



Inclusive Teaching and Learning for South Africa

Unit 4

Inclusive Teaching
and Learning



Basic Education
Higher Education and Training



UNISA |  university
of south africa



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Overview of study unit

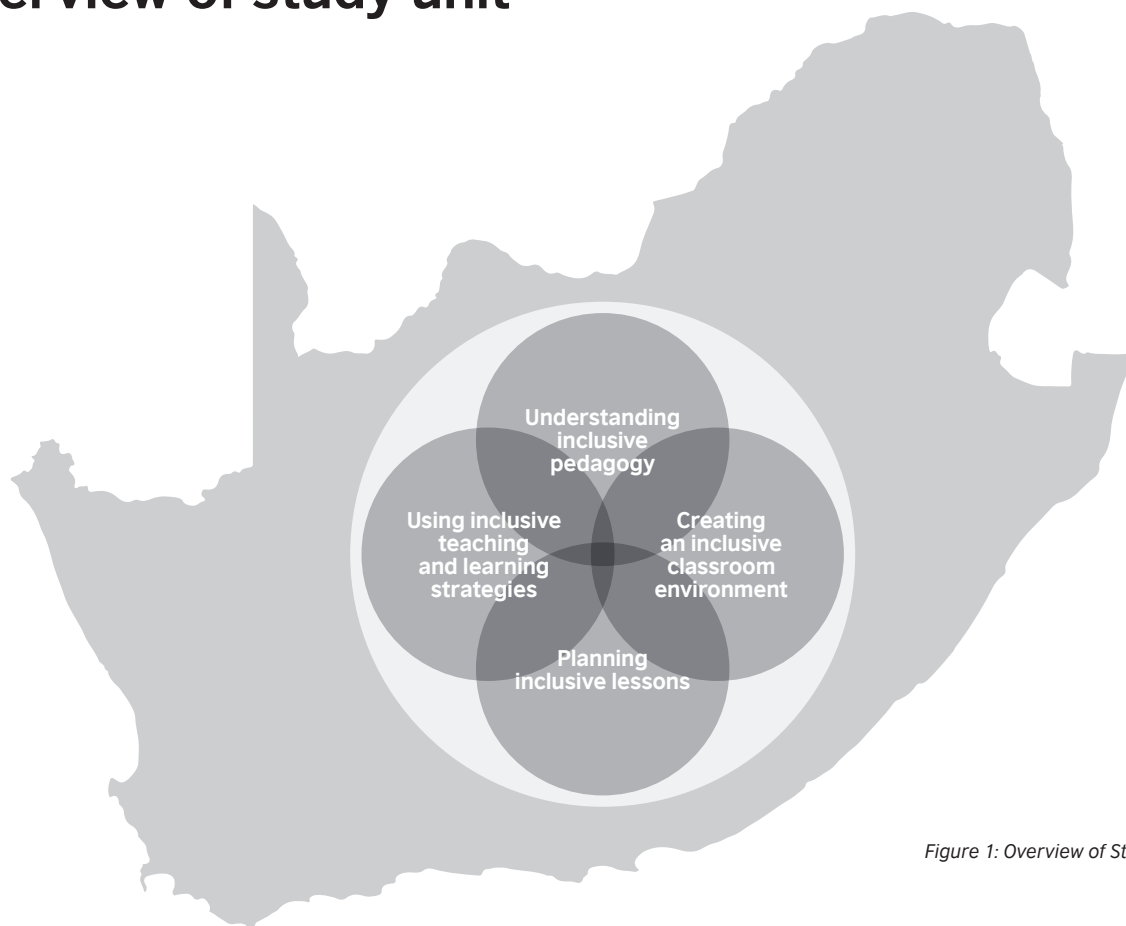


Figure 1: Overview of Study Unit 4

Welcome to the final unit of the module

This unit is designed to enable you to put your learning from Units 1–3 into practice. It asks you to draw on the knowledge you now have about theory and models of inclusive practice; your understanding of diversity and intersectionality, community and collaboration; and your beliefs about your role as a teacher working inclusively in supporting all learners. Throughout the unit you will be encouraged to apply the concepts and strategies you learnt about in Unit 2 to classroom practice.

The unit is separated into two parts. Part 1 clarifies what inclusive teaching and learning is, and what it does (and doesn't) do. It also explores what being a teacher working inclusively means for you in practice, and three core elements—policy, practice and culture—of an inclusive school. Through this exploration, Part 1 briefly examines the relationship between these three elements, and their role in enabling all children to access, and be engaged in, quality education.

Part 2 focuses on key teaching and learning strategies that teachers working inclusively use to deliver quality education to all children. Section 1 looks at strategies for creating an inclusive classroom environment. Section 2 explores ways of using inclusive strategies for teaching and learning, leading to Section 3, planning inclusive lessons. The summative assessment requires you to plan a lesson suitable for your context.

Introduction and aim

This unit describes the “how” of inclusion. It explains the principles of inclusive pedagogy as well as a number of practical, inclusive, pedagogical approaches for you to use in your classrooms. These approaches will support you to create rich learning experiences in a classroom environment that enables all learners to access information and learn effectively. The unit also provides you with structures to help you put these approaches into practice.

The unit’s main aim is that, through completing it, you will understand and be able to put into practice a variety of inclusive pedagogical approaches that enable you to provide an equitable, engaging learning experience for the diverse children you teach.

Specific outcomes

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

Abbreviations

AFL	Assessment for learning
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
ISP	Individual Support Plan
MLT	Multi-level teaching
PBIS	Positive Behavioural Interventions and Supports Programme
SBST	School-Based Support Team

1

Understanding inclusive pedagogy

This unit, with its emphasis on inclusive classroom practice, encourages you to build practically on what you already know by taking a number of inclusive teaching and learning strategies into your context. First, think back to Unit 2 and reflect on what you learnt there, as this needs to be at the front of your mind for this unit.

ACTIVITY 1: Think back to Unit 2



Reflection

Without revisiting the material make a list of the main points you can remember from Unit 2. You will probably find it helpful to use the titles of the three sections as headings and make a list under each heading. The titles were:

- Diversity, intersectionality and equity
- Responding to learner difference
- Language, culture and learning

Once you have your list, choose two learning points from each. Choose the ones that interest you most, and that you are most curious about. Make detailed notes about these six points in your journal. Include:

1. What you remember about the learning point. (If you get stuck and want to remind yourself, refer back to the Unit 2 material.)
2. Why you chose it. What is it about this area that interests you? In particular, how does it connect with:
 - You as a learner when you were at school?
 - You now, as a student teacher?
 - You in the future, as you think about the teacher you would like to become?

As our starting point, let's look at the title of this unit: Inclusive teaching and learning.

1.1 What does inclusive teaching and learning mean?

The term “inclusive teaching and learning”, also referred to as “inclusive pedagogy”, describes a way of working in support of inclusive education. Here is a definition of pedagogy by Robin Alexander (2004):

... what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted.

At its most basic and fundamental level this involves:

- **Children:** *their characteristics and upbringing*
- **Learning:** *how it can best be motivated, achieved, identified, assessed and built upon*
- **Teaching:** *its planning, execution and evaluation*
- **Curriculum:** *the various ways of knowing, understanding, doing, creating, investigating and making sense which it is desirable for children to encounter, and how these are most appropriately translated and structured for teaching.*

The term **inclusive pedagogy**¹ is used to describe research about the practices of teachers who achieve good results with diverse groups of learners. These teachers understand that all learners differ—this is the theoretical starting point for inclusive pedagogy.



Definition

- 1 **Inclusive pedagogy:** An approach to teaching that aims to raise the achievement of all learners, while safeguarding the inclusion of those who are vulnerable to exclusion and other forms of marginalisation. (Florian & Black-Hawkins, 2011)

1.1.1 How is the thinking different?

Traditionally, we have tended to think about pedagogy in terms of what works for **most** learners alongside something additional or different for those who experience difficulties.

Inclusive pedagogy starts with a shift in this thinking. It offers an alternative way of thinking about pedagogy that provides rich learning opportunities for all learners. In inclusive classrooms everyone is able to participate equitably in learning. The concept of inclusive pedagogy was developed by Lani Florian and her colleagues following their studies of the practices of teachers who were able to achieve good results for learners in diverse classrooms (e.g. Florian & Kershner, 2009; Florian & Black-Hawkins, 2011; Florian, Black-Hawkins & Rouse, 2017).

Inclusive pedagogy draws from socio-cultural perspectives on learning, for example beliefs, culture, customs, language and behaviours. These perspectives focus on how our identities, backgrounds, experiences and connections to each other relate to learning. Remember the iceberg model from Unit 2? These are the factors you will not see above the surface. But they are vital to our understanding because they lead us to look at individual differences in a different way.

Rather than a “fixed mindset”, which sees differences as being permanently fixed, we can adopt a “growth mindset”, viewing differences as a result of the interactions between different parts of our lives. What’s going on in our lives changes, and these changes impact on the human characteristics that make us different from each other.

Inclusive pedagogy is based on the belief that the characteristics that make us different can change and grow over time, and that quality learning experiences can facilitate this process. This “growth mindset” approach is supported by recent findings from neuroscience research indicating that learning can alter the physical structure of the brain (National Research Council, 2018). As teachers who work inclusively we need to be able to notice, understand and respond to these changes in our learners to enable them to expand their potential.

1.1.2 What does inclusive pedagogy do and not do?

An inclusive pedagogy approach does not deny the individual differences between learners. It expects every learner to be different, and that these differences will change, because this is part of being human.

Inclusive pedagogy acknowledges individual differences between learners, but does not identify some learners as “different” or pre-judge what they are capable of. As we have seen in Unit 2, doing so can lead to stigma and marginalisation of some learners. Instead:

The focus of inclusive education is on ensuring that everyone has access to a good-quality education in systems that do not marginalise some through organisational and curricular structures that sift and sort learners on the basis of pre-determined judgements about what they can and should learn. (Florian & Walton, 2018)

In this way inclusive education, through inclusive pedagogy, becomes more than a way of including learners with disabilities. It is a way of improving learning outcomes for every learner. Inclusive pedagogy on how all learners achieve these outcomes by taking part in the community of a classroom—the bonds, trust and sense of belonging that grow when learners get to know and appreciate each other.

Now let’s have a brief look at how inclusive practice fits into schools.

1.2 Creating an inclusive school culture

Inclusive pedagogy used by teachers works in a reciprocal relationship with two other important factors in the development of inclusive schools: policy and culture.

ACTIVITY 2: How can schools create an inclusive culture?



Writing

1. What key values and beliefs do you think should inform the school’s culture?
2. What policies could a school have to enable access for all learners?
3. Suggest ways in which the school could empower teachers to teach inclusively.

Tony Booth and Mel Ainscow originated the *Index for Inclusion: developing learning and participation in schools* in 2000, which was revised in 2011 (CSIE, 2011). The index identifies three key dimensions necessary for the development of inclusion in a school. These are shown in the model below:

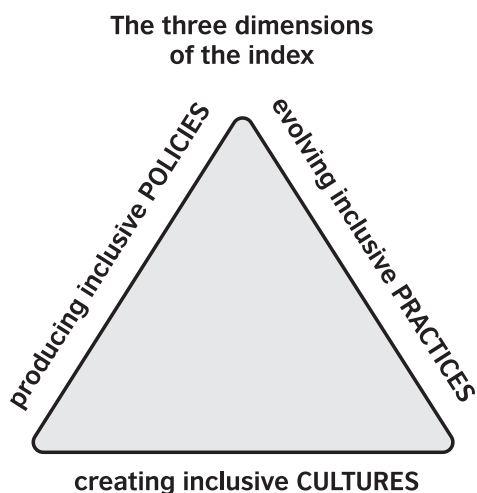


Figure 2: Three dimensions of an inclusive school

Notice that the dimension of creating inclusive cultures is placed at the base of the triangle. Culture is often described as “the way we do things around here”. It may also help you to think of it as “**why** we do things around here this way” because culture is shaped by our values and beliefs, which in turn inform our behaviour. Booth and Ainscow have placed creating inclusive cultures at the base of the triangle deliberately, as they believe that strong inclusive cultures are an important platform for the development of inclusive policies and practices. For example, SIAS and CSTL are policies that create a foundation for building an inclusive culture in the South African education system.

Within Booth and Ainscow’s model, when policymakers, including school leaders, sincerely believe that every child can learn, and has a right to be in the classroom and to receive a quality education, they will:

- Create policies that enable equitable access to education for all children, i.e. make sure that they are able to get into schools and classrooms in the first place, whatever their diverse characteristics.
- Lead by example, i.e. model the inclusive behaviours they are looking for in their teachers and learners.
- Empower teachers to practise inclusively. The policies set by school leaders and other policymakers set the tone for how teachers practise. They also give teachers access to continuing professional development that supports their practice, as well as knowledge about inclusive pedagogy.

When teachers are empowered to work inclusively, they become the **enablers** in an inclusive school. They expect and welcome diversity in the classroom and plan in ways that ensure all children are able to participate and learn effectively, i.e. they ensure a high level of **engagement** in the classroom. Their practice is not wholly dependent on the school’s policies and prevailing culture; they have agency in their own classrooms, i.e. the ability to put their energy and commitment into working in ways, and developing skills, they see as important. However, inclusive practice is likely—because of increased empowerment of teachers—to be strengthened if culture and policy are also inclusive.

Access and engagement are central to an inclusive school. They are commonly used to measure a school’s progress in its journey to becoming inclusive. They are also interdependent. There is no point having the best access policies if teachers are not empowered and enabled to teach inclusively. And there is no point in having high-quality inclusive practices and curricula that fully engage learners, if children can’t get access to the school or classroom.

Let’s reflect further on this interplay between inclusive culture, policy and practice and what it looks like in a setting you are familiar with.

ACTIVITY 3: Explain Booth and Ainscow’s three-dimensional model



Writing

What are the connections between what you learnt from Unit 2, and Booth and Ainscow’s three dimensions of an inclusive school? Describe these connections in a way that makes the most sense to you (e.g. drawing, diagram, writing, audio).

1.3 What does inclusive pedagogy mean for you?

Traditional ways of responding to learner differences have been based on the argument that some children need something “different from” or “additional to” “normal” pedagogy. Identifying and delivering what these children are thought to need has been based on the idea that their differences are fixed and that we can match learners’ needs to their characteristics. However, as we have seen above, part of the thinking behind inclusive pedagogy is that our characteristics, and therefore our differences, can change over time.

This thinking means that we need an alternative response to learner difference; inclusive pedagogy offers this alternative. Teachers who work inclusively develop a range of pedagogical strategies that offer rich learning opportunities for all learners that enable them to participate equally in learning. They also develop and maintain a classroom community that supports the well-being of learners—both academically and **psychosocially**².

Florian and Black-Hawkins (2011) ask questions that you may find useful in understanding what inclusive pedagogy requires from you in practice:

- What are the teaching strategies and practices that **promote** access?
- What are the teaching strategies and practices that **reinforce** or **remove** barriers to access?

In response to these questions, Florian and Black-Hawkins suggest that inclusive pedagogy requires us to do the following: (1) Shift our focus from additional needs, to learning for all; (2) Reject deterministic beliefs about ability; (3) Base our practice on transformative beliefs about ability; (4) Use a variety of grouping strategies to support everyone’s learning; (5) Use formative assessment to support learning; (6) See difficulties in learning not as deficits in learners but as professional challenges for us as teachers; (7) Commit to continuing professional development as a way of developing more inclusive practices.

Let us look at these one at a time.

1. Shift our focus from individual learners who have been identified as having “additional needs”, to learning for all.

This approach needs a focus on **what** is to be taught and **how**, rather than on **who** is learning. In this way it aims to avoid the problems and stigma associated with identifying some learners as different.

2. Reject deterministic beliefs³ about ability.

Determinism is based on the belief that we are all born biologically different and that this biology determines what we can and can’t do and learn; little can be done to change us. These beliefs—which are sometimes so deeply rooted in our culture that we’re not even aware of them—put limitations on what teachers expect from learners, and therefore on learners’ expectations of themselves. They also directly influence the way curricula are designed, teaching is carried out and achievement is assessed. As teachers, we should always be willing to change our teaching strategies to suit the way our learners learn best.



Definition

2 Psychosocial: The close connection between our thoughts, emotions and behaviour, and our wider social experience (e.g. our relationships, traditions and culture).

3 Deterministic belief: The belief that a learner’s ability is essentially pre-set and open to limited change or development. <http://www.dictionaryofeducation.co.uk>

Now let's look at an example of determinism in a school context.

CASE STUDY: Determinism in a school context

Picture the scene: It is the start of the school year. Two teachers are sitting in the staff room during break. This is their conversation:

Mr Majoro: *I can't believe my bad luck. This year I have to teach Grade 9 E—the slow class with the low ability.*

Ms Esack: *I have Grade 9A. At least I know they're all clever and they'll do well. I had the E class last year and, just as I predicted, most of them didn't pass Grade 9. I think you probably have a few of my*

repeats this year. At least the really bad ones dropped out. They weren't going to make it to Matric anyway, so it's pointless to waste our time and theirs.

Mr Majoro: *I agree and I heard that one of them is already in the gangs, just like his brother and father. It's no surprise.*

Ms Esack: *I have two learners who tested really well in their end-of-year tests. I've even been told they're gifted. I'm so glad I will have top achievers. And at least they won't be held back by any slow learners.*

ACTIVITY 4: The impact of teachers' expectations on learner achievement



Discussion

Think about this conversation and consider the following questions:

1. How would you describe the teachers' expectations of 9A and 9E?
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.
3. How do you think the expectations of these teachers about learner achievement will impact on the way they teach?
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.
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.

Determinism remains deeply ingrained in education practices worldwide, despite the National Research Council findings cited above showing that learning has the capacity to change the physical structure of the brain.

Teachers working inclusively also reject the idea that the presence of learners who are labelled "slow" or "learning disabled" holds back the progress of others. If learning is planned to be inclusive, everybody progresses at their own rate in different areas, depending on their unique combination of strengths, challenges and needs. Therefore, there cannot be one fixed group that is "held back" by another fixed group.

3. Base our practice on transformative beliefs about ability, focusing teaching and learning on what learners can do rather than on what they cannot do.

Teachers with **transformative beliefs**⁴:

... are willing to accept that it is not necessary or helpful to predict or predetermine individuals' outcomes for learning before teaching. Rather, decisions are structured around how to ensure high levels of engagement and motivation. (Florian, 2016)



Definition

4 Transformative belief: The belief that ability is not pre-set and can change and develop.

Let's look at an example of transformative thinking in action.

CASE STUDY: Transformative thinking in a school context

Mr Singh, a Grade 4 English Home Language teacher, is planning a comprehension task from a reader on *Aladdin and the Magic Lamp*. In his class he has noticed that there are some learners who are all verbally articulate, but seem to struggle with text-based comprehension exercises. This group includes four learners whose home language is isiXhosa and who are all to some extent grappling with written English vocabulary, and one learner who is on the **Autistic Spectrum Continuum** and finds it useful to organise information visually.

Based on his knowledge of these learners, he plans how to present the lesson. He introduces the story

through a discussion where he places the topic of the story in context. He explains the meaning of some of the new vocabulary the learners will encounter and puts up the words on the board with a picture next to each word.

This helps the isiXhosa-speaking learners' English vocabulary and keeps them motivated, as they can understand the story. He gives a brief outline of the plot and the main characters using a graphic organiser. This helps the learner on the Autistic Spectrum Continuum feel comfortable and engaged with the story.

See information sheet on the Autistic Spectrum Continuum in Unit 2.

ACTIVITY 5: Choosing transformative pedagogical strategies



Writing

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

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.

4. Use a variety of grouping strategies to support everyone's learning.

This is important because relying on ability grouping to separate “able” from “less able” learners is a way of labelling learners, and reinforces their “weaknesses” without considering and encouraging their strengths.

Refer to Section 2.2.3 of this unit for detailed information on grouping strategies.

5. Use formative assessment to support learning.

Assessment for learning is an **ongoing** process through which teachers gather data before, during, and after instruction from multiple sources to determine learners' progress. It is the way that learners demonstrate **what** they are learning, or have learnt, and how their learning will be assessed.

Assessment will be dealt with in detail in Section 2.2.6.

6. See difficulties in learning not as deficits in learners but as professional challenges for teachers.

Seeing difficulties in learning as a professional challenge rather than a deficit in learners, requires a shift in thinking. This shift moves teachers from viewing planning and affirmation of diversity as “extra work” to seeing it as “the work” of the teacher. It is the teacher’s job to develop new ways of working to ensure that all learners are actively engaged, achieving success and being supported in learning. It is not for learners to somehow fit themselves into a narrowly prescriptive “one-size-fits-all” way of learning.

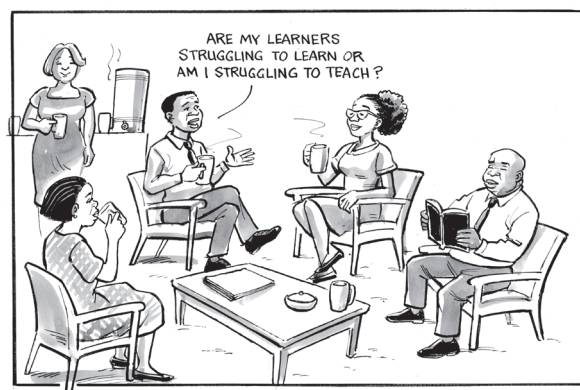


Figure 3: Challenges for teachers

7. Be committed to continuing professional development as a way of developing more inclusive practices.

As a teacher, it is important to continually add to your knowledge, skills and understanding of learners, learning and inclusive strategies by, for example, discussing with colleagues, doing online research, and attending professional development workshops and conferences.

