDY

Bullying has become a serious problem at an urban secondary school, particularly in Grades 10 and 11. During break times and after school, groups of learners frequently gather in the school grounds watching fights and cheering the combatants on. Cyberbullying is on the increase, and the walls in the toilets are covered with insulting graffiti. Some of the boys bully and harass girls sexually, either verbally or through inappropriate and unwanted touching, both at school and on the way to and from school. Teachers usually intervene by banning interactions between learners.

There are places in the school grounds where girls and younger learners are scared to go. It is common for learners who are seen as “different”, such as LGBTIQ learners, overweight learners, and those with disabilities, to be insulted or shunned by other learners. Many parents have complained to the school management that their children are depressed and traumatised. Absenteeism at the school is very

high and school marks are suffering as a result.

In an effort to try and find a solution to the problem the Grade 10–12 teachers meet. They realise that they need to address the issue at a systemic level. They start thinking about how they can use what is happening at the school as an opportunity for social and emotional learning. They agree that they should try and set up a safe space for learners to come together to express their feelings about what is happening at the school and explore ways of addressing the problems in the future. The rules of the safe space will be simple: everyone’s voice will be heard; learners will listen without judging and let go of stories that make it hard for them to hear each other. The teachers hope that through the process learners will be empowered to: build positive and supportive connections with their peers; understand the impact of their actions; take responsibility for their choices; and suggest ways to repair the harm done.

Questions:

- What circumstances do you think could be contributing to the way learners behave at this school?
- In what way is their behaviour contributing to exclusion at the school?
- Do you think that banning interactions between victims and bullies is an effective strategy? Give reasons for your answer.
- Do you think the teachers in this case study are correct to assume that they need to address the issue at a systemic level? Refer to ecological systems theory (Bronfenbrenner) and critical literacy diversity (Unit 1.4 Section 1.1.3) in your answer.
- What are the underlying values informing the teachers’ ideas?
- Work with a colleague or fellow participant and do some research on restorative justice processes. Come up with a strategy that you think would help to address bullying in your context.

b. Removing barriers to success

This activity can be used before Unit 1.5 Activity 1.5.2 to develop participants' understanding of how learners' circumstances can intersect to compound the difficulties they face.

CASE STUDY

Nathan is a Grade 10 learner and a very talented soccer player. His mother died when he was 10 years old and he lives with his grandmother. Although he is generally very quiet in class he has recently started behaving aggressively towards his peers. He has become known amongst staff as a “problem child” and a “bully”. Although he tries hard at school, he generally performs lower than the class average. His teachers say this is because he is not “academically inclined”. Because of his aggressive behaviour, he

has become socially isolated from his peers and has increasingly been excluded from school activities, especially those involving team and group work. His teachers don't understand why he is behaving the way he does but they feel they need to use a firm hand with him. As punishment for aggressive behaviour they often stop him from participating in after school soccer matches. This upsets him a lot because soccer is the love of his life. His dream is to play professionally one day.

Questions:

- What intersecting factors are preventing Nathan from participating fully? For example, think about home circumstances, teacher attitudes, and psychosocial factors.
- In what ways do his teachers label and stereotype him and how do you think this affects him?
- Do you think preventing him from playing soccer is an effective strategy for correcting his behaviour? Give reasons for your answer.
- What classroom strategies could teachers use to help Nathan to reach his full potential academically and socially?
- Refer to Unit 3.2 Section 1.1.3 and read about the ten priority action areas of CSTL. In what ways could the school community support Nathan to achieve his dream of being a professional soccer player?

c. Power dynamics

This case study provides an opportunity for participants to engage with the theory on power dynamics and different forms of power. They can do this activity after they have read the information in Unit 1.5 Section 1.2.6. It also offers an opportunity for them to engage with the Department of Basic Education's (DBE) protocol on sexual harassment and abuse at schools. Teenage pregnancy and HIV&AIDS are major factors in dropout levels among girls so encourage discussion around the last question and perhaps link it to a research task.

CASE STUDY

Khanya is in Grade 11 at her local high school. She is a good student and hopes to study further when she matriculates. An older boy at the school, Nathi, starts taking an interest in her. He is handsome and popular with girls and Khanya feels flattered by his attention. Her friends are envious that he has chosen her. After a while, Nathi begins to pressurise Khanya to have sex with him and she tries to end the friendship. She doesn't feel emotionally ready for this. She is also worried about falling pregnant or getting HIV and the implications this could have for her future.

Nathi starts following her home from school. He tries to touch her and kiss her and become increasingly violent when she doesn't respond. She

becomes more and more afraid of him and doesn't feel safe walking home from school. She is depressed and anxious and her school work begins to suffer. The Life Orientation teacher notices that she has become withdrawn and asks her if she is experiencing any problems. She breaks down and discloses what has been happening.

