

# Lead and manage a subject, learning area or phase

**Advanced Certificate: Education**  
(SCHOOL MANAGEMENT AND LEADERSHIP)



**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

Department of Education

Lead and manage a subject, learning area or phase

Module of the Advanced Certificate: Education (School Management and Leadership)

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# Lead and manage a subject, learning area or phase

Advanced Certificate: Education  
(School Management and Leadership)

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## Acronyms and abbreviations used in the programme

AC	Assessment Criteria
ACE	Advanced Certificate: Education
AGM	Annual General Meeting
CCFO	Critical cross-field outcome
CHE	Council on Higher Education
DoE	Department of Education
DSG	Development Support Group
EMD	Education Management Development
ETQA	Education and Training Quality Assurance body
HEQC	Higher Education Quality Committee
INSET	In-service Education and Training
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PGP	Personal Growth Plan
PoE	Portfolio of Evidence
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SAUVCA	South African University Vice-Chancellors' Association
SDT	Staff Development Team
SGB	School Governing Body
SGB	Standards Generating Body
SMT	School Management Team
SO	Specific Outcome
US	Unit Standard





# Overview

## Word of welcome

Welcome to every student who has registered for this elective module on *Lead and manage a subject, learning area or phase*. We trust that you will find the module informative, interesting and challenging and wish you every success in completing it.

## What is the purpose of this module?

The purpose of this module is to develop effective curriculum leaders and managers who will enhance the quality of teaching and learning through application of the theories, concepts and issues handled in this module. It is hoped that in examining these issues school principals and SMT members will be more conscious of their role of leading and facilitating transformation in schools through effective leadership of the curriculum and of teaching and learning.

## What questions are addressed by this module?

This module explores the following questions:

- How is the curriculum managed at school?
- How do we plan the curriculum?
- How can we manage our classrooms?
- How can we ensure continuous improvement?

## Module outcomes

At the end of this module you should be able to demonstrate the ability to:

- Lead and manage the planning, implementation and monitoring/ evaluation of teaching and learning to ensure quality learning for all in the particular subject/ learning area/phase.

## Assessment criteria

Achieving the above outcome will require evidence that you can:

- Develop policies, plans and targets, in ways that establish shared vision and direction for the subject/learning area/phase in the context of the school development plan.
- Be able to interpret and apply national curriculum requirements for the particular subject/learning area or phase, and ensure that subject/learning area/phase staff is able to do this as well.
- Ensure curriculum coverage, continuity and progression in the subject/learning area/phase for all learners.
- Provide guidance on the design of learning programmes and teaching, learning and assessment methods to meet the needs of the subject and of different learners (accounting for gender, race, ability and disability).
- Together with other teachers in the subject/learning area/phase, develop, implement and evaluate assessment policies and practices appropriate to the subject/learning area and phase.

- Set expectations and targets for staff and learners in relation to standards of learner achievement, and evaluate progress and achievement in the subject/learning area/phase by all learners.
- Evaluate the teaching of the subject/learning area/phase in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.

### Learning time

This module carries 12 credits. It should, therefore, take the average student approximately 120 hours to successfully complete the module. The 120 hours includes contact time, reading time, research time and time required to write assignments. A more specific indication of time to be spent on each of these activities will be provided in each of the units that make up this module.

# How is curriculum managed at school?

unit

1

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# How is curriculum managed at school?

## 1.1 Introduction: curriculum management in context

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Whilst the core module *Managing learning and teaching* deals with the notion of learning and teaching at whole school level, this module focuses on the topic at phase, subject and learning area level. It addresses practical issues in the implementation of the school curriculum. Learning outcomes, subjects and learning areas as well as learning programme and assessment guidelines, are documented into the national curriculum plan, the National Curriculum Statement (NCS). Curriculum delivery then means the implementation of subject and learning areas in all phases of schooling. Viewed from this perspective, this module is about curriculum delivery at school level.

In this unit, we will explore the role of school leadership in managing teaching and learning within the school. We shall also look at and unpack the National Curriculum Statement (NCS) at phase/learning area/subject and classroom level in order to enable you to and lead and manage curriculum implementation at your school.

### Unit 1 learning outcomes

By the end of the unit, you should be able to:

- Demonstrate an understanding of the role of instructional leadership in managing and leading subject and learning areas at school and classroom level
- Demonstrate an understanding of the key features of the NCS and how these impact on planning, teaching and assessment practices
- Explain how school structures, systems and procedures impact on curriculum delivery and act accordingly
- Provide leadership in the implementation of the new curriculum.

In the core module on *Managing teaching and learning* you considered what we understand by the word curriculum and its role in the education system. We are now focussing on how curriculum should be managed in order to ensure that each school is a learning organisation in an organic and holistic sense and that each learner achieves to the best of his or her ability.

Furthermore, in the core module on *Understanding school leadership and management in the South African context* you dealt with the notion of management and leadership in some detail. Therefore, it will suffice for us just to state that management entails four main components which apply to curriculum

as well. These are planning, organising, leading and control (monitoring and evaluation).



- Who leads the process of curriculum management in your school?
  - How is the curriculum managed in your school and in schools generally?
-

## 1.2 The role of school leadership in leading and managing curriculum

The processes of leading and managing a subject, learning area or phase comprise curriculum management, curriculum planning, classroom practice and curriculum development. The last three aspects of curriculum delivery will be dealt with in the units that follow. We are currently focussing on curriculum management.



Drawing from your experience, consider the following questions:

- What do we understand by curriculum management, in this context?
- How does it differ from management in general?
- What are the main elements of curriculum management?
- Why should curriculum be managed?



*Curriculum Management embraces planning, implementation, monitoring and evaluation. Curriculum development is about improvement and usually is concerned with what happens prior to the development of materials and the implementation. Curriculum planning prior to implementation is concerned with questions such as – what will we teach, how will we teach it, how will we assess, and what resources will we need?*

*We therefore suggest that curriculum management is about managing systems and procedures as well as people to ensure successful learning and teaching and to promote increasing levels of learner achievement in a school. Leading and managing a subject, learning area or phase is also about managing people. It is, therefore, important to maintain a balance between being task-centred and people-centred. Curriculum management means managing curriculum delivery at school level. All elements of general management that we mentioned earlier apply in this case as well.*

Having thought a bit about what we understand by curriculum management we need to establish who is accountable and responsible for leading the process in a school situation.

In simple terms we may say that the school leadership is responsible for curriculum management in a school. But the question is what do we understand by school leadership? This question has been dealt with in detail in the core modules of this programme. What we can conclude is that in the complex and dynamic environment of a school, everyone can be a leader and manager within a specific role, at a particular level, at a given time and under certain circumstances. We need to create what one expert terms “leaderful” schools.

Even so, in every school there are key role players whose express function is to manage people and processes. We shall focus on the role played by these leaders and managers in leading curriculum management. In doing so we hope

you will acquire the required knowledge and skills to meet challenges of the unique working environment of your school.

A number of designated school managers (e.g. Education Specialists - ESs) serve as members of the School Management Team (SMT). The SMT collaborates with other school structures such as subject/learning area committees, phase committees, School Assessment Team (SAT), School Development Team (SDT), School Based Support Team (SBST), School Governing Body (SGB), etc. to create an enabling framework for leading and managing a subject, learning area or phase. It should be noted that leadership in curriculum management is not confined to the principal, the ESs and committees only: as mentioned earlier in certain instances a PL1 educator needs to take the lead. This can only happen in an environment that promotes distributed school leadership and in an open living school system in which the role of leaders and managers is flexible and collegial.

As instructional leaders, members of the SMT are responsible for taking the lead in putting their school curriculum into practice and improving it. They are charged with the responsibility of organising activities that support teaching and learning and administering teaching and learning. The principal leads the SMT and each ES in turn leads a team of subject/learning area educators who specialise in that subject or learning area or phase. Nurturing cooperation, sharing and collaboration are part of the principal's accountability to the SMT.

Let us now take a closer look at the role of the principal in leading and managing curriculum issues in a school that will impact on the management of specific learning areas, subjects or phases.

In terms of his/her position the principal has to establish the overall environment conducive to appropriate curriculum management and leadership. The Head of Department (ES) on the other hand will provide curriculum leadership in a particular discipline. It is conceivable, however, that in some curriculum planning situations, a teacher could be leading a process in which the ES and principal are followers e.g. designing a series of Mathematics lessons on graphs for Grade 10 related to the context of HIV/Aids. This means turning the traditional hierarchy on its head and that calls for a very different kind of leader/manager. This implies the kind of distributed leadership that is espoused in the core modules *Understand school leadership and management in the South African context* and *Lead and manage people*. Research has indicated that in schools where there is a true distribution of leadership, systems and procedures are well entrenched and leadership functions have been shared so that the school functions well even in the principal's absence (Roberts and Roach 2006).

The overall responsibility of the principal is to create an environment that enables productive learning. Unfortunately principals are so often trapped in administrative issues that they may lose sight of their main function of ensuring effective and efficient curriculum delivery. We are dealing in this module with instructional leadership that is not reconciled with or equated to a bureaucratic approach to management.





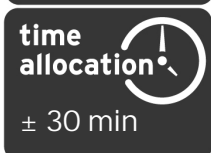
How does the principal play the enabling role for effective learning and teaching? What are the practical functions that he/she is expected to fulfil?

In the final analysis the principal is accountable and responsible to ensure that the school goes about its business both efficiently and effectively. Fidler and Bowles (1989) argue that schools primarily exist to facilitate students' learning. If teaching and learning (sometimes referred to as curriculum delivery) is the most important function of the school then instructional leadership is one of the main aspects of the management of schools. Instructional leadership can be described as the principal's connection to the classroom. Theron and Bothma (1990) suggest that instructional leadership is about successful orchestration of the talents of teachers, learners and parents to ensure successful curriculum delivery. To succeed in this respect the effective principal must keep abreast of and know trends in the development of the school curriculum. She/he must play an enabling role for both learners and teachers.

As instructional leader, the principal plays an important role in ensuring that the school's focus is on **teaching and learning** and that all activities, systems and procedures are aligned around this core function of the school. In this regard the principal is expected to be directly involved in instructional matters by creating a supportive context for curriculum delivery and by developing and implementing strategies for successful teaching and learning. As an instructional leader, the principal keeps teaching and learning at the core of all activities in a school. For the principal to lead by example, many principals believe that they should take a class for teaching. Leading by example is a powerful motivator.



Read and analyse the following policy documents and pick out core functions and responsibilities of the principal that relate directly to managing and leading subjects and learning areas or phases.



- PAM Chapter A paragraphs 3-4 (in the Education Law and Policy Handbook by Juta 1999 or in Government Notice 222 (Government Gazette 19767) of 18 February 1999)
- Duties and responsibilities of Educators, ELRC Resolution 8 of 1998
- IQMS, ELRC Resolution 8 of 2003.

It is possible that by the time you read this some of these policies could have been updated. Check the Department website ([www.education.gov.za](http://www.education.gov.za)).



From the subject and learning area perspective, we suggest that the management functions of the principal can be summarised as follows:

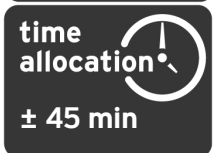
- Managing people and relationships – SMT, committees, educators, learners and parents
- Managing information and disseminating policy – ensuring that systems and procedures are in place to enable effective curriculum delivery
- Managing the decision-making process in committees and meetings as well as person to person
- Team building, through participatory structures, such as phase, grade and lesson planning
- Managing curriculum and leading curriculum delivery – leading planning and implementation of the curriculum through curriculum structures
- Mentoring, monitoring and evaluating the implementation of the NCS as well

as appraising educators and organising staff development

- Ensuring that resources are available to enable quality teaching and learning – certain subjects, learning areas or phases require specific resources for successful implementation.

From this list it is evident that the principal is expected to lead and manage curriculum delivery at school level whilst the ESs, are required to lead and manage this process at phase and classroom level. As instructional leaders, Education Specialists/Heads of Learning Areas/Subjects play a central role in leading and managing subjects, learning areas or phases. They do this in collaboration with curriculum structures within and outside the school. We shall look at these structures later on. For now let us focus on the role of the ES.

The following activity is designed to help you to identify the key roles played by the ES in a school.



Read the case study below and then answer the questions that follow.

Mr Masemola is the ES for Maths, Science and Technology at Zenzeleni Secondary School. The school offers classes from Grade 7 up to Grade 12.

Mr Masemola is also a member of the School Management Team (SMT). Early in January, just before schools re-open, the Principal calls an SMT meeting to discuss the school's Grade 12 results.

The Principal provides the SMT with the following sets of results:

- End of year results for Bantwabethu Primary School, Zenzeleni's main feeder school into Grade 7
- End of year results for Grades 8, 9, 10 in Maths Science and English, at Zenzeleni School
- Grade 12 results.

### **Bantwabethu Primary School's results**

The following is a record of the school's results as a percentage pass for Grade 7 for Mathematics, Science and English over the last three years:

YEAR	M A T H E M A T I C S	S C I E N C E	E N G L I S H F A L / L O L T
2003	52	52	65
2004	57	60	70
2005	50	62	69

The Natural Science results show an increase each year from 2003 to 2005. The English marks increased from 2003 to 2004 and then there was a very slight decrease in the marks in 2005. The Mathematics results increased from 2003 to 2004, but decreased from 2004 to 2005.

## Zenzeleni School's Grade 8 - 10 Results in Maths, Science and English

### GRADE 8

YEAR	M A T H E M A T I C S	S C I E N C E	E N G L I S H
2003	30.1	15.3	87.3
2004	29.2	18.1	85.1
2005	25.1	9.0	90.1

### GRADE 9

YEAR	M A T H E M A T I C S	S C I E N C E	E N G L I S H
2003	25.1	9.2	88.7
2004	20.2	15.3	85.1
2005	19.1	19.1	90.1

### GRADE 10

YEAR	M A T H E M A T I C S	S C I E N C E	E N G L I S H
2003	69.5	67.9	53.6
2004	9.9	36.2	36.5
2005	27.9	9.9	41.5

## Zenzeleni School's Grade 12 Results 2003 - 2005

SUBJECT	GRADE	2003		2004		2005	
		No of Passes	% Pass Rate	No of Passes	% Pass Rate	No of Passes	% Pass Rate
Maths	HG	NS	NS	NS	NS	NS	NS
	SG	8	10.8	13	16.6	9	18.0
Science	HG	7	15.9	NS	NS	7	14.6
	SG	0	0	10	22.2	NS	NS
Biology	HG	7	10.9	NS	NS	21	62
	SG	0	0	26	27.9	20	61
Accountancy	HG	NS	NS	NS	NS	NS	NS
	SG	34	52.3	26	30.5	36	67.9
Business Economics	HG	12	18.5	1	50.0	23	43.4
	SG	NS	NS	42	50.6	NS	NS
Economics	HG	8	22.9	1	12.5	50	44.6
	SG	NS	NS	42	54.5	NS	NS
English FAL	HG	84	63.6	119	95.5	99	96.1
	SG	NS	NS	51	97	6	100
Afrikaans SAL	HG	116	88.5	150	90	30	100
	SG	NS	NS	28	100	NS	NS
Zulu HL	HG	190	98.3	151	95.8	93	100
	SG	NS	NS	11	100	NS	NS
History	HG	0	0	NS	NS	NS	NS

SUBJECT	GRADE	2003		2004		2005	
	SG	0	0	7	14.5	NS	NS
Geography	HG	6	30	5	16.2	5	15
	SG	NS	NS	15	71.4	26	35.2
Tswana SAL	HG	9	75	6	75.0	10	100
	SG	NS	NS	3	100	NS	NS
Overall Pass Rate		67,5%		42,1%		43,1%	

*\*NS = No students sat for this subject*

From the above tables it is evident that Grade 12 results have dropped considerably, from 67% to 43%. It is also clear that Maths and Science need special attention.

The principal asks the SMT members to consider the following questions and to try to identify any trends in the three sets of results.

1. Consider the average performance of learners in Grades 8 to 10. What pattern do you notice in the move from Grade 8 to 9 and from Grade 9 to 10? Can you suggest any reasons for this?
2. What is the pattern of the Grade 7 results in these subjects at Bantwabethu Primary School? How does this compare with Grade 8 results at Zenzeleni secondary School?
3. In which of these three learning areas in the Senior Phase do learners perform least well? What are the possible reasons for this? What remedial actions might be taken?
4. Compare the results for Maths, Natural Sciences and English in Grade 7 and the equivalent results in Grade 10. What do you notice? Can you suggest any possible reasons for this trend?

**Now consider Zenzeleni's Grade 12 results in relation to the following questions:**

1. In what ways is the school's performance both disappointing and encouraging?
2. Which subjects seem to be problem subjects in terms of the school's overall performance?
3. How should we manage the different needs of learners now the NCS has been introduced and the distinction between HG and SG falls away?
4. Should we continue to use English as our Language of Learning and Teaching?

Consider the sets of examination results given above and decide how YOU would answer the previous questions.