ASSESS–PLAN–DO–REVIEW

Use the “Assess–Plan–Do–Review” cycle to constantly review and improve your classroom practice.

ASSESS

Assessment relates both to your teaching and your learners’ learning. As a teacher you should be assessing your learners informally and getting to know them better all the time. This will inform the way you plan your lessons.

What are you noticing about how you teach? Does your teaching facilitate effective learning? What part of your practice do you think needs attention? What do you hope to achieve as a result of making the change?

PLAN

Consider:

- Which approach is best to help you make this change?
- What can you introduce the approach gradually so that it will make a difference to your practice without overloading you?
- How will you use the approach in your lesson/s—when and how will you use it, what will you need to say and do, what resources do you need to prepare, what organisational arrangements do you need to put in place? You may plan to try the approach in one lesson or in a series of lessons, depending on your context.

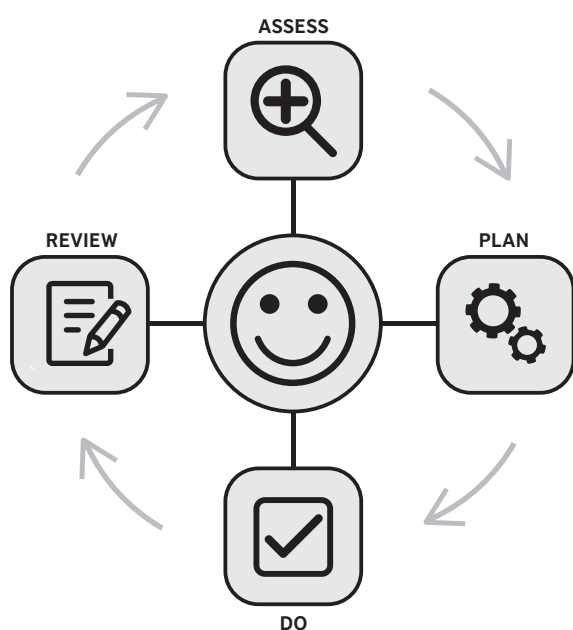


Figure 4: Four-part learning cycle

DO

Put your plan into action by trying out the approach in your lessons.

REVIEW

Reflection is key to learning. Remember, you will be moving from conscious incompetence towards conscious competence (and eventually unconscious competence). This can be an uncomfortable journey, and mistakes are inevitable. Reflection on your experience, though, will help you to improve. Questions you could ask are:

- What went well?
- How can I build on what went well?
- Where were the challenges?
- How did I, or could I, overcome these?
- To what extent did I achieve the changes that I hoped for—both in relation to my practice and to my learners’ learning?

- What could I do differently next time?
- Does reflecting on this point bring up any other areas of practice that I think might need attention next?

These final two questions take you back to the “Assess” part of the cycle.

If possible, collaborate with at least one trusted colleague. You will gain enormously from the mutual support and exchange of ideas. You could, for example:

- Team-teach
- Plan and try out approaches at the same time (either the same approach or a different one) and build in joint reflection time
- Observe each other trying out an approach and reflect on it together afterwards

By now, you have a solid understanding of:

- What inclusive pedagogy means
- The main concepts associated with inclusive pedagogy
- What—basically—it requires from you

The rest of this unit will focus on creating an inclusive classroom environment and practical strategies that you can use to plan and teach inclusive lessons.

2 Using diversity as an asset: practical strategies that support learning for all

This section contains inclusive pedagogical strategies and some guidelines about how to use them. The strategies work together to make one integrated, inclusive system for teaching and learning. However, we do not expect you to start using all of them at once. Remember, becoming a teacher who works more inclusively is a journey towards including as many learners as you can for as much of the time as you can.

Here are the strategies represented as a pizza:

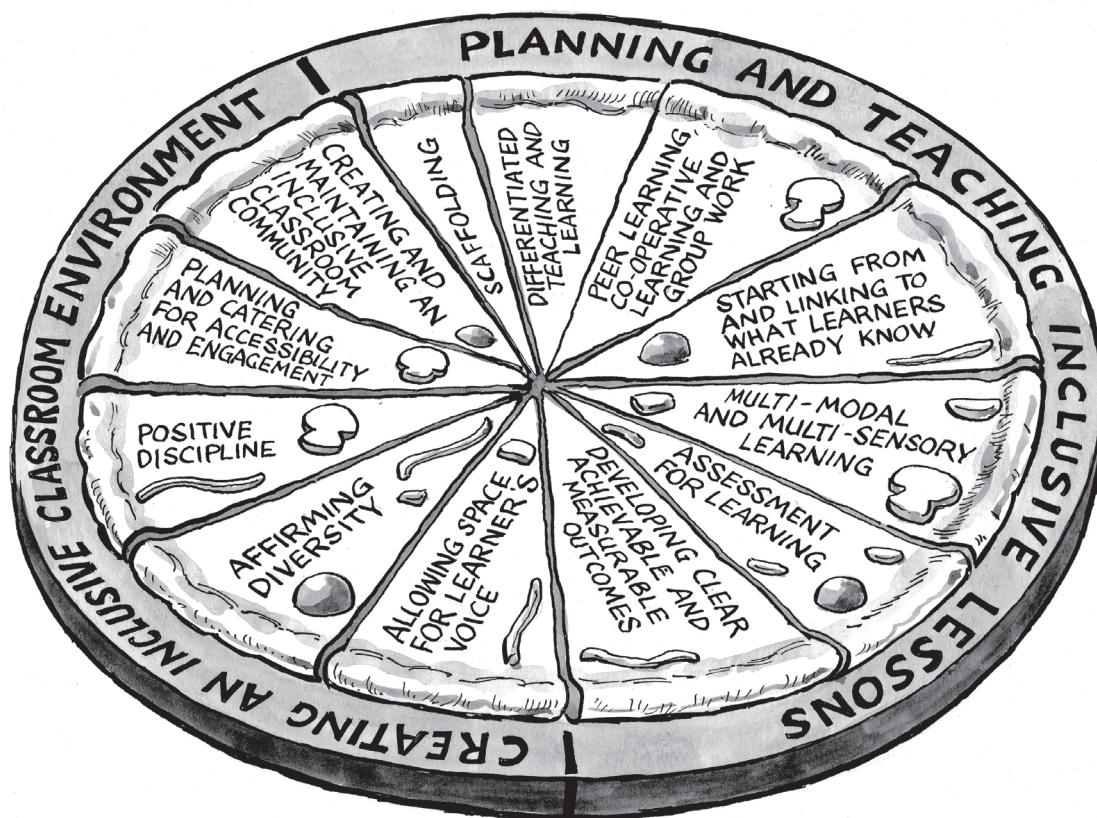


Figure 5: Inclusive pedagogical strategies

What the journey offers is the chance to develop an ever-growing number of strategies and experiences that will help you to respond to your learners in an ever-widening set of circumstances. It's about developing expertise over time in your own context. Even in large, crowded classes, there is always something you can do to work more inclusively. The journey therefore requires a level of commitment from you—using your teacher agency—to:

- Continually add to your knowledge, skills and understanding of learners, learning and inclusive strategies
- Continuously adjust what happens in your classroom to suit your learners

Mistakes are inevitable along the way! Remember, this journey is a learning process from “conscious incompetence” to “unconscious competence”.

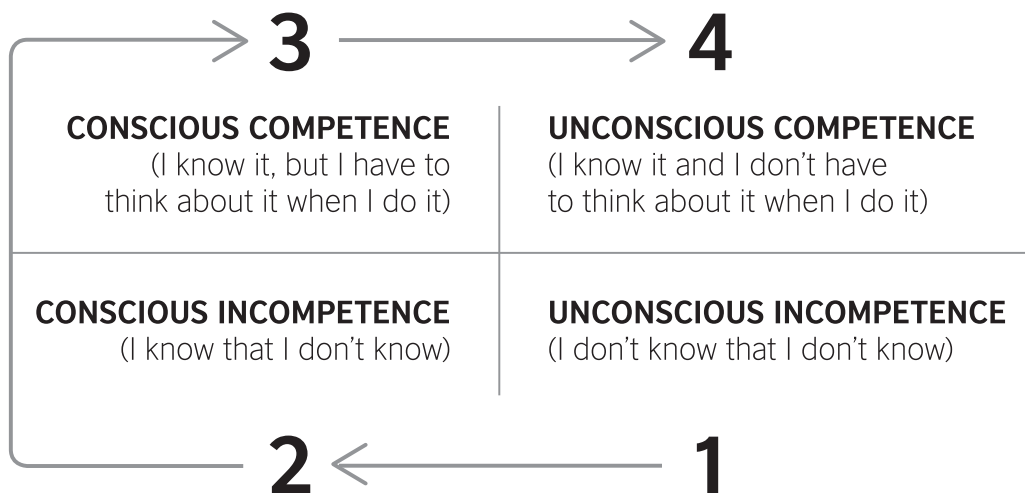


Figure 6: Four stages of competence

In Unit 2 we talked about this journey as being uncomfortable at times. You are bound to make mistakes—this is normal—and sometimes you might feel as though you are taking two steps forward and one step back. The important thing is that you persevere and turn these mistakes into learning opportunities—“OK, that went wrong, what can I do differently next time?” It might be useful to remember this acronym:

First (or Further)
Atttempt
In
Learning

You might find that being honest with your learners is helpful too. Try talking with them about the fact you are trying out some new strategies. You need their help and feedback to make them work well, and it might take a few attempts to get where you want to be. You will probably be surprised at the level of support they give you. And you will be modelling what you would like them to do when they encounter a problem.

So, you will need a certain amount of resilience and the ability to be kind to yourself—remember, you are only human. And remember that by getting to Conscious Incompetence you have taken a big first step.

To help you with your journey, we have made some suggestions about how to move forward. When considering how to start using the approaches, we recommend that you:

- Start from what you already know and do—look for your strengths in relation to the approaches and build on these.
- Build your knowledge and skills in manageable chunks. Think of the approaches as a pizza from which you take bite-size chunks. These bites should be big enough to fill your stomach—nibbling won't be enough to bring about any change—but not so big that you end up with indigestion!



Figure 7: Manageable chunks

Let's start by thinking about how we can develop the classroom environment to enable all learners to achieve their potential.

2.1 Creating an inclusive classroom environment

An important strategy for you as an inclusive teacher is to create a safe, welcoming classroom. In a welcoming classroom every child will be able to learn and develop in their own individual way and feel equally valued for their contribution. This may not strike you as important, but it certainly is! The way you make your learners feel in your class will directly impact the way they learn.

2.1.1 Creating and maintaining an inclusive classroom community

a. Types of learning environment

Thinking about the classroom as a community is a major part of creating the learning environment. The term “learning environment” is used broadly and includes the physical space; the resources and teaching methods used; the cultural context; and the educational approach. Here are five types of learning environment that have been identified through research.

- **Dysfunctional:** characterised by constant struggle to maintain order that overshadows attention to academic work
- **Adequate:** characterised by a basic level of control by the teacher, but with a continuing struggle over order; distractions are frequent
- **Orderly:** characterised by effective management of academic work
- **Orderly, restrictive:** found in smoothly run, highly structured classrooms, with tightly managed routines and a relatively narrow range of instructional strategies
- **Orderly, enabling:** found in smoothly run classrooms, with an often looser (though not loose) structure, and a wider range of routines and instructional strategies in evidence (Educational Research Service, n.d.)

Let's develop our thinking about these environments through an activity.

ACTIVITY 6: Five types of learning environment



Writing

Read through the description of the five types of learning environment above, then:

1. Create a short scenario that illustrates each environment. Draw on experiences of teaching and learning. Create your scenarios in any way that makes sense for you, for example storyboard, audio, written script, captioned pictures, etc.
2. Consider each of your scenarios in turn. What words, thoughts and feelings come into your head when you do so? Note these.
3. Which type of environment would you aim to create as the most conducive to inclusive education? Explain your answer.

We hope, with all the learning you have done so far, that identifying an orderly, enabling environment did not require too much thought. This is the learning environment teachers who work inclusively aim for. But there's more to it than structure, routines and teaching approaches: developing a sense of community plays a big role in this learning environment. But what sort of community should we be trying to build? Watkins is quite specific about the areas we need to consider.

*The benefits of community building in schools are not achieved through building any sort of community. Much depends on the values which develop, and the best is achieved through a caring, **pro-social**⁵, learning-oriented approach to the relations between all parties. (Watkins 2005a, op.cit.: 52)*



Definition

5 Pro-social: Something that benefits other people or society as a whole.

Research shows that in classrooms where this sense of community is built:

- Learners are **active agents** and are empowered to take initiative and lead their own learning (they are “crew” rather than “passengers”)
- An increased sense of **classroom belonging** develops and leads to greater participation and motivation
- Governance is shared and **responsibility** of all is developed
- Difference is not viewed as a problem and greater **diversity** of people and contributions is embraced (Adapted from Watkins, 2005a)

These factors all support positive academic, psychosocial and ethical outcomes, or, as Watkins puts it: “Better learning (and performance), better behaviour, better social development” (Watkins, 2005b). This type of classroom community, then, is beneficial for learners as individuals, but also beneficial to communities as a whole. It’s also clear that, through its embracing of diversity, it is inclusive.

Learners can achieve to their full potential in a positive learning environment where they feel happy and relaxed. Setting up your classroom with this sense of community now will make a positive contribution to society in the future. As well as affirming diversity, it places importance on the ubuntu belief that we are all interdependent—“I am because you are”. The classroom becomes a family whose members hold each other accountable—compassionately, honestly and supportively—in order to develop the adults of the future.

b. How to develop an inclusive classroom community

So, how do you go about developing this sense of classroom community?

In this section we will consider:

1. Your role as a teacher in building an inclusive classroom community
2. Classroom community values and behaviours that support, and are beneficial to, everyone
3. Activities that promote inclusive classroom communities

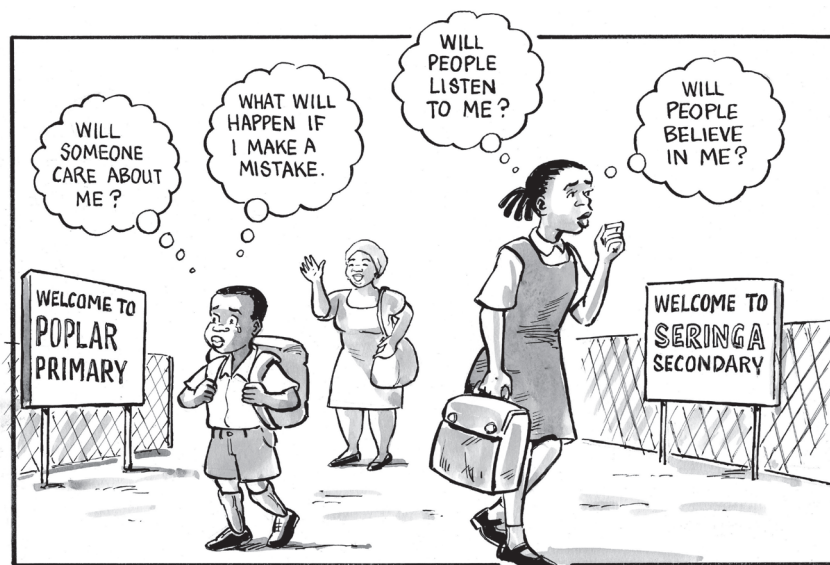


Figure 8: First day at school

1. Your role as a teacher in building an inclusive classroom community

It’s likely that you can remember a time when you felt like this. As a teacher, you now have a great deal of agency and power over how these learners feel at the end of their first lesson in your classroom, as this quote illustrates:

I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming. **Haim Ginott, teacher and child psychologist**

Your attitude towards the various learners in your class will rub off on them. If you laugh at or ridicule a learner, the other children in the class will think it is acceptable to do the same. If, however, you actively model and promote the belief that each child is valuable, and affirm each child's individual strengths without any judgment or bias, you will teach this accepting attitude to your whole class. Your learners will also get the message that if they have a problem, you are a safe person to approach for help. For some, your classroom will be a vital source of psychosocial support they might not receive at home. This support is a key aspect of being a teacher—remember, you teach children, not subjects. As Maya Angelou said: "People will forget what you said, people will forget what you did, but people will never forget how you made them feel."

You are therefore a key player in developing your classroom as an inclusive, supportive community. Here are some ways you can do this:

- **Think about the values that are most important to you in developing your inclusive classroom community. Consider some ways you can model these values through your behaviour.**

The table below shows a number of values—in no particular order—that educators often refer to when they talk about inclusive classroom communities.

Table 1: Values in inclusive classrooms and schools

Safety: emotional and physical	Respect: for self and others	Supportive relationships
Rights and responsibilities	Participation	Cooperation
Collaboration	Non-violence	Equity and fairness
Joy/Fun	Love/Caring	Hope/Optimism
Courage	Affirmation of diversity	Sustainability (maintaining the community over time)

A **value** is a **concept** that we think is important or useful.
Behaviours are the ways in which we put these values into **action**.

ACTIVITY 7: Ubuntu values



Writing

Think about the values of ubuntu discussed in Unit 1. How do the values above relate to ubuntu? Think of other ubuntu values and add them to the list above.

Let’s look at some ways of putting one of those values into action in the classroom. In the following table, we have taken the value “Respect for self and others”. In the right-hand column we have given some example behaviours a teacher might show in a classroom that model respect for self and others.

Table 2: Examples of teacher modelling of values through behaviour

Value	Examples of what I can do in the classroom to model this value through my behaviour
Respect for self and others	<p>When learners ask to talk to me, I can give them the time to speak to me (even if it’s not right at that moment). I can really listen to what they have to say and ask them thoughtful questions.</p> <p>I can talk to learners without raising my voice, even when I’m feeling frustrated and stressed.</p> <p>I can ask learners questions about their lives and treat their answers respectfully.</p> <p>I can talk to learners about what respect means to them so that we have a shared understanding in the class.</p> <p>I can notice when learners are being respectful to each other and positively reinforce this behaviour. I can notice when they aren’t showing respect and ask them questions about our shared understanding of respect to help them understand and change their behaviour.</p> <p>I can explain to the class what I need from them in order to teach and help them learn well.</p>

ACTIVITY 8: Values in an inclusive classroom community



Writing

After looking at the example above, choose three other values from [Table 1](#) and [Activity 7](#) that you think are important in developing an inclusive classroom community. Copy the blank table below, and for each value, record some ways you think you could model this value through your behaviour in the classroom.

Value	Examples of what I can do in the classroom to model this value through my behaviour

- **Build relationships with learners**

Positive relationships are an integral part of a classroom community. Learners feel cared about and valued, which improves their psychosocial well-being, and the classroom runs more smoothly with a better atmosphere. As a result, learning is more effective. Here are ten ways you can build relationships with your learners:

10 WAYS to build relationships with kids

- | | |
|--|--|
| 1. Talk to them about non-school related subjects. | 6. Tell amusing stories about yourself. |
| 2. Let them teach you about their interests. | 7. Share inspirational stories from your life. |
| 3. Remember things about their lives. | 8. Do crazy things. |
| 4. Share about your own life. | 9. Use their interests in your lessons and activities. |
| 5. Engage in activities with them. | 10. Apologize when you mess up. |

Figure 9: Ten ways to build relationships with kids (Source: www.thepathway2success.com)

Let's think about how these could work in practice.

ACTIVITY 9: How you can build relationships with your learners



Writing

The questions below relate to the above list. Think through each question and note your answers.

1. How can you find out what your learners are interested in?
 2. How can you encourage your learners talk to you about what they are interested in?
 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 share you're your learners. Think of an inspirational story from your life that you think learners would find helpful and you could share.
 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.
 5. Think of three ways you could incorporate learners' interests into your teaching.
 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?

- **Be explicit about what you are doing**

This means making what you are doing clear to the class as you are doing it. If you are explicit, there can be no confusion or doubt about your intentions and the importance you place on the values and behaviours you are demonstrating. You might, for example:

- Discuss with the class what community means to them and what they want their classroom community to be like.
- Choose a "value of the week" and talk with learners about what this means and how everyone in the class can show it through their behaviour. Evaluate the process at the end of the week and choose the next value together.
- Notice a learner showing a pro-social behaviour and talk about what you can see going on in a positive way to the whole class.
- Talk with children about the pro-social behaviours they are going to learn from a particular activity or curriculum material, and the values that are associated with it.
- Allow some time in the day to "check in" with learners and see how they are doing. Some teachers do this verbally in circles; others use visuals, for example a tree, on which each learner sticks a leaf with their name on it (high up for "feeling good", low down for "not so good"). Talk with learners about why you are doing this and why it's important to know how we are feeling.

Can you think of any more ways of being explicit about building community in your classroom?

By working on these three areas, you really can make a difference. While large classes in overcrowded classrooms are challenging places, there is always something positive you can do as a teacher to develop your inclusive classroom community.

2. Promoting values and behaviours that support, and are beneficial to, everyone

Now that you have an idea of your role, let's turn our attention to the role of values and learners' behaviours in an inclusive classroom.

