# TEACHING FOR ALL

## Teaching for All: Inclusive Teaching and Learning for South Africa

Participant guide to using Spoodle for continuing professional development

Basic Education
Higher Education and Training

BRITISH COUNCIL

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MIET AFRICA

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.

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 Accessing the Teaching for All digital material

The USB device contains all the materials you will need to study the Teaching for All programme. You can access the content for purposes of offering workshops, for professional learning communities, and for self-study purposes. To access the materials, you simply plug in the USB device, and access the folders, without requiring internet access (see **Section 2** for instructions).

You require a PC or laptop with the following minimum specs:

• I3 Processor
• 128GB C drive (Spoodle only requires 6GB of the storage)
• 4GB ram
• Windows 7 (discontinued), Windows 8, Windows 10

Please note this solution is not compatible on **iOS**.

You will need to have the **Chrome Browser** installed to view the materials.

# 2 Guide to starting up and using Spoodle

## 2.1 Getting started

1. This system can run on a PC or laptop with the minimum specs listed above.
2. Plug in the USB device and open it. You will see 4 items:

    (i) A file with a Spoodle icon called **Click to Start.exe**

    ### 🎓 Click to Start - Spoodle

    (ii) A folder called **Server**

    (iii) A folder called **Instructions.doc**, containing these instructions in MS word, in case you need to refer to them

    (iv) A folder called **Readings in PDF** containing all the content for the four units in PDF format, to be used should you not be able to run this programme

3. The first two items (i.e. **Click to Start** and **Server**) are the only files required to run the Spoodle system. You can copy both onto your computer C drive (hard drive) so that you can run Spoodle *directly* from your computer.
4. Run the Spoodle file called **Click to Start.exe** from your USB drive OR C drive if you have saved it there.

    **Tip:** Always close any open browsers if you wish to speed up the transfer of files to your C drive.

5. You will see a message in a grey box (see **Figure 1** on the next page). Once complete, Portable Moodle (Spoodle) should automatically open in your default browser.
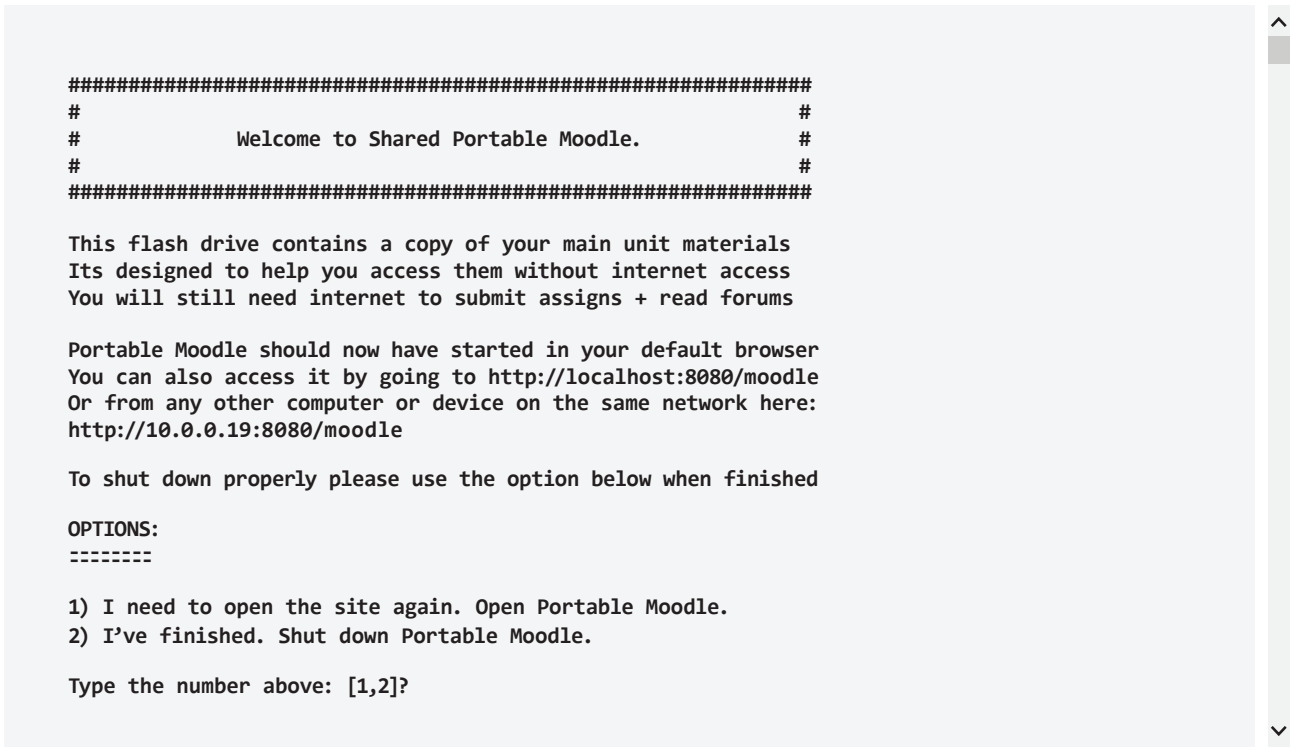
```
################################################################
#                                                              #
#              Welcome to Shared Portable Moodle.              #
#                                                              #
################################################################

This flash drive contains a copy of your main unit materials
Its designed to help you access them without internet access
You will still need internet to submit assigns + read forums

Portable Moodle should now have started in your default browser
You can also access it by going to http://localhost:8080/moodle
Or from any other computer or device on the same network here:
http://10.0.0.19:8080/moodle

To shut down properly please use the option below when finished

OPTIONS:
--------

1) I need to open the site again. Open Portable Moodle.
2) I've finished. Shut down Portable Moodle.

Type the number above: [1,2]?
```