With Khanya's permission, the teacher reports the matter to the principal who immediately takes action. Following the DBE's protocol on sexual harassment, the school informs both sets of parents about what has happened and starts disciplinary proceedings. The school also refers Khanya to psychosocial services for counselling.

Questions:

- Refer to Unit 1.5 Section 1.2.6 about power dynamics in school communities and identify the power dynamics in this case study. What types of power are demonstrated here? Explain your answers in detail.
- Explain how power and privilege intersect to give rise to the power dynamics demonstrated here. How does gender intersect with power and privilege in the case study?
- In addition to the psychosocial impact this experience had on Khanya, what other risks could she have been exposed to and what impact could they have had on her education and on her general well being?

d. Using teacher agency to promote learner agency

Participants can do this activity in place of Unit 1.5 Activity 1.5.5. They should read Unit 1.5 Section 1.2.5 on teacher and learner agency before doing the activity.

CASE STUDY

Cedric has recently joined the staff of an urban secondary school as the Business Studies teacher for Grades 10–12. Looking at past results he sees that there has been a very high matric failure rate in the subject in the last few years. He decides to try and find out why this is happening. In the first lesson, Cedric spends some time getting to know his Grade 11 learners. He also asks them why they decided to do the subject and what they think of it so far. They tell him that they chose Business Studies because they want to learn how to start their own businesses and be successful. They are not really enjoying the subject much because the previous teacher made them work through the textbook and do boring activities on their own.

Cedric decides that the class will do a project on the degree to which a business embraces entrepreneurial qualities. First he has a class discussion to find out what they learnt about entrepreneurial qualities in Grade 10. He gets them to form teams of five and asks them to take pictures on their cell phones of the kinds of businesses they are interested in. The teams present their photographs and talk about why they chose this

particular business and their future business aspirations. Next, the teams must work cooperatively to: design a questionnaire based on the qualities of entrepreneurship (e.g. risk taking, good management, perseverance, etc.); identify a small or medium-sized local business; conduct interviews that will help them to identify challenges and key success factors; identify areas for improvement; and present their findings in a mode of their choice (including multi-modal).

Cedric is surprised at the learners' responses to the project. They share their pictures and talk enthusiastically about their business aspirations. The teams collaborate well and the experience gives them the opportunity to develop important teamwork skills. Presentations are interesting and incorporate pictures and video material as well as written and oral work. Discussions are lively and they enjoy assessing each other's work and getting feedback from other teams. The project also provides an opportunity for Cedric to get to know individual learners in the class and assess strengths and possible challenges. He will use this information to inform future lessons and projects.

Questions:

- Refer to Unit 1.5 Section 1.2.5. In what ways is Cedric operating as a “change agent” for inclusive education? Give reasons for your answer.
- How is he using his agency to empower his learners?
- In what way do learners demonstrate their agency?
- As a teacher, what lessons did you learn from this case study?

2. Reflection activity

- Write a story about your positive and negative learning experiences at secondary school. You may include an artefact, photographs or a diagram that reminds you of the positive and negative experiences you had at school.
- Include a paragraph about giving advice to newly qualified teachers, based on your own learning experiences.

Unit 2

This section looks at learner diversity in Grades 10–12. It talks about the development and changing needs of learners during this phase and the importance of recognising diversity in order to provide every learner with the support they need. It also emphasises the need to meet the language needs of learners in multilingual classrooms and suggests some strategies and activities that teachers can use to support literacy development in their classrooms.

3. Differences that emerge in Grades 10–12

Developmental neuroscience has shown that the frontal and prefrontal lobes of the brain, which are associated with metacognition and executive functioning, undergo major changes throughout adolescence. In addition, the brain's physical development cannot be separated from the emotional, social and cognitive changes that learners are experiencing (NICHD/NACTE, 2006).

This understanding should inform the development of classroom activities that will help your Grade 10–12 learners to master skills, continue to develop agency and become independent learners. However, because they have unique personalities and experience changes at different times and in different ways, it is important that you understand what skills are developing and tailor your instruction to the individual needs of each learner.

Teachers of Grade 10–12 learners need to consider learner diversity in terms of cognition, behaviour, psychosocial well-being, and the shift from fixed-mindset to growth mindset. Some factors may be easier to observe (like the tip of the iceberg) while others may be hidden below the surface and require more in-depth observation on your part.