We have already introduced you to a number of values that are connected with inclusive communities ([Table 1](#)) and asked you to reflect on them in relation to your role as a teacher. Let's return to these values, but look at them in the context of learners: What can **they** do to put inclusive values into action?

Let's take one of these values and show how it could be put into action through learners' behaviours. This time, we have introduced a middle column so that you can be clearer with learners about the difference between **values**, general **behaviours** connected with this value, and specific **actions** they can use to show this behaviour.

Table 3: Values and learners' behaviours

Value (what we think is important)	Examples of behaviours related to the value	Examples of these 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.
	Kindness	Ask people how they are doing—and really listen to their answer. If someone is looking lonely at break time, ask them to join you and your friends.
	Empathy	When others are taking risks with their learning (e.g. asking questions, giving a presentation), imagine how you would feel and how you would want other people to treat you—so listen attentively, show appreciation, ask thoughtful questions.
	Helpfulness	If you can see someone is feeling unsafe ask them if they are OK and if they need some help.

Note that we have used positive language that shows what you **do** want everyone to do. This is more effective than saying what you **don't** want learners to do, e.g. "no fighting", "no put-downs".

Have a go at thinking through this process.

ACTIVITY 10: Putting values into action in the classroom



Writing

Choose three of the values from [Table 1](#). You can stick to the ones you used in [Activity 7](#), or choose different ones.

Use [Table 2](#) above as a guide for this activity.

Copy the blank table below, and write each value in the left-hand column (one per row).

For your first value, note down some examples of behaviours related to the value in the middle column, and then some ways everyone in the classroom can put these behaviours into action in the right-hand column.

Then do the same for the second and third value you have chosen. You may find there is some overlap.

Value	Examples of behaviours related to the value	Examples of these behaviours as actions in the classroom

With younger children, the emphasis needs to be on teaching pro-social behaviours explicitly and using simple language to talk about values. For older children, an effective way of putting these values, behaviours and actions in place in your classroom is to involve the class in a similar process to the one you have just been through.

Activities that promote inclusive classroom communities

- “Getting to know you” activities that promote belonging

Often, learners spend a lot of time in the same classroom but don’t get to know each other beyond their friendship groups. In order to promote a greater sense of belonging, try these activities:

1. Learners can work regularly in pairs or small groups and answer questions about aspects of their lives. Give them a short time to answer each question so you keep the pace going. Swap the pairs or groups around so learners get to know different people. Here are some questions to get you started:

- What kind of music do you like?
- If you could travel anywhere for free, where would you like to travel? Why?
- What place that you have visited do you like the most?
- When is your birthday?
- Where were you born?
- Who were you named after?
- Where do members of your family come from?
- What languages do they, and you, speak?
- If you could be any animal that you wanted, what would you pick? Why?
- If you became the principal, what is one thing you would change about this school if you could?

(Question source: <https://edut.to/2W9klc5>)

2. Playing People Bingo or “Find someone who ...”

In this game, each learner has a sheet with a number of squares on it. A human characteristic is written in each square, for example “Has a younger brother or sister”. The game is to find a learner in the class who matches each square (a different learner for each square). They write the name or initial of that learner in the relevant square. You can change the rules to match your class, so you might say:

- 1) “Find five people who match any five squares”
- 2) “Keep going until you complete a straight or diagonal line of squares”
- 3) “Fill in as many squares as you can in two (or three, or four ...) minutes”

The game finishes when a learner has completed the sheet according to the rules you set. If you are using (1) or (2) above, the winner is the first person to finish and shout “Bingo!”. With (3) the winner (if you want one) is the person who has filled in the most squares.

Here is the start of a bingo sheet you can use with learners. Fill in the rest of the squares, using characteristics applicable to your context.

Has an older brother or sister			Knows how to play a musical instrument	
	Knows a joke			Is wearing something red
		Knows how to say hello in a language other than English		
Likes green				Has lived in two, or more, different places
	Can sing a song		Has a younger brother or sister	

• Sharing responsibility in the classroom

Think about how you can share responsibility in the classroom for making it run smoothly, for example:

- Giving out and collecting equipment or books
- Taking the register
- Monitoring noise levels
- Moving furniture (safely!)
- Cleaning the board

Make sure you change the learners’ tasks regularly.

This section has introduced you to the importance of developing classrooms and communities, and some ways of doing so. It forms a solid foundation on which to build your inclusive practice. We leave it with a final thought, from the Dalai Lama, to hold in your mind as you continue with this section:

I have always had this view about the modern education system: we pay attention to brain development, but the development of warm-heartedness we take for granted. **The Dalai Lama**

We hope that you, as teachers for the 21st century, will work to change this.

2.1.2 Planning and catering for accessibility and engagement

This strategy refers to the environmental conditions that may need attention for individual learners to be able to gain equitable access to learning. As a teacher, you may need to make adjustments to:

- **Classroom layout**, e.g. furniture, seating, seating plans
- **Materials provided**, e.g. presenting content and tasks through worksheets and technology, assistive technology

Remember, these adjustments are the starting point for equity. They give the learners the means to progress at the same rate of learning as other learners, but they don't guarantee progress; that is dependent on how learning and teaching happen in your classroom. Consider how this relates to Maslow's hierarchy of needs in Unit 2.

a. Classroom layout

The physical environment of your classroom contributes greatly to your learners' ability to learn. Even in a full class with limited resources there are creative ways to arrange your classroom to ensure that your learners can move around, interact and engage fully in all learning opportunities. Reflect on what you are trying to accomplish and make your space work for you rather than against you. Also bear in mind that learners with specific learning needs may require particular placement in the classroom to increase visibility, improve access, or minimise distractions. For example, in a large class, a hearing-impaired child or one who struggles to concentrate may find it difficult to focus in a noisy class if seated at the back of the room.

Here are some guiding questions that can be used when planning your classroom arrangement:

Visibility: Are there areas of the classroom where learners cannot easily see the board or screen? If so, consider using these areas for small-group work or storage. Arrange your room so you can have eye contact with all your learners, and make sure that each learner is able to see the board.

Proximity: Can you easily reach each learner in the room to provide extra instructional support? Can you circulate round the classroom during whole-class teaching? Keep proximity between learners in mind as well. Can learners easily move into peer groups when necessary? One way of ensuring this is to arrange the desks in two loops—an interior and exterior loop. This arrangement gives you proximity to all learners and allows learners to move into peer groups easily.

In a subject-specific classroom, where learners may need to share equipment and work easily in pairs or groups, you might consider this arrangement:

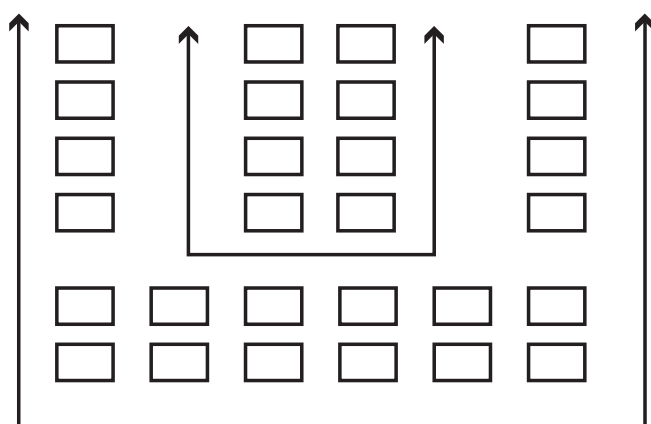


Figure 10: Classroom layout (1) (Source: Frey N (2011) *The effective teacher's guide: 50 ways to engage students and promote interactive learning* (2nd edition). New York: Guilford Press)

Accessibility: Can learners easily reach materials they need and all areas of the classroom, such as interest tables, different workstations, the mat? Consider patterns of movement in high-traffic areas, for example are the waste basket and pencil sharpener in an area of the room that is easily accessible to everyone?

Safety: Have you consulted the school's safety requirements regarding fire regulations? In an emergency can learners safely and quickly exit the classroom? Are there items that may pose a threat to safety (e.g. science lab equipment). If so, they should be placed in a secure area.

The arrangement of desks will differ, depending on the subject and grade level and also different types of group work.

Environment: Bear in mind that, while desks arranged in neat rows may make movement through the class easier, this arrangement may not help to create a warm, friendly environment. Many teachers find that using a semicircle or cluster to arrange the desks in their classrooms encourages cooperative learning, builds a sense of community, and makes the best use of the space. Ideal desk arrangements are an important aspect of inclusive classrooms because they create opportunities for learners to be actively engaged in learning and to work cooperatively when appropriate.

Display: You can use walls and vertical space for displaying learners' work and learning enrichment materials. However, remember not to over-clutter.

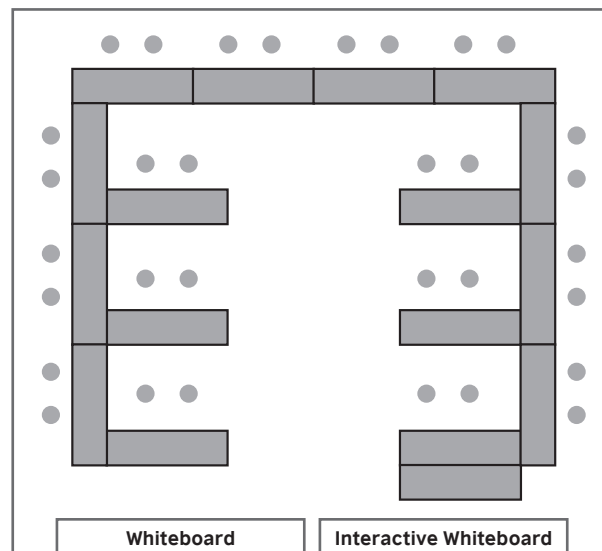


Figure 11: Classroom layout (2) (Source: Frey, 2011)

How you arrange your room depends on what furniture you have at your disposal. It is unlikely you will have exactly what you would like, so an important question is “If I don’t have exactly what I want, how can I improvise?”

ACTIVITY 11: Design your classroom



Writing

Visualise a typical classroom you have been in, or are likely to teach in. Determine the grade and subject (if applicable).

Draw the layout you think will work best to meet the following requirements:

- All learners can see you and the board
- Learners can easily move into groups for group work
- Activity or workstations are included
- Materials and resources are easily accessible
- Wall space is utilised well
- Individual learners are seated in ways that best support their learning

ACTIVITY 12: Explain layout choices



Writing

Write a paragraph explaining why you have made the layout choices you have made and how they meet the criteria.

b. Clearing clutter in the classroom

The overarching aim for teachers who work inclusively is to have enough stimuli in the classroom to enable all learners to engage enthusiastically in, and make meaning from, a learning task—but not so much that it detracts from learning.

In the classroom, clutter is anything that overwhelms learners and detracts from learning. It could be connected to:

The physical space: e.g. furniture in walkways, books and paper not put away, too many displays or displays too “busy”. Distractibility decreases with age, so for younger children in particular, too many and/or very colourful displays can negatively affect learning. If you are a teacher of five- to seven-year-olds, you might like to learn more about this area of research here: <http://bit.ly/2JTQAVh>

Materials: Sometimes materials—for example posters, worksheets, signage, presentations (either on chalk board or using technology)—can be too “busy” with text, pictures, colour, or a combination of these. Material that distracts or leads to sensory overload can negatively impact learning. If you follow this style guide, which has been designed for people with dyslexia, you will be ensuring that the largest number of learners in your class can access your materials: <http://bit.ly/2HIUpKn>

c. Materials provided

We refer here to the materials your learners use that make it possible for them to access learning equitably.

Some learners may also require assistive devices and/or technology that enable them to have equitable access to learning. These devices range from low-tech (such as pencil grips, glasses) to high-tech (such as hearing aids, speech-to-text software). This film gives you a good idea of the range of assistive devices some learners need: http://y2u.be/b0udSG_OyT0

Your School-Based Support Team (SBST) will be a good source of information and advice about assistive devices, and will be able to help you adapt your teaching accordingly.

2.1.3 Positive discipline

a. What is positive discipline?

Traditional discipline practices, which are still common in South African schools, begin from a negative view of learners’ nature (and human nature). They see behavioural problems as a problem with particular learners rather than considering larger contextual issues, such as the curriculum and teaching methods.

The use of threats, punishments and rewards might result in learners’ temporary compliance and obedience, but these are not effective for creating a warm, caring and respectful learning community. What is often considered to be giving learners a choice—either comply or suffer the consequences—is in fact another way of pressuring them into obeying teachers’ demands and requirements, and fails to teach them responsible behaviour. Instead it teaches them how to avoid punishment or win rewards.

Alfie Kohn (1996) realised that the discipline problems he experienced with some of his own classes were not a result of learners who were insufficiently controlled but of a curriculum that was insufficiently engaging (i.e. the learners weren’t trying to make his life miserable, they were trying to make the time pass faster.) It occurred to him that books on discipline almost never raise the possibility that when learners don’t do what they are told, the problem may be with what they have been told to do or learn, rather than with the learners themselves.

Positive discipline⁶: is an alternative approach that promotes learners’ self-control, teaches them responsibility and helps them make thoughtful choices. The more effective teachers are at encouraging appropriate learner behaviour, the less time and effort they will need to spend correcting learners’ misbehaviour.

Effective positive discipline focuses on the development of the learner and ensures that the learner’s self-esteem and dignity are preserved. Actions that acknowledge a learner’s efforts and progress, no matter how slow or small, are likely to encourage healthy development and positive attitudes towards schooling. Respect for others, consideration, efficiency, pride of accomplishment, and security in knowing what, how, when, and where to do something, are all positive characteristics of learners who learn in well-organised classrooms. Implementing strategies that address these areas can lead to increased academic achievement and a sense of pride and belonging.



Definition

6 Positive discipline: An approach to learner behaviour that promotes learners’ self-control, teaches them responsibility and helps them make thoughtful choices.

b. Implementing positive discipline

In order to implement positive discipline effectively, here are some essential things you need to know about working with challenging behaviour.

- **Understand the underlying reason for behaviour**

Very few learners have clinical behavioural disorders. There is an underlying reason for challenging behaviour in the majority of learners, which cannot be attributed to innate naughtiness. Use your knowledge of learners' lives and learning backgrounds to consider why they might be misbehaving. Find out what is causing the behaviour and put a plan in place to address it. Sometimes poor behaviour is a direct result of poor teaching. If learners are frustrated, bored or do not find the teaching relevant or interesting they may misbehave.

- **All behaviour is learnt**

Children learn how to behave and they learn how to react in certain circumstances. They learn this from their families, friends, teachers and people around them. Second to their parents, you as teachers have the most influence when it comes to teaching the behaviour you want to see in children. If children have not learnt appropriate behaviour at home you will need to teach it to them. Don't assume a learner knows how to behave if no one has shown them.

Think about this: If Mike got a maths sum wrong you would not send him out of the class and punish him. You would reteach the maths, show him how to do it correctly and give him more chances to practise and get it right. Teaching behaviour is no different. Punishing inappropriate behaviour doesn't help a learner to get it right. You need to reteach, demonstrate and model the appropriate behaviour, and give the learner a chance to think about, practise and learn what is expected. Much of our rational thinking and decision-making goes on in the brain's frontal cortex. If you want a child to change their behaviour for the long term, this is the part of the brain that needs to be engaged in the change. Punishment does not engage the frontal cortex.

- **Corporal punishment is illegal**

Corporal punishment was declared illegal in South Africa in 1996:

Prohibition of corporal punishment

(1) No person may administer corporal punishment at a school to a learner.

(2) Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault. (South African Schools Act No 84 of 1996)

Furthermore, the DBE has stated that:

Corporal Punishment has been abolished. Educators and learners have to learn the importance of mediation and cooperation, to seek and negotiate non-violent solutions to conflict and differences and to make use of due process of law. (Protocol to deal with incidences of corporal punishment in schools, DBE, 2017)

In spite of this legislation, research shows that corporal punishment continues to be used as a form of discipline in many South African schools. And corporal punishment is not just an abuse of human rights. Research shows that it is not an effective means of changing behavioural patterns for the better. In fact, punishments do little to help a learner to understand why their behaviour was inappropriate, leading to real behaviour change. They may seem to work in the short term but they actually lead to increased behaviour issues in the long term. Instead of learning appropriate behaviour, punishment teaches avoidance, leads to aggression, humiliates learners, forces them to take a defensive stance, and encourages an us-them mentality.



Figure 12: What is the problem?

ACTIVITY 13: Why punishment is not effective



Reading

Read the following articles and answer the questions below: <http://bit.ly/2WXLdbg> and <http://bit.ly/2QhfpMk>

1. What are some of the reasons given for why punishment is not effective?
2. In your own experience at school, what was the approach to behaviour management? What were the positive consequences? What were the negative consequences?
3. Where punishment was used, were some learners punished more than others? Did it change their behaviour?
4. What alternatives to punishment are suggested? Can you think of any others?

• Positive behaviour reinforcement has proven to be most effective

If you actively teach, model and reinforce positive behaviours as opposed to always focusing on negative behaviours, your learners will learn what is expected of them, feel more valued and connected, and learn more effectively. Let's explore one model that enables teachers to do this in practice.

The PBIS model

The Positive Behavioural Interventions and Supports Programme (PBIS) developed in the US has been effectively implemented in countries around the world, including South Africa. This model takes into account the essential features of effective behaviour management as discussed above, and is based on the beliefs that:

- Behaviour expectations need to be actively taught
- Positive reinforcement is more effective than punishment
- Behaviour interventions need to be tiered

Go to www.pbis.org for resources to learn more about and implement a PBIS approach.

Just as you differentiate your teaching for different learning needs, you should also differentiate behaviour interventions for learners with different behaviour support needs. The PBIS Model is based on a three-tier system of support, as illustrated here:

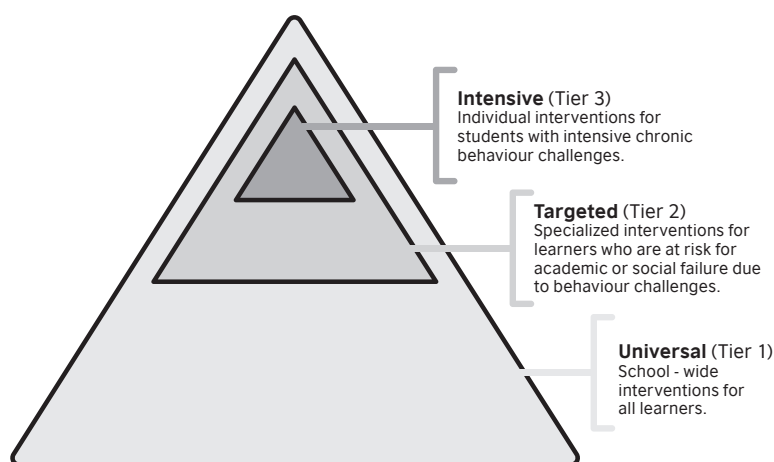


Figure 13: PBIS tiers (Source: www.pbis.org)

Tier 1 outlines the universal, school-wide interventions for all learners. Approximately 80–90% of learners, once they understand the behaviour expectations, respond to Tier 1 interventions.

Tier 2 looks at more targeted interventions for 5–15% of the learner population who, from the perspective of their behaviour, might be at risk of exclusion from learning.

Tier 3 puts more intensive interventions in place for 1–5% of learners with chronic behaviour problems.

These tiers are described in more detail in [Table 4](#).

Table 4: PBIS descriptions

Tier	Prevention description
1 Primary (Universal)	Preventing the development of new cases (incidences) of problem behaviours. How? By implementing high quality learning environments for all learners and staff and across all settings (i.e. school-wide, classroom, and non-classroom).
2 Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviours that are presenting high-risk behaviours and/or not responsive to primary intervention practices. How? By providing more focused, intensive, and frequent small-group-oriented responses in situations where problem behaviour is likely.
3 Tertiary (Intensive)	Reducing the intensity of persistent problem behaviour that have not responded to primary and secondary prevention efforts. How? By providing individualised responses to situations where problem behaviour is likely.

*(Source: www.pbis.org)***Tier 1 and 2 classroom strategies**

- Actively teach the behaviour you want to see in the classroom

Re-teach it when necessary. Teaching behaviour involves the following approach:

Consistently	Define appropriate behaviour Model appropriate behaviour Teach appropriate behaviour Reinforce appropriate behaviour Acknowledge appropriate behaviour	How to model appropriate behaviour:
		<ul style="list-style-type: none"> • Use a polite, friendly tone to learners, as a class and as individuals. Be firm when necessary. • Follow the classroom rules and behave as you would like the learners to behave. • Take time to think and calm down before you explode with anger and criticise, belittle or threaten a learner. • If you lost your temper in class, reflect on what happened and what you could do differently to avoid it happening again.

- Use positive language

“Don’t run” doesn’t tell me what to do, only what not to do. “Walk in the corridor” tells me what is expected. Framing rules positively helps teach appropriate behaviour. For example, “Be kind”, “Use your quiet voice”.

- Develop and teach predictable classroom routines

Well-established and consistently applied routines help learners to know exactly what to do and when to do it. Routines for transitioning from one task to another are also essential. A well-structured and efficient classroom goes a long way towards building behaviour that is helpful for learning. Increase predictability by warning learners of approaching change.

- Be consistent

Respond to positive and negative behaviour in a consistent way, from one situation to the next, and from one learner to another.