*Figure 1: Spoodle welcome page*

6. Leave this message open while you work. If you close your browser and need to get back to it, you can return to this message and type '1' at the bottom of the page. You can also return in any browser, as long as this programme is running, by going to http://localhost:8080/moodle

## 2.2    Using Spoodle as a user

## Starting up

1. Log in using the 'Log in as a guest' link at the bottom.

**Log in**

Username  admin

Password  ••••••

☐ Remember username

Log in

Forgotten your username or password?

Cookies must be enabled in your browser ⑦

Some courses may allow guest access

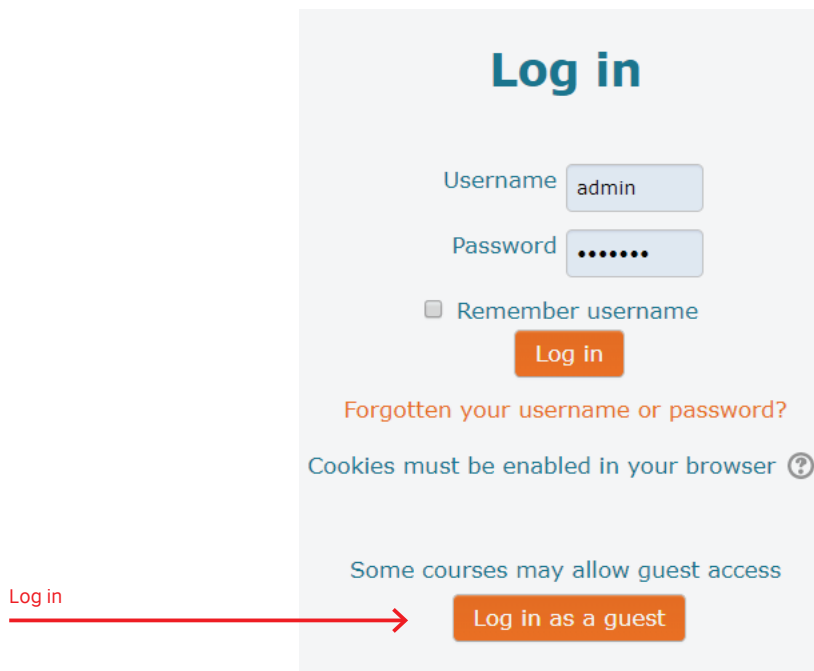Log in →  Log in as a guest

*Figure 2: Spoodle login page*

2. Once you have logged in you will see the Home page with the four units profiles, which can be accessed through the following:

- The moving **slider frame** at the top of the page
- The **Programme overview** OR
- The **Available courses** frame

3. As this is an offline solution, tools such as discussion forums and journal activities that rely on digital interaction between students, have not been used. This means you cannot post to forums for a discussion activity or submit your assignments from this platform, as they have not been enabled. You will therefore have to provide evidence of your engagement in the activity by typing your answers on a Word document, named with your name and activity number and title, and submitting it for SACE accreditation to your service-provider, either by email or through the online Moodle at your institution, depending on your circumstances.