Cognitive developmental changes that start to emerge during this phase include acquiring the ability to think systematically about logical relationships within a problem. At this stage, some learners experience transition from concrete thinking to formal logical operations. A learner in the formal operation stage is capable of forming hypotheses and deducing possible consequences. Reasoning skills within this stage refer to the mental process involved in the generalising and evaluating of logical arguments and include clarification, inference, evaluation, and application. Some learners are able to connect mathematical concepts to real-life situations. Some learners in the preoperational stage could lack confidence, take longer to complete tasks, not participate actively in lessons and be labelled as “slow” or “struggling”. It is important that you are sensitive to this and rise to the challenge of supporting learners at their cognitive level. Use a strengths-based approach and avoid having preconceived ideas about your learners' capabilities—they are much more likely to succeed if they know that you have had positive expectations of them. Vygotsky's zone of proximal development (Unit 4.2 Section 1.2.1) and the idea that, with the help and guidance of a teacher, a learner will gradually develop the ability to do certain tasks without assistance, is a good strategy to adopt.

Socio-cultural contexts

Vygotsky (1978) also emphasised that knowledge is constructed socially, i.e. individual and social learning processes are interdependent. Meaning from learning, therefore, cannot be separated from its sociocultural contexts and interaction between people (Donald et al., 2009; Swart & Oswald, 2008). This means that everyday activities in your classroom take place in contexts in which the individual identities and cultural histories of your learners are being interpreted continuously.

A lot of the research that has been done on adolescence has involved studies of white, middle-class youth. However, youth from different cultural backgrounds may experience adolescence in very different ways. Many of your learners may already have assumed adult roles and responsibilities at home and it is important that you acknowledge and respect this rather than treating them as children. As a teacher in Grades 10–12 it's important for you to strike a balance between exercising your authority in the classroom and engaging and interacting with learners as peers. In this regard, classroom management practices that are individually tailored to participants' needs and backgrounds are the most effective.

4. Strategies for supporting African home language use in multilingual classrooms

Use of home languages in multilingual classrooms in Grades 10–12 can be very beneficial for learning, especially in mathematics classrooms (Selati, 2002). In addition, learners who can converse in two or more languages will perform much better than peers who cannot (Cummins, 2000). However, it is important to remember that learners who are not proficient in any language will persistently underachieve (Barwell, 2008).

This section looks at some strategies teachers can use to support African home language use in their classrooms and provides examples of activities that they can adapt to their particular subject, grade level and language context. Note, however, that these strategies can be detrimental to learning if teachers are not trained to use them systematically and consistently.

a. Bilingual approach

Some lessons could be taught in the mother tongue of African learners in the class and learner support materials can be translated into the mother tongue, giving learners the opportunity to read and discuss topics in their own language as well as the LoLT.

You can use a range of materials, e.g. written, oral and audiovisual material. Learners should work in heterogeneous groups or pairs that would allow them to practise communicating across languages and cultures.

Try to ensure that charts and other learning materials on the classroom walls are in both languages and make sure that learners have access to bilingual dictionaries and glossaries.

Example activity: Life Orientation, Grade 10 (isiZulu)

- Learners work in pairs and watch an isiZulu video on changes that happen during adolescence.
- They answer questions using information from the video, their textbooks and the glossary below.
- Discussion in isiZulu on how teachers can support the challenges that emerge for learners during adolescence.

Bilingual glossary

peer pressure	ingcindezi yabangani
lack of self-esteem	ukungabi nokuzethemba
bullying	ubudlova
falling in love	ubudlelwano bothando
teenage pregnancy	ukukhulelwa komontu omusha

Note on adapting the activity: Use a video and questions that are relevant to your subject and grade.

b. Code switching

Code switching involves the alternate use of two or more languages during teaching or when completing a task. For example, when teaching Natural Science in English, the teacher alternates between the learners' mother tongue and the LoLT to make science terms accessible and relevant to the learner. Teachers' code switching can be used in a number of contexts, e.g. explaining concepts, asking questions and managing classroom behaviour. It is an interactional resource that can be used by all multilinguals to improve communication and self-expression.

Example activity

- Select an activity from the textbook that introduces new concepts to learners.
- Design a matching activity using the learners' home language and use the home language to teach them the new concepts.
- Learners may present their work either in their home language or in the LoLT.

c. Translation

Teachers can use this strategy in different ways. They can translate information from the LoLT into the learners' mother tongue (either orally or in writing). Learners can also translate from the LoLT into their mother tongue to help or support other learners in the class who cannot follow what is being taught. Learners may also use different resources to translate activities or texts in the textbook (for example, dictionaries, glossaries, Internet programmes).

Example activity

- Ask learners to work in groups.
- Give learners a text that is relevant to your subject and grade level that is written in the LoLT.
- Ask them to translate it into their mother tongue.

d. Repetition during teaching

Teachers repeat information stated in the LoLT in the home language in order to transfer knowledge and concepts and clarify meaning. Repeated pairing of specific home language and LoLT terms is also useful in that recalling the home language term can trigger the memory of the LoLT term.