Mr Masemola is worried. The feeling in the SMT meeting seems to be that **his** department is the one that is not performing. Mr Masemola himself teaches the Grade 12 Physical Science classes and he has three other Grade 12 teachers in his department who look after the other subjects.

Mrs Sibanyoni is the Grade 12 Mathematics teacher. She is very well qualified and plans meticulously but has some problems with class relations and generally less than half her learners gain satisfactory reports at the end of the year. Mrs Mdhuli is the Grade 12 Biology teacher. She is very popular with her students who generally do better than the school average. Mrs Mdhuli spends all her free periods planning and marking. She speaks in staff meetings only when asked a direct question. Mr Sebata is the Grade 12 Information Technology teacher. He is very outspoken and a lively contributor during staff meetings. He does not attach much importance to administrative issues nor to planning and is often late or absent altogether from school. However, he enjoys amiable relations with his learners and they usually perform very well.

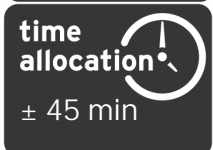
In Mathematics and Biology, HG and SG learners have been taught separately but in Physical Science and Information Technology the two streams have been combined and taught together. There are six other teachers in the department who teach Grades 10 and 11, and two new teachers who share the smaller Grade 7 to Grade 9 classes.

1. What advice would you offer Mr Masemola in managing his department?
2. On the basis of your advice, and considering your own experience, what would you say are the **main responsibilities** of an ES with regard to managing teaching and learning?

Whilst it is important that curriculum management should be led by the SMT it is important to identify certain specific functions and tasks that must be performed by an incumbent in a given post level. The actual nature of the role which each member should play must be made known to them. That knowledge is provided by means of a job description.



Read and analyse the following policy documents and pick out core duties and responsibilities of the ES in relation to managing and leading subjects and learning areas or phases:



PAM Chapter A paragraphs 3-4 (in the Education Law and Policy Handbook by Juta 1999 or in Government Notice 222 (Government Gazette 19767) of 18 February 1999)  
Duties and responsibilities of Educators, ELRC Resolution 8 of 1998  
IQMS, ELRC Resolution 8 of 2003.

Again, it is possible some of these policies may have been updated or replaced by the time you read this so check on the Department website ([www.education.gov.za](http://www.education.gov.za))



*The management and leadership of the ES may be viewed from two perspectives:*

- a) *Being an instructional leader the ES will likely do the following:*
- *Provide curricular direction for the team or committee*
  - *Motivate, inspire and energise members of the team*
  - *Mediate educational policy to them*

- *Mentor and support them*
  - *Monitor progress*
  - *Develop teachers professionally*
- b) *In providing instructional leadership, the ES will likely do the following:*
- *Oversee the curriculum planning in the school*
  - *Help develop OBE learning activities*
  - *Develop and manage assessment strategies*
  - *Ensure that teaching and learning time is used effectively*
  - *Ensure that classroom activities are learner-paced and learner-centred*
  - *Develop and use team planning and teaching techniques*
  - *Develop and manage learning resources.*

ELRC Resolution 8 of 1998 defined the aim of the job of the “HoD” as follows:

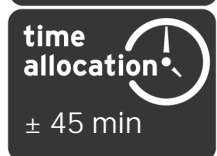
To engage in ***class teaching***, be ***responsible for the effective functioning*** of the department and to ***organise*** relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is ***promoted in a proper manner***.

ELRC Resolution 8 of 2003 (IQMS) poses the following questions for ***all*** educators of Post Level 2 to 4:

- *Do you have a projected ***Personal Growth Plan*** (PGP) and to what extent have you achieved its objectives?*
- *Have you received any assistance from your immediate senior or Developmental Support Group (DSG)?*
- *What kind of support have you received with regard to leadership, management and administration?*
- *Do you make an ***active contribution*** to the policies and aspirations of the school?*
- *Do you ***inspire trust and confidence*** in learners and colleagues?*
- *How do you go about ***communicating*** the school’s vision, goals and priorities to appropriate constituencies?*
- *Do you give ***direction*** to your ***team*** in realising the institution’s objectives?*
- *Are you able to secure the ***co-operation*** from colleagues and team members?*
- *How do you ensure ***effective utilisation*** of financial ***resources***?*
- *How do you go about ***allocating resources*** to established goal and objectives?*
- *What is your role with regard to ***financial planning***, budgeting and forecasting?*
- *Do you create mechanisms and structures for ***sharing of knowledge*** within the institution?*
- *Do you ***consult*** with clients and stakeholders on ways to improve the delivery of services?*
- *Do you demonstrate objectivity, thoroughness, insightfulness, and probing behaviours when ***approaching problems***?*
- *Do you ***delegate*** and empower others to increase their contributions and level of responsibility?*
- *Do you display personal interest in the ***well-being of colleagues***?*
- *Do you ***manage conflict*** through a participatory transparent approach?*

- *Are you receptive to **alternate viewpoints**?*

We have highlighted certain words and phrases in the two quotations from policy which seem to us to define key dimensions of the ES's management role with regard to managing learning and teaching.



We suppose you now have a good idea of what is expected of an ES in leading and managing a subject, learning area or phase. Now use the above questions to evaluate your/ES leadership at your school, using the grid on the next page. You might to use one colour to rate yourself and another colour to rate practice in the school generally.

1 = weak/not at all; 5 = excellent/on a regular basis.

NO.	ISSUE	RATING					COMMENT/SUGGESTION
		1	2	3	4	5	
1	Personal Growth Plan and achievements	1	2	3	4	5	
2	Assistance from line manager/DSG	1	2	3	4	5	
3	Support in leadership, management and administration	1	2	3	4	5	
4	Making an active contribution	1	2	3	4	5	
5	Inspiring trust and confidence	1	2	3	4	5	
6	Communicating	1	2	3	4	5	
7	Giving direction to teams	1	2	3	4	5	
8	Securing cooperation	1	2	3	4	5	
9	Effective utilisation of resources	1	2	3	4	5	
10	Allocation of resources	1	2	3	4	5	
11	Financial planning	1	2	3	4	5	
12	Sharing knowledge	1	2	3	4	5	
13	Consulting and networking	1	2	3	4	5	
14	Problem-solving	1	2	3	4	5	
15	Delegating	1	2	3	4	5	
16	Displaying interest in well-being of colleagues	1	2	3	4	5	
17	Managing conflict	1	2	3	4	5	

18	Receptiveness to alternative viewpoints	1	2	3	4	5	
	Your own additional ideas/criteria:						

During the contact session for this unit, you will have an opportunity to compare notes with colleagues who are also involved in management at their schools and who need to fulfil the above roles (and any additional roles that you might still identify).



*Putting it in a nutshell, we believe the ES should manage and provide leadership in his/her department in the following areas:*

- *Curriculum planning (Unit 2)*
- *Classroom practice (Unit 3)*
- *Quality assurance, curriculum development, managing change (Unit 4).*

It should be clear from the foregoing discussion and from the work that follows in this module that the ES needs to be able to build and maintain an effective departmental team. This is an issue that has been explored in the core modules.

Having clarified our thoughts about the overall role of the ES, we are now in a position to begin to identify the tasks or duties that are required for performance of this role. Using general management terms, we will refer to these specific tasks or duties as Key Performance Indicators (KPIs) of the role of the ES.

Hopkins and Macgilchrist (1998) begin to address the question of **why** ESs need to be involved in the management of the learning and teaching in their departments (to ensure continuous improvement in learner progress and achievement) and also **how** to achieve this (by identifying key performance areas). Hopkins and Macgilchrist summarise their approach as follows:

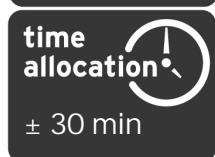
'This new approach ... concerns the integration of three key foci:

- pupil progress and achievement;
- the quality of teaching and learning; and
- management arrangements to support the first two.

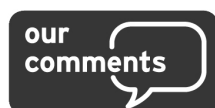
Those schools that have identified clear learning targets for pupils use development planning to achieve these by concentrating simultaneously on related improvements inside and outside the classroom (Hopkins 1997), in particular, teaching and management arrangements.



- **Teaching.** They place particular emphasis on the content of the teacher's planning and on the type of teaching strategies that will enable the learning goals for students to be achieved.
- **Management arrangements.** They identify any modifications that are needed to the school's current arrangements, for example the timetable, the budget, staffing and staff development. They plan for any changes that may be needed in the school's curriculum policies and schemes of work and assessment arrangements.' (Hopkins and Macgilchrist 1998:414-5)



- Working alone, spend 10 minutes jotting down what you consider to be five most important KPIs of the ES specifically with regard to curriculum management.
- Now compare your ideas with others in your SMT and/or learning network group and
- try to reach consensus on the 10 most important KPIs for the role of the ES.



*Suggested KPIs for the role of ES in relation to curriculum management:*

1. *To engage in class teaching as per workload of the relevant post*
2. *To be in charge of a subject, learning area or phase*
3. *To jointly develop the policy for his/her department*
4. *To co-ordinate evaluation and assessment, homework, written assignments of that department*
5. *To provide and coordinate guidance:*
  - *On the latest ideas on approaches and policies to the subject, method, techniques, evaluation, aids, etc. in their field and effectively convey these to the staff members concerned*
  - *On curriculum planning and development, homework, practical work, remedial work*
  - *On the educational welfare of learners in the department*
  - *To inexperienced staff members*
6. *To control:*
  - *The work of educators and learners*
  - *Reports submitted to the principal as required*
  - *Marksheets*
  - *Test and examination papers as well as memoranda*
7. *To participate in agreed school/educator appraisal processes in order to review their professional practice with the aim of improving teaching, learning and management*
8. *To assist with the curriculum planning and management of learning and teaching resources*
9. *To collaborate with educators of other schools in developing the department and conducting curricular activities*
10. *To be involved in the induction of educators and learners*

To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

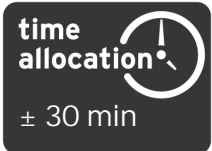


So far we have focussed on the principal and the ESs. What about the deputy principal? How is the deputy principal deployed in your school? What is his or her role in leading and managing subjects, learning areas and phases? What does the policy say?

As his or her designation suggests, the deputy-principal actually sometimes acts as the principal. He/she deputises for the principal. Therefore, his/her job description will be more or less like that of the principal. Most of the duties are delegated by the principal. Usually the deputy principal takes charge of organising particular activities such as drawing up timetables and/or managing examinations. Moreover, the deputy principal is required to teach.



The Matlala Secondary School has two deputy principals, Mrs Thapedi and Mr Noko. The principal Mr Masia has allocated/delegated management duties between them as follows:



*NAME:* Mrs Thapdi, S.S.

*JOB TITLE:* Deputy Principal

- Assist in managing/acting as the principal, during the absence of the principal
- Responsible for all GET issues
- Manage Grade 9 registrations, entries and CTAs
- Manage learner's discipline Grade 8 and 9
- Managing SIP programme
- Draw internal examination and invigilation time-tables
- Attend meetings, trainings, workshops, symposiums arranged by the department
- Responsible for admission of learners
- Help in drawing up of the year planner
- Managing internal and external evaluation and assessment
- Assisting in school functions
- Co-ordinating the work of subject committees
- Extra-curricular activities
- Assist in school appraisal system
- Meetings with parents concerning learners' progress and conduct
- Guide and supervise work and performance of staff
- Liaise with government departments, sports, cultural and community organisations
- Assist the principal or if instructed to be responsible for: maintenance of services and buildings
- Assist the principal or if instructed to be responsible for: duty rosters, arrangements to cover absent staff members, admission of new learners, internal and external evaluation and assessment, school functions, the general cleanliness and state of repairs of the school and its furniture and equipment and supervising annual stock-taking.

*NAME:* Mr Noko, J.E.

*JOB TITLE:* Deputy Principal

- Assist in managing/acting as the principal, during the absence of the principal
- Responsible for all FET issues
- Manage Grade 12 external examinations
- Manage learner's discipline Grade 10 – 12

- Drawing up school timetable
- Managing internal and external evaluation and assessment: Grades 10-12
- Attend meetings, trainings, workshops, symposiums arranged by the department
- Responsible for admission of learners
- Help in drawing up of the year planner
- Managing internal and external evaluation and assessment
- Assisting in school functions
- Co-ordinating the work of subject committees
- Extra-curricular activities
- Assist in school appraisal system
- Meetings with parents concerning learners' progress and conduct
- Guide and supervise work and performance of staff
- Liaise with government departments, sports, cultural and community organisations
- Assist the principal or if instructed to be responsible for: maintenance of services and buildings
- Assist the principal or if instructed to be responsible for: school finances and maintenance excluding cleanliness and of the school garden and premises.

Read through the two duty lists again and pick out those that are directly related to or will impact on leading and managing a subject, learning area or phase.

- How do these lists compare with the allocation of duties at your school (or even at a neighbouring school)?
- How do the two deputy principals connect with the ESs and the rest of the staff regarding curriculum management?
- Do you think that the allocation is appropriate and clear enough to enable the post incumbents to know exactly what is expected of them?
- How would you improve it?



*Deputy principals are deployed differently from school to school depending on the type of the school and situation at that school. Nevertheless the PAM document states that some of the core duties of the deputy principal in relation to his/her role as an instructional leader are:*

- *To engage in class teaching as per workload of the relevant level and needs of the school*
- *To participate in agreed school/educator appraisal processes in order to regularly review professional practice with the aim of improving teaching, learning and management*
- *To meet with the parents concerning learners' progress and conduct*
- *To assist the principal in liaison work with organisations, structures, committees, groups crucial to the school.*

So far, we have looked at the work of principals, ESs and deputy principals in isolation. However, as will be clear from the core modules, individuals work as members of, or with support from, teams and support structures of various kinds.

## 1.3 Curriculum delivery support structures



What is the role of school curriculum structures in leading and managing subjects, learning areas and phases? What curriculum structures are there in your district and province and how does your school connect with these structures?

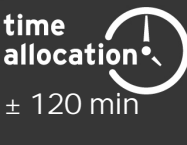


*Besides the SMT, departmental policy makes provision for the establishment of the following structures to drive curriculum delivery in a school:*

- *School Assessment Team*
- *LTSM Team*
- *Phase Team*
- *Learning Area Teams*
- *Subject Teams*
- *School Based Support Team*
- *School Governing Body*
- *Development Appraisal Team*
- *Staff Development Committee*
- *School Development Team.*



In the spirit of participatory and distributed leadership, the principal and SMT delegate leadership to committees and teams in the school to take charge of certain curriculum tasks. Taking your school or neighbouring school as a case study:



- Explain how the above-mentioned structures are deployed to manage and lead curriculum delivery at school level. Explain their composition, their role, how they operate and communicate with the rest of the school.
- Which other curriculum management structures operate in the school?

In your opinion, what are the strengths and weaknesses of the current arrangements? (You may want to think about the advantages/disadvantages of so many committees and teams engaging in curriculum-related activities.)



So far we have deliberated on the role of educators occupying post levels between two and four in leading and managing a subject/learning area or phase. What about the post level one educators? Do they have a role in leading and managing curriculum implementation or are they just on the receiving end of instructions?

## 1.4 What is the role of post-level one educators in curriculum management?

### our comments

*We believe that post level one educators do have a vital role to play in leading and managing subjects, learning areas and phases. These are the people who can make or break the school. Again the PAM document states that they are expected to:*

- *Engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined*
- *Take a leadership role in respect of the subject, learning area or phase, if required*
- *Plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.*

All these points imply leadership and management functions. Furthermore, educators make contributions through the curriculum structures that have been established to lead and manage curriculum implementation. Principals and ESs should take note of educators who have the required experience and expertise and ask them to lead and guide others through mentorship, workshops and seminars. This is implied in the PAM document quoted above.

For lead teachers and ESs to be able to lead a team of educators it is important to know what is expected of them and what their role should be. The educators' roles and responsibilities are set out in the *Norms and Standards* document of 2000 (and reaffirmed in DoE:2007). The document presents a holistic model of the professional educator's career. It outlines the articulation or linking of the different aspects of a teacher's career:

- Studying and getting qualified
- Registering as a professional with the SACE
- Carrying out his/her duties as an employee of the DoE.

The description of the ideal effective educator in the policy document is consistent with the principles contained in the SACE and ELRC documents, as well as complying with the NQF and SAQA. To address all the requirements stated in all these documents, the *Norms and Standards for Educators* document uses the concepts of *roles* and *applied competences*.

- **Roles** of educators are understood as having occupational, academic and professional dimensions; which are spelt out in the practical, foundational and reflexive competences associated with the roles.
- **Applied competence** is the over-arching term for the three interconnected kinds of competence: foundational, applied and reflexive competence.

### stop & think

Why has it become necessary to redefine the role of an educator? Can you identify the seven educator roles as outlined in the *Norms and Standards* document of 2000?