4. It is essential therefore that you organise a digital filing system to save your work on your computer for easy retrieval to submit for SACE accreditation. One way of doing this is to create a folder called **Teaching for All** in your **My Documents** folder on your computer C drive. Then create four folders and name them **Unit 1** to **Unit 4** respectively. Within each of the unit folders you can create sub-unit folders in which to save the activities related to each sub-unit. See below for an example structure:

> My Documents
> > Teaching for All
> > > Unit 1
> > > > Unit 1.1
> > > > Unit 1.2
> > > > Unit 1.3
> > > > Unit 1.4
> > > > Unit 1.5
> > > Unit 2
> > > > Unit 2.1
> > > > Unit 2.2
> > > > Unit 2.3
> > > Unit 3
> > > > Unit 3.1
> > > > Unit 3.2
> > > > Unit 3.3
> > > Unit 4
> > > > Unit 4.1
> > > > Unit 4.2

*Figure 3: Example Teaching for All folders*

5. The content has been designed to allow for easy navigation using the **Book** tool. The diagram below shows the various navigational elements available when viewing a page.
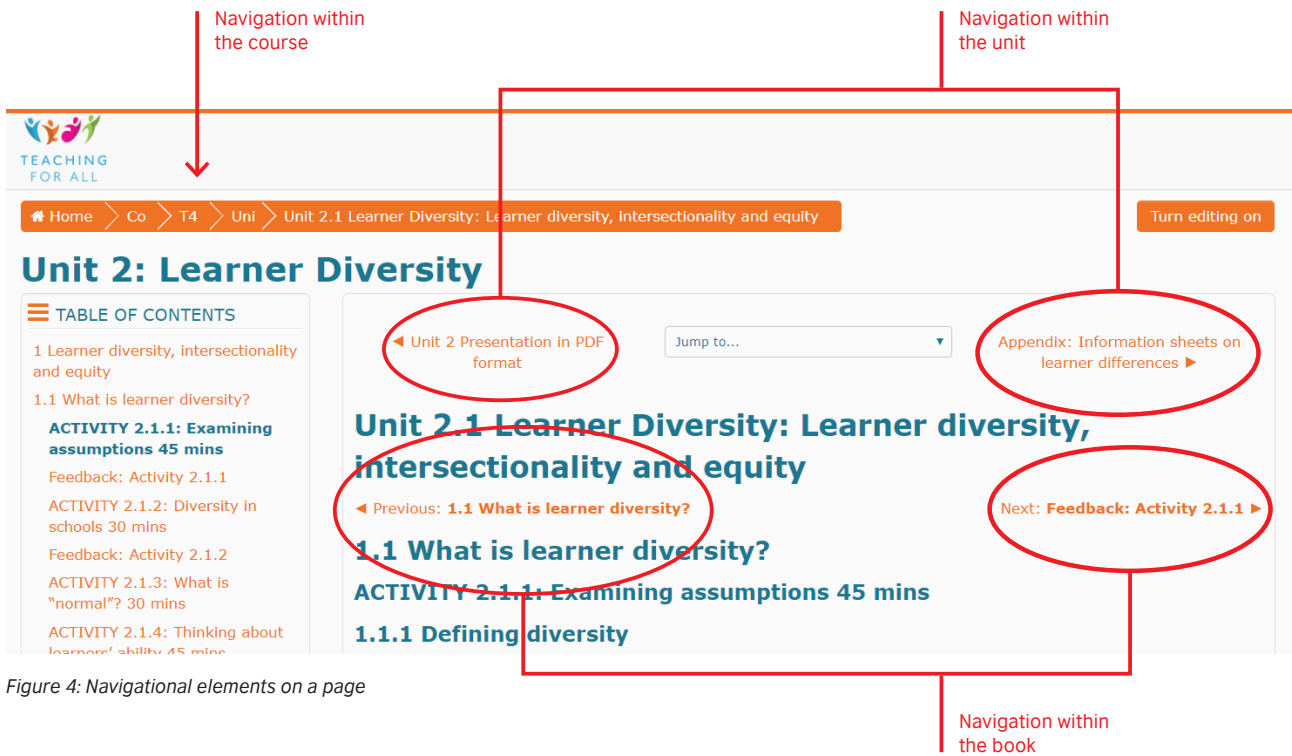