- **Give positive praise**

Look for examples of good behaviour to acknowledge and reinforce. All too often teachers spend their day saying “Don’t do this ... Stop doing that ... This is wrong ...” and too little time saying “Well done for ... Good job on ... Thank you for ...”

- **Adopt fair and predictable consequences**

Consequences should not be punishments in disguise. The long-term goal should be behavioural change, and consequences should aim at achieving that goal. For example, a detention where the learner must write out “I will not be bad” 500 times does not change behaviour. However, a detention where there is a conversation between the learner and the relevant adult that leads to an agreed plan for future improvement is meaningful. Discussing and agreeing consequences with learners is also more effective than determining these yourself, because if they share ownership of consequences these become meaningful rather than arbitrary.

- **Negotiate a classroom behaviour code**

Establishing the behaviour expectations in your classroom is an essential element of an inclusive classroom environment. Learners need to know how they should work together and the values that underlie these expectations, such as mutual respect.

Norms that emphasise cooperation and collaboration are best established together with your learners. This signals to them that learning is social and done in the company of others and that the primary role of the teacher is to foster learning rather than control and confine them.

Here are some that you could adapt and expand to meet the needs of your class and grade level:

- Treat others as you want to be treated
- Respect other people and their property
- Be responsible for your own learning
- Come to class and hand in work on time
- Work quietly when others are working around you

A general guideline is that each norm should be brief and positively stated. Statements that begin with the words “No” or “Don’t” are not helpful because learners are left to guess what behaviour is acceptable. Focus on the desired behaviour, rather than the one to be avoided.

Teach these expected behaviour norms regularly. Discuss each one individually, explaining the rationale behind it. Model them yourself, for example how learners should speak to each other in class and on the playground.

Expect the best from all learners

Build learners’ image of themselves as trustworthy, responsible and cooperative

Help learners see how their actions affect others

ACTIVITY 14: Draw up norms for your grade



Writing

1. Draw up a set of norms that might be appropriate for your grade. Consider the developmental level and socio-cultural background of your learners and use language that is meaningful to them. Limit the number to about five and make sure they are positively stated.
2. Discuss your draft norms with other students to get constructive feedback.
3. At the next opportunity, draw up class norms with learners—it is important to do this in partnership with them so that they have equal ownership of them. Use ideas from Section 2.2.3 to help you think about how this activity can be done in groups.

- **Teach and practise active listening**

Listening is an important skill, for both social and educational reasons. Help learners to feel they are welcome and trusted members of the class community by giving them your complete, undivided attention when they are speaking. Active listening involves both verbal and nonverbal behaviours. Turn your body to the learner, maintain eye contact, nod your head, use facial expressions (e.g. smile, look interested), and use verbal cues (e.g. “Oh ...” “That’s interesting”).

Teach your learners how to be active listeners. Talk to them about the importance of being a good listener. When planning a listening activity or experience, always give learners a reason why they are being asked to listen. Help them to understand what they need to listen **for**, not simply that they need to listen.

Prepare the class for the listening activity by ending any previous activity, getting rid of noise and distraction, and creating a comfortable environment.

Teachers have for many years been developing ideas for promoting a positive behaviour environment that works well in their class. Ideas for teaching and encouraging appropriate behaviour can be found on the internet on websites and blogs, and also through discussion with teaching peers. As you grow in your own inclusive teaching practice you will also develop strategies that work well for you. Some will work well in certain grades and not in others; different groups of children will respond differently to strategies. It is important, therefore, to have a wide range of ideas to choose from and to know where to find more.

Below are two examples of positive behaviour management ideas:

- **Create classroom rituals**

Creating classroom rituals can encourage positive feelings and help learners to bond with each other. In many instances, classroom disruptions can be minimised if effective class rituals are in place.

For example, if a teacher has a warm-up or do-now task written on the board when learners enter the room, this gives them a lesson-centred framework for starting the day. Learners are expected to sit in their seats and begin working when they enter the class. While there may be times when this does not occur, just having a warm-up ready each day means that learners have less free time to chat and become disruptive.

Rituals can also be used to at the end of the day to encourage learners to reflect on what they have learnt. Examples of activities could include learners:

- Drawing a picture of something they learnt that day
- Writing a reflective paragraph in their journal
- Writing a note to their teacher stating one thing they learnt during the day and one thing that they need to work harder on
- As a class, writing their own song to sing or poem to recite at the end of every day

- **Have regular class meetings**

Teachers can foster a supportive class culture by teaching learners problem-solving and conflict-resolution skills. The teacher assigns a time of day when learners form a circle and work together to discuss and solve classroom issues and problems. Meetings like this can help create a sense of belonging and trust for learners, and also encourage learners to work together to solve problems, at the same time practising pro-social skills.

Suggested meeting items include:

- **Appreciation of one another:** This component of a classroom meeting provides teachers with the opportunity to teach learners how to give compliments or show appreciation to classmates, as well as how to receive appreciation and compliments. The focus should be on qualities of the learner and things they have accomplished (e.g. “Thank you for helping me learn my spelling words for this week”), rather than on physical appearance.
- **Conflict resolution and problem solving:** In these activities learners work together to help learners who have identified that they have an individual problem; or the class works to solve a problem they feel they are having as a whole (e.g. getting into trouble for littering in the school yard, or the increase in cyber bullying in the school). Learners work together to develop a list of possible solutions, evaluate those solutions, and the learners involved in the problem then select a solution to try. Learners also share how previous problem-solving attempts have worked. This allows for further suggestions if the previous solution was not successful.

Conflict resolution and problem solving are important skills that have lifelong application for learners. Some schools aim to build these through initiatives such as peer mediation (see: <http://y2u.be/epqhgg1bt44>) and restorative practice. Restorative practice in schools is a way of resolving conflict that places repairing harm and relationships at its heart in order to build stronger communities. You are aware of South Africa's Truth and Reconciliation Commission, and may be aware of the use of restorative justice within the criminal justice sector; school restorative practices are based on the same philosophy, but tailored for use in education. If you're interested in finding out more, here is an excellent place to start: <http://bit.ly/2l8cRft>

- **Classroom encouragement activity:** This is designed to give encouragement to the entire class. One example is the classroom teacher writing personal notes to each learner thanking them for something they did or acknowledging specific improvements in academic achievement or behaviour (Edwards & Mullis, 2003).

ACTIVITY 15: How to promote a positive behaviour environment



Reading

Do some research on the internet to find different ideas and tips that you think might be useful to promote a positive behaviour environment in your class. You can also look at this guide from the Western Cape Education Department for ideas: <http://bit.ly/2HspOSi>

Keep in mind that these ideas should follow the principle that it is more effective to reinforce appropriate behaviour than it is to punish bad behaviour.

Think about ways you could adapt these to make them relevant to classes you will teach.

Copy the table below, and fill in your ideas.

Positive discipline strategy	How to implement in class

Tier 3 classroom strategies

Tier 3 strategies are aimed at reducing the intensity of persistent problem behaviour that has not responded to primary and secondary prevention efforts. This is done by providing individualised responses to situations where problem behaviour is likely.

• Contracts

For some learners the general guidelines for behaviour are not sufficient, and they may need more intensive, individualised support. A behaviour contract is a good example of a Tier 3 support strategy.

A contract is a joint agreement between learner and teacher to accomplish something specific (e.g. a desired behaviour or an academic task). The behaviours described in the contract must be something that the learner wants to change. For the contract to be effective, the learner must be committed to changing their behaviour, and must be involved in deciding how it is going to work, e.g. what the consequences will be if the contract is broken.

This is a joint agreement and you will need to be prepared to play your part in making the change happen. An honest conversation with a learner may reveal that some of the ways you have been trying to manage their behaviour are making things worse rather than helping. You must therefore also be committed to changing your behaviour as necessary.

A contract is best developed through a one-to-one conversation between the teacher and the learner. A useful principle for this conversation is “Never tell what you can ask”. It’s more effective to ask questions and really listen to each other’s answers, rather than tell a child everything they have done wrong. If you go into “telling” mode they are likely to switch off. Below are some helpful questions.

Table 5: Helpful questions for conversations about behaviour

Question	Notes
What’s been happening?	This question gives both teacher and learner an opportunity to talk about what behaviours they think are getting in the way of learning. Be prepared as a teacher to hear things you do that the learner is finding unhelpful, as well as what they do.
What are you thinking when [particular behaviour] happens?	Repeat this question for each problematic behaviour. Answer it from your point of view too, when you find out that something you have been doing is unhelpful. For example, “I feel really frustrated when we’re having a class discussion and you interrupt; that’s why I raise my voice at you.” This is a great opportunity for the learner to understand that you are also human and that you are prepared to express emotions. Obviously, you will only share what you are comfortable with, using appropriate language.
How is this affecting both of us?	Here’s a good opportunity to talk about how the behaviour is affecting learning—both of the learner and others in the class, your ability to teach, and your teacher–learner relationship.
What needs to happen to fix things? How can we make sure we don’t end up in this situation again?	<p>This is the place to discuss how things can get better in the future. It’s the place where an agreement that forms the contract is negotiated. What changes need to happen, the timescale for the contract and review arrangements are all important here. So, too, is using the actual language the learner uses—avoid “teacher-speak”. You may need to reframe language so that it outlines behaviours that you do want, rather than describes them negatively, e.g. “Ask before borrowing equipment” rather than “Don’t take other people’s equipment without asking”.</p> <p>The contract is likely to include changes from both the learner and you; if they see you are also willing to make changes they are more likely to view the contract as fair and stick to it.</p> <p>If relationships have been affected, apologies often happen at this point, but don’t force them—an insincere apology usually makes things worse rather than better.</p>

You can use the questions in this table with any learner when things go wrong at a minor level (for more serious levels of harm you will need some training to keep everyone safe). As long as you use them calmly, with an open mind, the commitment to really listen to the learner, and a willingness to accept you could be part of the problem, you’re likely to be pleasantly surprised at the outcomes.

Here is an example of a contract between a learner, Patricia, in Grade 5, and her Natural Sciences teacher, Ms Ntuli. The contract is the result of a conversation they had using the questions in Table 5 above.

CONTRACT EXAMPLE

Agreement between Patricia Esack and Ms Ntuli

Date:

I, Patricia Esack [learner], agree that during the next two days:

1. I will listen quietly to the others in the class when they are speaking.
2. If I need help, I will remember to:
 - Check in my head once more that I really am stuck
 - Look at the board and my book again to see if I can find the answer to my question
 - Use Three Before Me
 - Then put my hand up if I still need help from Ms Ntuli
3. I will ask my friends before I borrow their things.

I, Ms Ntuli [teacher], agree that during the next two days:

1. I will remind Patricia about listening through eye contact whenever possible and by putting my finger to my lips, rather than remind her using words.
2. I will let Patricia know as soon as I have seen her hand up and give her a rough estimate of how long she will need to wait for her turn for help.
3. I will notice when Patricia is sticking to this agreement, even when she finds it hard, and will give her a thumbs-up and a smile.

We will review the contract together on If Patricia has been making a good effort, Ms Ntuli will then call Patricia's mother after the end of school to let her know.

Signed:

Learner: Teacher:

Three Before Me involves asking three peers for help before asking the teacher. It is a useful strategy, as it promotes perseverance and independent and collaborative learning skills. It also means, in large classes, that your attention can be focused on learners who need it most.

ACTIVITY 16: Draw up a contract



Writing

Think about a learner whose behaviour you have found challenging in the past.

If you'd had a chance to have a positive conversation with this learner using the questions in the table above, what agreements do you think you might have come to? Draw up a contract you think would have been helpful. Make sure your language stays positive—avoid “don’t” and “no”.

Contracts may be made for short periods, e.g. a class period, a school day, or a week. For example, for a learner who has difficulty organising their time and structuring their own activities, it would not be helpful to make a contract for the entire term—smaller chunks of time work better.

Consistency is vital. If you or the learner break the contract, a further reflective conversation about what happened and how to prevent this happening again will be needed. Behaviour habits can be hard to change, so be prepared to give learners time to practise and to make mistakes.

You will see many examples of behaviour contracts that use rewards such as stickers, tokens or extra time for a favourite activity. While these can be effective in the short term for younger children, they lose their appeal and effectiveness as learners get older. What is more likely to be effective is positive feedback from the school to an adult the learner respects (usually a family member). Even when things haven't gone perfectly, if the learner has been making a real effort you can feed this back to an adult who matters to them. This positive feedback is likely to motivate the learner to persevere.

As with the other strategies, care must be taken to avoid marginalising the learner by the use of the contract. To support inclusive principles, it is best to view the contract as a private agreement between you and the learner; it may be better—unless you both agree otherwise—not to talk about it in front of other learners in class.

Be safe
Be responsible
Be respectful

School-wide intervention strategies

The key to a successful positive behaviour management approach is consistency. This means not only consistency in the way you manage behaviour in the classroom, but also consistency in the way the whole school approaches it. The whole school should share the same values and promote the same behaviour in all areas of the school at all times.

- Choose core values and actively promote them. Clearly display them around the school and promote them at all times.
- Always be on the lookout for good behaviour.

EXAMPLE

Pinelands North Primary School, Cape Town

“Caught in the act ... of being good!*

Throughout the school, teachers, staff and visitors are encouraged to acknowledge good behaviour. To facilitate this the school has “Caught in the act ... of being good!” slips that can be filled with the learner’s name, the details and date, and handed in at the office. Just before break the principal reads them out over the intercom and a note is sent home. It has shifted the focus from constantly looking out

for bad behaviour to actively seeking out good behaviour. It has caught on to such an extent that even people in the community respond.

A woman was shopping at the nearby Spar supermarket and a Pinelands North Primary learner offered to take her grocery bags to her car. She went to the school and filled out a “Caught in the act ... of being good!” slip!

- As well as “Caught in the act of being good!”, try “Caught in the act of being better!” This will give a wider scope for this positive reinforcement strategy.
- Most incidents of bullying or fighting happen outside structured classroom spaces, for example the corridors or playground. Strategic adult supervision in these areas can help to minimise these. Peer mediators can also help resolve everyday, more minor conflicts in these areas.
- On the first day of term include behaviour expectations as part of the orientation. Walking learners around the school and explaining the appropriate behaviour for each area is very effective. For example, “This is how we walk in these corridors, this is where you line up for tuck shop, and this is a quiet area where we only whisper.”

2.1.4 Affirming diversity

Affirming diversity means promoting diversity as a normal and positive part of everyday life in your classroom. Doing this increases the level of understanding we have of each other—both in terms of the richness of our differences and the things we share as human beings. If we don’t understand our differences, we can’t respect, honour and celebrate them: “We can’t embrace what we don’t know” (Lesufi, 2017). And we won’t find out unless we ask and then make sure everyone is listened to. Hearing, and really listening to, the voices of learners on the receiving end of intersectional inequalities that exist as a legacy of apartheid is therefore particularly important in terms of understanding and embracing diversity in South Africa. As Lesufi (ibid.) in his call for diversity to be taught in schools across South Africa, puts it, “We can’t leverage the benefit of our diverse groups if we don’t allow their voices and opinions to matter.”

ACTIVITY 17: The importance of affirming diversity



Audio Visual

Watch this minute-long film based on research about the impact of teacher behaviour on learners:
<http://bit.ly/2QwjJYc>

When you have watched it once, go back and pause it at 31 seconds to look more carefully at specific teacher behaviours and their impact. Make a note of these behaviours as we will refer to them again later in the activity.

According to the research behind this film, identity-based assumptions lead to the most negative behaviour towards learners in our classrooms. We all make assumptions and in Unit 2 we explored the ways our assumptions can damage learning and relationships in the classroom.

1. If you feel you need to revisit your assumptions, spend a couple of minutes now asking yourself, “What are some of the identity-based assumptions I have made about people?” Acknowledging these is the first step towards changing them.
2. At the other end of the spectrum, cultural acknowledgment appeared to be the most helpful teacher behaviour for positively affirming learners’ identities. Watch this example of how one teacher puts this behaviour, and others indicated in the film, into action: <http://y2u.be/I0jgcyfC2r8>
3. Which of the other affirming behaviours from the previous film is the teacher showing here?
4. How do you think these behaviours, through the handshakes, affirm learners’ diversity in his classroom? How do you think they might feel when they enter the classroom?
5. Using the affirming behaviours from the first film, think about and note down as many ways through which you can affirm diversity in your classroom. If possible, compare and contrast these to those of other students.
6. In particular, how can you make sure that the voices and opinions of all of your learners are heard in your classroom?

What might affirming diversity look like in practice? Firstly, how does what you do impact on whether diversity is affirmed or not in your classroom? Secondly, what sorts of activities can you organise that enable learners to appreciate and affirm each other’s diversity?

Academics from the University of Bristol worked with teachers of Religious Education in the UK to research this area called “Shared Spaces” (Jones, Williams & Orchard, 2018). Their evidence indicates the following five broad activity areas for the classroom:

- Interaction between learners, and between learners and the local community
- Learning about difference
- Challenging stereotypes (the teacher also plays an important role here)
- Empathising with others who are different from themselves
- Celebrating diversity

Affirming diversity through Indigenous Knowledge Systems

In Unit 1 we talked about the importance of integrating **Indigenous Knowledge Systems**⁷ (IKS) into the curriculum, to affirm and celebrate diversity in our classroom. We saw how the teachers in a study by Maren Seehaver (2018) chose appropriate curriculum content from the CAPS and planned lessons that integrated IK and curriculum knowledge. Read the section headed: Planning the integration of indigenous knowledges (<http://bit.ly/2WI03XF> pages 100–104) and do the following activity.



Definition

- 7 Indigenous Knowledge Systems:** The complex set of knowledge, skills and technologies existing and developed around specific conditions of populations and communities indigenous to a particular geographic area.

ACTIVITY 18: Affirming diversity by linking indigenous knowledge to curriculum content



Writing

1. Refer to the CAPS for your subject and grade level and plan a lesson integrating IK and curriculum content.
2. Think about what kind of IK to integrate into your lesson. How will you ensure maximum participation by all your learners in the lesson?
3. List the possible benefits learners will gain from the lesson.
4. Decide what teaching and learning methods you will use and explain your choices. Use the list on page 101 as a guide.

2.1.5 Allowing space for learners' voices

Here we are concerned with the experiences of the individuals participating in learning. Allowing appropriate time and space for learners to make connections between learning and their own experiences, and express these, is important for engagement and helps to make learning “stick”.

Through making space for learners' voices, teachers can actively encourage and enable the sharing of responsibility in the classroom and across the school. By having a voice in decision-making about classroom and school values, behaviours, physical environments and routines, learners contribute to achieving a productive, purposeful and harmonious working and learning atmosphere. This atmosphere supports, and is supported by, a cooperative learning approach, which engenders pro-social skills such as empathy, respect, and support for others' learning and social needs. Peer learning, cooperative learning and group work will be covered in detail in Section 2.2.3.

a. The amount of teacher talk

Teachers have a habit of talking too much or in the wrong ways! For example: talking too much; talking too fast; too many instructions at once; unclear or complicated instructions; talking too soon after questioning so learners don't have enough thinking time.

The following paragraph from the Visible Learning project gives some useful information about the optimum amount of teacher talk, and the type of teacher talk that is particularly helpful:

The target range for you to be talking is 30–50%, with the “high” range reaching from 51–79%, and “very high” being over 80%. It's important not to have too high a TTT percentage, because learners benefit from opportunities to demonstrate their learning through engagement and discussion. Keep in mind though, that quality of teacher talk is important! If you are giving personalised presentation, questioning learners, engaging in natural conversation, or providing anecdotes/stories to promote engagement and understanding, then high teacher talk is beneficial. Always keep the context of your class in mind. (Visible Classroom Team, 2017)

ACTIVITY 19: Think about teacher talk



Journal

Too much teacher talk in a classroom is extremely common. Think about your own experience as a learner. Did you have a teacher who talked too much, or unhelpfully? How did this affect your learning? How can teachers cut down on unnecessary teacher talk?

b. Noise level

Noise levels in the classroom can sometimes get too high for optimum concentration or for learners to hear the teacher clearly, which will affect comprehension levels. Some learners who are more sensitive to sensory overload may also find high noise levels very stressful.

Some teachers find using a chart like [Figure 14](#) helpful to keep noise at a good level for learning. This will be particularly important for overcrowded classrooms with many learners and acoustics that do not help the situation:

Through a chart like this, teachers and learners can agree on and maintain noise levels that are right for activities in the classroom and make sure that everyone is able to learn effectively. If, as activities progress, noise levels are rising, you can use the chart as a reminder. During group work you can allocate a role to someone to monitor noise (see Section 2.2.3 c. Group work).

It is also important to have a range of strategies for reducing noise levels in classes without having to raise your own voice over your learners' voices (which will just make the noise level rise). The following video shows you five ways of doing this, using both verbal and non-verbal strategies: <http://y2u.be/jOthR55now0>

This concludes the section on creating an inclusive classroom environment where all learners feel valued as members of the classroom community and motivated to learn and achieve to the best of their ability.

We will now turn our attention to teaching and learning strategies that will support you in your goal of providing quality learning opportunities for all the learners in your class.

Voice Levels

4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

Figure 14: Voice levels

2.2 Using inclusive teaching and learning strategies

This section introduces you to teaching and learning strategies you can use to make your teaching more inclusive. Once you have explored these strategies in detail, you should then be able to plan lessons that take diverse learner needs into account and offer rich opportunities for all learners to achieve success in learning.

The first strategy we will look at is **scaffolding**⁸.