*The changing South African education system and the introduction of the new OBE curriculum have necessitated the revision of the role of an educator. Policy outlines the following seven roles which reflect the work of a professional educator:*

- *Learning mediator – The educator is required to mediate learning by using a range of teaching and learning strategies and resources in order to enable diverse learners to understand and learn (explored in Unit 3 of this module).*
- *Interpreter and designer of learning programmes and materials – This is about the role of an educator in curriculum planning and management (Units 2 and 3 of this module).*
- *Leader, administrator and manager – This is the educator’s role in classroom management. The way he/she manages learning activities in class (Unit 3).*
- *Scholar, researcher and lifelong learner – This stems from the view of teaching as a reflexive practice. The educator needs to be competent in researching his/her subject/learning area, or field of study.*
- *Community, citizenship and pastoral role – This role takes cognisance of the fact that teaching and learning takes place in a specific context. The educator will practise and promote a critical, committed and ethical attitude towards developing respect and responsibility towards others. He/she will uphold the Constitution and democratic values and practices in schools and society.*
- *Assessor – The educator needs to be competent to administer Continuous Assessment. Assessment is an essential feature of learning and teaching in the OBE curriculum.*
- *Learning area/subject specialist – The educator needs to be well grounded in knowledge, skills, values, principles methods and procedures that are required in teaching the subject/learning area. He/she must always be up to date with the developments in his/her field.*



Think about the extent to which you or your staff play these different roles in the course of a typical day of teaching. These seven roles are closely linked to classroom practice which we shall explore in Unit 3. The seven roles are integrated into three competences:

#### **Foundational competence:**

Where the learner demonstrates an understanding of the knowledge and thinking which underpins actions taken. (Example: A teacher decides that because the content she is teaching that day is familiar to the learners and they already have their own knowledge and ideas about the topic, she will ask them to discuss the topic in groups. Here she is relying on her foundational competence – her understanding of the theory which says that effective learning takes place when learners reflect on their own understanding of a topic before learning new knowledge about it.)

#### **Practical competence:**

The demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action. (Example: In order to carry out the lesson, the teacher must rely on her practical competence; her ability to organise the class in groups, to make sure everyone understands the topic, to encourage group discussion, to get feedback from the groups and allow for whole-class discussion and, throughout the lesson, to maintain order and discipline so that effective teaching can take place.)

**Reflexive competence:**

Where the learner demonstrates the ability to integrate or connect performances and decision-making with understanding and with an ability to adapt to change and unforeseen circumstances and explain the reasons behind these adaptations. (Example: During the lesson, the educator realises that the learners are not achieving anything: they are not sticking to the topic, they have very few ideas and they are wasting their time and playing in their groups. Because the educator did not expect this, she has to make a quick plan. She uses her reflective competence to think through what she is trying to do and why it is not working. By reflecting on her lesson plan and observing the learners, she realises that she has not explained the topic clearly enough and the learners aren't sure what they are meant to be doing. She stops the group work and gives clear instructions to the whole class about what they are to do in their groups.)

These three forms of competence combine to make up *applied competence*. Therefore, displaying applied competence essentially means being able to show that:

- You are able to perform certain tasks (practical competence)
- You understand what you are doing in these tasks and why (foundational competence)
- You are able to connect what you know with what you do so that you can learn from your actions and adapt to changes (reflexive competence).

Consider this example [From le Roux, 2000:12]:

Mrs Du Toit attended a workshop on using group work with learners. She thought it would be a good idea to use group work with her learners. So she shifted the desks in her classroom so that they were clustered into groups. This didn't work very well, however, as the learners started copying their Maths answers from one another. She had set individual tasks and when learners sit in groups they are easily distracted. She had demonstrated some practical competence in arranging her learners into groups but no foundational competence as she did not understand why group work was useful and how to use it most effectively. If the learners sat in groups they would need tasks that required discussion and working together. Fortunately, Mrs Du Toit shared her experience with a colleague who helped her reflect on how to improve the situation. She then developed some activities which were suitable for the learners to do in groups, tried them out and reflected again.



This activity will help you to consolidate your understanding of what you have just been reading.

1. Look back through the seven roles. Which roles do you think you play particularly well? In which roles do you think you need further development? How do you think you might achieve this further development?
2. Now think about the colleagues in your department/school and answer the questions in 1 above for them. What evidence would you require to confirm or disprove your impressions?
3. Consider the following case study. Which roles does Mrs Mdhuli play? Which roles do you think she plays well?

Mrs Mdhlu is the Grade 12 Biology/Life Sciences teacher at Zenzeleni Secondary School. For one week, she was asked to substitute for the Grade 7 educator. She wanted to help the learners develop a more informed understanding of their environment. As part of this goal, she planned a lesson on soil within the school grounds.

She planned to take the learners outside of the classroom for some practical work and then to consolidate the learning with some follow-up classroom-based work. She realised that the learners would probably raise a lot of questions so she visited her local library and scanned and borrowed some appropriate books for them to dip into as required. She also realised that she would need more than a single period to complete the learning programme she was developing and so arranged with another educator to swap classes so that she could have a 3-period session with the Grade 7 learners. The other educator became very interested in Mrs Mdhlu's ideas and thought that if it worked, she'd like to offer the same experience to her own classes. Mrs Mdhlu promised to discuss what happened during coffee break the next day.

Mrs Mdhlu gave a short introductory brief to the Grade 7 class, split them up into mixed ability friendship groups, and sent them out into the school grounds to collect samples of different types of soil they could find. She did not use any technical terms but rather asked them to look for differences in colour, texture, location etc and to jot down some rough notes on their findings.

Back in the classroom later, she allowed some of the learners to present their samples and observations to the rest of the class, using their own language and terminology. She then introduced them to some "scientific" descriptors, such as claylike, loamy, sandy etc. and asked her learners to classify their samples according to these descriptors. Whilst they were doing this, she noticed that two groups had not managed to find a full range of samples and so asked them to classify what they had got and then gave them a few minutes to go out and find some additional examples, but to remain in sight of the classroom.

Whilst the groups were working, Mrs Mdhlu watched five learners in particular and made some notes about their participation in and contribution to their groups. She also visited each group to ensure they had been able to correctly classify their soil samples. Where groups had made a mistake, she asked them questions about how and why they had classified the way they had, and in so doing helped them to realise their mistake for themselves.

Both Mrs Mdhlu and her learners enjoyed this lesson and in her discussion with her colleague the next day, she observed how the learners had mostly remained focussed for the whole session, when normally they are getting restless by about halfway through a normal lesson. She wondered whether she should not plan more lessons in which the learners would be actively participating in this way.

How easy was it for you to answer questions 2 and 3 in activity 1h?

You probably identified that in the course of her teaching, Mrs Mdhlu engaged with all the different roles outlined earlier – occasionally separately but mostly simultaneously and in an integrated way. The three roles of planner, assessor and mediator are particularly closely interlinked. You probably realised that you also



tend to play several roles at the same time in the course of your day-to-day teaching.

However, were you able to make judgements about how **well** the roles were being played?

Without some guiding criteria, it is actually very difficult to make judgements of worth like this. The *Norms and Standards* document (RSA 2000) provides some guidelines for the kinds of things we should be looking for with respect to our performances in these different roles. As mentioned earlier, these competences are divided into foundational, practical and reflexive competences. Whilst this division is useful for ease of reference, you should remember that we are really interested in how each of these different types of competence work together to allow us to demonstrate **applied** competence. Later in Unit 4 we will see how the IQMS instrument provides us with a tool for evaluating performance.

It should be clear from the foregoing discussion that if we are to achieve all the things outlined here then there must be access to information and policy resources and well coordinated communication.

## 1.5 Communication in leading and managing curriculum delivery in a school

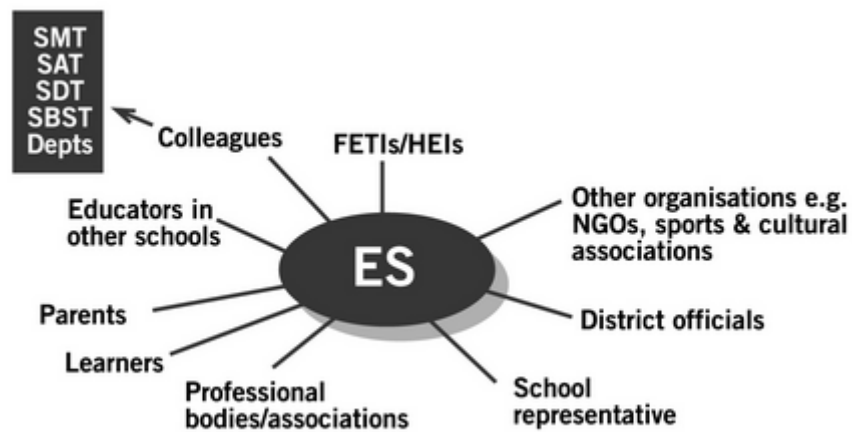
The effective flow of communication and information lies at the heart of successful management. Much of this communication and information flow takes place during meetings and circulars. These have to be managed carefully to ensure that all stakeholders are up to date with what is happening and expected in the department. Meetings are used to reinforce feedback on successes, achievements and gratifying developments within your department and school.

Since we believe that this is also a critical aspect of the ES's role, we include the following extract from the ELRC Resolution 8 of 1998:

### Communication

1. To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.
2. To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
3. To meet parents and discuss with them the progress and conduct of their children.
4. To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
5. To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.
6. To maintain contact with sporting, social, cultural and community organisations.
7. To have contacts with the public on behalf of the principal.

The issue of the communication role of the ES and other school managers will recur throughout this module but will be particularly addressed in the core modules on teaching and learning, leading and managing people and leading and managing organisational resources. The diagram below illustrates communication lines in managing curriculum delivery at school level. We have used ELRC Resolution 8 as a base and then added in some additional thoughts. How do your ideas compare with ours? Have we missed anybody? Are the lines of communication correct?



Channels of communication within the school  
(Adapted from Smit & Cronje, 1996:383; Van Deventer, 2000:11)

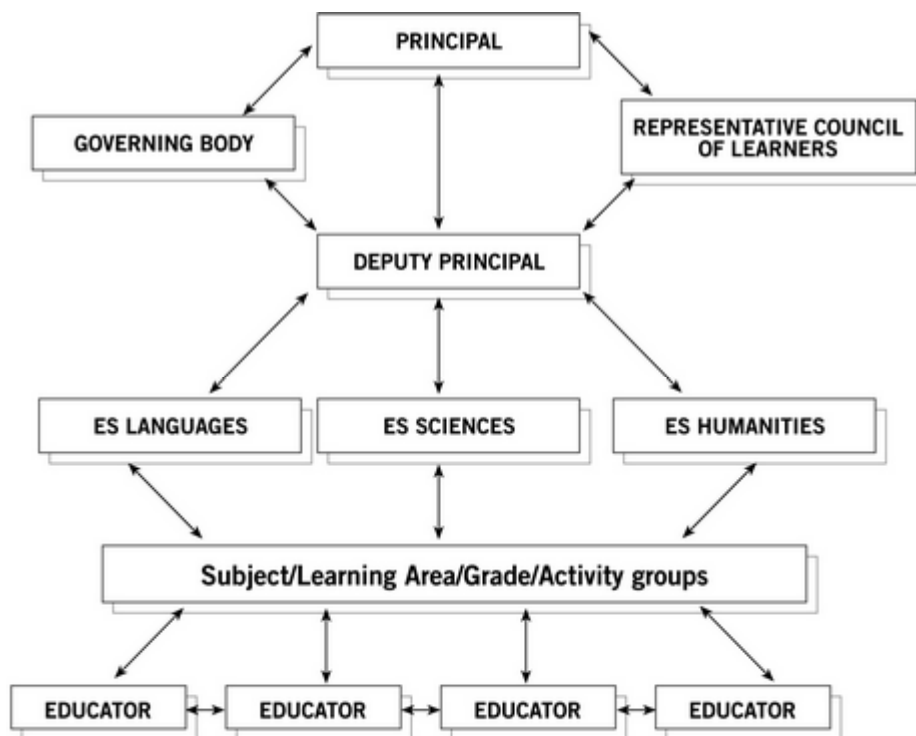


Figure 1: Communication channels

The diagram represents the usual flow of formal, professional communications. Of course, there is also a lot of informal communication that may happen according to a much flatter structure than the diagram suggests.



Communication is closely linked to monitoring and monitoring implies reporting and control. Consider the following questions in this regard:

- What is the importance of monitoring, reporting and control in the process of leading and managing curriculum implementation?
- What instruments should be used for monitoring and reporting?

- Who should conduct it?
- What is to be reported?
- How should it be reported?
- To whom should it be reported?
- To whom, how and when should feedback be given?
- How can/are effective monitoring and reporting done in the phase/learning area/subject you lead?



*Monitoring and evaluation are closely connected to assessment. Assessment, recording and reporting are dealt with in detail in the core module on Managing teaching and learning and the elective modules on assessment. An overview of assessment issues is also provided in the core portfolio module. Even so, we need to reiterate that:*

- *Just as control is the essential element of management, monitoring and evaluation provide the means of judging the success of the school in curriculum implementation.*
- *Monitoring and evaluation help people to realise that they must take responsibility for what they said they would do.*
- *Monitoring and evaluation can help future planning to be done correctly to reach the intended goals.*
- *Evaluation of programmes and practices is essential to any ongoing effort to improve any profession.*
- *Support is necessary to ensure development and growth.*
- *Monitoring should not be used to judge individuals.*

*Instruments used for monitoring may differ from province to province even from school to school, but these should be within a policy framework. The reporting system will differ from school to school. However, the bottom line is that reporting has to be made to the learners, educators and other stakeholders as soon as possible. The diagram illustrating communication that we looked at earlier on is also applicable for reporting. It should be noted that we now have a National Protocol on Assessment which provides guidelines on minimum requirements for planning, recording and reporting for the NCS.*

## 1.6 The National Curriculum Statement (NCS) and implications for schools

### 1.6.1 General principles

The background to curriculum transformation and the development of the NCS is handled in the core module on Managing teaching and learning. The new curriculum for South African schools is now in place. The challenge facing schools is to implement. The crucial question in this regard is whether schools are ready to implement in terms of teacher competence and resources. School leadership is faced with the challenge of leading and managing implementation of the new curriculum. It is, therefore, essential that we should be conversant with all departmental policies.



Which departmental policies would you need to lead and manage a subject, learning area or phase in your school? How can you ensure that you keep abreast of the policy developments at different levels of the school department (i.e. whole department, curriculum development teams, and individual educators)? How will you make sure that the entire school keeps abreast as well?



*There are several policy documents and guidelines produced by the provincial education departments that you must be aware of. As the new curriculum is being implemented several adjustments will be made to the existing policies and new policies will also be developed. It is, therefore, essential that SMT members should be always aware of the developments in curriculum at all levels.*

*You can keep in touch with the developments by making sure you attend all meetings, workshops, conferences and seminars on school curriculum organised by the Department as well as other organisations. Make sure that you get all circulars on the curriculum and compile them as reference materials. Above all you must disseminate this information through circulars and subject/learning area and phase meetings. It also crucial to ensure that these policies are implemented and not just talked about!*

Here is a list of some of the policy documents produced by the National Department of Education that you will need in order to lead and manage subjects and learning areas in your school:

- South African Schools Act (SASA), 1996
- Language in Education Policy (LiEP), 1997
- Further Education and Training Act, 1998
- Language Standardisation Policy, 2001
- Policy Guidelines to CASS in Languages, 2001
- National Curriculum Statement (Grade R – 9 and Grade 10 – 12)
- Learning programme Guidelines (FET)
- The Teacher Guide (GET)
- Subject Assessment Guidelines (FET)
- The National Protocol on Assessment for Schools in the General and Further Education and Training Band (GR-12).

- National Senior Certificate: A qualification at Level 4 on the NQF (2005).

The list is not exhaustive and new documents may have been created between our writing this material and your working through it. Most policy documents can be downloaded from the Department of Education website:

[www.education.gov.za](http://www.education.gov.za).



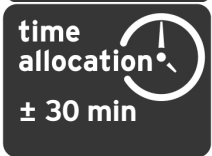
- Is there a difference between leading and managing the NCS for Grades R-9 and NCS for Grades 10-12?
- What are the differences?
- How do these differences impact on your approach to leading and managing curriculum delivery?