*Figure 4: Navigational elements on a page*

Tip: **Hyperlinks**, as well as **glossary terms**, appear in orange text with hyperlinks programmed to open on a new page. Where this does not happen, use the back button on the browser to return to your original page.

6. References to certain documents are available for download from the Spoodle platform. You will either be (i) instructed to download the required document or (ii) presented with a hyperlink that you can click to download the document. You will then need to save the document in the relevant folder on your computer. See the process below when clicking on a hyperlink.
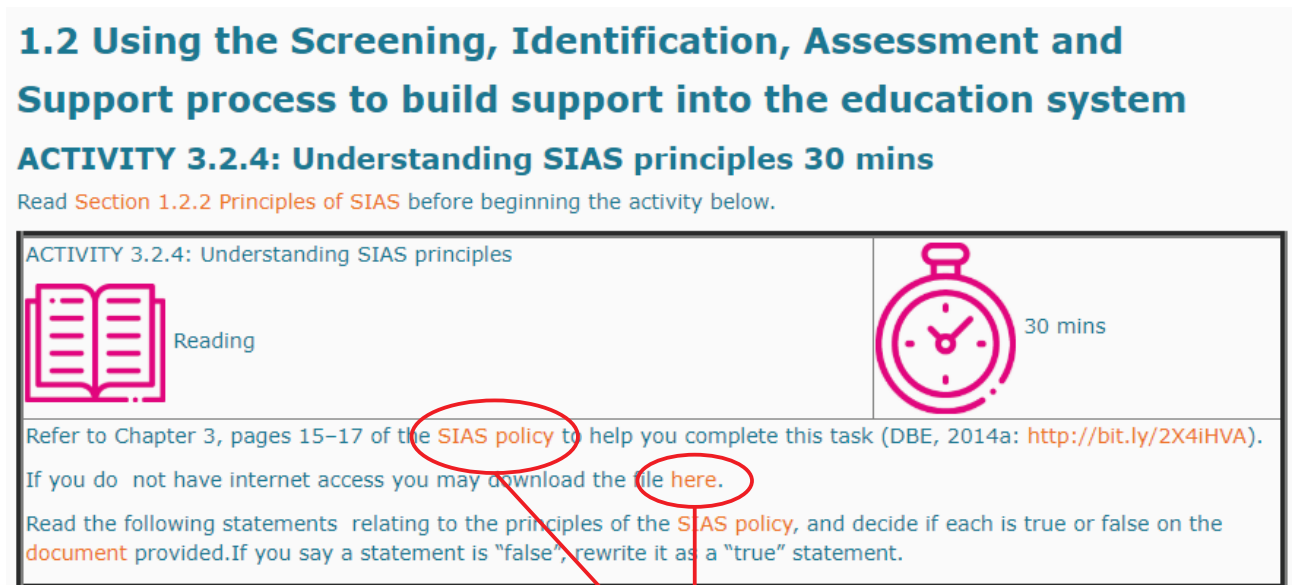


*Figure 5: Spoodle activity box showing hyperlinks*

(i) Clicking on the hyperlink will download the document opening the **Save As** dialogue box as depicted below, enabling you to specify the directory or folder where you want to save the file.