While repetition can be a powerful tool, if it is used incorrectly it may lead to learners developing bad habits. For example, if the teacher translates the term incorrectly learners may struggle to grasp the concept. Also, if learners get too accustomed to the repetition of information in their mother tongue they may not bother to listen to the LoLT instruction, but rather wait for the teacher to explain it in their first language. This has important implications for subjects like mathematics and science where learners need to become familiar with the language of the subject.

Example activity

- Design an activity using information from the textbook. Select certain information or concepts that you will repeat in the home language.
- Teach the lesson in the LoLT, repeating key concepts and information in the home language as they occur in the lesson.
- Check learners understanding by referring to the home language terms and seeing if they can recall the concept in the LoLT.

e. Content and language-integrated learning (CLIL)

This is a bilingual approach where learners learn a subject and the LoLT at the same time. Some subjects are taught in the African language but learners are fully supported to practise and develop their English in every lesson. Activities are adapted to the context of delivery; they contain many visual aids and are aimed at developing learners' language competencies.

Image/isithombe	Concept in English/isiZulu
Picture of rain falling	Precipitation: Water returning to the earth as rain, snow, mist, frost, dew Amafu akha amanzi abuyela emhlabeni njengemvula , iqhwa, inkungu noma amazolo
Picture of water boiling in a pot	Boiling water: When water boils it changes into steam. Ukubila kwamanzi ashintsha abe umusi.

Example activity:

Use the example above to create an activity showing content and language-integrated learning in your subject area and at the appropriate grade level.

f. Develop resources in African languages

Teachers write stories and texts to develop resources in African languages.

Example activity:

- Translate a case study or literary text into an African language.
- Set questions for learners to answer.

Unit 3

The SIAS policy makes it clear that identifying barriers to learning and participation as early as possible in a child's school career is essential. However, barriers may arise at any point due to changing developmental needs and circumstances in the learner's life. This section looks at screening and identification of barriers to learning as an important ongoing process, even in Grades 10–12.

5. Identification of barriers to learning and participation

In Grades 10–12 your role as a teacher is to:

- Gather information and identify learners at risk of learning breakdown and/or school dropout
- Be aware of changing circumstances in your learners' lives that may impact on their learning
- Provide teacher-developed classroom-based interventions to address the support needs of those learners
- Identify further support needs of learners

Participants can read the case study below and answer the questions when they have read Unit 3.3 Section 1.4 on collaboration among teachers.

CASE STUDY

Renilwe's family has recently moved to Johannesburg. Her parents enrol her in Grade 10 at a local high school. They complete an admission form, which includes her Grade 9 year-end report. The report says that her oral work is good but that she is a slow reader. The Head of Department (HOD) screens her and the information is recorded in her file. This is then captured in the Learner Unit Record Tracking System. The HOD files her Road to Health Booklet in her Learner Profile.

During English lessons, the teacher observes that Renilwe is struggling to keep pace with reading and often skips words or gets them wrong. She is also experiencing difficulties copying words from the board and following written instructions. She talks

to her colleagues in Grade 10 and they confirm that she demonstrates similar difficulties in their subjects. The teacher calls a meeting with Renilwe and her parents to discuss the challenges she is experiencing with reading and writing.

She suspects that Renilwe may be short sighted and organises for her to be assessed through the Integrated School Health Programme (ISHP). The tests confirm that she is extremely short sighted and she is provided with glasses.

Renilwe's English teacher calls a meeting with Renilwe's other teachers. Together they develop a plan to support Renilwe through classroom accommodations and suitable teaching and learning strategies.

Questions:

- What classroom accommodations would you recommend for Renilwe?
- What teaching and learning strategies could her teachers implement to support her learning and help her catch up?
- Explain how collaboration at various levels facilitated the identification of Renilwe's barrier and the implementation of support strategies.
- What is the Learner Unit Record Tracking System and how does it facilitate the process of identifying and supporting barriers to learning and participation in Grades 10–12?

Unit 4

This section focuses on lesson planning in Grades 10–12.

6. Using inclusive teaching and learning strategies

Participants will reread the case study about Cedric’s Business Studies Class, as well as Cedric’s Business Studies lesson plan below and evaluate the teacher’s use of teaching and learning strategies to facilitate participation of all learners in the lesson. Note that the lesson plan is for an extended project and learners will be expected to do some of the research and practical tasks after school hours. Use this activity in place of Unit 4.2 Activity 4.2.41.