*It should be noted that although the underpinning principles of managing the curriculum are the same for all schools, different types of schools call for different approaches to curriculum management. Schools can be different in terms of the subjects and learning areas they offer as well as phases of schooling that are offered. For instance one school may offer all grades from Grade R to Grade 12 (all phases) whilst the next school may offer only Grades 7 to 12 (from the senior phase to FET phase). It is therefore, essential that we should note these differences and manage accordingly.*



1. Take the NCS policy document for Grades 10-12 and the NCS policy document for Grades R-9 and compare them in terms of the following categories:



CATEGORIES	NCS GRADES R - 9	NCS GRADES 10 - 12
Principles		
Learning Areas and Subjects		
Phase Policies		
Subject Statement Design features		
Assessment		

2. Study the Learning programme Guidelines for Life Orientation Grades 10-12 and the Teacher Guide on Social Sciences Grades R-9 and compare them in terms of the following categories:

CATEGORIES	LIFE ORIENTATION GRADES 10-12	SOCIAL SCIENCES
Levels of planning		
Team process		
Core principles		
Resources needed		
Teaching strategies		
Assessment strategies		

**our  
comments**

*When we did this comparison ourselves, we noticed that the principles underpinning the NCS and the outcomes-based approach are the same throughout all phases of schooling. However, leading and managing in the Foundation Phase tends to be quite different from leading and managing Further Education and Training (FET). In the former case, teachers tend to have a similar experience and are much more likely to be open to working together. In the latter case, everybody is a specialist – much more likely to be a graduate than in Foundation Phase – may be less well disposed towards team planning approaches and may require more cajoling! Also the nature and management of resources tends to be different: in Foundation Phase we often need to think about multi-grade classrooms and play areas; in FET we need to think about lab safety etc. The learning programmes are also different: integrated in Foundation Phase and specialised in FET. The use of space and time is also different: Foundation Phase learners have shorter attention spans, need alternate bouts of physical activity and rest; FET learners on the other hand can be expected to work throughout the day and to concentrate for extended periods, often working independently. It is thus important for us to recognise this kind of diversity.*

**stop  
& think**

Although content and context are proposed and guidelines are provided for each subject and learning area, in principle the NCS does not prescribe syllabuses and contexts. These are left to the curriculum implementers. The question is how do we decide on content and context for our lessons? How do we know that the content and context we select will ensure that our learners attain and achieve the assessment standards and learning outcomes? How can we ensure that there is progression and integration in our learning programmes?

**our  
comments**

*This exercise will be taken forward in the next Unit on curriculum planning. We shall notice that amongst other things curriculum planning entails an analysis of Learning Outcomes and Assessment Standards.*

We have reviewed the principles and design features of the NCS. We shall now proceed to see how Learning Outcomes and Assessment Standards determine content and context for learning and teaching a particular subject or learning area. We shall also see how progression and integration are built into the subject and learning area statements.

### 1.6.2 Exploring learning outcomes and assessment standards

The word 'statement' in the NCS implies that it has to be explained and interpreted. It has to be unpacked to determine the content or the syllabus for each subject and learning area. Furthermore the content for each learning area and subject will have to be packaged in a particular manner to ensure that Assessment Standards are attained and Learning Outcomes are achieved at the end of each school phase.



Try the following group activity with the subject teachers whom you work with in your school. Take a subject or learning area statement of your choice and follow the following steps to determine content and context, conceptual progression and integration:

1. Carefully study the focus and scope for the subject or learning area.
2. Select, study and clarify ONE of the Learning Outcomes that have to be achieved at the end of the phase.
3. Determine what Assessment Standards learners are expected to attain in order to ensure that they are on the way to achieving the Learning Outcome you have selected.
4. Scrutinise the verbs, adjectives and concepts used in each of the Assessment Standards across the grades. This will help you to establish the progression that is built into these Assessment Standards across the phase.
5. Analyse the Assessment Standards to identify the skills, knowledge, attitudes and values in each grade. Also state the content and context you could consider for learning and teaching.
6. Refer to the assessment section of the subject or learning area statement to determine what form of assessment would be suitable for the Learning Outcome and Assessment Standards you have chosen.
7. Consider what Learning and Teaching Support Materials (LTSM) would be suitable for learning and teaching in this instance.



Whilst schools offering GET phases of the school curriculum are expected to offer all learning areas, schools offering FET learning programmes are required to make a choice of subjects from a long list of approved subjects called electives. Guiding subject choice is, therefore, one of the many functions of school leadership. You can refer to the National Senior Certificate policy document for details.

As noted earlier, however, the policy documents do not prescribe syllabuses so all schools will need to think about questions like the following:

- What has informed the school curriculum (as well as subject choice where appropriate) at your school?
- Why do we say that the choice of subjects at secondary school level is a very crucial issue? What choices do schools still have to make at GET level?
- How is this issue handled at your school?
- Who determines the school curriculum and on which basis?
- How do learners choose their subjects? How do educators identify contexts of learning? How can this be improved?
- What are the implications for the immediate and the wider community?
- How do the choices impact on learners' rights and gender issues?
- When was your school curriculum revised? Is it still meaningful and relevant?
- What ongoing research is being done in this regard?



*The question of curriculum and subject choice is closely linked to the question of the purpose of education in a South African context which is espoused in the developmental and critical outcomes. It also has to do with the right to education which is enshrined in the constitution. It is also linked to the choice of content and context for lesson planning. We shall discuss more of this in Units 2 and 3.*



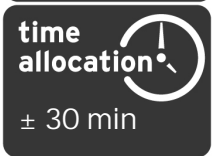
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*For now we say that it is important to ensure that the selected content addresses issues in the immediate and wider school context – issues that have been taken into account in our School Improvement Plan.*

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The school curriculum is often not based on solid ground. Often, what matters to the stakeholders is that children have a school to go to. More often than not, the school curriculum and subject choices are determined by the qualifications and expertise of the educators available. However, this matter has to be taken seriously.

Curriculum or subject choice for the school must be informed by the purpose for which that school has been established. Secondly, it must be guided by the needs of the community that school is serving, the needs of the region and as well as the greater South Africa. It is, therefore, essential that research should be conducted before a decision is made on the school curriculum and subject choices within that curriculum. The research should include choices made by other schools in the area. It should be noted that such research should be done on a regular basis so that the school can keep abreast of the changing needs of the community it serves.



- Evaluate your school curriculum against the needs of your community and current skill needs in South Africa.
- Suggest meaningful contexts (and where appropriate subject combinations) within your school curriculum.
- Indicate how this would impact on the available physical and human resources required by your immediate and wider community.



*Although the NCS policy does not prescribe subject packages except fundamentals, we believe it is important that schools should guide learners towards making sensible subject combinations which will lead to specific career directions. The crucial stage for choosing subjects is Grade 10. Therefore, learners must be guided during the early grades especially in Grade 9. Subject/learning area educators and ESs should collaborate with the Life Orientation educator in this regard. It should also be noted that not all learners will go on to FET studies – at least not immediately. So GET schools need to ensure that they have met all the learning outcomes specified in the policy documents and have explored a wide variety of contexts that will equip learners with a broad general knowledge and skills base.*



During our engagement in this unit we have explored the following salient issues:

- Curriculum management in the context of this module is about leading and managing curriculum implementation at subject, learning area and phase level. It entails curriculum planning, classroom practice and curriculum evaluation and improvement.
- Whilst curriculum management is primarily driven by the SMT, school leadership is in this respect much broader than that. Post level one teachers have a vital role to play in leading and managing the curriculum.
- In leading the process, leaders need to have specific well-defined roles to play and their activities must be synchronised by well-organised systems and procedures including an effective communication system.
- In leading and managing implementation of the NCS we need to realise that whilst the principles are the same for all school phases, each phase and each grade has its own peculiar demands which have to be considered by curriculum implementers.
- Whilst there are basic principles for managing the school curriculum, different types of schools and different school contexts require different approaches to curriculum choices and curriculum management.

In Unit 2 we will begin to explore how we might plan to manage all these issues.





# How do we plan the curriculum?

unit

2

Introduction	2.1
Unit 2 learning outcomes	
.....	
Curriculum planning, shared vision and time	2.2
.....	
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2.3.1 Phase level planning	2.3
2.3.2 Grade level planning (work schedule)	
2.3.3 Class level planning (lesson plan)	



# How do we plan the curriculum?

## 2.1 Introduction

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In Unit 1 we examined the concept of a school curriculum and looked at what is expected of the principal and others as curriculum managers and instructional leaders. In this unit we shall focus on the process of curriculum planning and its impact on teaching and learning at classroom level.

### Unit 2 learning outcomes

By the end of this unit you should be able to:

- Ensure that each school and school department establishes and promotes a shared vision that will give the school a sense of purpose and direction in order to enhance the quality of teaching and learning
- Demonstrate an understanding of what constitutes a learning programme as well as the policies, principles and processes that are involved in the development of learning programmes for different grades and phases
- Provide guidance on the design of learning programmes and teaching, learning and assessment methods
- Plan a school timetable that is suitable for the OBE curriculum and guide staff accordingly.

## 2.2 Curriculum planning, shared vision and time

Planning is at the heart of school management. The core module *Manage policy, planning, school development and governance* deals with this aspect of school management in detail. The principal is expected to know exactly where he/she is taking the school to as far as teaching and learning is concerned. Therefore, curriculum planning is one of the major functions of an instructional leader.



How would you answer the following questions if a new teacher joined your school and asked you for advice?

- How do we plan at this level of curriculum development?
- Why is it important to plan?
- How does this planning for subjects, learning areas and phase link up with the planning that is done at whole school level?
- How is subject, learning area and phase planning related to curriculum management?



*Planning is at the heart of school management. Nothing should be left to chance. Otherwise the whole process of teaching and learning in a school would be in jeopardy and under such conditions the Learning Outcomes may not be achieved. Therefore, curriculum planning is one of the major functions of an instructional leader. This implies that the principal will have to help the school determine needs, set objectives, identify and develop them and then exploit them in the operational sense. He/she does this through the process called Whole School Planning.*

Curriculum planning should be based on a very clear teaching and learning vision of the school. The principal as instructional leader is expected to help the school community to develop a shared vision for the school. This vision informs or influences the institutional vision. The institutional vision reflects the views of a much larger and more diverse group. By its nature vision is future directed; it projects a desired future state for the school and this implies that the school is striving to attain something different from its current state. In response to its vision the school develops what we normally refer to as a school development or renewal or improvement plan. In this manner all teaching and learning activities are informed by the vision. Research indicates that shared vision and staff co-operation feature high amongst the key factors that have been associated with effective schools (Roberts and Roach, 2006; Fidler and Bowles, 1989).

A school with a meaningful shared vision is always working towards improvement. Curriculum development should take place within the parameters identified in whole school planning and in particular in terms of the School's Improvement Plan (SIP). The SIP should provide some guidance on targets and strategies for achieving improved learner performance and will also help to identify possible contexts or themes for learning which address particular issues considered important by the school and its community, which speak to the realisation of the school's vision and mission and which will differ from school to school. It is therefore, important to ensure that planning for subjects, learning



areas and phases is informed by the whole school plan which is based on the School Improvement Plan (SIP).



Which issues have been taken up in your School Improvement Plan that will guide the decision on themes to be addressed in your subject, learning area and phase planning?

Are there any areas of the school curriculum in which you are aware that your school is underperforming? What strategies do you have in place to correct this situation?

What contexts inform (or should inform) the overall curriculum in your school?



*Depending on the school context:*

**School A** might highlight the following issues

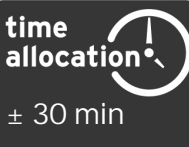
- *HIV/AIDS*
- *Unemployment and entrepreneurship*
- *Overcrowding*
- *Pollution*
- *Substance abuse*
- *Multiculturalism and tolerance*

**School B** might highlight the following issues

- *HIV/AIDS*
- *Subsistence farming*
- *Access to clean water*
- *Indigenous knowledge systems and practices*
- *Community development.*



Mr Ramano is a newly appointed ES in charge of the Intermediate Phase at Buhlebethu Primary School in Gauteng province. The school has five Grade 4 classes, five in Grade 5 and four in Grade 6. It is at the beginning of November and the principal, Ms Mokoena, has advised the ESs to complete curriculum planning for the following year before schools close for the summer holidays. As a new appointee from a school outside South Africa, Mr Ramano does not know exactly how to tackle this assignment.



Drawing from your experience how would you guide him? You may consider the following questions (and/or others):

- What is the curriculum planning that needs to be done?
- Why is it necessary?
- What is he expected to plan for?
- How does he organise the planning process?
- What resources will he use?
- Who should be involved and what roles should they play?
- What is the relationship between curriculum management, curriculum planning and curriculum development?



*Having helped stakeholders to develop a meaningful shared vision for the school, the principal has to lead and manage curriculum planning through the School Management Team (SMT) who are primarily instructional leaders. Each subject or learning area head leads a subject/learning area group which covers the entire phase.*

*The notion of School Management Teams takes us back to the core module on Managing teaching and learning where we looked at the school organisational structure. It is, therefore, important for us to once more ponder on the question of hierarchies and enquire how they impact on curriculum planning.*

*The ESs as instructional leaders are responsible for taking the lead in putting curriculum into practice and improving it. You will recall that in Unit 1 we said that among other things, in providing instructional leadership, the ES will:*

- *Oversee the curriculum planning*
- *Ensure that teaching time is used effectively*
- *Ensure that classroom activities are learner-paced and learner-centred*
- *Develop and use team planning (and teaching) techniques.*

*All these are aspects of curriculum planning at subject, learning area and phase level.*

*We shall discuss more about these functions as we proceed.*

We say that one of the functions of the ES as instructional leader is to ensure that time is managed and used effectively. Therefore, timetabling is one of the most important aspects of curriculum planning.

- Why do you think we include timetabling in this module although it seems more of an administrative function than instructional?
- In what way would timetabling for the OBE curriculum be different from the conventional timetable for FET schools new to implementing the NCS?
- Who is responsible for drawing up the school timetable and what is the process?
- What are the factors that we should take into consideration when drawing up the timetable?
- In which policy documents of the DoE are the following aspects of the timetable specified:
  - Teacher workload
  - Length of a formal school day
  - Time allocated to each subject or learning area
  - Teaching time per week
  - Teacher/learner ratio
- How does the lack of physical and human resources impact on the learners' right to learn and on the timetable?
- How do OBE principles impact on the process of developing a school timetable?

our  
comments


*Time is a very important resource for learning and teaching. We must manage it carefully in order to avoid chaos and to ensure that Learning Outcomes in a given learning area or subject are achieved. Timetabling can be a very complex exercise especially at a big school. Many schools fail to start timeously because the school timetable is not ready.*

*Care has to be taken that all learning areas and subjects are covered and allocated time as stipulated in the policy statement. By the way which documents are we going to need when drawing up a school timetable? What are*


*the stipulations with regard to Languages and Mathematics at intermediate phase? What combinations of learning areas are possible in drawing up a learning programme in this phase? What are the implications of combining such learning areas with regard to assessment and reporting?*

*These questions are addressed in the core module on Managing teaching and learning and you might like to refresh your memory at this point. We shall remember that learners in the General Education and Training (GET) band are required to do all learning areas whilst learners in the Further Education and Training (FET) band have to make subject choices. Subject choice raises a number of questions that we often overlook. These questions have been addressed in Unit 1. However, what we should note here is that subject choice is an aspect of curriculum planning: it should be managed carefully and it should be in line with the School Improvement Plan.*

**activity**  
2b



**time allocation**  
± 30 min



Implementing the NCS requires that we re-think the ways in which we use time. Let's prepare ourselves for the kind of thinking required for timetabling by a) engaging in a warm-up activity and b) reminding ourselves of the structure of the various curricula.

This activity comprises two exercises designed to stimulate your brain for the kind of thinking required for effective time-tabling.

1. Consider the grid below. How many squares can you find in this grid?
2. Now assume you have four teachers A, B, C and D. Allocate the four teachers time on the grid so that:
  - a) All four teachers appear in each row and column
  - b) No two rows or columns are the same
  - c) A teacher never teaches two periods consecutively.


3. Brainstorm factors that need to be considered in drawing up a timetable.



*There will be different timetables to suit the specific educational and curriculum needs of the different phases – foundation, intermediate and senior phases, and FET band. But there are some general guidelines that SMTs can use to draw up any school timetable. Some provinces have made computer software for timetabling available for schools and this should make the task of drawing up a school timetable easier. Nevertheless, whether we use computer software or not, the principles of drawing up a school timetable are the same.*

*In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours (5 days x 7 hours).*

*The actual classroom time is set out as follows in the NCS overview document (DoE 2002:17):*

PHASE	GRADE	TIME	
<i>Foundation phase</i>	<i>R, 1 and 2</i>	<i>22hrs</i>	<i>30mins</i>
	<i>3</i>	<i>25hrs</i>	
<i>Intermediate phase</i>	<i>4, 5 and 6</i>	<i>26hrs</i>	<i>30mins</i>
<i>Senior phase</i>	<i>7</i>	<i>26hrs</i>	<i>30mins</i>
	<i>8 and 9</i>	<i>27hrs</i>	<i>30mins</i>

*Time allocation in the intermediate phase is set out as follows (DoE 2002:18):*

INTERMEDIATE PHASE	
<i>Learning Area</i>	<i>Time (%)</i>
<i>Languages</i>	<i>25%</i>
<i>Mathematics</i>	<i>18%</i>
<i>Natural Sciences</i>	<i>13%</i>
<i>Social Sciences</i>	<i>12%</i>
<i>Technology</i>	<i>8%</i>
<i>Economic and Management Sciences</i>	<i>8%</i>
<i>Life Orientation</i>	<i>8%</i>
<i>Arts and Culture</i>	<i>8%</i>

*For a detailed engagement on timetabling we refer you to the core module *Managing teaching and learning*. However, it is important to note that timetabling is often delegated to the deputy principal in conjunction with the ESs.*

*Timetabling is closely linked to the issue of allocations of learning areas and subjects. We want to ensure that in each learning area/subject and grade allocation, we provide for a mix of experienced and inexperienced or less experienced educators so that mentoring and peer coaching are encouraged. The leader should keep a human resources file which profiles the educators involved in that learning area/ subject/ grade and/or phase. Some kind of “Control List” should also be kept to document monitoring and control of each educator’s work in line with the overall planning timelines of the school. Such a record could look something like the following:*

NAME OF EDUCATOR	LEARNING PROGRAMME	WORK SCHEDULE	TIMETABLE	ASSESSMENT RECORD

*Having completed the timetabling, each teacher should receive their own*

*timetable. In addition to their normal teaching loads, each teacher should be aware of when they should be available for possible substitution duties.*



The following are some of the reasons for very large classes and should be taken into account in the planning of the timetable and the deployment and monitoring of staff. Discuss whether these are problems in your school and what actions can be taken:

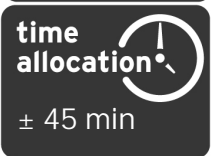
- Teachers who are not given their full quota of periods
- Teacher absenteeism and no plans for back-up regarding substitution by other teachers
- Teachers demanding time for admin duties
- Teachers leaving early and asking colleagues to “Look after my classes”
- Cases where the Province has not reacted to written requests for additional staff because of enrolment figures
- Subject combinations and choices e.g. 50 learners go to Biology but only 20 to History
- Teacher redeployment and teacher/learner ratios
- Teachers sharing classes so that one teacher teaches both classes for one lesson and the other teaches both classes for the second lesson
- Lack of enough classrooms
- Other reasons?