The document's name will appear in the **File name** bar. You can then save the document to your C drive in the relevant folder as described in 4. above.
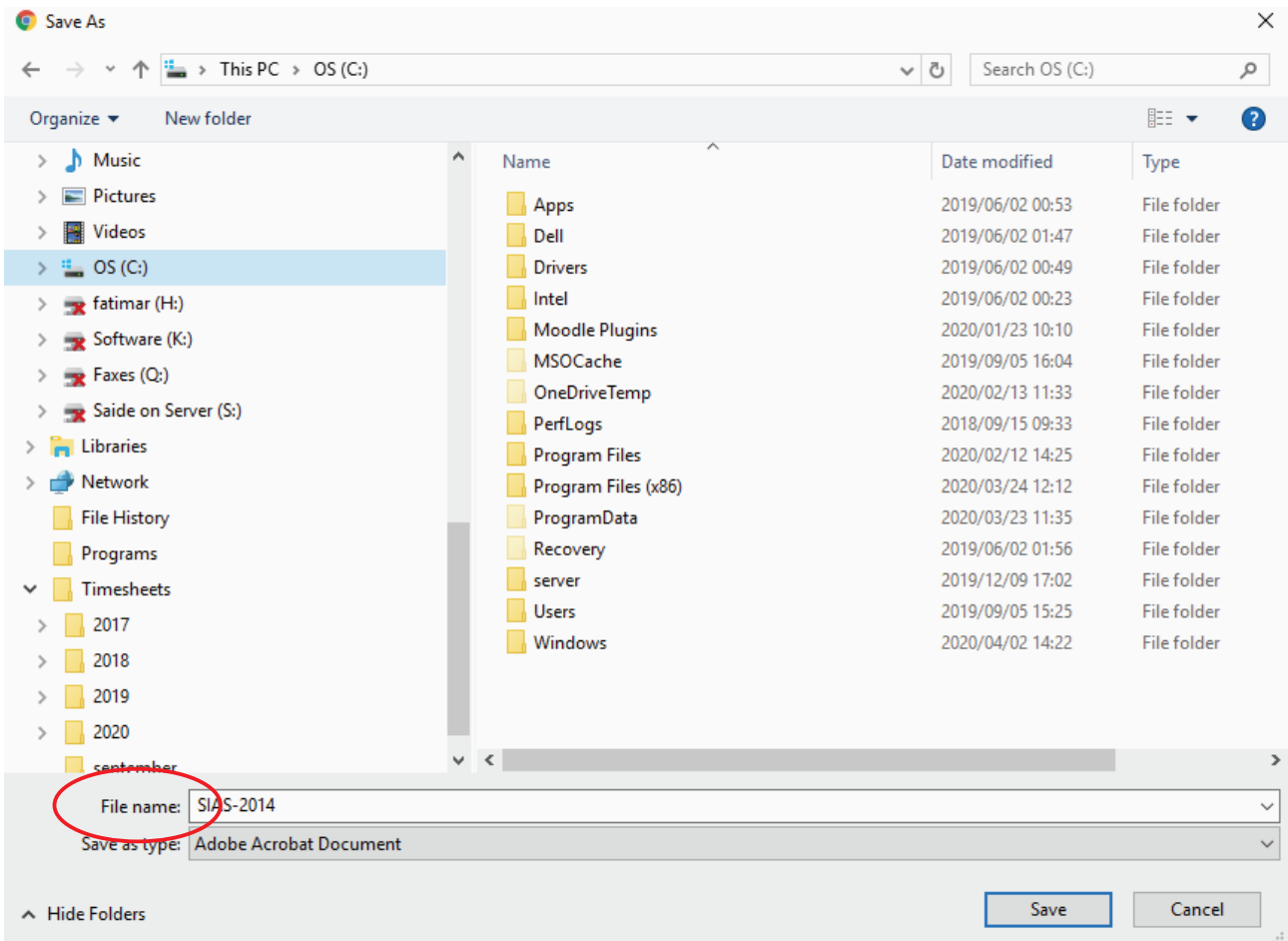


*Figure 6: Save As dialogue box*

(ii) Sometimes the hyperlink will open a **Spoodle** dialogue box (see example below) instructing you to click on the link to download the document. This is followed by the **Save As** dialogue box shown above.