Lesson plan: Grade 11 Business studies

Objectives

The learners are going to:

- Identify and assess a business against the entrepreneurial qualities they learnt about in Grade 10
- Explore and identify what makes a business successful, e.g. sustainability, profitability, customer base, etc.
- Identify areas for improvement

Time allocation: One week (4 hours of classroom time)

Background to lesson

The learners have participated in a class discussion about entrepreneurship qualities they learnt about in grade 10. These included: desire for responsibility, risk taking, perseverance, good management and leadership, confidence in one’s ability to succeed, high levels of energy, passion, big dreams with a clear vision, exceptional organisational skills, high degree of commitment, flexibility (ability to adapt quickly), willpower to overcome obstacles.

Resources

Textbook, newspaper articles, Internet, magazine and other audio-visual media, learners’ cell phones

Differentiated teaching and learning strategies

- Starting from and linking to what learners already know
- Cooperative learning and group work
- Multi-modal

Introductory activity

Learners work in teams of five. The teacher asks them to take pictures on their cell phones of the kinds of businesses they are interested in or find pictures in magazines and online. The teams present their images and talk about the kinds of businesses they would like to be involved in.

Lesson development

Before they start, the learners must agree on ground rules and allocate tasks. The teacher explains what the project entails and assists learners to develop a rubric to assess the effectiveness of each other’s presentations based on the following criteria:

- Effectiveness of questionnaire as a tool for capturing relevant information
- Identification of key attributes contributing to success of the business
- Identification of challenges
- Recommendations for improvement
- Creativity of presentations

Process

Identify a local business: Teams identify a small or medium-sized local business.

Design a questionnaire: They design a questionnaire for the business that they have chosen that will enable them to identify and assess entrepreneurship qualities (e.g. risk taking, good management, perseverance, etc.). They can refer to their textbooks for ideas.

Conduct interviews: They conduct interviews that will help them to identify challenges, key success factors and areas for improvement.

Present findings: They present their findings in a mode or modes of their choice.

Assessment for learning

Peer assessment: Teams assess each other's presentations using the peer assessment rubric they developed in the first lesson.

Questions:

- Look at the “pizza” on planning and teaching inclusive lessons in Unit 4.2 Figure 4.2.1. Which of these strategies is the teacher using in this lesson?
- What are the strengths of the lesson?
- Identify possible limitations of the lesson.
- What additional strategies would you suggest to ensure that all learners are fully included?

7. Using choice boards to differentiate assessment

Using choice boards is a useful differentiation strategy.

Show participants who are teaching Grades 10–12 the choice board below instead of the Grade 5 reading example in Unit 4.2 Figure 4.2.14. They then go on to design their own subject and grade specific choice boards.

The choice board below can be used for differentiated assessment of learners understanding of marketing activities in the formal and informal sectors and use of technology for marketing.

Choice board for Grade 11 Business Studies activity on marketing

Develop a marketing campaign for your business	Design a poster advertising your business that includes a catchy slogan	Design a TV or radio advertisement for your business
Explain the differences between marketing in the formal and informal sectors	Design a market research questionnaire for your business	Design a pamphlet or Facebook page for your business
Select three marketing activities suitable for your business, and explain your choices	Design a logo for your business	Compose a jingle for your business, using musical instrument/s of your choice

References

Barwell R (2008) What works? Research into practice. *The Literacy and Numeracy Secretariat Research Monograph*, Number 34. Ottawa: University of Ottawa.

Chikiwa C & Schäfer M (n.d.) Using an African language in teaching Geometry at FET phase: a case study of three Eastern Cape secondary schools. Viewed 27.08.19:

<http://uir.unisa.ac.za/bitstream/handle/10500/22852/Clemence%20Chikiwa%2C%20Marc%20Schafer.pdf?sequence=1&isAllowed=y>

Cummins J (2000) *Language, power and pedagogy: bilingual children in the crossfire*. Clevedon: Multilingual Matters.

Department of Basic Education (n.d.) *Curriculum and Assessment Policy Statement: Business Studies*. Pretoria: Government Printers.

Department of Basic Education (2014) *Policy on Screening, Identification, Assessment and Support*. Pretoria: Government Printers.

Donald D, Lazarus S & Lolwana P (2009). *Educational psychology in context* (3rd ed.). Cape Town, South Africa: Oxford University Press.

Howie SJ, Combrinck C, Roux K, Tshele M, Mokoena G & McLeod Palane N (2017) *PIRLS Literacy 2016: South African Highlights Report*. Pretoria: Centre for Evaluation and Assessment.

NICHD/NACTE (2006) Child and adolescent research and teacher education: evidence-based pedagogy, policy and practice: Summary of Roundtable Meetings. NICHD/NACTE.

Selati M (2002) Researching mathematics education and language in multilingual South Africa. *The Mathematics Educator*, 12(2): 6-12.