2.2.1 Scaffolding

In construction, a scaffold is a temporary structure that is erected around an unfinished building, supporting the structure until it is sufficiently stable to stand on its own.

a. What is scaffolding?

If you've learnt to ride a bike, you'll remember that someone probably helped you at first, by holding on to the bike and then letting go as you became more confident. Scaffolding in teaching is similar to this, and to the scaffolding used in building construction. Instructional scaffolds are temporary support structures teachers put in place to help learners in mastering new tasks and concepts they can't master on their own. The teacher builds supports based on what learners already know, as new skills or concepts are introduced. As they work on tasks, learners become less dependent on these support structures, which can be removed gradually.

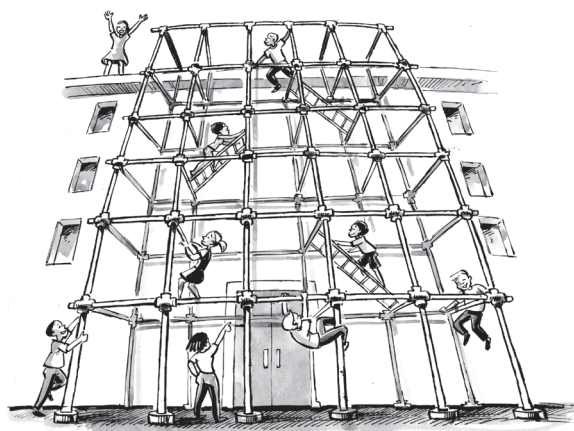


Figure 15: Scaffolding



Definition

8 Scaffolding: Temporary instructional support structures the teacher puts in place to help learners to master new tasks and concepts they cannot master on their own.

The responsibility for learning shifts from the teacher to the learner. The scaffolding process helps guide the learners through their “**zone of proximal development**”, as shown in Figure 16.

One of the main benefits of scaffolded instruction is that it provides for a supportive learning environment. Because the learning tasks are clear and manageable, as well as related to learners’ experiences, they interest learners and enable them to get involved with the learning. Using scaffolds for concepts or skills that learners have had difficulty with, or new material that is potentially difficult or abstract, will help increase learners’ confidence, as well as reducing their frustration and anxiety levels. More complex content might require a number of scaffolds given at different times to help learners master the content.

Scaffolding is not about giving learners answers. At all times the focus is on learners finding solutions themselves. Even at the beginning of the scaffolding process it is therefore important to ask questions, rather than give the answers, if a learner gets something wrong.

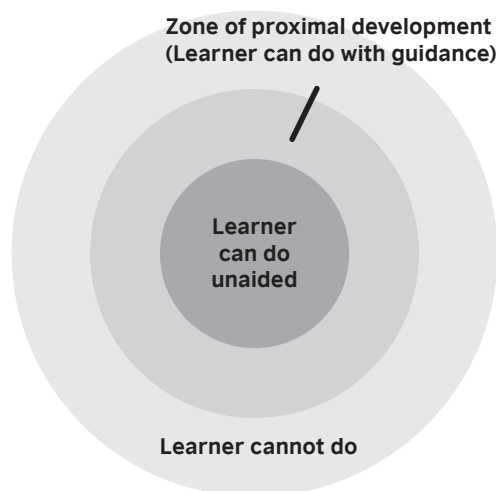


Figure 16: Vygotsky's zone of proximal development
(Source: https://commons.wikimedia.org/wiki/File:Zone_of_proximal_development.svg)

b. Implementing scaffolding strategies

A teacher using scaffolding might break down a lesson into a series of “mini-lessons”. The first mini-lessons might contain more scaffolded support, for example:

- Building on prior knowledge and learner experience
- Modelling what the learners need to do or achieve
- Breaking down the learning into steps (often called “chunking”)
- Giving step-by-step instructions
- Providing cue cards (reminders of key information that learners need to reach the learning outcome, including vocabulary, sentence starters, formulae, questions for discussion)
- Encouraging use of first language in discussion or thinking processes to increase understanding
- Pre-learning vocabulary needed for later in the learning
- Using graphic organisers
- Using visual cues like gestures, pictures, diagrams
- Using short excerpts of a longer text as a basis for discussion—the longer text is introduced later in the learning process
- Verbalising the thinking process while solving a problem (sometimes called “think-alouds”)
- Giving hints—suggestions and clues, e.g. “Maybe add the water before the acid”, “How about starting that sentence with ‘As a result ...?’”
- Giving time to practise chunks of learning before moving on to new chunks

As the “mini-lessons” progress, the teacher reduces the amount of scaffolding and gradually hands over more independence to the learners as their confidence grows.



Definition

- 9 Zone of proximal development:** The difference between what a learner can do without help and what he or she can do with help. The concept was developed by Soviet psychologist and social constructivist Lev Vygotsky (1896–1934). (www.innovativelearning.com/.../zone-of-proximal-development.html)

ACTIVITY 20: Observe scaffolding in action



Audio Visual

Here are two short films about scaffolding in action.

http://y2u.be/5hWDbSx_kdo (younger learners)

http://y2u.be/9gNjGD_W3dM (older learners)

Watch both—the first is at a slower pace and is a good introduction; the second moves along at a faster pace so if it's helpful to pause at points along the way, please do.

1. Watch the films with the list above in mind, and focus on the classroom practice. How many of these strategies can you spot being used? Were there any others?
2. These films are both from the USA, and while they are useful for highlighting strategies, these teachers may teach in very different contexts to yours. In your context, which scaffolding strategies would be most useful? Why?

2.2.2 Differentiated teaching and learning

a. What is the difference between scaffolding and differentiation?

Scaffolding and differentiation are often seen as the same, but as we have seen, scaffolding is an approach with its own definition and strategies. Very simply put, the main difference is that scaffolding is what teachers do—they put support structures in place to help learners master new tasks and concepts that they cannot master on their own. Differentiation is what teachers **and** learners do. Teachers create the conditions and environment for learners to make their differentiated choices, so increasing their ownership of learning, agency, decision-making and independent learning skills. The example below illustrates the difference between scaffolding and differentiation, but also shows that scaffolding is very much a part of a differentiated approach to teaching and learning.

CASE STUDY: Differentiation in the classroom

Ms Memela is working with Grade 4 learners on the following learning outcome: Learning how the body takes in oxygen and releases carbon dioxide.

In the previous lesson the class learnt about relevant anatomy and gases so they have been introduced to relevant vocabulary. For this lesson, she organises the learners into mixed-ability groups of four children in each group. The task is to find out what happens to the lungs, ribs and diaphragm when oxygen is taken in and carbon dioxide is released.

In terms of **differentiating** the process of learning, for this task some learners find information in books. Others search the sources from the internet that Ms Memela has printed and brought with her to class. Others observe each other to see what happens when they breathe in and out.

To **scaffold** learning, Ms Memela provides:

- A clear list of stages in the breathing process that she wants them to focus on—each stage has a corresponding visual image and she provides space for note-taking for each stage.

- Key vocabulary cards to aid discussion and note-taking.
- Sentence starters for each stage of the process—she draws attention to these, makes it clear that they are an accepted part of the learning process, and leaves them in an accessible place for learners to collect if they need them. She has an idea of who might need the sentence starters, but doesn't want to pre-judge. Instead, she makes sure she monitors the groups these children are part of and suggests they use them if she sees they need them.

In the next lesson, the groups begin to produce a presentation that demonstrates their understanding. They can choose what product they will create as the basis for their presentation, for example a poster, role-play, demonstration or written summary (these are examples of **differentiation by product**). All learners use their notes from the last lesson. Some use the key vocabulary cards, but many have internalised the key vocabulary and no longer need this piece of scaffolding.

b. What is differentiated teaching and learning?

ACTIVITY 21: What does differentiated teaching and learning mean for you?



Journal

1. What do you understand by “differentiated teaching and learning”?
2. What questions does it raise in your mind?
3. What do you think this term means for your day-to-day teaching practice?
4. What differentiation strategies do you already know about?

“Children already come to us differentiated, it just makes sense that we would differentiate our instruction in response.” David Rose, CAST

As you saw from [Figure 16](#), learners move through a zone of proximal development as they are learning. They begin with knowledge, understanding and skills they are already familiar with, and move, through a guided learning process, to master a new piece of knowledge or a new skill. Learners may encounter a range of challenges throughout the learning process; these might arise from: curriculum content and language; classroom organisation; teaching methodologies; pace of teaching and lack of time available to complete the curriculum; teaching and learning support materials and assessment (DoE, 2001).

The *South African National Curriculum Statement* (CAPS) is quite clear that, while all schools are required to offer the same curriculum to learners, in order to support all learners fully through the learning process they must ensure variations in modes of delivery and assessment processes. These variations require teachers to develop strategies for differentiating teaching and learning. These strategies are commonly referred to as “**differentiation**”¹⁰.

CAPS specifies the content to be taught, but it is up to teachers to plan how they will teach it to different learners in their classroom so that all learners can access learning, i.e. how they will differentiate. The CAPS *Guidelines for responding to learner diversity in the classroom* (DBE, 2011) is a tool to help teachers achieve this. This section will expand on and explain some of the important aspects of differentiated teaching and learning as outlined in the Guidelines.

Differentiated teaching and learning starts from the premise that “information becomes knowledge when the learner can process and apply it” (O’Brien & Guinney, 2001: 2). Teachers therefore need to consider the different ways learners are able to process and apply information—the way they make meaning from it—and plan teaching and learning with these in mind. Building on this starting point Carol Tomlinson, who has written extensively about this area, describes it as the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learnt is a match for that student’s readiness level, interests, and preferred mode of learning” (Tomlinson, 2004: 88).

In relation to the curriculum, this is a way of thinking about how we teach our learners and how they learn, and of providing instruction that meets their needs, abilities and interests (Global Education Digest, 2004).



Definition

10 Differentiation: A range of strategies used by teachers to ensure that what and how learners learn, and how they show their learning, matches their readiness level, interests and ways of making meaning.

Before we go any further, we want to make a few important points. Firstly, differentiation is not about having to create individual lesson plans for each child in your class. Nor is it about thinking about your class in a way that separates them into groups of “all”, “most” and “some”. We have seen in Unit 2 that thinking in this way reinforces bell-curve thinking. Teaching by “sorting” learners into “more” or “less” able groups marginalises some members of the class and denies the reality and depth of diversity.

Inclusive pedagogy is defined not by the *choice* of strategy but by its *use* (Florian & Black-Hawkins, 2011). In inclusive pedagogy, **differentiation starts from thinking about the class as a whole**: “shaking up what goes on in the classroom, so that students have multiple options for taking in information, making sense of ideas and expressing what they learn” (Tomlinson, 2014).

Inclusive differentiated teaching and learning involves teachers:

- Learning about practical ways of modifying, changing, adapting, extending and varying: teaching methodologies; teaching strategies; assessment strategies; and the content of the curriculum.
- Making decisions about which of these ways will enable **all** learners in a particular class and particular learning situation to access and be fully engaged in learning. In this way, teachers increase the choices they give to learners about their learning, so increasing their ownership of learning, agency, decision-making and independent learning skills.

The overall aim of differentiation is equity to ensure that everyone in the classroom can equally take part in, and succeed in, learning. A strong inclusive approach for differentiation that supports equity is where everyone works towards the same learning outcome but learners are given choices about how they respond, either within a given medium or by being able to choose from a variety of media.

Differentiation, therefore, is not simply “a variety of activities”. It is a process that is unique to each context and is continually developing. There is no “how to” recipe for differentiating teaching and learning. Because of our prior experiences, we all start from different places in our understanding of it, and it can therefore be translated into classroom practice in many ways.

However, it is possible to identify certain underlying principles and approaches to differentiation.

Firstly, as we can already see from the introduction to this section, differentiating teaching and learning is about teachers being prepared to develop flexibility in their approaches to teaching as well as learners’ approaches to learning.

Differentiated teaching and learning requires teachers to recognise that:

- All learners are different and are capable of some achievement.
- Every class is a mixed-ability group.
- It is essential to know individual learners well in order to be responsive, i.e. so you know which strategy to choose at which time for which learners.
- Learners with specific learning needs, like their peers, are all on a “continuum of learning”. This makes formative assessment even more important as we cannot assume learners will always be operating at the same level. We will return to formative assessment in-depth later in the unit.

Remember, the key point is to use differentiation strategies without calling attention to difference in a way that stigmatises or marginalises some learners. The best way to do this is to assess the range of needs of the class as a whole, and offer various options that will meet everyone’s needs.

Let’s explore how you might do this in more detail.

c. Implementing differentiated teaching and learning

Many models of differentiation have been developed over the years, each with its unique range of strategies. Carol Tomlinson and Tonya Moon (Tomlinson & Moon, 2013) use this diagram to explain the key elements of effective differentiation:

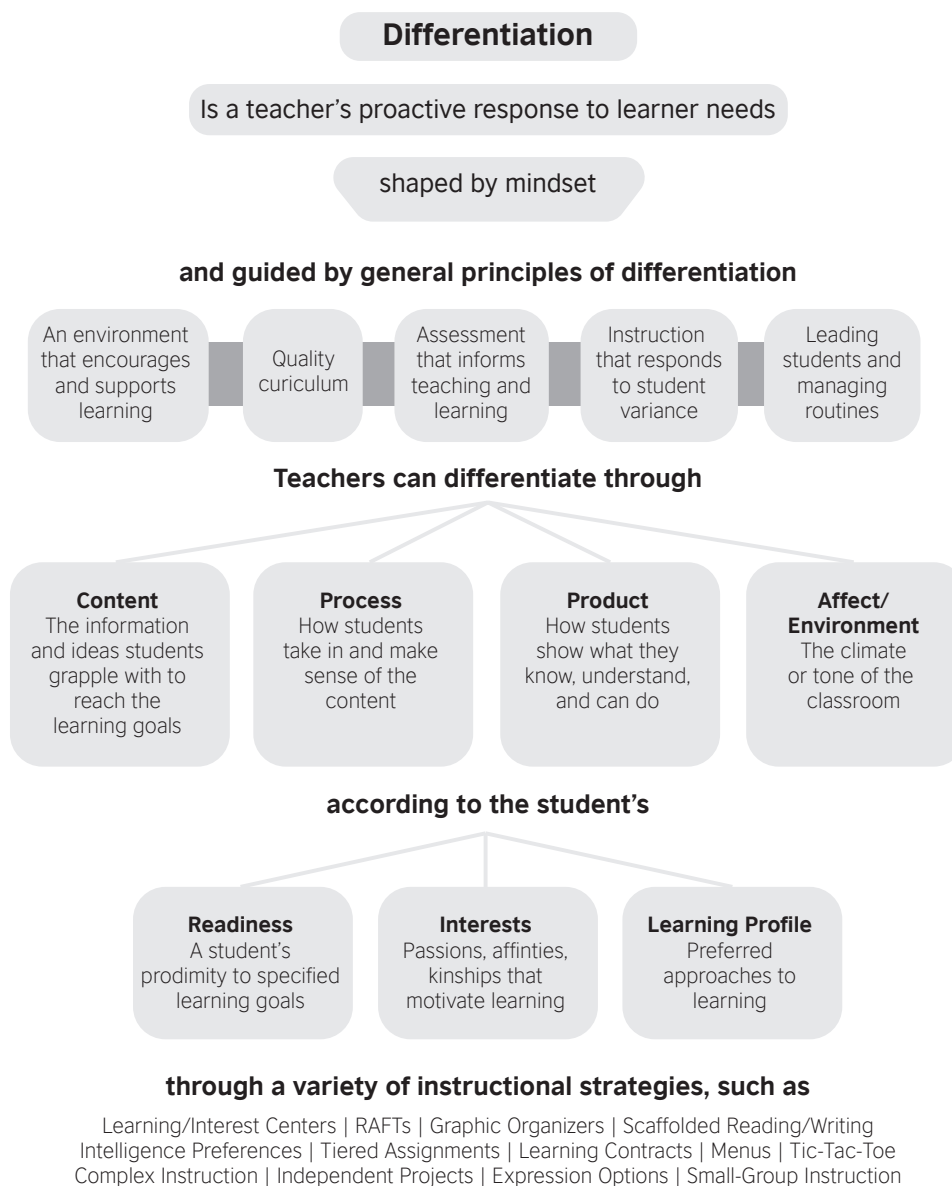


Figure 17: Tomlinson's model of differentiation (Source: Tomlinson & Moon, 2013)

Let's unpack this model in more detail, by looking at the following four aspects:

1. Mindset
2. Principles of differentiation
3. Readiness, interest and learning profile
4. Components of differentiation

1. Mindset

Throughout this course you have learnt that being an inclusive teacher means making sure every child in your class is actively engaged in and achieving some success in learning. You know that every class is made up of a diverse group of learners and that a "one-size-fits-all" approach to teaching excludes or marginalises some learners. Tomlinson's message is that teachers need the right mindset to view differentiation as an essential approach to teaching that responds proactively to learner needs.

The mindset she is talking about stems from the teacher's belief that learner success comes from effort and not from a fixed ability level. With the right instruction and support all learners can achieve success in learning.

Tomlinson and Moon state:

Mindset isn't just about believing. It's about enacting those beliefs—living them out—hour by hour, day by day, plan by plan. Everything else that follows about differentiation has the aim of helping us live out the belief that every student is capable and worthy. That they can do what's necessary for success and that we can do what's necessary to support that success. (Tomlinson & Moon, 2013)

"My teacher thought I was smarter than I was—so I was!" 6-year-old learner

A teacher with high expectations of every learner and with the mindset that they must do everything possible to give each child the resources and support they need to realise their potential, is a teacher who creates an enabling environment for learning to take place. Such a teacher differentiates their teaching to give each learner what they need to succeed.

2. Principles of differentiation

Tomlinson believes that curriculum and assessment, instruction, and classroom leadership and management work together to create the foundation for effective differentiation.

Curriculum and assessment: what learners need to learn and how they are progressing academically

A **quality curriculum** should:

- Have clear goals for what learners should know, understand and be able to do
- Result in understanding of content as opposed to mere rote learning of content (comprehension)
- Engage learners in the process of learning (be relevant, interesting and enjoyable)

ACTIVITY 22: Analyse Mr Singh's differentiation strategies



Writing

Refer back to the case study in Section 1.3 on transformative thinking in a school context.

1. Consider the differentiation strategies used by Mr Singh by answering the following questions about his learners:
 - What would their learning goals be?
 - How did Mr Singh make sure they understood the content?
 - What did he do to engage them in the process of learning?
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?

Instruction: how teachers teach and how learners experience learning

Tomlinson and Moon highlight the importance of instruction in differentiation by stating that "Instruction is at the core of differentiation because the ultimate goal of differentiation is to ensure that each student has the best possible learning experiences in order to maximize academic growth" (Tomlinson & Moon, 2013).

Classroom leadership and management: the way the classroom functions or is organised to achieve maximum learning for all

Classroom management does not equal control! Instead, we should think about creating a classroom in which teaching and learning can proceed predictably and productively with a balance between structure and flexibility.

3. Readiness, interests and learning profile

Tomlinson argues that teachers differentiate according to learners' readiness, interests and learning profile. Renzulli and Renzulli (2010) support this, saying that differentiation is about the decisions and choices teachers make about how to differentiate the curriculum for a diverse group of learners. They state, "Differentiation requires that teachers consider their students' learning styles, interests, abilities, and expression styles—and that they accept the freedom, flexibility, and creativity to implement this process in the classroom."

Readiness: This does not refer to the learner's ability or capacity to learn. It simply means determining where the learner is in relation to the learning goals, i.e. what they should know, understand and be able to do. Based on this a teacher can plan what support the learner needs in order to succeed.

Interests: Teachers should engage learners using what is appealing to them. Learners will learn best when their passions, dreams, talents and skills are being activated and they can connect to what is being taught through these.

Learning profile: We all have different ways of making meaning from learning shaped by our culture, gender, environment and make-up. These differences need to be considered when differentiating for teaching and learning.

To summarise: Differentiated teaching and learning means making learning relevant, interesting, engaging and suited to the different ways in which children learn.

4. Components of differentiation

The four components of differentiation are:

- Content
- Process
- Product
- Classroom environment

We will now explore each of these components in turn.

- Content

Content is what we teach and what the learner is expected to know, understand and do.

The curriculum must allow for learners to discover the bridges between ideas and fields of study and the paths to new learning. In this way, flexible, needs-based approaches are used to deliver lesson content in a manner that fits the needs of individual learners. This is not a dilution of the content, but rather a graded process whereby learners are taken by different routes to a similar endpoint. Some learners require an advanced level of content, while others may be dealing with what is being taught in the grade, or previous grades.

EXAMPLE

In a Grade 4 lesson on multiplication the teacher can adjust the content available to suit the skill levels of different learners or groups in the class. Learners could choose from content that involves multiplying single-digit numbers or single and double-digit numbers. Everyone is learning about multiplication, and is therefore working towards a common learning outcome, but the content is differentiated. Learners can also be directed, as part of the lesson, to differentiate their own content using the DBE Rainbow Workbook to practise their skills independently.

Content can be varied at three levels:

Abstraction: In any curriculum we have facts, definitions, descriptions, patterns, relationships, key concepts and generalisation. Depending on learners' readiness, they might access the content at a concrete or abstract level.

Complexity: Many concepts and skills within the curriculum can be complex and difficult to understand for some learners.

Variety: To cater for learners' levels of functioning, their prior learning and their interests we need to offer a variety of ways for them to access content.