Select the relevant folder as described in 4. above, and click **Save** to save the document onto your C drive.
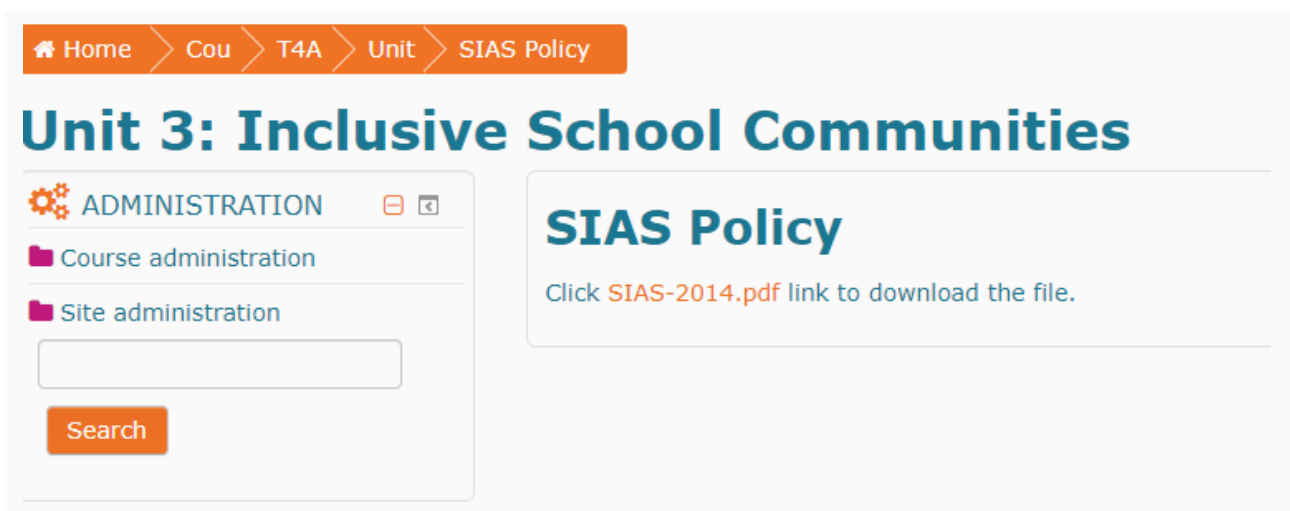


*Figure 7: Spoodle dialogue box*

## Shutting down

1. Once you have finished your session, return to the **Spoodle window** and type '**2**' at the bottom of the page to shut down. Wait. You'll be asked to '**press any key to continue**', which will close the window.

2. Make sure you mark the activities you have completed on the **Activity tracker** found on the **Home page** as Spoodle will not save the location of where you left off your last work. (Remember you're not doing anything **on** Spoodle as its not interactive.)

3. Eject and remove your USB device, or log out if using your C drive.

## 2.3    Selecting activities using Spoodle

1. To use Spoodle for **workshops,** a Professional Learning Community **(PLC)** or **self-study**, you can use the **TAG** feature to select activities with the associated time allocations. These **TAG** blocks are found on the **Home page** of the site as well as on the **Course page** for each of the four units.
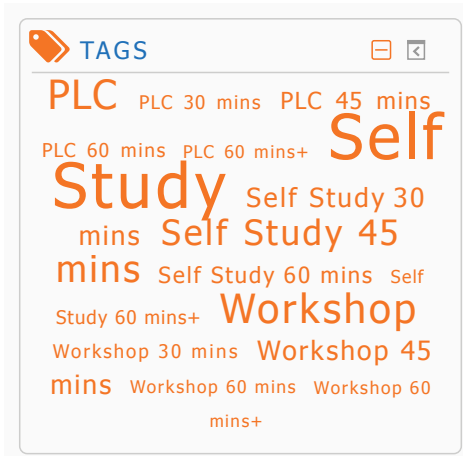


Figure 8: TAG feature for selecting activities

2. For example, if you want to plan activities for self-study, you can click on **Self Study** and it will list activities to choose from. Record the activities using the **Activity planner** available as a download on the **Home page** and save it as a Word document onto your computer C drive.

## 2.4    Keeping a record of activities for SACE accreditation

If you wish to apply for accreditation, download the **Activity tracker** (find on **Home page**, SACE block) onto your C drive. As you complete each activity, fill in the details on the tracker:

- Unit # and name
- Activity # and name
- Completed
- Submitted to SACE (Y/N)

# 3 Using TFA Spoodle for self-study

## 3.1 Being a reflective practitioner

### 3.1.1 Why reflection is important

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 found, 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).