*These are genuine questions that school leadership has to address at the whole school level. Nevertheless it is important to note that they do impact on curriculum delivery at subject, learning area and phase level.*

## 2.3 Levels of curriculum planning

Curriculum planning in a school takes place at different levels - phase level, grade level and class level. The principle of designing down also applies in curriculum planning. We plan down from phase level to class level. However, the process of curriculum planning is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving backwards and forward in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this section are a guide and can be used as a final checklist in the planning process.



Using Mr Ramano's case as the background (Activity 2a), reflect on the following questions:

- When should curriculum planning be done?
- How often should the plans be revised and why?
- Who is responsible for curriculum planning as a whole and at each level?
- What is the role of teams in this regard?
- What is the possibility of school cluster planning? What are the advantages and disadvantages of such an approach?
- How does curriculum planning impact on teacher professional autonomy at each level of planning?
- Which documents do we require at the different levels of curriculum planning?
- How do we incorporate subject pacesetters provided by the Department of Education into the school curriculum planning?



*Policy requires educators to take the responsibility for developing their own appropriate curriculum based on the NCS.*

*At the phase level, the ES and all the educators teaching in those grades (e.g. intermediate grades 4, 5 and 6) are required to work as a team in developing a curriculum overview for the whole phase. This is rather like a route map that outlines in general terms how curriculum will be implemented in that phase. This is called a learning programme. Based on this, the educators of a particular grade develop a work schedule that specifies what teaching, learning and assessment will be covered in the grade. The class teacher/subject teacher/learning area teacher, then fleshes out the schedule into a detailed lesson plan for his or her class.*

*During the development of each of these levels of curriculum planning, more detail is added to that of the previous level.*

**NOTE:** The guidelines that follow are slightly adapted from the Learning Programme Guidelines for Grade 10 Languages developed by the DoE for national training in 2005 and offer suggestions that we feel are generally useful. There should not be anything particularly new to you in this section which serves as a reminder of key issues from NCS training.

Hopefully, you will already have completed much of the work required in the activities in this section.

### 2.3.1 Phase level planning

Phase planning is called a learning programme in GET policy documents and a *subject framework* in FET policy-documents. Phase-level planning requires school management to make time available for teachers to meet together in phase groups to plan for learner development across the phase. At this level of planning, the emphasis is on deciding on the clustering and sequencing of Learning Outcomes and Assessment Standards, and identifying appropriate contexts and possibilities for integration. It is important to note that the Learning Outcomes and Assessment Standards are given. What have to be decided upon are the sequence, grouping, context, progression and integration.

#### Steps recommended for phase level planning

A subject framework is the starting point in the design of a Learning Programme for FET. The following steps provide guidance on how to go about designing a subject framework encompassing Grades 10-12 but the same process could be used for planning in any phase:

#### STEP 1: Clarify the Learning Outcomes and Assessment Standards

The Learning Programme design begins with a reflection on Learning Outcomes and their related assessment standards. These are the foundations upon which work schedules and lesson plans are built.

The essential question when planning at phase level is: What Learning Outcomes do learners have to master by the end of the phase/FET band and what Assessment Standards should they achieve to show that they are on their way to mastering these learning outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce at the end of a particular grade and ultimately by the end of the phase or FET band. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the NCS Grades 10-12 (General) and for other phases in the relevant policy documents for NCS GET GR-9.

Teachers also need to take the critical and developmental outcomes into consideration when planning. Ideally teachers should work together to plan ways of creating learning, teaching and assessment opportunities that will develop these outcomes in conjunction with the Learning Outcomes.

#### STEP 2: Clarify the kind of evidence required

This step helps teachers to plan what they will teach and assess in each grade while taking progression across the three grades in the phase into account. This requires the planning of the following:

- In what **contexts** will learning, teaching and assessment take place in each of the grades for the learning area/subject?

- What **knowledge** will learners acquire, understand and demonstrate in each of the grades for the learning area/subject?
- What **skills** will learners learn and practise in each of the grades for the learning area/subject?

### STEP 3: Consider the assessment plan

This step helps to create a general plan for assessment in each grade for the learning area/subject while taking progression across the three grades in the phase/FET band into account. It is advised that teachers start considering the instruments to be used for assessment at this level so as to ensure that assessment remains an integral part of the learning and teaching process in the subject.

### STEP 4: Consider resources

This step helps to create a general plan for the utilisation and requirements of resources in each grade for the subject while the resources spectrum for three grades in the phase/FET Band is taken into account.

It is advised that teachers start considering the resources to be used for learning, teaching and assessment at this level so as to ensure that the relevant resources are utilised and available for the learning, teaching and assessment process in the subject.

Below are two possible examples of the ways in which phase level planning might be recorded. Compare the two templates which are taken from two different policy documents at two different levels.

**TABLE 1: NUMERACY PROGRAMME FOR THE FOUNDATION PHASE (SIMPLIFIED FROM DOE 2003:86-7)**

Week	1	...	11	12	13	14	...	32
<b>Grade R</b>			LOs ASs Context: Integration:	LO1: AS: Counts to 10 LO3: AS: Recognises and names 3-D shapes LO4: AS: Describes time of day Family and friends Tech LO1; AC LO1				
<b>Grade 1</b>			LOs ASs	LO1: AS: Counts to 34 LO3: AS: Recognises and names and shapes in the classroom incl. prisms and spheres LO4: As: Sequences: yesterday, today, tomorrow				



			Context:	Family and friends			
			Integration:	AC LO1; SS LO2: SS LO3			
<b>Grade 2</b>			LOs	LO1: AS: Counts to 200			
			ASs	LO3: AS: Positions self in relation to 2D and 3D shapes			
				LO4: AS: Calculates elapsed time			
			Context:	Family and friends			
			Integration:	Tech LO1; SS LO1, LO2			

**TABLE 2: AN ILLUSTRATION OF A SUBJECT FRAMEWORK FOR FIRST ADDITIONAL LANGUAGE– GRADES 10 - 12**

<b>LO 1: Listening and speaking.</b>		<b>Critical Outcome:</b> teamwork, <b>Developmental Outcome:</b> strategies for analysis and organisation of learning			
Grade10		Grade11		Grade 12	
<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context & Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Instruments Resources Policies
Demonstrate knowledge of different forms of oral communication for social purposes	<u>International: Tsunami</u>  Research and investigation Oral presentation	Demonstrate knowledge of different forms of oral communication for social purposes	HIV/AIDS  Develop formal arguments from opposing viewpoints e.g. Ministry of Health (MoH) and Treatment Action Campaign (TAC)	Demonstrate knowledge of different forms of oral communication for social purposes	Globalisation  Formal debate as preparation for a discursive essay on advantages and disadvantages of globalisation
Demonstrate planning and research skills for oral presentations	Informational texts such as newspaper reports; radio and television news. Listening texts Printed and visual media	Demonstrate planning and research skills for oral presentations		Demonstrate planning and research skills for oral presentations	
Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations		Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations		Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations	
Demonstrate critical awareness of language use in oral situations	Languages Subject Statement	Demonstrate critical awareness of language use in oral situations		Demonstrate critical awareness of language use in oral situations	

<b>LO 2: Reading and Viewing</b>		<b>Critical Outcome:</b>			
<b>Developmental Outcome</b>					
Grade10		Grade11		Grade 12	
<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies
	Tsunami relief fund flyer		HIV/AIDS flyers and magazines		Internet-based research and news paper and magazine articles

<b>LO 3: Writing and presenting</b>		Critical Outcome:			
Developmental Outcome					
Grade10		Grade11		Grade 12	
<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies
	Write an appeal for funds flyer		Write a formal essay arguing opposite positions and coming to a conclusion		Discursive essay

<b>LO 4: Language</b>		Critical Outcome:			
Developmental Outcome					
Grade10		Grade11		Grade 12	
<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies
	Emotive language		Formal uses of language		Rhetorical uses of language

Schools will need to ensure:

1. Phase level planning is completed/ revised before the start of a new school year.
2. All teachers participate and contribute.
3. Selected contexts are appropriate for the level of learning and address concerns of the school and the school community, among other things, do not violate any rights or core values and can be resourced adequately.
4. The plans indicate progression across the phase both in terms of contexts (e.g. Tsunami to HIV/AIDS to Globalisation – each context involves progressively more complex issues which are increasingly removed from the learners' everyday experience) and in terms of the challenge implicit in activities (e.g. present information on the Tsunami that hit SE Asia in 2004 in a factually correct, not judgemental, way; present and sustain opposing arguments on HIV/AIDS treatment; participate in a formal debate where the learner has to think on his/her feet).

In most schools, the actual task will be delegated to an ES. However, it is important for the SMT to provide space, time, resources and a guiding template and to monitor the development of, and evaluate, the final product of the phase level planning process.



In this activity, we want you to develop a phase level plan of your own (or to critique one that has already been developed in your Department). As you complete the activity, make sure that you address the following questions:

1. Who should be involved?
2. How long will it take, when should it happen and what resources will you need?
3. What do you like/dislike about the templates offered in the examples? If necessary design a template that works better for you.
4. Now complete at least one level of your phase level plan using different ideas from those given in the examples.



*Your attempt to engage with this activity should have made it very clear that a) it takes time b) that you need access to the relevant policy documents c) that you need a process to check that all the Learning Outcomes and Assessment Standards will be covered over the phase and that there is a logical sequencing and progression from one grade to another in terms of contexts and typical activities. It will be much easier to keep track of all these variables if phase educators work together in teams (within the school and where possible even in school clusters).*

In this section we looked at phase level planning. In the next two sections we will focus on the development of the work schedule and lesson planning.

### 2.3.2 Grade level planning (work schedule)

In this section we move to the next level of planning, the grade-specific work schedule.

The work schedule is a more detailed planning tool which focuses on the work to be completed in a particular grade. The following template could be considered for this level of planning.

**TABLE 3: NUMERACY WORK SCHEDULE FOR THE FOUNDATION PHASE**

*(Simplified from DoE 2003:88)*

#### Grade 2

*Teaching time available:* 35% of 22 h and 30 min

*Per week:* 7 h and 30 min per week for 2 weeks

*Per day:* 1 h 30 min

*Lesson plan:* 5

*No. of days:* 10 days

*Learner needs:* Language support – many African Language (AL) speakers in group

Week	1	...	11	12	13	14	...	32
Grade 2			LOs ASs	LO1: AS: Counts to 200 LO3: AS: Positions self in relation to 2D and 3D shapes LO4: AS: Calculates elapsed time				

Week	1	...	11	12	13	14	...	32
			Context: Integration: Resources:	Family and friends Tech LO1; SS LO1, LO2 Counters or burnt matches; 200-chart; number lines; cards; worksheets with problems; grids for calendar sheets; birthday chart; paper, scissors, glue etc.				
			Teaching, learning and assessment contexts:  Assessment:	Count real objects Select, describe and compare 2-digit numbers 50-150 Read, draw and discuss to solve problems Construct a floor plan Move in class on instructions using 2D shapes Make calendar sheets Read time on analogue Peer, Self, Worksheets				

It is necessary to ensure that the phase-level planning is completed and signed off on, and that each affected teacher has a copy of the phase-level plan before work commences on the work schedule.

#### Recommended steps for developing a work schedule

Using the considerations and decisions arrived at in the design of a subject framework, the learning, teaching and assessment process in each of the three grades for a subject is unpacked in grade-specific work schedules. This is the second stage in the design of a learning programme and it is at this point that a move is made from theory to practice. The following steps provide guidance on how to approach the design of a work schedule per grade:

#### STEP 1: Integrate Learning Outcomes and Assessment Standards for the grade

This step assists in determining the manner in which the Assessment Standards for each Learning Outcome will be addressed in a particular grade during the learning, teaching and assessment process. In instances where integration does occur, the learning, teaching and assessment process must focus on the SKVAs of the Assessment Standards that have been grouped together, while where no integration takes place, the SKVAs of the individual Assessment Standard can be dealt with independently.

Integration should not be forced but should flow naturally from the activities that have been designed. For example, in preparing to write an essay, learners will need to draw on Assessment Standards linked to reading, thinking, writing and language domains and probably also speaking and listening too. If teachers have planned together it is conceivable that the same essay could address Assessment Standards for both Languages and a subject area such as History or Economics. However, this does not mean that it is necessary or desirable to try to force integration between Assessment Standards and subjects or learning areas where the linkage is not readily apparent.

## STEP 2: Sequence and pace integrated Learning Outcomes and Assessment Standards for the grade

This step assists in determining the order in which SKVAs will be presented in a particular grade and the period of time that will be spent on the learning, teaching and assessment of each Learning Outcome and/or Assessment Standard in that grade.

For example, the suggested time allocation per grade for an FET subject in a school year assumes 33 weeks per year and 4.5 hours per week. It is recommended that teachers work out the number of weeks per term (year) in their particular school and schedule teaching accordingly.

## STEP 3: Consider activities, resources and assessment instruments for the grade

This step assists the teacher in choosing the most effective types of activities, resources and assessment instruments that will ensure the achievement of the Learning Outcomes and Assessment Standards as sequenced and paced in Step 2 above.

**Table 4 below provides a useful checklist for completing a work schedule for a grade.**

**TABLE 4: CHECKLIST FOR A WORK SCHEDULE**

CHECKLIST FOR DESIGNING A WORK SCHEDULE		
1	Checked <b>policy documents</b> for curriculum requirements?	
2	Considered what <b>Critical and Developmental Outcomes</b> are being addressed?	
3	Covered all <b>Learning Outcomes</b> repeatedly in different contexts during the year?	
4	Covered all <b>Assessment Standards</b> repeatedly in different contexts during the year?	
5	<b>Integrated</b> the different Learning Outcomes and Assessment Standards in the course of my lessons?	
6	<b>Linked</b> with other subjects where relevant?	
7	Covered the <b>knowledge</b> required for the learning area/subject fully?	
8	Covered the <b>skills</b> required for the learning area/subject fully?	
9	Addressed <b>attitudes and values through the choice of themes</b> with particular attention to <b>Human Rights and Indigenous Knowledge</b> ?	
10	Ensured the development of <b>higher order thinking</b> throughout the programme?	
11	Ensured that the programme is at an <b>appropriate level</b> of rigour, depth and breadth for the grade, age and level of development of learners particularly in terms of the texts chosen?	
12	Ensured that my approach is <b>participative and resource-based</b> ?	
13	Given due attention to <b>assessment</b> as an integral part of the teaching process?	

14	Ensured that my assessment is accompanied by <b>appropriate criteria</b> at all times?	
15	Ensured that proper attention has been given to both the <b>process and the product</b> ?	
	<b>Additional criteria?</b>	

In addition to the points listed under phase planning, it will be necessary to consider the following additional points in monitoring and evaluating work schedules:

1. Does the planning take cognisance of inclusivity issues: is provision made both for overcoming barriers to learning AND expanding opportunities?
2. Are the resource requirements realistic in terms of the school's budget?
3. Is there sufficient variety in learner activity?
4. Is there sufficient variety in assessment strategies?
5. Do time allocations seem realistic?
6. Is the work schedule consistent with the phase plan?

Table 5 on the next page provides an example of a work schedule for a grade.

**TABLE 5: EXAMPLE OF A WORK SCHEDULE FORM FOR LANGUAGE**

The following grid gives an example of how a work schedule for the year can be organised. Think about changes that would need to be made to suit different learning areas and subjects.