ACTIVITY 23: Varying the content



Writing

Read and digest the three levels above. Think about a concept or skill that learners need to learn in a subject you will be teaching. Give an example of something you could do to help learners:

- Access learning at a concrete level
- Understand a more complex concept or skill
- Offer a variety of choice in how they access content

ACTIVITY 24: Introducing a skill or concept



Writing

Think about the same concept or skill you identified for [Activity 23](#).

How many ways can you think of in which you could deliver an introductory activity for the skill or the concept? Be as creative as you can.

- Process

Process is how the learner will internalise or come to master the facts, concepts and skills.

There are many ways to differentiate activities to ensure maximum involvement and participation of all learners in the lesson. Offering the same activity to all will inevitably exclude some learners from effective participation.

Teachers can differentiate process by offering learners a variety of learning materials, activities and questions that cater for different abilities, interests and needs. Let's look at some examples.

Table 6: Differentiating teaching and learning using a variety of elements

Element to be differentiated	Examples
Materials	<p>Tactile: boxes, blocks, beans, beads, counters, modelling clay, fruit and vegetables, household objects, seashells, rocks, plants</p> <p>Visual material: pictures, newspaper adverts, symbols and signs</p> <p>Text material including magazines, newspaper and online articles, books</p> <p>Graphic organisers: mind maps, flow charts, graphs, tables</p> <p>Audio-visual: films, music, podcasts</p>
Presentation of task	<p>Simplify a picture or diagram (without compromising the complexity of the related question)</p> <p>Supplement a picture or diagram with a written, film, movement-based or audio explanation, or a written explanation with a picture, diagram, model, film, audio</p> <p>Replace a picture or diagram with a real item or model, or a film</p>

Element to be differentiated	Examples
Activities	<p>Use a variety of individual, pair, small and whole-class groupings</p> <p>Use a variety of processes and products that cover many ways of meaning making, e.g. drama, dance, text, number, music, talk—allow learners some choice</p> <p>Use a variety of settings, e.g. classroom, playground, local community, further afield</p>
Questioning	<p>Within a supportive learning environment:</p> <p>Use a mixture of closed and open questions</p> <p>Plan questions that include a full range of lower and higher order thinking skills</p> <p>Tailor questions to learners so they meet the right level of challenge (just beyond their level of comprehension or experience is a good place to aim for)</p> <p>Give learners time to think before you expect an answer—this may even involve you giving them questions the day before</p> <p>Scaffold questions, e.g. What did you think before? What do you think now? Can you tell me one way that you've changed your mind?</p> <p>Paraphrase answers from learners to the class in ways that everyone will understand and can learn from</p>

ACTIVITY 25: Other ways to introduce a skill or concept



Writing

Look back to your notes from [Activity 24](#), where you thought of a number of ways of delivering an introductory activity. Compare your notes with the suggestions above. What new ways can you think of to deliver this introductory activity?

• Product

Product is what learners will produce in order for you to assess their learning in relation to the learning outcome.

Differentiating by product means that learners have a choice of how they demonstrate their learning to you. In the same way that you can use a variety of ways of introducing learners to curriculum content, and taking them through the process of learning, what they produce can also be varied, either within the same medium or across a range of media. To reiterate, giving learners choice over what they produce for assessment is likely to improve their feelings of autonomy and therefore their engagement.

One way of differentiating product is to create a **choice board**. It is easy and simple to design and implement in the classroom and can help promote learning, as well as stimulate learner motivation and engagement. It is also inexpensive to construct.

Choice boards

Choice boards are graphic organisers that help learners learn or practise a concept, while allowing them a choice. Choice boards consist of a number of squares, each of which contains an activity to assess the learners' level of understanding. Learners can be instructed to choose one or more of these activities to complete. They can progress from one activity to another, either in an organised or a random order.

Here is an example of a choice board for a Grade 5 reading lesson:

Choice board for Grade 5 reading lesson		
Draw a picture of the main character.	Perform a play that shows the ending of the story.	Write a song about one of the main events in the story or a character.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favourite character and make a speech telling others who you are. OR Name and draw a person you know who is like one of the characters in the story.
Create a Venn diagram comparing and contrasting three characters in the story.	Use a sequence cartoon or a timeline to describe at least six events in the story.	Write a new ending for the story.

Figure 18: A choice board

Choice boards give learners the power to choose how they will demonstrate understanding of a particular subject or concept. This freedom encourages them to be more responsible, accountable and independent in their learning, and to discover the learning for themselves. They are also able to work on the activities at their own pace. The boards are useful for teachers as they use learner interests and preferences to stimulate active learning and learner engagement.

Tips for designing a choice board

Identify the core concept or academic goal that the learners need to understand and achieve.

Plan the activities so that the choice board provides learners with a variety of ways of learning the concept:

- Identify the learners' interests, preferences and levels of readiness
- The activities can be designed to be different levels of complexity and can be arranged on the board in an increasing order of difficulty
- Additional instructions can be given for each task, including whether to complete the task individually, in pairs or in groups
- One square can also be a "free choice", allowing learners to create and perform an activity of their own choice
- Include a variety of ways through which learners can make meaning—writing, drawing, talking, acting, making music, making up a game, etc.

It might not be practical to have choice boards for every lesson, but giving learners at least a choice between two or three options via a "learning menu" provides more meaningful learning opportunities for a greater number of learners. Here is a short example of a learning menu in action: <http://y2u.be/0YMafOelxsA>

ACTIVITY 26: Create a choice board



Writing

Create a choice board that would be effective in your classroom context.

How you assess tasks is also key to differentiation. We will explore this in more detail in the **Assessment for learning** section later in the unit.

- **Classroom environment**

Flexibility in the way you arrange your classroom, manage routines and facilitate learning through a learner-centred approach is key.

You can differentiate the classroom environment by paying attention to the social, emotional and physical factors that shape the learning environment. The impact of socio-emotional and physical aspects of the learning environment on learners' classroom experiences was covered in Section 2.1.

Your classroom will already be set up to accommodate different learners' needs, but you may need to make further changes for a particular lesson. For example, you may want to change the way desks are arranged to accommodate different kinds of group work, or you may decide to have learners decorate the classroom to celebrate Arbor Day.

The next activity brings together all the components of Tomlinson's Differentiation Model.

ACTIVITY 27: Apply dimensions of differentiation



Writing

Look at the list of suggested curriculum differentiation strategies below. Complete the table by indicating which of the dimensions of differentiation each strategy represents—Content, Process, Product, Classroom environment. It's likely that some of the strategies will fall into more than one category. If it seems obvious to you that this is the case, then identify each category; if only one seems obvious, stick with one category.

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.	
2. Present information visually and aurally, as well as verbally.	
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.	
4. Separate the learner from others with similar problematic behaviour.	
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.	
6. Use activity-based lessons, games, simulations, role-plays to facilitate participation by all learners.	
7. Don't rush a learner to prevent others from getting bored. Give additional work to faster learners or get them to coach others.	
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.	
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.	
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.	
11. Be alert to "performance anxiety"; focus the learner on a less threatening aspect of the activity.	
12. Provide a suggestion box in your classroom. Let learners know that they can submit names of bullies and their victims anonymously.	
13. Provide clear visual stimuli such as posters, pictures and maps, positioned carefully according to the lesson.	
14. Keep your voice clear (not loud or strident) and your manner as calm as possible.	
15. Praise learners for effort spent on the process during activities rather than just reserving praise for good end products.	
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.	
17. Vary the level of tasks, from simple to more complex.	
18. Encourage learners to protect other learners from bullying, and to report bullying.	
19. If a learner points out that you have made a mistake, thank them for the correction.	
20. Praise caring behaviour in your class and let your own behaviour set the standard.	
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.	
22. Find each learner's strengths and build on these. Let learners who face barriers use their strengths to give support to other learners.	
23. Encourage learners to ask, not only answer, questions. If you can't answer their questions, be ready to help them find the answers.	
24. Apply the same rules regarding behaviour to all—don't let learners do as they please just because they face barriers.	
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.	

(Source: MIET Africa, 2010)

ACTIVITY 28: Watch a differentiated lesson



Audio Visual

Watch the Video *Celebrating our differences: an introduction to differentiated lesson planning* <https://youtu.be/1rOCZJ50AYs> (MIET Africa, 2010). As you watch, tick off each of the features of differentiated lesson planning.

1. The teacher knows her learners and knows that they are all different.
2. Her aim is to help all learners reach the correct level for their grade.
3. All learners work towards the same outcomes.
4. A variety of activities are used to address different learners' needs. The teacher gives different tasks to different groups so that learners of different abilities and learning styles can all participate, and have opportunities to succeed.
5. Grouping changes, depending on the outcomes.
6. The content of the lesson includes both concrete examples and more abstract concepts.
7. Questions range from easy (lower order) to harder (higher order), so that all learners can answer at least some questions.
8. More advanced learners are extended in interesting ways.
9. Assessment activities are differentiated.

In most classrooms there is a broad range of abilities, from a minimum of three grade levels to as many as seven to eight in schools serving a range of socio-economic groups. Yet traditional instruction typically insists that all learners be at “grade level”, thus ignoring the needs of a substantial number of learners functioning both below and above that level.

In the next section we look at another differentiated teaching strategy that allows learners to be challenged at multiple levels of ability.

d. Multi-level teaching and learning

Planning a lesson that only allows for grade-level access to the curriculum means that many learners in your class are excluded from meaningful participation and learning. Multi-level teaching (MLT) is designing differentiated, scaffolded teaching and learning for diverse learners that actively engages them in meaningful, real-world activities at multiple levels of ability.

In an average class of 40–50 learners you can be sure that not all learners are accessing the curriculum at grade level. There are generally four levels of access to the curriculum that can be identified in any class:

- Learners who have already mastered or quickly master the grade-level content. These are gifted or high-achieving learners requiring enhanced content.
- Learners accessing the curriculum at grade level.
- Learners requiring scaffolding or support to access the curriculum at grade level.
- Learners who are grade straddling or accessing the curriculum at one or more grades below grade level.

We expect learners to function at a range of different levels. This means you should always plan multi-level lessons. In this way each learner is supported and encouraged to move to their next level of competence, without ability grouping or segregation.

Note: Learners who are grade-straddling, that is, learners who have been progressed and have not yet achieved the previous grade's learning outcomes, should be receiving support to learn at a grade-appropriate level and be working through an Individual Support Plan (ISP). This will allow the teacher to formally plan work and assessments at a lower grade level.

See Unit 3 for more information on the Individual Support Plan.

Understanding progression in the curriculum

In order to plan a lesson that will accommodate learners accessing the curriculum at different levels, it is essential to understand the progression of learning in the subject you are teaching.

ACTIVITY 29: Looking at progression in the curriculum



Writing

The table below is taken from the Intermediate Phase Mathematics CAPS. It shows what learners should know about **place value*** by the end of each grade. Study the table and then answer the following questions:

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

***Place value** is the value of each digit in a number. For example, 582 is made up of 500, 80 and 2, rather than 5, 8 and 2.

Grade 3	Intermediate Phase overview—place value		
	Grade 4	Grade 5	Grade 6
Whole numbers—range Decompose three-digit numbers up to 999 into multiples of 100, multiples of 10 and ones/units Identify and state the value of each digit	Whole numbers—range Recognise the place value of digits in whole numbers to at least 4-digit numbers	Whole numbers—range Recognise the place value of digits in whole numbers to at least 6-digit numbers	Whole numbers—range Recognise the place value of digits in whole numbers to at least 9-digit numbers Place value of decimal fractions Recognise the place value of digits to at least two decimal places (p17)
Calculation technique Building up and breaking down numbers	Calculation technique Building up and breaking down numbers	Calculation technique Building up and breaking down numbers	Calculation techniques Building up and breaking down numbers

As you can see, teachers need to have a sound knowledge of:

- The curriculum for the specific grade that they teach
- What the learner should already know or where to meet the learner on lower grade levels

Assessing learners' level of access

You will also need to gain an understanding of the level at which each child is accessing the curriculum. This is achieved through assessment. Assessment can be formal or informal but the purpose of assessment should be to determine progress, pace of learning, level of access—all necessary for planning teaching and learning.

A baseline assessment at the beginning of the year is particularly useful. CAPS can help with this!

Note: MLT is **not** creating three or four lessons with different outcomes. Rather, it is designing one lesson with one lesson objective but differentiating tasks, activities and assessment to match the learners' level of competence. The benefit of this is that all learners gain access to the grade level content and have the opportunity of meeting the lesson objective at their own pace and level of learning.

Using Bloom's taxonomy for setting tasks

ACTIVITY 30: Evaluate Bloom's taxonomy



Writing

Take a critical look at the explanation and diagram of Bloom's taxonomy below, then answer the following questions:

1. Why do you think only Bloom's cognitive framework is used in education today?
2. Do you think the affective and sensory frameworks would be useful in an inclusive learning environment? Explain your answer.
3. What could be the advantages and limitations of using this taxonomy in an inclusive learning environment?
4. Suggest ways in which you can overcome the limitations in setting tasks for your learners. Give examples.

Bloom's taxonomy was developed by Benjamin Bloom and a committee of university educators in the USA in the late 1940s. It originally consisted of three frameworks for assessing learning outcomes in the cognitive, affective and sensory domains. However the cognitive framework is the one that is most commonly used in education today. It identifies six levels of cognitive outcomes, which are arranged in ascending order from "lower order" to "higher order". The diagram below is one example of how Bloom's taxonomy is represented, including suggested "task words" intended to elicit each level of thinking.

Bloom's taxonomy is often used by teachers to set tasks to suit learners' levels of proficiency. The teacher can select verbs from Bloom's Taxonomy to differentiate activities related to the content. At the lower levels, learners are given tasks that require them to know, memorise, repeat and list information. At the higher levels, learners are required to judge, criticise, resolve, invent and make recommendations.

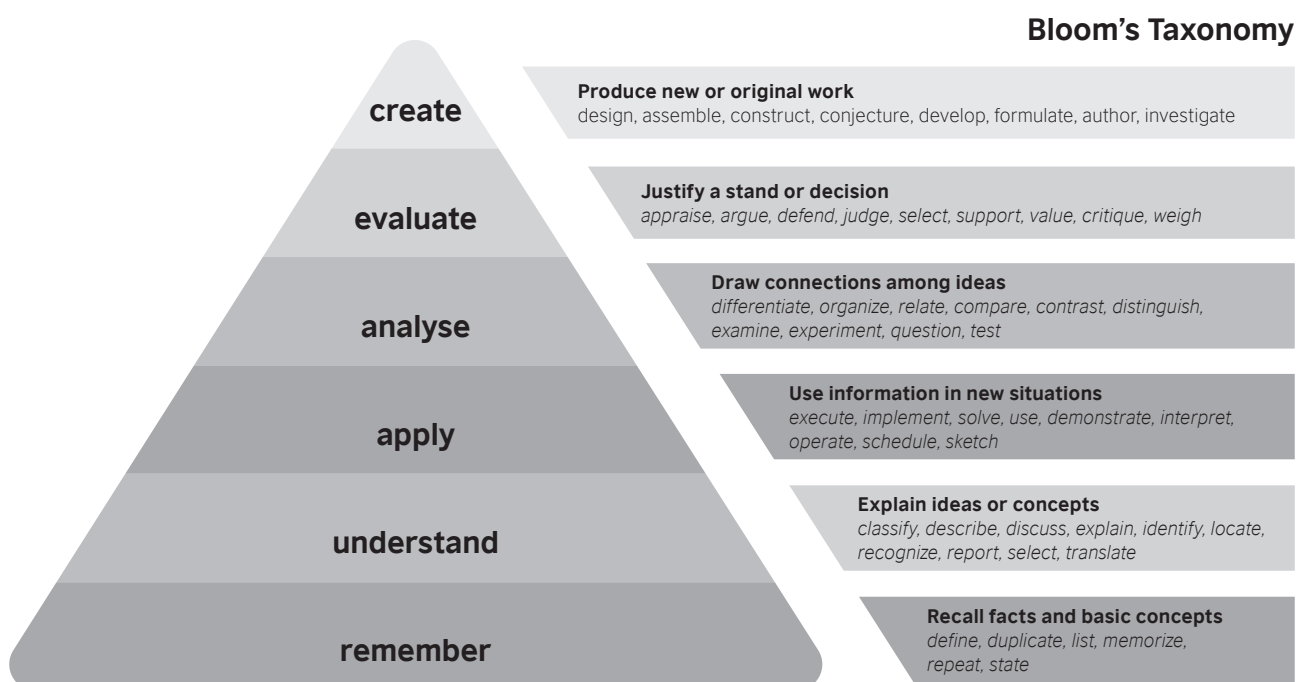


Figure 19: Bloom's taxonomy

Read Roland Case's critique of Bloom's taxonomy: <http://bit.ly/2WSUj9n>

Let's look at an example of tasks that have been differentiated using Bloom's taxonomy.

Below, the topic "domesticated animals" at a primary school is used to show how educators can differentiate activities at different levels:

LEVEL 1: REMEMBER (knowing isolated information)

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

Task: Identify the different breeds of dogs in your neighbourhood.

LEVEL 2: UNDERSTAND (understanding/making connections)

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

Task: Interview people who own pets. Make a survey of people who own pets in your street/neighbourhood.

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

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

Task: Draw a collage about dog care and grooming.

LEVEL 4: ANALYSE (comparing and contrasting information)

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

Task: Compare and contrast the physical and social characteristics of dogs and cats.

LEVEL 5: EVALUATE (expressing personal values)

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

Task: Write an editorial for your local newspaper about the advantages and disadvantages of having a pet animal.

LEVEL 6: CREATE (developing new information)

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

Task: Develop a cartoon based on the relationship between an animal and a child.

(Source: MIET Africa, 2016)

Now you are going to use Bloom's taxonomy to create differentiated tasks for your learners.

ACTIVITY 31: Using Bloom's taxonomy to differentiate tasks



Writing

Copy the table below and fill it in. Choose a topic that is relevant to your subject and grade level. Create differentiated tasks related to your chosen topic at each level, using appropriate verbs from the list.

Grade:	Subject:	Topic:
LEVEL 1: REMEMBER (knowing isolated information) know, list, recall, repeat, record, define, locate, memorise, restate, identify Task:		
LEVEL 2: UNDERSTAND (understanding/making connections) discuss, describe, explain, match, find, reword, review, translate, express, report Task:		
LEVEL 3: APPLY (using the knowledge in a variety of ways) display, simulate, apply, demonstrate, practise, compute, present, sketch, use Task:		
LEVEL 4: ANALYSE (comparing and contrasting information) analyse, compare, contrast, probe, inquire, investigate, classify, organise, examine, dissect Task:		
LEVEL 5: EVALUATE (expressing personal values) judge, infer, evaluate, advise, conclude, consider, determine, recommend Task:		
LEVEL 6: CREATE (developing new information) compose, invent, develop, construct, create, hypothesise, predict, speculate, role-play, generalise Task:		

Here is an example of a Grade 5 multi-level reading lesson, in which the teacher uses Bloom's taxonomy to differentiate tasks:

CASE STUDY: Mr Ntini's reading lesson

Mr Ntini is teaching Grade 5 reading. The reading passage is about a boy who hides on a bus in King Williamstown and travels to Johannesburg. He is searching for his father who went to work on the mines and has not returned.

Mr Ntini first introduces the story to the whole class. He uses scaffolding strategies, as there are new words and more complex themes in this book. He introduces some new vocabulary and the main character, the young boy.

He then splits the learners into mixed-level groups. They read through and discuss the story together. Learners explain to each other what they understood and what was happening in the story.

Mr Ntini then gets learners to complete an individual activity, which he has tiered at three levels.

He uses the following sets of questions for learners, using Bloom's taxonomy, to assess their knowledge of the boy from the story. All learners must complete Tier 1 and attempt Tier 2 and Tier 3.

Tier 1:

- How does the character look? (**Remember**)
- What does the character say? (**Remember**)
- What is the most important thing about the character? (**Understand**)

Tier 2:

- What does the character do in the story? (**Remember**)

- What are the character's goals? (**Apply**)
- What changes did the character go through in the story? (**Apply/Analyse**)

Tier 3:

- What types of clues does the author give the reader about the main character? (**Analyse**)
- Why do you think the author gives the reader clues about the character? (**Evaluate**)

Mr Ntini ends the lesson with the whole class together for the application stage of the lesson. He asks questions about their own family stories and their communities. He knows the learners in his class and he directs different levels of questions, again applying Bloom's taxonomy, to learners at different levels of learning.

Some questions he asks the class:

- Where have you travelled to in South Africa? (**Remember**)
- Do all families look the same? (**Understand, Apply**)
- What impact do you think the apartheid regime had on black families in South Africa? (**Analyse, Evaluate**)
- In what ways do you think the situation is different now? (**Evaluate**)
- If you were in charge, is there anything you would do differently that would make a difference in your community? (**Evaluate, Create**)

ACTIVITY 32: Evaluate Mr Nthini's lesson



Writing

Look at Mr Nthini'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.
2. What suggestions would you make to Mr Nthini on how he could make this lesson even more inclusive?

We are now going to explore how differentiated teaching and learning can be made more effective by using cooperative learning approaches.