Swart E & Oswald M (2008) How teachers navigate their learning in developing inclusive learning communities. *Education as change*, 12 (2008). <https://doi.org/10.1080/16823200809487209>

Vygotsky LS (1978) *Mind in society: the development of higher psychological processes*. In Cole M, John-Steiner V, Scribner S & Souberman E (Eds). Cambridge, Massachusetts: Harvard University Press.



Appendix 3: Video transcripts and viewing activities

Video transcripts and viewing activities

Overview

The Teaching for All videos were developed to provide examples of good, inclusive teaching in realistic South African classroom environments. All schools shown in the videos are no-fee schools that have been recognised by provincial departments of education for their successes in including all children and removing barriers to learning and participation.

Before you watch

'Before you watch' it is important to get participants into the topic and prepare them for what they are going to see. This is the time to clarify any new terminology if you need to. 'Before you watch' tasks could be brainstorming, quizzes, or any other task that gives some background knowledge about what they are going to watch.¹

While you watch

It is a good idea to give participants simple viewing tasks to complete, to help them stay focussed during the video. It is important that these tasks are not too arduous, because that might cause them to lose focus. It can be helpful to give the tasks before the participants watch: then allow them to check the answers with a partner. You can also play the video twice if you think it will help provide a richer awareness of the topic area. Here are some possible 'while you watch' tasks:

Video 1: Building South African Inclusive School Communities

1. Who are the stakeholders in a school community and what are their responsibilities?
2. What are the characteristics of an inclusive school community?

Video 2: Learning in South Africa's Multilingual Classrooms

1. What strengths does a multilingual learner have? What challenges might they encounter?
2. What is scaffolding and how can it be used to support multilingual learners?

Video 3: Using South Africa's SIAS Process to Include All Learners

1. What is the SIAS process and what is its purpose?
2. What are the steps of the SIAS process and who is involved at each stage?

Video 4: Curriculum Differentiation in South African Classrooms

1. What are the four areas of curriculum differentiation?
2. What examples are given for each?

After you watch

Many tasks can follow on from watching a video and what you choose to do really depends on what you are watching. Discussions should follow on naturally from most of the videos. Here are some questions that you could use:

Video 1: Building South African Inclusive School Communities

1. What challenges could teachers have in working collaboratively with other stakeholders? How could these be overcome?
2. The principal at the end outlines ideas for building community interest in school. Why is the strengths-based approach he outlines so important in building inclusivity?

1. Adapted from <https://www.teachingenglish.org.uk/article/using-video-2> (author: Jo Budden)

Video 2: Learning in South Africa's Multilingual Classrooms

1. Suggest other ways in which teachers can give learners the chance to use their mother tongue or language of choice in the classroom.
2. How can including languages from Africa 'empower teachers and learners'? How can this help with decolonisation of the curriculum?

Video 3: Curriculum Differentiation in South African Classrooms

1. One of the teachers (1:30) talks about his learners as being 'struggling', 'medium' and 'excellent'. What could the problem be with this approach? What could be a better approach to grouping?
2. What other examples of the four types of curriculum differentiation can you think of? Which ones have you tried in class? Which ones would you like to try?

Video 4: Using South Africa's SIAS Process to Include All Learners

1. What could be challenging about the SIAS process for teachers and schools? How could these challenges be overcome?
2. How can teachers and schools ensure that the SIAS process is implemented within a social model approach rather than using the medical deficit model?

Transcripts

Video 1: Building South African Inclusive School Communities

Narration:

All children have the right to learn. But it's not only teachers who are responsible for realising the educational rights of learners. Learners can be in school and class but still not be included. Ensuring everyone is engaged in meaningful participation will support everyone's learning.

An inclusive school community embraces many stakeholders. All are integral in creating a school culture that promotes the development of all learners. Though teachers can make a significant difference in supporting learners, inclusion in one classroom will always be limited.

Inclusion is possible starting from a clear vision at leadership level, the involvement of stakeholders and carers and then practical application in the classroom. This will ensure that policy, culture and practice are aligned.

Maiphepi Ndhlala, principal (Emasangweni Primary School):

The vision is very important to every single member of the school community and the stakeholders in the school. So we communicate our vision right at the very beginning of the year, with the parents in our information-sharing meeting, at the beginning of the year. And then we also communicate our vision to the learners in that each and every single class in our school has got the mission and the vision of the school pasted on the walls. And we communicate it also with our partners that are partnering with us as a school. So everybody knows this vision and we share it with every stakeholder that we are working with.

Narration:

Along with support agencies, the most important stakeholders in a school community are parents and caregivers.