The materials foreground the issue of "teacher agency" and so dialogue is a core focus, giving you the opportunity to form and voice your 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 you are encouraged to develop these skills by keeping a regular journal of your thoughts, experiences and ideas arising from the sessions, including ongoing reflection on what the process of learning means for you as a teacher. In addition, reflection activities are built into the Teaching for All programme.

### 3.1.2 Different types of journals

To appeal to different learning styles and preferences, provide you with a variety of journalling options. Some examples are:

- **Paper-based journal:** Although this is a digital course, you can use a small booklet in which they document different aspects of your journey.
- **Digital story journal:** You might prefer to create a digital story to document 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. Participants may prefer to do this form of journalling using their smart phones.
- **Open-source materials:** Free online sources such as Edmodo.com and Kahoot.com can also for used for reflective practice.

## 3.2 Engaging with the materials

### 3.2.1 Methodological approach of the materials

Whether you are participating in a workshop, a PLC session or engaging in self-study, you 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 has a theoretical focus as well as offering strategies for translating this into 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.

### 3.2.2  Using activities to integrate theory and practice

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

**Table 1: Icons used in the Spoodle participant material**

| Icon / feature | Purpose / Type of activity |
| --- | --- |
| **Unit 1, Unit 2, Unit 3, Unit 4** | To differentiate the units, each unit has a different spot colour throughout |
| **Time** | This icon indicates approximately how long the activity could take. This is intended as a guide only. |
| **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. |

### 3.2.4  Feedback on activities

Feedback is key in any learning, to encourage learners, assure them they are on the right track, and enable them to expand their understanding further. Some of the activities have a **Feedback** link that you can click on after you have done the activity for some ideas and suggested answers. You could also discuss your responses with a colleague via WhatsApp or at school.

### 3.2.5  Recording activities for accreditation

Throughout the programme, you should record all activities you have completed, in workshops, PLC sessions or as self-study, using the **Activity tracker** (find on **Home page**, SACE block). (See **Section 2.2.4** for details).

### 3.3  Planning and preparation for self-study

### 3.3.1  Your learning environment

Consider the following:
- Where will you be studying?
- How many hours do you have available, and at what times of the day?
- What are possible distractions in your study environment, and strategies to deal with them?
- Is there anyone else you can work with who is also studying?

### 3.3.2  Administrative tasks
- Set up a system for storing files on your computer C drive
- Download the resources you need onto your C drive
- Ensure that you know what the SACE requirements are

### 3.3.3  Download resources

Your need to download the following from the USB drive onto your C drive:
- Spoodle course material
- **Participant guide for using Spoodle** (find on **Home page**, SACE block)
- **Activity planner** (find on **Home page**, Facilitator material block)
- **Activity tracker** (find on **Home page**, SACE block)

### 3.3.4  Select activities for self-study

Plan how many hours per week you will study. Then select the activities you will do according to the time you have available.

The Spoodle homepage has **TAGs** for selecting activities suitable for 'Workshops', 'PLCs' or 'Self-study', including the estimated time each activity will take to complete. When selecting activities, follow the sequence and timing of activities to suit the time available.

Make sure that the activities you select follow the sequence and logic of the learning pathway in that unit. Don't leave out important activities in the sequence.

Choose activities using **TAGs** to create a list of activities for self-study over a number of hours and days, and fill them in on the **Activity planner**. (See details in **Section 2.2.3**.)

### 3.3.5  Complete the activities

Work through the activities you have selected at your own pace, according to your schedule.

After doing an activity, click on the **Feedback** link to find some ideas and suggested answers. If possible, discuss your responses with a colleague via WhatsApp or at school.

Remember to record the activities as you complete them using the **Activity tracker**, for submission to SACE.

# References

Department of Higher Education (DHET) (2015) *Revised policy on the minimum requirements for teacher education qualifications (MRTEQ).* Pretoria: DHET.

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

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.

# Appendix:
# 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 brainstorms, 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.