2.2.3 Peer learning, cooperative learning and group work

In a traditional **teacher-centred** approach to learning, the teacher asserts control over what learners learn and when, where, how, and at what pace they learn it. The teacher tends to be the most active person in the room and do most of the talking, while learners spend most of their time sitting in desks, listening, taking notes, giving brief answers to questions that the teacher asks, or completing assignments and tests. Learners work individually and competitively.

This approach is out-dated and has been shown to be ineffective in diverse 21st century classrooms. Instead, a **learner-centred** approach is favoured. A learner-centred approach gives learners opportunities to lead learning activities, participate more actively in discussions, design their own learning projects and explore topics that interest them. The teacher is the facilitator of learning in the classroom (adapted from: <https://www.edglossary.org/student-centered-learning/>). Thus, learning is connected to learners' own experience and allows space for their voices in the process.

In this section we are going to look at peer learning, cooperative learning and group work as strategies that can be used to achieve a more effective, learner-centred classroom. The following short clip gives examples of each of these.

ACTIVITY 33: Peer-to-peer learning strategies



Audio Visual

Watch the video clip at <https://edut.to/2JHsbmJ>

1. Why do you think peer-to-peer learning can be effective?
2. What do you understand by the three strategies that were explained:
 - Think-Pair-Share
 - Three Before Me
 - Jigsaw grouping

a. Peer learning

Peer learning is where one learner leads another learner through a task or concept—that is, where learners learn from one another, as opposed to only learning from the teacher. Peer learning benefits not only the learner who is having something explained to them but also the peer “teacher” as teaching a concept to someone else helps to reinforce their own learning.

Peers should take turns in the roles of learning and teaching. Peer learning promotes interpersonal skills, collaboration, increases confidence and improves learning outcomes.

The class teacher is still responsible for facilitating learning in the classroom. You should be available to fill knowledge gaps and give learners the skills to effectively tutor, encourage and correct their peers.

b. Cooperative learning

Cooperation is **working together** to accomplish **shared goals**. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members (Johnson & Johnson 2009). Cooperative learning is a teaching arrangement that refers to small, **heterogeneous groups**¹¹ of students working together to achieve a common goal (Kagan, 1994). Learners work together to learn and are responsible for their teammates' learning as well as their own. It can be contrasted with competitive learning, where learners work against each other to achieve a personal academic goal such as a particular percentage grade. Cooperative learning requires structuring learning tasks so that learners must work together in order to be successful. There are many ways of organising cooperative learning activities and care must be taken to ensure they enable everyone to participate in ways that do not marginalise some.

For useful advice on using cooperative learning in your classroom, visit https://www.kaganonline.com/free_articles/dr_spencer_kagan/



Definition

11 Heterogeneous groups are 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.

Not all groups are cooperative. Placing people in the same room, seating them together, and telling them they are a group, does not mean they will cooperate effectively (Johnson & Johnson, 2009). Kagan (2011) identified four basic elements of cooperative learning. These are captured in the acronym **PIES**:

- **Positive interdependence:** Occurs when the gains of individuals or teams are positively correlated. (Does a gain for one learner benefit another?) Success cannot be obtained without the contribution of everyone. Do learners feel they are on the same side? Does the task require working together? Do learners feel they need each other?
- **Individual accountability:** Occurs when all learners in a group are held accountable for doing a share of the work and for mastery of the material to be learnt.
- **Equal participation:** Occurs when each member of the group is afforded equal shares of responsibility and input. Participation should be approximately equal, based on time or turns. All learners have the opportunity to participate. Learners feel they have equal status.
- **Simultaneous interaction:** Occurs when class time is designed to allow many learner interactions during the period, ensuring that most learners are overtly (visually and/or audibly) engaged at one time.

Phipps and Phipps (2003) emphasise that a very important part of cooperative learning is the ability of individuals to function well as a group—that is, to have a basic understanding of effective group skills. Group skills include such things as setting common goals and norms, understanding leadership roles in educational groups and processing progress in these areas while at the same time working through the conflicts that may arise.

Every group activity must accommodate individual learners' needs and abilities, ensuring that every learner can make a contribution and play a role. This gives a message of inclusion and creates a sense of community and belonging because each learner is viewed as a contributing member.

The benefits of cooperative learning include the following:

- It develops a number of social skills, including listening, taking turns, conflict resolution, empathy, leadership and teamwork.
- Learners' engagement, self-esteem and confidence increases.
- Learners take more responsibility for their learning. They make more choices, have more input into what and how they study, and therefore feel more accountable to each other.
- Learners learn to understand and work with others who differ from themselves.
- It leads to increased and equal participation.
- All learners benefit from peer support and peer learning.

Consider the following when implementing cooperative learning:

- You will need to create the will to work together, and teach relevant group and social skills. You can do so through structured tasks focused on building team and community, which give learners time to practise, before you move on to academic tasks. Keep tasks tightly structured until you are confident about groups' functionality. Some examples of tasks to help grow cooperative learning can be found here:

<http://bit.ly/30yPswa>

- Look out for signs of competition that need managing.
- Encourage group members to evaluate the learning experience themselves. Enabling learners to evaluate cooperative learning is important for progress.
- Create and maintain a warm, caring classroom environment within which cooperation can flourish.
- Involve the whole class in agreeing on group norms. (See section on Setting group norms below)

There is a wide range of strategies you can use in your classroom to promote cooperative learning. The table below outlines some starting points. You could use the Assess–Plan–Do–Review cycle (see Section 1.3) to work out which strategy will work best for your learners for a particular piece of learning.

Table 7: Examples of cooperative learning strategies

Strategy	Description
Think–Pair–Share	The teacher poses a question to the class; learners think about their response. Then they pair with a partner to discuss their ideas. Finally, they share their ideas with the class. You can also “snowball” Think–Pair–Share so that instead of moving from “pair” to the whole class, learners move from a pair into a four, then an eight, and so on.
Numbered Heads Together	Learners in each group get a number from 1–4. The teacher poses a question and the learners discuss the answer together. The teacher randomly calls a number and from each team the learner with that number writes the answer on a team response board/paper.
Showdown	Each learner thinks about, or writes, or draws an answer to a question individually. When everyone in the group is ready, the designated group leader says “Showdown” and team members compare and discuss their answers.
Teammates Consult	Each learner has a copy of the same worksheet or questions. A cup is placed in the centre of each team, and everyone begins with their pencils in the cup. They discuss their answers to the first question. When all team members are ready, they take their pencils out of the cup and write their answers without talking. They repeat this process with the remaining questions.
Team–Pair–Solo	Learners work on problems, first in a team, then with a partner, and finally on their own. Working first as a team and then with a partner, they progress to a point where they can solve problems alone that at first they could only do with help.
Jigsaw learning	<p>This strategy is useful when children are learning about any topic that can be separated into different areas or text that can be separated into chunks. Learners start in jigsaw groups, where they choose (or are allocated) a chunk of learning. They then move into “expert” groups with other learners who have chosen the same chunk so that they can discuss it in depth—with relevant stimuli and tasks to frame their learning. They then return to their jigsaw group and teach their peers what they have learnt. In this way everyone develops an understanding of the whole topic or text.</p> <p>If it helps your learners to have an overview of the whole chunk of learning before they move into “expert” groups, build in some time for this to happen at the beginning. What matters here (and in all these suggested activities) is that everyone understands the learning, not that you have to slavishly follow a set method for a piece of group work.</p> <p>Here is a useful article, with a video at the end, that explains the origins of jigsaw learning, how it works in more detail, and what it looks like in practice: http://bit.ly/2VWclph. If you prefer something more visual, try this animation: http://y2u.be/euhtXUgBEts. Jigsaw learning can work well with larger groups than both these films refer to, so it’s worth exploring the approach further and thinking about how it can work in your context.</p> <p>Remember, though, that in classes with learners who find sequencing a challenge, you will need to scaffold jigsaw group work well so that they feel secure.</p>
Envoy	Learners work in small groups on a particular chunk of learning. When they are ready, one learner from each group acts as an “envoy” and visits other groups in turn to share the learning from their original group. Once they return to their original group, the learners who have been visited by envoys from other groups then teach the returning envoy what they have learnt.

ACTIVITY 34: Using cooperative learning strategies



Writing

Go back to Mr Ntini's reading lesson in [Activity 32](#). Which of these cooperative learning strategies do you think would have suited that particular class best? 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.

c. Group work

Using groups flexibly, creatively and with variety will enhance the learning experience in your classroom. Different groupings can be used for different purposes and to achieve different learning outcomes. Apart from academic learning goals, group work also promotes the development of problem-solving, interpersonal, social and communication skills. Group work should not completely replace individual work as it is essential for all learners to be able to work independently. In terms of how you group learners, mixed-level groups bring benefits for all and are more inclusive; however, there may be some occasions where same-level grouping is more appropriate.

Below are some examples of different groupings, possible uses and points to consider. You should always vary the types of groupings you use, not just rely on one type.

Table 8: Examples of types of groups

Type of group	Possible uses	Points to consider
Whole class	Introducing new themes, units of work and concepts through class discussions, enabling learners to share information/ experiences.	Ensure that all learners are given the opportunity to make a contribution.
Pairs	Useful for peer tutoring, paired reading, language learning and for those with specific shared interest or talents. With peer tutoring, the role of tutor should be rotated.	The tutor should not always be the strong learner.
Small groups	Mixed-level (more often) or groupings of similar ability (less often). Mixed-level groups are useful for project work, problem-solving, revision of skills. A useful focus for same-ability groups is the development of a specific skill or developing deeper understanding of content/learning processes.	Use mixed-level groups more often than same-level groups to avoid marginalising and labelling learners. In mixed-level groups give each learner a role/ responsibility consistent with their skills/abilities. Groups can be made up of three to six learners. Larger than six makes it hard for all learners to participate.
Interest groups	Learners who share an interest, e.g. when a choice of differentiated products is offered. This might be a group who share an interest in writing newspaper articles, or doing role-plays.	Include as many subject-related skills as possible in tasks.

Setting group norms

Setting group norms and deciding how to monitor them is key to ensuring that groups function effectively.

There are different ways to set norms, but it is essential to make sure they are set cooperatively rather than imposed. A good way of doing this is to allow about forty minutes for the whole class to set their own group norms during the first session.

They can ask you for clarification and further explanation of examples so that everyone understands the norms. Your role is to ensure that it is learners' norms and not teacher's rules that are adopted.

First, learners suggest norms, which are written up on the board. Then, the whole class must agree on them. If anyone disagrees with a norm, it must be changed or deleted. Once everyone is happy with the norms, one of the learners can write out the list neatly, and it can be copied and distributed to everyone.

Later, if anyone wishes to change something, it is important to involve the whole class in the change. This process of consensus builds a sense of ownership and empower learners to take responsibility for upholding the norms.

Once the norms are agreed, hold a discussion about everyone in the class being responsible for upholding norms and for holding each other to account if they are broken. It can be useful to assign group roles so that each learner's responsibility is clear. These roles need to be rotated so everyone's skills are developed and learners do not get labelled as only being able to fulfil one role. Some roles that can be used in group work include:

- **Encourager:** Encourages reluctant/shy learners to participate by being friendly, warm, responsive to others, praising others and their ideas; makes sure everyone plays an equal part
- **Coach:** Helps with the academic content, explains concepts, checks the group's understanding; makes sure all learners' questions are asked and answered
- **Standard setter and keeper:** States standards for the group to use when choosing its content or procedures or when evaluating its decisions; reminds the group to avoid decisions that conflict with group standards (and norms)
- **Recorder:** Writes down the group's ideas, decisions, plans
- **Reflector:** Keeps group aware of progress (or lack of progress)
- **Quiet captain:** Monitors noise level
- **Materials monitor:** Makes sure that materials are put away after activities

(Source: <https://www.edutopia.org/video/60-second-strategy-cooperative-learning-roles>)

You can adapt and use this list to develop roles and functions that are relevant to your grade level.

Assessing group achievement

Group achievement can be assessed using peer and self-assessment. Here is an example of a rubric that learners can use to assess their own and their group's participation in an activity:

Rubric for self- and group assessment of group work	Yes	Partly	No
Self-assessment			
1. I participated fully in the activity.			
2. I was able to do the task assigned to me.			
Group assessment			
1. Everyone in our group helped to do the activity.			
2. We all shared our ideas with the rest of the group.			
The most important thing I learnt from this activity was...			

2.2.4 Starting from and linking to what learners already know

We have referred several times to “chunks of learning”. This concept is useful here, as we can imagine “what is already known” as being a chunk of knowledge that already exists. Learners add new chunks of learning by relating them to the existing chunk.

Here’s an example, using a simple question:

“How do I get to the centre of Johannesburg from where you live?”

You will automatically start to answer by using **what you already know** about the transport system in South Africa. If you haven’t been to Johannesburg you might have to find out some more information about the details, but this learning will be **related** to your existing knowledge about transport. Because it’s related to what you already know:

- This task is more likely to appear achievable—you may not know the information, but your prior knowledge means you have at least some ideas about how to find out.
- Any new chunks of knowledge will be easily assimilated with the existing chunks.

As a teacher, you need to find out what your learners already know and think, because:

- You can use this information to design learning experiences that help them understand concepts through concrete examples they are familiar with. This is likely to support learners’ motivation, engagement and working memory.
- You can help them apply the same concept to different concrete examples they understand, so supporting transfer of knowledge.
- You can use this knowledge to help learners add new chunks of learning by relating them to existing chunks.
- You will know at what level to pitch new learning; new learning will only “stick” if it’s added to existing learning.
- If you discover the first chunk of learning doesn’t exist, you will know you need to fill this gap as otherwise the subsequent chunks won’t stick either.
- If the first chunk has been learnt wrongly, the second chunk might also become skewed. So it’s important you pick up any misconceptions and sort these out before carrying on.

Ways of finding out what learners already know

Here are some techniques to try with one of your classes, once you start teaching:

Before you start a new topic with a class, try asking them what they already know. You could try this with three questions:

- What do you definitely know?
- What do you think you know?
- What do you want to find out?

The answers will give you an idea of the level of learners’ existing knowledge, whether they have any misconceptions that need addressing, and what they are interested in.

OR

At the start of a topic, use some provocative questions related to the topic to find out about learners’ prior knowledge. These are questions that are thought provoking and do not have a right or wrong answer. For example: “Do you think everyone can be a leader?”

Ask learners to move into different parts of the room to show whether they agree, disagree, or aren’t sure. Once they have moved, ask them to form pairs or groups of three to share their thoughts. Take some feedback—this will give you some examples of the range of their current thinking and knowledge about the topic you can build onto, and any disconnects between their experiences in the area out of and in school.

In the next section we look at multi-modal and multi-sensory approaches and their impact on learning.

2.2.5 Multi-modal and multi-sensory approaches

A mode is a form of communication, for example visual, speech, audio, text, movement, digital. A **multi-modal approach** is one that includes more than one mode of communication in the way that:

- Information is prepared by the teacher and learnt by the learner
- Learning is presented as a product by the learner

Recent advances in technology mean that we are increasingly exposed to multi-modal forms of communication, which have also led to shifts in communication itself, for example through emojis and gifs. As teachers of learners who are growing up with ever-growing exposure to increasingly more sophisticated multi-modal forms of communication, your use of multi-modal approaches in the classroom is important, especially as a way of maintaining learners' interest and attention. A multi-modal approach, however, can bring other positive benefits for learners. For example, by combining modes, the range of ways in which learners can access information is increased. In addition, complex concepts can often be explained more effectively by using different modes of communication.

A **multi-sensory approach** means giving learners the opportunity to use more than one of their senses in the learning process. Traditionally, teaching focuses on the use of two senses—sight and hearing. Learners read text (sight) and listen to the teacher (hearing). As we have seen, not all children learn best using only these two senses. Some learners may even experience difficulties with visual or auditory processing.

Multi-sensory teaching encourages opportunities to engage more than these two senses in learning. It gives learners more than one way to make connections and learn concepts. If learners engage with information using more than one sense, the information is more likely to stay with them.

Let's look at an example of multi-modal and multi-sensory approaches in action.

EXAMPLE

Ms Sigida's lesson

Ms Sigida is teaching a lesson about the solar system. She starts her lesson by taking the class outside. They stand with their eyes closed and she lets them feel the warmth of the sun on their skin while she explains to them about the sun and the solar system. Next, she models the position of the planets and their orbit around the sun, with groups of learners becoming different planets.

They go back into class. Ms Sigida and the class talk about and reproduce their active model visually on the board. Then the class works in groups to remember and note down the key points they remember from her outdoor explanation. Ms Sigida then gives a choice board to learners for a project they will work on in small groups over the next few weeks to learn more about the solar system:

Using paper maché, clay or other available materials, build a model of the solar system.	Write the lyrics, rehearse and perform a rap about the solar system.	Do research in the library and write a report describing the key features.
Choreograph a dance that shows how the different planets move and rotate around the sun.	Design a poster showing the solar system.	Prepare an oral presentation that tells the class about the solar system

(Source: Adapted from Nel & Nel, 2017: 51)

ACTIVITY 35: Using a multi-sensory approach



Writing

Look at the example above, and consider the following questions:

1. What different modes did the learners use in Ms Sigida's lesson?
2. Identify the different senses that could be used in each of the activities on the choice board.
3. In what ways do you think these choices allow children with different ways of learning to be engaged in the learning process?

If you only use one mode, or one sense, in teaching, you are not likely to meet the needs of individuals or groups of learners in your class. Both multi-modal and multi-sensory approaches enable the use of a range of options for learners to access and make meaning from their learning.

As with all of the approaches we are introducing you to, how you use multi-modal and multi-sensory approaches to learning is critical for their success. Once again, knowing your learners well—both from an academic as well as a socio-cultural perspective—will be key to you choosing the most effective modes of communication at the right times in the right combination, or the most effective sense for a particular class and a particular chunk of learning. Your relationship with learners is also a factor to consider; for example, if you want them to engage with a mode or sense they feel less comfortable with, they need to trust you to be willing to participate effectively.

a. Using ICT for teaching and learning

Mobile phones

One example of using mobile phones for educational purposes is that of the FunDza Literacy Trust. FunDza's mobi library—fundza.mobi—is available to people in South Africa and beyond through their mobile phones and indeed any device that can connect to the Internet. It incorporates a mobile-optimised website (fundza.mobi), an Android app (FunDzApp—downloadable from the Google Play store), and an app on FreeBasics.com (zero-rated in South Africa by Cell C and available in other African countries with other partner mobile operators).

In addition, FunDza's content can also be found on third-party platforms, such as Worldreader, Vodacom's Digital Classroom, and The Reach Trust's app LevelUp. In 2017, FunDza supported the reading of more than half a million readers during the course of the year, many for substantial periods of time.

FunDza has a growing network of beneficiary groups—under-resourced schools, libraries, youth development groups and informal reading clubs—that reach teens and young adults in low-income communities nationwide. It provides the groups with exciting local content that reflects the lives and issues that many young people face.

ACTIVITY 36: Using mobile phones to encourage reading



Reading

Read the blog below and answer the following questions:

1. Why do you think fundza.mobi has gained such popularity with young readers?
2. What differentiation strategies did the facilitator use and how effective were they?
3. Think of ways in which schools without electricity could access the site.

The following blog gives a taste of one of the Reading for Enjoyment sessions that FunDza runs with False Bay College students at the Khayelitsha and Fish Hoek campuses. The campaign aims to get students excited about reading (and writing) for pleasure. Here's facilitator Sonja Kruse's recounting of a session that got students hooked on reading!

BLOG: Reading for enjoyment session

It was the last Reading for Enjoyment session at False Bay College Khayelitsha for this term. I had to be smart about the content because these busy students need every encouragement to read during the holidays!

I decided on *The Village Girl* by FunDza Fanz writer, Victoria Ntuli, because it is a play the students could select parts to read out loud, perfect for getting them hooked!

We projected the mobi site in the class and students volunteered to read. Some were reluctant whilst others were fighting to play the part they wanted! It was great. Some students decided to read from their phones via our FunDzApp app or the fundza.mobi site on FreeBasics. Along with doing the reading, some cast members decided to act it out—crying and laughing as the characters required.

One person whispered the character, Xoli's words: *"Shh, you're shouting, the other girls will hear you. I know. I know you will come out of here no longer a virgin, but it's better than coming out of here being a drug addict. I beg you. Behave yourself today."*

There was an intake of breath and the students looked from the projected text to me. I could feel them willing me to click the "next" button on the bottom right of the screen so that they could carry on with the play reading and find out what happens next. But instead I ask them to focus on the discussion question at the end of Chapter 3.

Tell us: Do you trust Xoli? Do you think Lizzy will ever escape?

The students answered quickly with a "no" to the first question and there was a mixture of opinions on whether Lizzy will escape or not. But today the students were not interested in a debate or a discussion... they were shouting out...

"Next!"

"Next, please Ms!"

I looked at my watch. There were eight minutes left in the session before the bell went. They continued reading. We had four more lines to read before we heard the shrill interruption. The students were impatient with having to pause during the bell, but continued as if there were no next class to run to. They remained seated even after we reached the cliffhanging end of Chapter 4.

"Ms, can't we have FunDza all day?" one student asked.

Magic words! I thanked the students for their participation, wishing them happy holidays. And I asked them what they thought my advice to them would be to make the best of their break.

"To read!"

This came from a student who was doing just that. She had started reading Chapter 5 as she was making her way to the next class.

Yes, I mumbled to myself. I think students will be reading this holiday.