WORK SCHEDULE	Grade:	Year:
<p>Themes and topics could be chosen with the <b>Critical and Developmental Outcomes</b> in mind and linked with whatever networks are to be done in the particular grade. The other texts chosen could link with networks for part of the programme. The following themes and topics are simply suggestions:</p> <ul style="list-style-type: none"><li>• Self-management, such as how to be successful in life, individual values and attitudes</li><li>• Problem solving, such as how to deal with crime in our community</li><li>• Community responsibilities, such as HIV/AIDS, other health risks</li><li>• Responsible involvement with science and technology such as cloning</li><li>• Arts and culture, such as indigenous arts and culture, international arts and culture</li><li>• The local, national and international environment, such as global warming, globalisation, access to resources, poverty, the media</li><li>• Entrepreneurship, such as running a business</li><li>• Educational and career opportunities, such as working in the world.</li></ul>		



<i>MONTHS / THEMES / ASSESSMENT STANDARDS</i>										
<b>THEMES</b>	1 Community	2 International	3 The Media	4 Health HIV/AIDS	5 Science	6 World of Work	7 Environment	8 Globalisation	9 Problem Solving	10 Arts and Culture
<b>Learning Outcomes</b> 1. Speaking and Listening 2. Reading and viewing 3. Writing and presenting 4. Language	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment standards</i>
Texts used										
Texts Produced										

Under each chosen theme, the teacher will choose relevant Assessment Standards for each Learning Outcome and in so doing, integrate all four Learning Outcomes



In this activity, we want you to develop a work schedule of your own (or critique one already done). As you complete the activity, make sure that you address the following questions



1. Who should be involved?
2. How long will it take, when should it happen and what resources will you need?
3. What do you like/dislike about the template offered in the example? If necessary design a template that works better for you.
4. Now complete at least one LO of your subject framework using different ideas from those given in the example.

Make sure that there is a clear link between your subject framework and your work schedule.



*We wish to make the same observation as before. Your attempt to engage with this activity should have made it very clear that: a) it takes time; b) that you need access to the relevant policy documents; c) that you need a process to check that all the Learning Outcomes and Assessment Standards will be covered over the grade and that there is a logical sequencing and progression from one term to another in terms of contexts and typical activities. At this level it is also useful to have available some of the resources that you might want to use. It will be much easier to keep track of all these variables if grade educators work together in teams (within the school and where possible even in school clusters).*

### 2.3.3 Class level planning (lesson plan)

Lesson plans are developed after the work schedule has been completed and are based on the work schedule. At this level, each individual teacher plans for his/her class taking into consideration the needs of his/her learners (i.e. individual learners' level of development, learning styles/barriers). This does not preclude possibilities for team planning and team-teaching (if the timetable allows). This point takes us back to the advantages and disadvantages of team work at this level of curriculum planning and development.

There is a variety of templates for a lesson plan. It is however crucial that the template chosen should contain elements which are in line with the OBE approach to teaching and learning that underpins the NCS. The following template could be considered for this level of planning.

**TABLE 6: NUMERACY LESSON PLAN FOR THE FOUNDATION PHASE (ADAPTED FROM DOE 2003:89)**

#### GRADE 2

<b>LESSON PLANS:</b>	My family and friends
<b>DATE/DURATION:</b>	3-14 March
<b>DURATION:</b>	2 weeks or 10 days
<b>HOURS PER WEEK:</b>	7h 30 min
<b>HOURS PER DAY:</b>	1h 30 min

Day 1	
Day 2	
<p><b>LOs and ASs:</b>          Maths LO 1          AS: Counts forwards and backwards in fives from any multiple of 5 between 0 and 200          Maths LO 4          AS: Calculates elapsed time in days, weeks and months using calendars          AS: Reads analogue and digital clock time in hours and minutes  <b>Context:</b> Family and friends          Integration: Tech LO 1 Technological processes and skills; SSH LO2 Historical knowledge and understanding; HL &amp; AL: thinking and reasoning</p>	
<p><b>Looking backward at:</b>          Counting forward and backward between given numbers in ones and tens (Baseline assessment: Q&amp;A)</p>	<p><b>Looking forward to:</b>          Multiplication of numbers 1-10 by 5 (5x)</p>
<p><b>Content/Context:</b>          Discussing clocks and watches, the role they play in daily life, how time was indicated over time, etc. (Baseline assessment 2: Q&amp;A)</p>	
<p><b>Learning activities and assessment:</b></p> <ul style="list-style-type: none"> <li>• Each learner traces around a template of an open hand (or around their own) and cuts it out</li> <li>• Pin up the hands (each with its five fingers) on the writing board counting in fives as they pin them up</li> <li>• Adding the number cards 5, 10, and 15 and so on at the hands. Then counting from a given to a given multiple.</li> <li>• Writing the multiples of 5 from 0 to <math>\pm 150</math></li> <li>• Marking the multiples of 5 on the 200 number chart and counting in fives from a given to a given multiple.</li> <li>• Observing analogue and digital clocks and watches and taking note of:             <ul style="list-style-type: none"> <li>- minutes in indicated “groups” of 5 (analogue) and by numbers 1 to 60 (digital)</li> <li>- hours as indicated by numbers 1-12 analogue and by numbers 1-24 digital.</li> </ul> </li> </ul>	
<p><b>Planned assessment (recording):</b>          Identifying, reading and writing and ordering multiples of 5</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Templates of hands with five fingers</li> <li>• Number cards of multiples of 5 to at least 150</li> <li>• 200 number chart</li> <li>• Blank calendar pages</li> <li>• Assessment guidelines</li> <li>• Assessment protocol</li> </ul>
<p><b>Expanded opportunities:</b>          Learners drawing analogue clock faces indicating minutes showing 1 to 12 and the 5 min intervals</p>	<p><b>Teacher reflection:</b></p>

The school will need to follow the same steps as indicated previously. It is necessary to ensure that the lesson-level planning is completed and signed off on, and that each affected teacher has a copy of the relevant work schedule, before work commences on individual lesson planning.

## Recommended steps for developing a lesson plan

Each grade-specific work schedule must be divided into units of deliverable learning experiences, i.e. lesson plans. A lesson plan adds to the level of detail for each aspect addressed in the work schedule and also indicates other relevant aspects to be considered for classroom practice when teaching and assessing. The following steps provide guidance on how to design lesson plans.

### Step 1: Development of learning, teaching and assessment activities

This step helps create a detailed plan of how to teach and assess the SKVAs as sequenced and paced in the design of the work schedules. When developing activities for lesson plans, the individual teacher needs to address the following:

- The type of learning, teaching and assessment **activities** which would be most effective in addressing the Learning Outcomes and Assessment Standards as identified and sequenced in the work schedule;
- What the teacher and learners will **do** at each stage throughout the activity;
- What will be **assessed** during each learning experience;
- What learning, teaching and assessment **methodologies, strategies, instruments, tools** and **resources** will be used;
- **Time** available for each activity or set of activities;
- **Pre-knowledge** of learners; and
- **Expanded opportunities** that can be built into the activity. These may include options for learners who work faster or slower than their peers, or tasks that learners can choose to do in different ways.

Table 7 on the next page provides a useful checklist for evaluating a detailed lesson plan.

**TABLE 7: CHECKLIST FOR A DETAILED LESSON PLAN**

HAVE I....		
1	Planned and prepared appropriate <b>resources</b> for each learning activity?	
2	<b>Sequenced</b> the plan logically?	
3	Allowed time for <b>extended opportunities and scaffolding</b> for learners experiencing barriers?	
4	Referred to what learners <b>already know</b> (prior knowledge) and built on that?	
5	Developed suitable <b>learner centred activities</b> ?	
6	Ensured that the activities supply <b>appropriate evidence</b> ?	
7	Considered the type of assessment (formative -, summative -, baseline – diagnostic assessment)? Chosen the most suitable assessment instrument (assignment, aural test, case study, examination, demonstrations, role play)? Developed tools for assessing learner performance ( <b>rubrics, control lists and rating scales</b> ) to assess evidence?	
8	Used a variety of <b>assessment methods</b> , including self, peer and group assessment?	
9	Ensured that all assessment leads to a <b>demonstration of Learning Outcomes in the form of evidence</b> ?	
10	Balanced <b>group and individual work</b> ?	
11	Ensured that <b>all learners</b> read, speak, listen, write and improve their language?	
12	Referred to the <b>real world</b> in choice of contexts?	
13	Catered in some way for <b>different learning styles</b> ?	
14	Structured <b>homework, projects and other assessment</b> meaningfully?	
	Additional criteria?	

Table 8 on the following page provides another example of a possible lesson plan format, this time for an FET Language lesson (compare it with the example given in Table 6 and take the features you find useful from each to make your own lesson planning template).

**TABLE 8: EXAMPLE OF A LESSON PLAN FORM FOR A LANGUAGE**

LESSON PLAN FORM										
Date:		To		Grade:		Language:		Level:		Theme:
Critical and Developmental Outcomes: Possible integration with other subjects:										
Activities	LO	ASs	Period	PROCESS			ASSESSMENT			PRODUCT
				Learning Activities	Resources/ texts used	Teaching/ Learning Strategies	Assessment tasks/ activities/ <b>instruments</b>	Tools for assessing learner performance	Assessment methods/Who assesses?	What is produced?
Possible <b>enrichment</b> activities:							Support to cater for <b>needs of learners with barriers</b> :			

## Step 2: Check that the lesson plan is complete and makes sense



Does the example provided below and on the next few pages seem complete and sensible to you?

The following text will be used in the example lesson

### **A rejuvenated Alex**

by R Khupiso

For the first time in its 100 year history, Alexandra, north-east of Jo'burg is to get its own fleet of ambulances. Mike Maile, the chief executive of Alexandra Renewal Project, announced on Friday that three ambulances will be made available.

"I am pleased to say that people will no longer have to hire private cars to take them to the local clinics," he said

Maile also announced that five clinics in the area were being upgraded and that the training of Healthcare workers was under way. He said that this was only the start of a huge project to upgrade the infrastructure in Alex. The renewal project in Alex has a budget of R1.3 billion. It will see a number of projects undertaken to improve the living conditions for residents, including the following: The completion of the Jukskei Environmental Master plan in which the banks of the river have been grassed and the families living below the flood line have been relocated. The widening and upgrading of the notorious London Road, a hotspot for road accidents, as well as the completion of a pedestrian bridge across the road.

The building of more than 2000 houses; the upgrading of the sports stadium and the building of two new schools.

"Further plans for a second phase of upgrading are well underway and will be started next year," Maile concluded.

Adapted from the *Sunday Times Metro*, 10 August 2003

### **Checklist that learners can use in introductory activity**

EVALUATION OF THE LOCAL INFRASTRUCTURE OF MY TOWN/CITY/COMMUNITY (MAKE TICKS WHERE APPROPRIATE)				
	OUTSTANDING	GOOD	ADEQUATE	POOR
Schools				
Health services				
Roads, streets and bridges				
Pavements				
Parks				
Recreation and sport facilities				
Sanitation				

Services (such as refuse services and sanitation)				
Business and shopping centres				
Water supply				
Electricity				
Security				
Public transport				
Libraries				

*(Add further items to the list)*

Table 9 provides an example of a completed lesson plan that uses the above resources.



**TABLE 9: EXAMPLE OF A LESSON PLAN**

<p><b>Date:</b> _____ to _____ <b>Gr:</b> 11 <b>Language:</b> English <b>Subject:</b> First Additional Language</p> <p style="text-align: center;"><b>Theme: Development of infrastructure in the community</b></p>										
<p><b>Critical Outcomes:</b> work effectively with others as members of a team, group, organisation or community; collect analyse, organise and critically evaluate information; demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation</p> <p><b>Developmental Outcomes:</b> participate as responsible citizens in the life of local, national and global communities</p> <p><b>Possible integration with other subjects:</b> Geography, Business Economics, Tourism, Life Skills</p>										
Activities	write no LO	Assessment Standards (AS)	Periods	PROCESS			ASSESSMENT			PRODUCT
				Learning activities	Resources/ texts used	Teaching/ Learning strategies	Assessment tasks, activities/ instruments	Tools for assessing learner performance	Assessment methods/Who assesses?	What is produced?
1	1	Demonstrates knowledge of different forms of oral communication for social purposes *Interacts in group discussions by expressing own ideas and opinions and listening to and respecting those of others	1	Introductory class discussion: What is infrastructure? Does our community have the necessary infrastructure to satisfy our needs? Discuss items of the infrastructure and come to an agreement on what is lacking.	Check lists to assess the infrastructure in the city / town / community	Class or group discussions  Make a list in table form of the infrastructure that ought to be available in the community and evaluate the quality.	Participation in class and group discussions	Observation	Teacher	

2	2	Demonstrates various reading strategies for comprehension * Skim texts to identify main ideas * Uses dictionaries effectively for the research of meaning	1	Individuals read the texts silently to identify main idea/theme; discuss appropriateness of title; reread and underline difficult/new words; compare answers  <b>Homework:</b> Answer comprehension questions set on text	Text (newspaper article)	Silent reading  Summarise main ideas/theme of text in one sentence and discuss  Research difficult/new words individually or in pairs	Correct identification and description of the main idea  Appropriateness of title  Comprehension of difficult/new words	Memorandum  Memorandum  Memorandum	Teacher  Self/pairs  Pairs	
3	2		1	Discuss questions and improve answers if necessary	Text	Class discussion	Mark own answers	Memorandum	Self	
4	4	Use structurally sound sentences in a meaningful and functional manner  Experiment with format and style for creative	2	Learners investigate in pairs the different kinds of sentence structures (simple and complex) and the use of the active and passive voice  Discussion on the style and format of	Reading text/ worksheet based on text	Work in pairs	Mark own/ others answers	Memorandum	Pair	Test (formative)

		purposes		the newspaper article  Make notes of findings						
5	1  3	Participate effectively in group discussions  Plan the writing process according to a specific purpose, target group and context  Use of advanced writing strategies and techniques for first draft * Decide on and effectively apply the appropriate style, point of view and format of texts * do research for written presentations * develop	2	Groups discuss different text types, format and presentation (gifted learners can elaborate on the assignments)  Do research to gather information  Organise information coherently  Groups plan a procedure that can be followed (including findings of research and questionnaires used) and decide on how work will be divided  Assignments: Formal report Interview (questions)	Groups receive specific criteria for each assignment, presentation requirements and research methods	Group work (each member of the group could choose one of the writing tasks)	Task-based  Groups interpret the task requirements and apply these correctly  Group work	Rubrics/rating scales and checklist	Teacher	Final product (summative) Formal report on infrastructure in the community (written with oral presentation on findings) Interview with council member on developmental plans for the community. Write a newspaper or magazine article based on the plans. The class presentation is a simulation of the original interview. Brochure and oral presentation on the development and opportunities in their community Letter to the Council recommending the findings of the research project in the community

		coherent ideas  Demonstrate the use of writing strategies and techniques for first drafts		Article Brochure Official letter  Discuss first drafts in groups and present in class, taking feedback into consideration			Well structured group presentation			
6	3	Reflect on, and evaluate own work considering the opinion of others and present final draft * Prepare text for final draft by proofreading and editing * present final draft	1	Group discusses feedback and uses set criteria for initial evaluation and effect improvements  Write final draft		Group work	Group presentation	Rubric/ rating scale / checklist	Teacher	Final group task

When designing teaching and learning activities for languages, teachers have to understand the link between the six Learning Outcomes in the NCS Grade R – 9 (Schools) and the four Learning Outcomes in Grades 10-12 in the FET Band. It should be clear how the knowledge, values, attitudes and skills have been covered in the different learning outcomes. Grade 10 teachers in particular have to familiarise themselves with the aforementioned aspects covered in GET in order to build on prior learning.

### Evaluation of lesson plans

In addition to the points listed previously, it will be necessary to consider the following additional points in monitoring and evaluating lesson plans:

	ITEM	Y	N	COMMENTS
1	Is there a context for the lesson and is it appropriate?			
2	Does the lesson planning take cognisance of inclusivity issues: is provision made both for overcoming barriers to learning AND expanding opportunities within the lesson?			
3	Are the resource requirements realistic in terms of the school's budget?			
4	Is there sufficient variety in learner activity and is there a sense of progression during the lesson?			
5	Is there sufficient variety in assessment strategies and is there evidence of planning for baseline, formative, summative and diagnostic assessment in a continuous process?			
6	Do time allocations within the lesson seem realistic?			
7	Is the lesson plan consistent with the work schedule?			
8	How and when will planning and implementation be monitored to ensure that there is consistent and high quality mediation of the planned curriculum?			
9	How and where should assessment be recorded and reported upon?			
10	Is there evidence of teacher reflection and a commitment to continuous improvement?			

By now, it should be clear that at least 2 days need to be put aside for phase and grade level planning and review in teams before the start of the new school year.

However, lesson planning could probably be managed one term at a time in advance. The ES and SMT need to be alert to teacher reflection and assessment reporting to ensure that planning and reporting do not become a mechanical exercise but that teachers respond to the actual performance of their learners and adapt accordingly. Planning for effective teaching and learning must be seen as a process not an event.