Gwynne Philander, principal (Ned Dorman High School):

So because schools are located within communities, that community has a vested interest in what the school needs to serve. So the members of that school governing body need to be the students; it needs to be the estate staff; it needs to be the teachers; needs to be the parents. But it also needs to be community members. It needs to be counsellors. It needs to be people that are working with the community at large who will influence and dictate or suggest or recommend what would be best for the school. So if our community has a problem with drugs but we don't have the problem at school, that community member may influence and suggest, "Hold on. Let's have a drug policy, have a drug awareness programme"; have these kind of education processes, because the school is a reflection of the community.

Narration:

The role of parents extends beyond the SGB—even if up to 90% of parents and caregivers are unemployed.

Dipuo Sithole, HOD Foundation Phase (Bachana Mokwena Primary School):

Yes, it is important to have the community in our teaching to assist us. For an example, maybe there are some parents who know better football, they know better netball, and they assist us in that regard. They just volunteer to come to school and then assist our learners in that. And we've got some of the parents who volunteer just to come and assist us in terms of homework.

Narration:

Forging relationships with local, national—even international organisations and businesses can take a school to a new level.

Cynthia Sherry, learning support/resource teacher (Ned Dorman High School):

We have a situation where we serve communities where gangsterism is fairly rife. But, that through different stakeholders coming onto the school premises and working hand-in-hand with the school teacher body, as well as the pupil learner body, we found that it had transformed the school very positively in that a number of instances had obviously been reduced.

Narration:

Including stakeholders in decision-making processes builds trust, increases transparency and leads to better decision making in a school.

Gwynne Philander, principal (Ned Dorman High School):

Parents will be attracted to schools when schools become places of celebration. Sport. Culture. Events. It's celebration moments. That is how you get parents to own the schools, be part of the school, the community to be involved in the school.

Video 2: Learning in South Africa's Multilingual Classrooms**Narration:**

Children develop ideas about the world through language. They also express their understanding through language, so language is crucial to learning. Research clearly shows that children learn best in a language that is familiar to them. It therefore follows that children learn better in their home language.

The average South African classroom is, however, multilingual.

Home languages are generally used from Grades R–3; after this there's a sudden switch to English. However the majority of learners do not have the English proficiency needed to learn in this language.

Itumeleng Mashego, Grade 4 teacher / HOD Languages (Emasangweni Primary School):

Most of the learners, they are from indigenous language backgrounds, and then when they come to Grade 4 all the subjects are being done with English and that transition to Grade 4—when they now must be doing everything in English—that's when we experience some problems. You'll find that they skip vowels, or else some of them they skipped consonants. So that's when, now, we need to help them.

Narration:

The language used for instruction can be a big barrier to inclusivity, affecting learners' progression throughout their basic education. This especially applies to children from disadvantaged backgrounds.

Language Supportive Learning is a way of addressing this problem. This requires an understanding of how to use scaffolding strategies to support learning through breaking up learning into manageable chunks. This approach requires an understanding of what learners can do and what they may have difficulties with.

Scaffolding strategies involve understanding of learners and their current learning needs and these strategies support meaning and understanding in achievement and meeting learning outcomes. Scaffolding strategies support all learners, though in different ways. An example of a scaffolding strategy may be for a teacher to use the home or familiar language to explain a concept, or may be encouraging a learner to respond in their familiar language.

Nonhlanhla Moleli, Grade 4 teacher (Emasangweni Primary School):

So I apply multilingualism in my class. Normally what we do is that we write a sentence in English and then we follow with their own native languages. It does help a lot by using different languages because that's what they know. It's their language, their mother tongue. So it's easier for them to understand it better. The devices

that I use to teach English, I use the flashcards written in different languages and then buddy system where they help each other in the class. The ones that are more advanced, they help these ones with their learning difficulties. And then I also have a reading corner in my class, and also we have the writing. I write a sentence in English and they have to translate that to their own language. Scaffolding is very important in class because that's where, as a teacher, you break down the lesson. Scaffolding is making things easier for the learner so that they are able to understand. Not that you are changing the questions, the questions are there, but you're just accommodating everyone. Even those who have difficulties will be able to answer.

Narration:

Language Supportive Learning uses a familiar language to access the curriculum. This language is also used as a resource to scaffold learners' English language development.

Scaffolding provides the incentive for learners to take a more active role in their own learning. With a teacher's support they can take up the challenge of moving beyond their current skill and knowledge levels.

Research suggests multilingual children are more creative, better problem-solvers and critical thinkers.

Using learners' languages in the classroom enhances their self-esteem. Language is also a carrier of culture and identity. Today, decolonisation is a priority. Including languages and knowledge from Africa will empower both teachers and learners.

Language can be an important inclusive tool. As teachers, we need to recognise that the more languages we speak, the richer we are.