(Source: <http://y2u.be/OguKZMeRrQc>)

b. Online open source teacher resources

There are a number of open source resources for teachers available online. One example is the video series for teachers: *Bambanani*. Funded by the European Union, the series was developed by VVOB education for development South Africa, and consists of:

Maths clips focusing on: Repeated addition, Mass, Equivalent fractions, Numberline, 3-d objects, Data handling, and Mind moves

Literacy clips focusing on: Phonics, Past tense, Reading, Scriptwriting, Reading with comprehension, Poetry, and Singular and plural

The videos are organised into four playlists, according to the language of the subtitles, as follows:

- Sesotho subtitles
- isiZulu subtitles
- isiXhosa subtitles
- English (no subtitles)

Can be viewed at: <http://bit.ly/2weUSie>

ACTIVITY 37: Find out about open source material for teachers



Writing

1. Conduct research on open source material that is relevant to your subject and grade level. Write a paragraph about the resource.
2. Share your findings with other students.

2.2.6 Assessment for learning

Assessment for learning (commonly shortened to AFL) is the way that learners demonstrate **what** they are learning, or have learnt, and **how** their learning will be assessed.

ACTIVITY 38: Different approaches to assessment



Writing

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

1. Assessment **of** learning

2. Assessment **for** learning

Compare your definitions with the definitions below. What do you notice?

1. Assessment **of** learning

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 module, week, term, year ...

It is **summative**, which means the learner's mark is taken as an evaluation of their learning.

2. Assessment **for** learning

Assessment **for** learning (AFL):

- Is a collaborative process between the teacher and the learners
- 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
 - Improving against their own goals and not against the results of others
- AFL is **formative** and guides learners to set their own goals
- AFL is primarily concerned with supporting learning and therefore focuses more on progress than "end" assessment (whether this is at the end of a week, term or year); however, AFL can strongly contribute to developing skills for end assessments

a. Changing the way we view assessment

A number of shifts are needed to move assessment from an activity which is disconnected from teaching and learning to a process that accurately reflects the curriculum and what is being taught. The table below summarises these shifts.

Table 9: Key shifts related to assessment for learning

To achieve assessment for learning, you need to move...	
From	To
Assessment that is disconnected from teaching and learning	Assessment that reflects the curriculum and what is taught
Assessment in one-size-fits-all formats	Flexible ways of getting the information, knowledge, understanding and skills that show what the learner can do
Learners are not aware of what they are being assessed on	Learners know what they are expected to demonstrate
All assessments and assignments count towards marks	Some count towards marks and others are for formative information for both teachers and learners
Learners are passive participants in the assessment process	Learners understand assessment as part of their learning experience
Learners are not aware of what they are good at and what they need to work on until they get their marks	Learners are able to identify their strengths and areas for development and improvement

ACTIVITY 39: Evaluate assessment practices



Writing

Think about how assessment was done when you were at school.

Would you classify it as assessment of learning or assessment for learning? Give examples to support your answer.

What could have been done to make assessment more inclusive?

b. Why does assessment matter?

Assessment matters because it drives almost everything we do in the classroom. If we are to implement inclusion we need to have alignment between how we teach, how we support learning and how we assess.

Differentiated assessment will enable learners of various abilities and with varied experience to best demonstrate what they know. It involves rethinking the traditional practice of having all learners do the same assessment tasks at the same time, and in the same way. The goal is to meet learners where they are and to help them progress to the next step in their learning. Thus it is a cyclical process: assessment and instruction inform each other. (DBE, 2011)

ACTIVITY 40: Analyse assessment practices in your context



Discussion

Look at the cartoon below. Do you think it accurately reflects assessment practices in your context? Explain your answer.

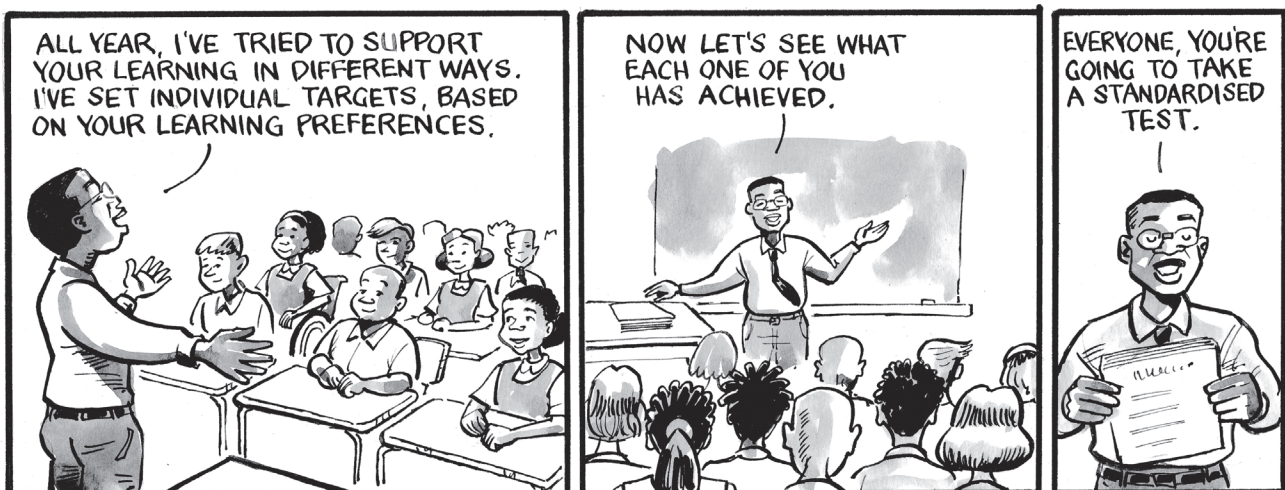


Figure 20: Assessment for learning

c. Designing assessment for learning

Here are some guiding questions you can ask yourself when you are designing assessment that is an integral part of differentiated teaching and learning:

- What forms of evidence would enable learners to show what they have learnt? Am I excluding anybody from being able to show what they have learnt with these forms of evidence?
- How will I collect this evidence?
- How will I evaluate this evidence?
- How will I record this evidence?
- How will I use the evidence to inform my future differentiation of teaching and learning?

One strategy is to put yourself in the shoes of your learners. Key questions to consider in relation to AFL from their point of view are:

- 1** What am I learning today?
- 2** Why am I learning this?
- 3** How will I know that I have learned it?

Figure 21: Three questions learners should ask themselves

Another strategy is to consider “non-academic” factors that contribute to learners’ overall development, both academically and in everyday life. For example:

Resilience Determination Self awareness
Endurance Leadership Enthusiasm
Persistence Creativity Resourcefulness Humility
Humour Curiosity Motivation Reliability
Critical thinking Sense of identity

Figure 22: Personal qualities

ACTIVITY 41: Assessing learner qualities



Writing

1. Design an activity for your class that will enable learners to demonstrate some of the above qualities.
2. How could you use your observation book to assess these qualities?

Some strategies to differentiate assessment

- Utilise technology, aids or other arrangements as necessary to enable all learners to undertake assessment tasks.
- Vary the form of assessment (e.g. printed text, visual or auditory representations; written tasks; oral responses). NB Visual representations of information enable learners to use both words and pictures to make connections and increase memory, facilitating retrieval of information.
- Encourage self-assessment: Learners gain skills to self-monitor, recognise their learning needs and answer questions such as: What do I know? What do I want to know? Where am I now? Where am I going? How can I close the gap?
- Use peer assessment: Learners learn from their peers who generally speak a language they can easily understand.
- Give differentiated assessment options so that learners can choose tasks at the right level for them, e.g. incorporate a range of assessment questions that include multiple choice questions and those which require shorter or longer, more in-depth answers; create multi-level or tiered assessments, for example, in geography, locate provinces on the map, or locate provinces on the map and identify the main city in each province.
- Individualise the timeline for completing a task; pace learning differently for learners (increase or decrease time allocation).

d. Assessment for multi-level teaching and learning

Just as you tier activities you will also need to develop multi-level tiered assessment to assess progress and understanding at learners' levels. Tiered assignments make it possible for learners with different learning needs to engage with the same ideas and skills but at different levels of open-endedness, challenge level, complexity and abstraction.

The CAPS documents are a useful resource when setting tiered assignments because they clearly set out the progression from grade to grade in terms of skills, content and concepts. Where progression is not clear the CAPS provides clarification notes and guidelines for each concept and skill being taught. This includes specific notes on how the skills differ from the previous grade.

Guidelines and tips for setting a tiered assignment:

- Before setting an assignment you need to decide what you want all your learners to know, understand and be able to do.

For example: If you are planning a life orientation assignment on the topic of healthy foods, you want your learners to:

- Know the five food groups that are the basis of a healthy diet
- Understand what foods belong in each food group and why they are important
- Be able to create a food plate of their own representing a healthy meal using foods from each food group and discuss why each food is important for a healthy diet
- When you tier an assignment, you are essentially making an adjustment within the same lesson in order to meet the needs of all your learners. Assignments can be adjusted in many ways: By complexity, pace, number of steps to complete the task, time allotted, or even the level of independence that is required to complete the task.
- When tiering assignments, bear in mind that learners who need to accomplish a higher-level activity must be able to understand all the lower-level activities as well.
- Once you have decided what you want your learners to know, understand and be able to do, design your differentiated assignments. Think about your most advanced learners and design an activity that will extend them. Next, think about the learners who are at grade level and design a task for them. Lastly, think about the learners who are below grade level and create a task that they will be able to do.

It is important to remember that when designing tasks for different ability levels, you need to make sure that no learners are marginalised or made to feel less "able" than others. One way of ensuring this is to acknowledge the achievement of all learners, using appropriate criteria.

In the next activity we will look at a multi-level assessment task.

ACTIVITY 42: Differentiating by varying the process



Writing

Read the example of a Grade 5 English lesson below. Learners are being asked to write an advertisement. In order to accommodate the different levels in her class, the teacher has consulted the CAPS for Grades 4, 5 and 6.

Explain how she has varied the activities to accommodate diverse learner needs and abilities.

Design a rubric showing the assessment criteria the teacher will use to assess each level.

Suggest ways in which the teacher can avoid marginalising learners and making them feel less "able".

Grade 5 English lesson: Writing an advertisement

Outcomes:

The teacher wants the learners to:

Know that the purpose of advertisements is to persuade people to buy something or use a service

Understand that advertisements can take a variety of forms; that they make use of slogans and logos; that they usually have a visual, design element; that they use advertising techniques

Be able to design and create an eye-catching advertisement using a range of advertising techniques

Preparation

The class has already read and discussed advertisements in class and understands the concepts, for example, purpose and audience, use of graphics and layout techniques, use of persuasive techniques. The teacher used a mixture of closed and open questions and questions that included a full range of lower- and higher-order thinking skills.

Activities

Below grade level: Learners work in pairs to create an advertisement. Together, they brainstorm ideas using a mind map, and decide on appropriate visuals and text. Each learner produces a first draft. They then help each other to revise, proofread and present their final drafts. The teacher will assess them on: appropriate visuals and layout; creative use of language; and presentation of a neat, legible final draft.

At grade level: Learners work in pairs to brainstorm advertising techniques and pre-plan their advertisements. They then work individually to create an advertisement using appropriate visuals and text. They revise it, proofread it and present a neat, legible final draft. The teacher will assess them on: clear, logical expression of ideas; creative use of persuasive language, appropriate visuals and layout; and presentation of a neat, legible final draft.

Above grade level: Learners work on their own to select appropriate advertising techniques from a range of examples. They then create an advertisement using appropriate visuals and text, and write an explanation of the techniques selected. The teacher will assess them on clear, logical expression of ideas, demonstrating understanding of a wide range of advertising techniques; memorable visuals and layout; creative use of language; and presentation of a neat, legible final draft.

ACTIVITY 43: Design a multi-level assessment task



Writing

Select a learning outcome from CAPS relevant to your subject. Design a small multi-level assessment task that supports the learning of all learners in the class.

How can you ensure that the learning is demonstrated in ways that acknowledge the achievement of every learner?

What can you do to make sure that everyone can participate and no one is marginalised?

2.3 Planning inclusive lessons

ACTIVITY 44: Think about lesson planning



Journal

1. How have you understood lesson planning up to this point—as one lesson planned for the majority, with additional support planned for some? Or as one lesson where information is presented and learners are taking part in a variety of activities that are meeting the learning needs of all? Explain your answer.
2. What are your concerns regarding lesson planning? What do you identify as challenges?

Planning lessons is an essential skill for an effective inclusive teacher. A lesson plan is a step-by-step guide to teaching a lesson.

A lesson plan should have three basic components: outcomes of the lesson; teaching and learning activities; and assessment to check learners' understanding.

Your lesson plan needs to answer these questions:

- Who am I teaching?
- What am I teaching?
- How will I teach it?
- How will I know that my learners understand?
- How will I ensure that all learners have an opportunity to participate?
- How will I acknowledge the achievement of all learners?

Your lessons also need to be adaptable to allow you to respond to what you observe during the class.

2.3.1 Developing clear, achievable and measurable outcomes

In essence, learning outcomes reflect your hopes for how a lesson will go! They help you to clarify for yourself, and communicate to learners:

- **What** new knowledge and skills learners will learn. Some teachers find the acronym **WALT**—**We Are Learning To**—helpful here, e.g. “We are learning to describe ...”; “We are learning to analyse ...”; “We are learning to characterise ...” Note the active, concrete verbs.
- The **context** in which they are going to learn it, e.g. the mountains; a poem called ...; fractions; celebrations for Diwali.
- How they are going to **show** they have learnt it. Some teachers find the acronym **WILF**—**What I’m Looking For**—helpful here, e.g. oral presentation, poster, written paragraph. It must be something that the teacher is able to observe.

Here's an example:

Table 10: Sharing learning outcomes

Learning outcome	Context	How to show what you have learnt: success criteria
We are learning to recognise how the body takes in oxygen and releases carbon dioxide.	How the lungs work	<p>Show what happens when the body takes in oxygen and releases carbon. You can choose to create a:</p> <ul style="list-style-type: none">• Poster• Role-play interview• Practical demonstration• Written explanation <p>Work in groups of up to four with people who want to choose the same product as you.</p> <p>Remember to show:</p> <ul style="list-style-type: none">• What happens to the diaphragm• What happens to the lungs• What happens to the ribs• The direction of the oxygen and carbon dioxide

Sharing learning outcomes and developing success criteria with learners can be useful, as it opens up a discussion about learning. These discussions are significant because they:

- Build learners' communication skills and increase clarity about what is expected. Checking for clarity gives opportunities for teachers to help learners practise receiving and interpreting language.
- Enable outcomes to be broken down into smaller chunks, which helps concentration, focus and attention.
- Enable pathways to success criteria to be talked about, making it really clear what is needed and the different ways of getting there. This type of discussion helps communication skills, organisational skills, expressive language, and also extends the different ways children can make meaning from learning.
- Give learners a clear pathway to follow through the zone of proximal development, from "I can't do this" to "I can't do this ... yet" to "I can do this".

ACTIVITY 45: Write a lesson outcome



Writing

Write a lesson outcome based on the structure of the example given in Table 10. Use WALT and WILF if this helps you. Remember to:

- Use concrete, active verbs—rather than "understand", "know about" or "learn about"
- Separate the learning outcome from the context

The following checklist will help you to plan your lessons. As you complete each stage of your lesson plan, put a tick in the right-hand column.

Checklist for planning an inclusive lesson	✓
What is the topic of the lesson?	
What knowledge and skills am I focusing on?	
What prior knowledge do the learners need?	
How will I introduce the lesson?	
What is the main activity? Will it engage all learners? Will all learners be able to participate?	
What adaptations are needed to include everyone?	
What teaching aids will I use?	
What learning materials will I need?	
What outside help, e.g. parents, other teachers, will I use?	
What activities will I use? Will I have a range of activities or use flexible grouping?	
How will the activities be assessed?	
How will I ensure that every learner's achievement is valued and acknowledged?	
How will learners evaluate the lesson?	

Now we are going to look at an example of a lesson planned by Ms Khumalo. First, read her class profile.

CASE STUDY: Ms Khumalo's class profile

Ms Khumalo is the Grade 4 mathematics teacher at an urban school. She has 40 learners in the 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 in numeracy. 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 in mathematics.

Three learners are new to the school. From her assessments, Ms Khumalo realises that they are functioning below grade level in mathematics. They have not mastered a lot of the content and skills in the Grade 2 and 3 mathematics curriculum. They are struggling with reading and writing skills in the

language of teaching and learning, English. Although they are working hard, they need to be closely supervised especially during group work, or they become playful and don't focus on the task at hand.

Ms Khumalo has four learners in her class who are highly motivated and have a special liking for, curiosity about, and interest in mathematics. Ms Khumalo 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—she learns that he has made progress but is below grade level in most subjects. In addition, she has Nicholas in her class, a pleasant child who tries hard when Ms Khumalo works with him one on one. He enjoys practical activities and working with manipulatives but is easily distracted. He has gaps in maths learning and has also not mastered some of content in the Grade 2 and 3 curriculum.

Ms Khumalo has planned a lesson on fractions, and has tried to put into practice what she has learnt from two workshops she attended on curriculum differentiation and differentiated assessment.

Here is her multi-level lesson plan, based on CAPS mathematics for grades 3, 4 and 5.

LESSON PLAN

MATHEMATICS

GRADE 4

Topic: Common fractions

Time: 1 hour 45 mins

Outcomes

We are learning to:

- Solve problems in contexts involving fractions, including grouping and equal sharing
- Describe and compare common fractions in diagram form

Background to lesson

Fractions (halves/thirds/quarters) have been introduced and illustrated by the learners with pictures, etc. Learners placed in groups based on their classroom performance. Teacher to consider learners who are at different levels of competence—below class level, at class level, and exceed class level.

Resources:

Paper squares, paper circles, paper rectangles, paper triangles

Learning and teaching activities

Warm-up activity

Teacher will display a set of interlocking cubes for all learners to see. There should be several cubes of several different colours. Learners are asked to respond to the following questions:

- What fraction of the cubes is red?
- What fraction of the cubes is green?
- What fraction of the cubes is yellow?

Teacher has learners respond on paper and share responses.

Lesson development

Group 1 (learners below grade level):

1. Using paper circles (pizza) and squares (sandwich), learners in pairs work out how to share the food equally and illustrate by folding the paper.
2. Have two pairs work out how they can share equally with four people. They can cut the parts and stack them to see if they match.
3. Have the four learners repeat the process for sharing a pancake equally with three peers (let the circle represent the crumpet).
4. Each learner must explain in pictures or words how they shared equally.

Group 2: (learners at grade level):

1. Using paper circles (pizza) and squares (sandwich), have learners in groups of three work out how to share the food equally and illustrate by folding the paper.
2. Have two groups of three work out how they can share equally with six people.
3. Have the group of six repeat the process for sharing a birthday cake with 12 people. In each case, they can cut the parts and stack to match. Have the group start with half a cake and divide equally for 3, 6 and 12 people.
4. Each learner must explain in pictures or words how they shared equally.

Group 3: (learners above grade level):

1. Using paper rectangles (sandwiches) and triangles (slices of pie), have learners in pairs work out how to share the food in three different ways to get two equal parts. Have them illustrate by folding the paper.
2. Teacher gets group 3 learners to reflect on:
3. Are there other different ways to divide each shape equally?
4. How many ways are there?
5. Have the pair work out which shapes (circles, squares, rectangles, triangles) are easier to divide evenly and illustrate why with a particular food of their choice. Each learner must explain in pictures or words how they shared equally.

Assessment

Oral and practical

Informal assessment: teacher observation and recording

Assessment tools: rubric; checklist; observation book

As the learners work, the teacher will circulate among the groups and note the children's abilities to divide materials into equal parts, and to reorganise and check for equal parts.

She will consider the following:

- Can learners explain orally how many equal parts there are and demonstrate how they know the parts are equal?
- Can learners explain in writing or pictures how they know that the parts are equal?

After the lesson, she will reflect on the extent to which all learners were included and acknowledged for their achievements.

ACTIVITY 46: Evaluate Ms Khumalo's lesson plan



Writing

Evaluate Ms Khumalo's practices of curriculum differentiation and differentiated assessment. Consider:

- What strategies she is using to respond to the learning needs of all learners
- The strengths of the lesson
- The limitations of the lesson
- Strategies you would suggest to ensure that all learners are fully included, and that they are not prejudged based on the way they are grouped

You have reached the end of the learning part of the module. Congratulations! To demonstrate what you have learnt, you are required to do a final assignment.

Suggested study unit assessment



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. You could speak to the teacher of a lesson you have observed during teaching practice and ask if you can use her 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.

Study unit summary and reflection

In Unit 4 we have explored the concept and practice of inclusive pedagogy. We considered the importance of inclusive cultures, and the interdependent relationships between policy, practice and culture in developing inclusive schools.

We examined the shift from deterministic thinking to transformative thinking, which sees difficulties in learning as a dilemma for teaching rather than as a problem with learner differences, and related these concepts to beliefs about learner difference and diversity from Unit 2.

A major focus of the unit was the introduction of inclusive pedagogical strategies that can be used to extend your ability to create an inclusive classroom community, and design and deliver rich learning opportunities for all learners. You were encouraged to reflect on the use of these strategies in your own context and a range of other relevant school contexts.

We hope that, through completing this unit, you now have a thorough grasp of the concepts related to inclusive pedagogy and to some strategies that will help you to provide an equitable, engaging learning experience for the diverse learners you teach.

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