It follows from the above analysis that the SMT and responsible ES will need to ensure that they have in place the necessary systems to provide adequate support in the following areas:

- **Administration support systems** e.g. scheduling of meetings, recording and filing of minutes, collection and circulation of policy guidelines and training workshop announcements.
- **Staff and resource deployment systems:** e.g. SMT planning should ensure that teachers are deployed appropriately and that maximum use is made of teachers' secondary subject and extra-curricular skills and experience; that appropriate textbooks and other teaching and learning resources are selected, budgeted for, ordered, stock-managed and that provision is made for depreciation, loss and damage due to normal wear and tear
- **Assessment systems:** all teachers must be aware of the assessment recording and reporting requirements of the school e.g. what, how and when to report on assessment and the necessary tools should be provided e.g. mark books, ledgers for descriptive comments, blank report forms, rubrics, observation schedules.
- **Monitoring and evaluation systems:** All staff should be aware of the monitoring and evaluation procedures in the school and the assessment criteria used for these.

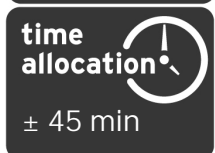
### Step 3: Reflection and review of the learning programme (LPG 40-54)

Once the Learning programme has been delivered by means of lesson plans in the classroom, the teacher must **reflect** on what worked, how well it worked and what could be improved. Teachers need to note these things while the experience is still fresh in their minds, so that if necessary they can adapt and change the affected part of the learning programme for future implementation.

Teachers should make use of the reflective cycle in planning. The identification of *learning needs* usually precedes the learning that takes place. Monitoring and assessing the progress of learners allow for the identification of further areas to be developed as part of the learning.



Evaluate the following Life Orientation Lesson using the lesson evaluation provided on the previous page.



**TABLE 10: LESSON PLAN LIFE ORIENTATION GRADE 10**

<b>Topic: Self-Esteem</b>				
<b>Learning Outcome 1: Personal Well-Being</b>				
<b>Assessment Standard:</b> Apply various strategies to enhance self awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others.				
<b>Teacher's role</b>	<b>Learner's Activities</b>	<b>Resources</b>	<b>Assessment Strategies</b>	<b>Estimated time</b>

<p>Teacher does the following:</p> <ol style="list-style-type: none"> <li>1. Introduces the two concepts</li> <li>2. “high self-esteem” and “low self-esteem”</li> <li>3. Engages learners in a Baseline assessment</li> <li>4. Agree with learners on learning outcomes for the activity.</li> <li>5. Learners are engaged in the learning and assessment process.</li> <li>6. (5) Set up a worksheet to explain what is required in the homework research</li> </ol>	<p>Learners in groups: Discuss issues they have studied regarding acculturation and . Brainstorm how</p>	<p>Pen Paper Text book</p>	<p><b>Tool:</b> Rubric Observation sheet.</p> <p><b>Type of assess:</b> Self assessment and teacher assessment</p> <p><b>Method:</b> Questions. Written quiz.</p>	<p>30 minutes.</p>
<p>Homework: Learners go to the library or internet and read more about self-esteem then write a paragraph on what to do to enhance one’s self-esteem.</p>				

### Lesson plan notes

This lesson is a fun, creative, and practical way to help learners to apply various strategies to be aware of themselves, know their emotions and be able to express their feelings whilst respecting the feelings of others.

#### BASELINE ASSESSMENT

At the beginning of the activity, learners should answer the following questions for the teacher to establish the level of knowledge and the depth of information required when facilitating the activity.



- Do you have a problem understanding your own feelings? Why do you say that?
- Is there time when your emotions rule you when you need to be reasonable or logical? Why?
- Are you easily threatened by your peer’s opinion? Why do you say that?
- Are you motivated in your school work? How can you explain that further?
- What do you do when you sometimes fail to achieve your goal?

#### CONTENT

The content focuses on knowledge required for one to understand what is meant by the two concepts “high self-esteem” and “low self-esteem”.

A person who knows how he/she feels about him- or herself and expresses the feelings is more likely to deal with his/her strengths and weaknesses appropriately. When that person comes in contact with other people, the likelihood is that he/she will be in a position to apply skills necessary for dealing with issues such as conflict, relationships with friends, family or even in the world of business. Such a person knows what to do to enjoy life and knows how to make others happy. This description fits in well with a person who has a “high

self-esteem". The daily life of a person with a high self-esteem revolves around concepts such as satisfaction and motivation.

On the other hand a person with low self-esteem revolves around negative experiences based on the feelings of loneliness, frustration, lack of motivation, anger etc. A person with a low self-esteem is the one who will focus mostly on negative things and avoid challenges, fearing failure.

In order to develop learners' self-esteem, the teacher should come up with activities that will focus on real life situations.

#### PROCESS

Learners work in pairs to come up with a list of their strengths, weaknesses and achievements. Let each learner share with a partner how in the past they have applied skills to enable them to use the listed strengths to achieve something in life.

**NOTE:** In the process the teacher should assist learners to build self confidence in order to avoid being more aware of their weaknesses and overlook strengths.

#### TEACHER ASSESSMENT

Observe the discussions, intervene appropriately and support according to diverse needs in groups.

**Integration:** The assessment should integrate Life Orientation LO1, AS1 in Grade 10 with LO1, AS3 in Grade 10.

Questions you could consider in evaluating the lesson plan:

- What are the key concepts (SKVAs) that the teacher has intended teaching?
- What is the content and context that will be used to teach the SKVAs?
- What is the lesson sequence i.e. how do these concepts and/or content flow into each other?
- How did the teacher decide on the level of complexity?
- Has progression been provided for in this lesson?
- Is the time allocation appropriate?
- Are methods, activities and resources used appropriate for this lesson?
- Is the mode of assessment appropriate for this lesson?
- Has integration been provided for in this lesson plan?

Given that monitoring is essential to ensuring successful implementation, we suggest that responsible leaders should meet with the educators whom they supervise on a regular basis. The following template could be adapted to use to record such meetings.



## Learning Area/Subject/Phase Report Pro Forma

Learning area:
Date of meeting:
Members present:
<b>1. Matters discussed:</b>
<b>2. Progress reports:</b>
2.1 Work covered:
2.2 Problems encountered:
2.3 Learners requiring special attention/support:
<b>3. Learning area/subject/phase development issues:</b>

In this section we looked at the lesson plan and realised that monitoring of planning is an iterative process that involves reflection on practice and implementation. The next section will therefore explore the ways and means of implementing the curriculum plans in the classroom.



During our engagement with this module so far we have noticed the following salient points:

1. That it is essential that our curriculum planning process is informed by the identified school needs which are encapsulated in the school shared vision.
2. The major role of the ES in this regard is to lead and manage curriculum planning by organising subject/ learning area or phase working sessions and providing the necessary leadership including making available the necessary information and interpretation of policy.
3. The three levels of planning:
  - The learning programme that translates the NCS into a phase-long plan (subject framework in FET) which provides a broad framework for planning within and across the phase
  - The work schedule which is a year-long plan of how teaching and learning will be sequenced and paced in a particular grade
  - The lesson plan or learning unit which comprises learning activities drawn from the work schedule. This could range from a single activity to a few weeks' teaching and is based on a learning cycle described concretely and in detail.
4. That although certain steps are followed during curriculum planning, the process is iterative and cyclical, not linear.



# How can we manage our classrooms effectively?

unit

3

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.....	
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# How can we manage our classrooms effectively?

## 3.1 Introduction

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In Unit 2 we reflected on planning from school level up to the classroom lesson plan. Even if the lesson plan is of good quality, however, it will not help much if it is not well-executed in the classroom. The principal and the SMT are required to lead and guide teachers through the entire teaching and learning process of planning, implementing, assessing and evaluating. In this unit, we shall have a look at issues that impact on successful implementation of a lesson plan in class. This will include managing and using learning space, managing and using resources and managing people at classroom level. All these are aspects of classroom management which are essential for enabling and facilitating effective learning.

This unit is concerned with getting practical. We have deliberately used a simple on-going case study, adapted from materials developed for the former Promat Colleges, that we feel that you could use as the basis of discussion with your colleagues. The case study is based on a rural primary school so towards the end of the unit, we also consider a case study of a secondary school to help consolidate our understandings.

### Unit 3 learning outcomes

At the end of this unit you should be able to:

- Demonstrate an understanding of practical ways and means of managing large heterogeneous classes
- Manage and use teaching and learning resources creatively through innovation
- Demonstrate an understanding of the crucial link between learning space organisation and different kinds of learning and teaching activities
- Demonstrate an understanding of the important link between planning, teaching and human relations at classroom level
- Reflect on the relative roles of different staff members in the effective management of subjects, learning areas and phases.



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What do we mean by classroom management? Who is responsible for classroom management? Who should take the lead?

Our aim is to create a classroom that is characterised by a sustained, successful, and purposeful collaborative learning environment. The question is what are the factors that make the classroom conducive for learning and teaching? In this regard we may think of the arrangement and organisation of the learning site, the roles of the participants, the resources, learner and teacher behaviour and movement, the language used, activities and participation, safety and discipline. All these are aspects of classroom management.

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Classroom management is closely linked to the roles of the teacher in an OBE classroom. One of the most important tasks of the teacher is to manage learning in the classroom and to make appropriate managerial decisions in the classroom. Planning is a prerequisite for successful and effective classroom management; management that will make optimal learning possible. Planning enables the teacher to avoid inappropriate learner behaviour by organising the classroom and materials so that the physical environment is conducive to learning. Davidoff and Lazarus (1997) have identified three dimensions of classroom milieu that impact on teaching and learning that need to be managed – physical environment, social environment and instructional environment. However, from our own teaching practice experience we can add to these three.

Classroom climate can be described as the psychological and social feeling or atmosphere that exists in the classroom. The atmosphere can be threatening, tense and competitive. On the other hand it can be supportive, comfortable, friendly and relaxed. There are a number of factors that can contribute to the classroom climate and can be categorised under three headings: physical aspects of the classroom, motivation or expectations, and interpersonal relations.

Myers and Myers (1990) cluster classroom climate variables into four major groups – ecology, milieu, social systems and culture. All four clusters mentioned interact with each other and have both positive and negative effects on classroom climate as a whole.

We understand that the circumstances and contexts of schools vary widely. As a school leader, you must be concerned to think about how you can contribute to the development and improvement of conditions that are optimal for teaching and learning. Irrespective of contextual challenges, educators can make a significant difference.

We shall now examine and reflect on each of these aspects.



- How would you describe your teaching and learning space?
  - Is it conducive to teaching and learning?
  - Does it suit your subject or learning area or phase?
  - How can you bring about improvement?
-

## 3.2 Managing and using the learning space

Petty (1993: 76) says that “good classroom organisation allows the lessons to run smoothly, so that good relationships can grow through positive experiences”. This statement implies that the educator should strive to create situations that are conducive for learning. Situations like these don’t just happen, however. We might have wonderful plans, but we still have to make decisions about how to put these plans into practice.

For the purpose of this unit we make a clear distinction between planning and organisation and the other classroom management functions. In practice, aspects of these functions often happen simultaneously and educators do not necessarily pay any conscious thought to their actions and reactions. It is only when we reflect on our management styles and analyse our plans and the related organisation thereof, that we focus more specifically on the functions, the sequence of events and the process that we call classroom management. We will explore this issue through discussion of an ongoing foundation phase case study and use this to tease out more generally applicable principles. We will then consolidate our understanding of these principles by applying them to an FET case study.



Sarah Kgopa was recently appointed as principal of a rural primary school – Sibongile Farm School. She was very excited when she heard and had been looking forward to her new job for months. It is now three weeks into the new term and she is no longer so sure that being a principal is such a good idea.

The school has only two classrooms and two other teachers, Mokete Ngobeni and Thabiso Kgomo. The school offers classes from Grade R to Grade 3 and has 120 learners.

At her previous school there were three teachers and four classrooms and she taught the Grade 3 classes. Now she is responsible for Grade R right up to Grade 3. The school’s large, mixed ability classes are quite exhausting and she often feels like giving up.

Sarah discussed the situation with Mokete and Thabiso and amongst other things Mokete and Thabiso complained about too much work in terms of lesson preparations and marking that has to be done. Mokete was convinced that there is nothing that can be done about the situation until the Department of Education has built additional classrooms and appointed additional staff.



What sort of problems might Sarah be having?

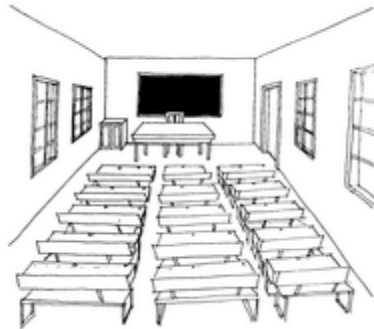
From your experience, what advice could you offer with respect to:

- Making best use of the limited space available?
- Making best use of the limited staff available given the sense of being overloaded that her teachers have already expressed?

**case study**


Sarah sits looking at her own classroom. She feels she has done the best she can. The desks are in neat straight rows and the desks that were broken have been repaired as best as possible. There are no pictures on the wall but Sarah never has time to even make a wall chart. However, she has made sure that the walls and floor are spotlessly clean. Sarah wishes she was back in her previous school.

Life seemed so easy last year compared to the problems she has to face this



year. Trying to manage the school and teach a large, mixed ability class means that she can never keep the learners busy all the time. She finds that she often gives them useless activities just to keep them occupied while she deals with another group. She thinks back to her days at teachers' college when they all said they would never give their learners useless activities but would ensure that everything the learners did would be educational and worthwhile. Such idealism they had then!

**activity**  
3b


Sarah's biggest problem seems to be that of coping with a large, heterogenous class on top of trying to manage the school as a whole. What suggestions could you give to Sarah to help her cope with having so many different needs in one classroom? Look again at the picture on the previous page.

**time allocation**


± 15 min

**Note:** we think that it is important to think about these issues at every level of schooling given the declining numbers of new teachers entering the profession, the policy on inclusivity and the fact that with the introduction of the NCS, we no longer make a distinction between lower, standard and higher grade in FET classrooms.

**case study**


Sarah sits with her colleagues trying to plan the classroom so that they can cope with the wide variety of needs. She told them that in her old school she had had two grades and she had separated the classroom in half. She wondered why they could not do that with the different learning needs they had identified.

**activity**  
3c


Use the space on the next page to draw a plan of how you would lay out a classroom to cope with four types of needs in Sarah's foundation phase class.

**time allocation**

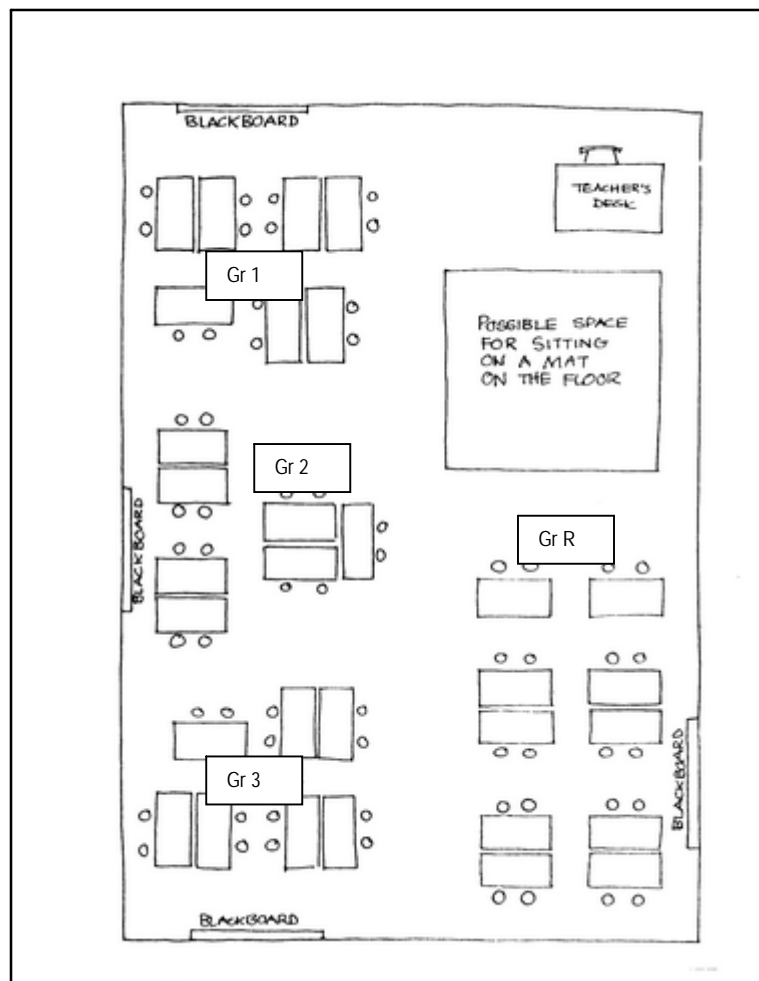

± 60 min

Here are some of the things you must keep in mind:

- There must be place for a teacher's desk
- The desks are double desks
- There are: 18 learners who struggle to read even at beginner's level  
14 learners who have a Grade 2 reading ability  
13 learners with a Grade 3 ability  
11 learners with a Grade 4 ability.