Video 3: Using South Africa's SIAS Process to Include All Learners

Narration:

There may be a number of reasons why children experience barriers to learning and participation. These barriers can be addressed when the education system and schools are responsive to the needs of each learner. We need to look at what the learner is able to achieve and do well, and build on the learner's strengths, while providing support for areas of challenge.

Neuro-cognitive differences, physical disabilities, socio-economic challenges and language and cultural differences are only barriers to learning and participation if the system doesn't provide an enabling environment for effective teaching and learning to take place. All schools need to create a positive and welcoming environment that has sufficient resources, positive attitudes, effective teaching methods and curriculum that engage and support ALL learners.

The Screening, Identification, Assessment and Support—or SIAS process—is designed to support teachers to identify and help learners who experience barriers to learning and participation, and subsequently adapt the learning environment, so that successful learning can take place.

The process ensures that the learners' teachers, parents or caregivers, School-Based Support Teams and District-Based Support Teams are all working together in the best interests of the learners.

The collaboration between the School-Based and District-Based Support Team will become particularly important should the school need to secure external specialised support for learners experiencing barriers.

The SIAS process begins by identifying individual learners' experiences in the classroom.

Official forms assist teachers—step-by-step—with the screening, identifying and assessing of barriers.

1. Screening begins when the child first enters school. The teacher interviews the child and completes a learner profile.
2. Identification occurs as the teacher determines the learner's strengths and needs and develops an awareness of the additional support the child may need.
3. Assessment, formal and informal, identifies the extent and severity of the barriers to learning and participation and the type of support that is needed. This can be done by the teacher and other support specialists, such as social workers, educational psychologists, occupational therapists.
4. Support details the measures to be taken to serve the child's needs and could include teaching and learning strategies and adaptations, assistive devices, therapeutic interventions and accommodations. The teacher initiates the support process, with support from the School-Based and District-Based Support Teams, support specialists, the learning support teacher, or even services from government departments and other agencies mandated to provide support services for children.

As a part of SIAS protocol, filling in a Support Needs Assessment form prompts and assists a teacher to build a learner profile, including strengths and needs in communication, learning, behaviours, and social competencies in the classroom and at school, as well as the learner's family, home and community situation. Teacher intervention, support and barriers to learning are also recorded.

Michelle Stevens, HOD Foundation Phase, SBST coordinator (Discovery Primary School):

The inclusive school runs on the policy of the SIAS policy, which is Screening, Identification, Assessment and Support.

First, we start with our baseline assessments, then we have our reports, and when we find a child has a barrier to learning, I, and my team at the School-Based Support Team, sit down in consultation with the parents. We do an Individual Support Plan for each child that the teacher does in the classroom and the learning support teachers do as well.

Narration:

When a learner presents marked difficulties and is experiencing severe barriers, this information is used to develop an Individual Support Plan (ISP). The ISP is developed by the teacher in collaboration with the School and District-Based Support Team, support specialists and learning support teacher, and often in consultation with the parents and caregivers.

Yolandie Conradie, Grade 1 teacher and grade head (Discovery Primary School):

We have learners in our schools that are on medication. We used to have a little boy that was disabled—a boy in a wheelchair as well—so we did alter the school to make it more comfortable for him.

Narration:

The SIAS process is a holistic and collaborative approach. It needs to include everyone who can have an impact on the learner's development, including the parents and caregivers.

Maiphepi Ndhlala, principal (Emasangweni Primary School):

It is said that every child can learn but they learn in different paces and also in different ways. So, we embrace that as a school. We believe that inclusivity is the way to go. We do not exclude any child in this school, and we embrace them with their learning barriers. And because we are resourced to attend to, or to address those barriers, we are at ease to implement and to get the result that we need.

Narration:

All schools need to work to remove barriers to learning and participation, not just those identified as full-service or special schools. The SIAS process can help all schools be inclusive schools for all learners.

Video 4: Curriculum Differentiation in South African Classrooms

Narration:

All children can learn. But each child has different abilities, interests and preferred modes of learning. Differentiated teaching requires flexibility. It's the way we adapt, extend and vary what happens in the classroom to optimise learning.

Almost every class in South Africa is a multi-level group. With appropriate 'differentiation in the curriculum' all learners can develop in an optimal way.

There are four areas of 'differentiation'. We'll start by looking at Curriculum Content.

Knowing your learners well is essential for differentiated learning.

Ditshego Phiwe, Grade 1 teacher / HOD (Emasangweni Primary School):

The learners now, there is inclusive education which includes. It doesn't sideline other learners. All learners are inclusive. We cater for them. So this really makes me happy because it's no more like one-size-fits-all teaching system.

Narration:

Teaching approaches are at the core of differentiation. A simple way of dealing with different needs is dividing your class into groups.