Here is a picture of the classroom design that Sarah discussed and recommended to Mokete and Thabiso.



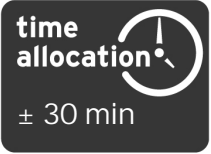
Mokete expressed a doubt as to whether this would work. Nevertheless, Sarah explained that she chose this layout for the following reasons:

- The groups faced in different directions so that they would not disturb one another.
- Sarah was going to buy some blackboard paint and paint a chalkboard on each wall. This meant that each group would have their own chalkboard to work from.
- Sarah could talk quietly to one group while the others were busy.
- There was a space on the floor where she could put a mat and the learners could come together for group discussions. If she found she needed this space for more desks, she knew she could use the shady area under the tree.

Sarah's problem and solution, raises issues that can be applied more generally. **All** teachers need to think about the best way to organise space to maximise learning.



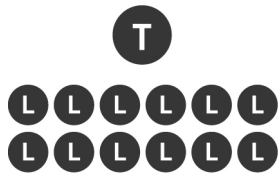
Use the diagrams to answer the questions that follow.



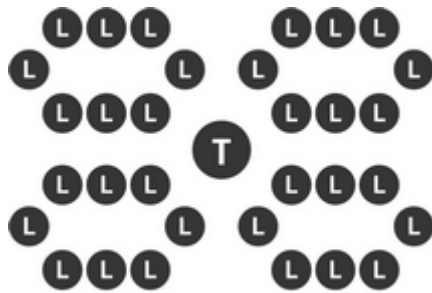
*Diagram 1*



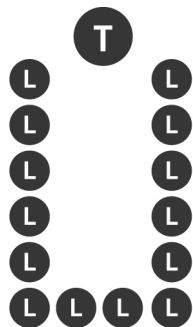
*Diagram 2*



*Diagram 3*



*Diagram 4*





(Inglis et al. 2000:26-7)

What pattern of interaction did you experience the most when you were a learner at school?

Who did most of the talking?

Who do you think should control the learning that takes place in the classroom?

- The teacher
- The learners and the teacher
- The learners.

Look at the classroom arrangements again and decide which arrangements would allow learners the opportunity to interact with each other over information-gathering.

What role do you think the teacher plays in creating an interactive environment?

What problems do you have with creating a more interactive environment?

Now think about your own classroom and the classrooms used by teachers in your learning area, subject or phase. Could the use of space in your school be improved? Even in FET schools where learners and educators tend to move from classroom to classroom, it might be possible to organise timetabling in such a way that one or more classrooms is more or less permanently arranged in a different way conducive to particular kinds of activities such as debates, discussions or group projects.



In teacher-fronted classrooms:

- Teachers control who can talk and when.
- Teachers do most of the talking.
- Teachers do most of the thinking.
- Questions are asked to keep the discourse moving.
- Most teachers' questions demand facts for answers.
- Learners become 'answering competent'.

*(Inglis et al. 2000:31)*

Let us now return to Sarah ...



Sarah was feeling much better by the time she went home for the weekend. During the week she stayed in a small room attached to the school but on weekends she went back to her family home. On Friday afternoon she had laid out her classroom in the new design and she was looking forward to trying it out on Monday morning.

It was lovely to see all her friends at home. She really missed company during the week although she knew she was fortunate to have a room to live in at the school. Other teachers had to travel a long way to school each day which meant they had less time for preparation and marking. Sarah made up for the lost time by sitting in the sun all day talking to her friends and family.

While she was chatting, she noticed how the older children were put in charge of looking after the younger ones. Sometimes a child was put in charge of children of the same age if the adults felt he/she was more responsible. This gave Sarah an idea. She could divide some of her classes into groups and put responsible

learners in charge of the groups. She was chatting to her brother, Joe, at the time and she told him what she was thinking.

“Good idea,” said Joe. “Even in our soccer training we use group work. We have group leaders who run the group sessions and the coach tells us what to do. The group leader is in charge and the group must listen to him. We find we get through a lot more training and we don’t wait around so much. The group leaders are not our teachers or coaches. They just help the coach.”

“How do you choose the group leaders?” asked Sarah.

“The coach does it and he usually chooses someone who can do the skills he wants us to practise or else if it is something completely new, he chooses someone that we all like, respect and will listen to,” replied Joe.

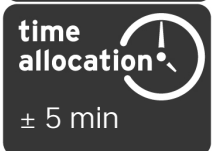
“I really like that idea,” said Sarah. “It means that the learner can get on with work without always waiting for me and they can do some worthwhile work, not just time filling things.”

It was getting cold outside as the sun had gone behind the hills. As they got up to move inside Joe warned Sarah, “I have tried it with the younger soccer group and you have got to be very organised and plan everything ahead. If you don’t, it doesn’t work.”

Back at school Sarah once more shared the story with her colleagues and suggested that they should consider implementing the idea. This time around even Mokete was keen to experiment.



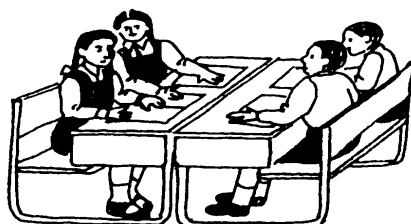
There are many ways of grouping. One of the ways is to group according to ability. This means putting all the faster learners in groups and slower learners in other groups.



List as many different ways of grouping as you can.



There are many ways of grouping and you will need to experiment in your classroom to see what works best for you. Here are three ways of grouping that may help you when teaching large classes.



### 3.2.1 Grouping by ability

This means grouping learners according to their capabilities and how well they achieve. Learners of similar ability may be put into one group. The two main advantages of this way of grouping are that if they are grouped together the teacher can help them all at once and give them more attention than a faster group may need. If the faster learners are grouped together, they will not be held back by slower learners. They can move on to more difficult work and will not get bored. Often it is bored learners who will disrupt a class and cause discipline problems. Unfortunately, however, no matter how groups are named, it soon becomes apparent which are the faster groups and this can demotivate the slower learners and cause the faster learners to become over-confident and lazy, coasting along instead of challenging themselves. Grouping by ability is therefore not a recommended long-term strategy for an OBE classroom.

### 3.2.2 Grouping for mixed ability

Mixed ability grouping avoids the problems of labelling and underperformance. Stronger learners learn how to explain ideas in ways that are more accessible to others; weaker learners can learn from the stronger learners. However, when these groups are formed it is important that clear roles are assigned and that learners are assessed on their ability to work cooperatively. Mixed ability grouping needs to be planned carefully, however, as there is a very real danger that stronger learners will in the longer term not be sufficiently challenged and weaker learners may become marginalised in their groups. Group tasks should involve a range of sub-tasks at different levels of complexity so that all learners are challenged and all can contribute something to the group effort.

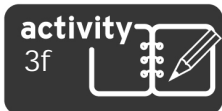
### 3.2.3 Grouping when the need arises

This grouping happens when a number of learners have the same problem. For example, you may be teaching long division in maths and you find that at least five learners do not have a clear understanding of place value. You would put these learners into a separate group and allow the others to continue with their work. In this way you are not holding back the whole class just to deal with a few who need help. Also, those few who need help will get more attention.

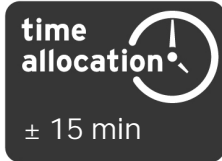
### 3.2.4 Grouping according to friendship

There are times when you need the learners to work in groups but the work does not depend on ability. In this case it is often a good idea to allow the learners to choose their own groups and let them group according to friendship. The other way of doing it is for the teacher to choose the groups but to be aware of who is friendly with whom.

The advantage of this type of grouping is that friends tend to be more cooperative with one another. Be careful, when allowing learners to choose their own groups. Some learners may be left out. Friendship groups can be used for projects, art, physical education, problem solving and discovery learning.



Look at the following lessons and decide what type of grouping you would use in each lesson:



Indicate the grouping strategy to use in each lesson ability, mixed ability, need or friendship.

- Learning new spelling words
- Doing word problems in maths
- Painting a group picture
- Reading aloud
- Studying a locust
- Follow up spelling lesson when you want to go over some special spelling problems
- Compiling project profiles of JSE-listed companies for Grade 11 Economics
- Conducting experiments in Grade 12 on the Conservation of Momentum.



*There are no right or wrong answers in the previous example. Some groupings may work better than others but each situation is different.*

*When learning new spelling words you may want to put the learners in ability groups so that the faster learners can work more quickly.*

*However, it might be better to use mixed ability groups and to place a learner who is better at spelling as group leader so they can help the group learn the new words. You may also find that the learners will have more fun if they learn with their friends. All these groupings can be used at different times.*

*You might choose ability groups for doing problems in maths, so that you can work more closely with those learners whom you anticipate will have problems. However, you could also vary the situation and let the learners do the work in mixed ability groups. The slower learners may learn from the faster ones and the faster learners will be given a feeling of importance.*

*Painting a picture is most likely an activity best done with friends. There will be less quarrelling and more cooperation.*

*Reading aloud can be done in all three types of grouping. Learners will get bored if they read with the same people all the time and learners can learn from listening to one another.*

*Studying a locust would probably be done in friendship groups but it would also be interesting to sometimes choose the groups yourself and make them mixed ability or mix learners who never usually work together.*

*If you were to teach a lesson on specific spelling problems then you could group according to need and put learners with the same spelling problem in the same group.*

The last two tasks probably lend themselves to mixed ability groups.

Criticos et al. (2002) make the point that different kinds of grouping might effectively be used within the same lesson for different purposes. They give an example of Ms Khumalo who is exploring the solar system with her learners.

“In this lesson she divides the class like this:

- Six of her learners work individually. They read about the exploration of the moon from a limited number of books she has purchased in addition to the prescribed text. Each learner will report back to his or her group as part of a long-term research project the class is doing. (They are members of the groups mentioned below.)
- Sixteen learners work in four mixed ability groups of four learners each. (When the learners doing individual research and those doing pair work return, these groups will be five- and six-strong.) The teacher uses a peer-tutoring technique here. Ms Khumalo has trained stronger learners to work as informal tutors with weaker learners in order to deal with difficulties she has noted.
- Thirteen learners – all stronger students – work in two ability groups. They are doing an ‘extension’ task because they have worked through the basic solar system ‘curriculum’. They will present a radio play to the entire class on what they imagine the first humans on Mars will discover. (Notice that this teacher allows stronger learners to work in slightly bigger groups. When the researchers return, they will be seven and eight strong.)
- Ms Khumalo works directly with a pair of learners who have missed a good deal of the work and performed badly in all assessment. The pair is working through a strongly structured worksheet with lots of assistance from the teacher.

Ms Khumalo uses groups with a clear eye on:

- the *kind of learning* she wants to achieve (her educational purpose);
- the *level* at which her (different) learners are working.” (ibid. 229)

How can we manage so many different needs in one classroom?

Sarah sat one Sunday evening looking at her timetable for the next day. She was feeling very tired as she had had a busy and social day at church and she was tempted to go to bed. However, she knew it would be silly not to prepare carefully. Besides that, she wanted to set an example for her colleagues. Here is an example of the lessons she had to teach:

Group 1: Writing practice for the letter “o”. Some learners were really struggling and others just needed practice.

Group 2: Practising subtraction of simple numbers.

Group 3: Spelling lesson on new words. The words are written on flash cards and learners must test each other.

Group 4: Follow up lesson on frog. Learners are going to draw group pictures on the habitat of a frog.

Here are the learner numbers:

Group 1: 18 learners

Group 2: 14 learners

Group 3: 13 learners

Group 4: 11 learners

**activity**  
3g



Decide on the type of grouping you would use for each activity and what size you would make each group. Where would the teacher, Sarah, spend most of her time?

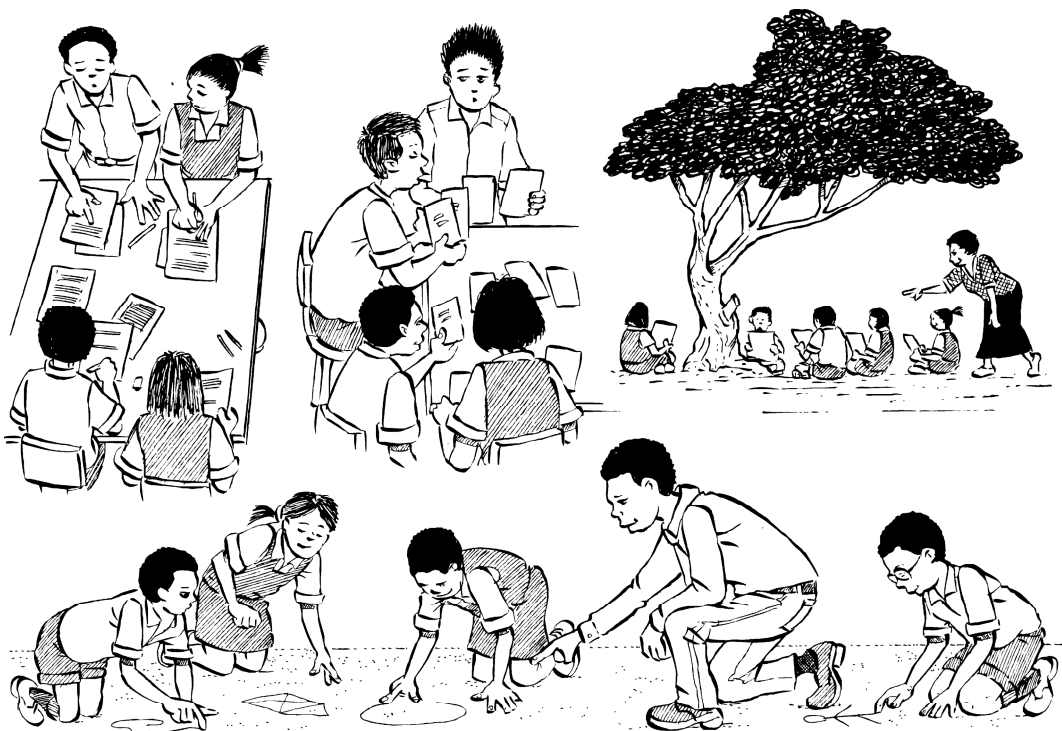
**time allocation**  
± 15 min



**our comments**



There are many variations on the way you could do this but we will give you one suggestion.



*Source: Adapted from Promat Colleges*

The Group 1s who need special help can all be grouped together (according to need) and Sarah would probably spend most of her time with them. They would most likely work on the floor using chalk to practise or else outside on the sand in the playground. Once Sarah felt they were improving, she could send them inside to practise in their books. By working outside they would not be disturbing the rest of the classroom. The other Group 1s could be split into groups of two or three and could sit together at one desk to practise. It does not really matter if these groups are friendship or ability groups as they are just practising a letter shape. If Sarah made the practice fun by getting them to make up silly words with the letter "o", the learner would probably be more interested.

The Group 2s could work individually or in pairs. It would probably be better if Sarah placed them in ability groups. She could allocate a more mature learner who was good at maths to be available if the Group 2s needed help.



The Group 3s could work in groups of three or four testing each other using the flashcards. These could be ability or friendship groups. Sarah could pop into the classroom every now and then to check on both the Group 2s and Group 3s.

The Group 4s could be sent to work in the shade of a tree outside the classroom. The lesson they are doing is fun and simple and they could be divided into friendship groups with 5 or 6 learners in a group.

With this kind of careful planning Sarah has made her life much easier.



Can Sarah's approach be used outside of the foundation phase? How might you adapt the idea for **your** learning area, subject or phase?

Sarah thought back to the day she had chatted to Joe and how he had said that they used group leaders in soccer practice. She felt she should be able to make better use of group leaders in her classroom and so spend more time where she was really needed. She knew it would be unfair to ask them to do any of the real teaching but they could help with a lot of the organisation and management in the classroom.



What kinds of things do you think group leaders can do in the classroom?

Here are some ideas:

- Leaders can organise the resources that are needed for each lesson. They can check that each learner has the paper, pencils, books etc that they need.
- They can organise certain lessons such as reading or spelling.
- They can make sure that each person in the group has a turn to read or that everyone has a chance to speak and make suggestions.
- They can check that each child in their group has handed in their work or that they all have their work returned to them after marking.
- More mature learners can write up some of the work on the chalkboard such as simple maths.
- When learners have to mark their own work, group leaders can check that this is fairly and correctly done.

The farmer's wife had sent some cereal boxes down to the school because she thought they could be used for teaching. They had colourful pictures on them and the cardboard was always useful.

It was a hot day and Sarah sat down for a minute to rest. The learners had finished for the day, the group leaders had laid everything out for the next day and the school was now quiet and peaceful. She picked up one of the cereal boxes and looked at it casually. On the back it had step by step instructions for a child on how to plant a small vegetable garden. The instructions were clear and simple and the pictures helped show what should be done. She was sure if she gave it to some of her slower learners they would be able to follow the instructions on their own.

As she was cutting it out to keep it she had a sudden thought.

She could make cards like these for the learners that would keep them effectively occupied without her having to be there. The more she thought

about it, the cleverer it seemed. It would obviously take some time to make the cards, but once they were done they could be used again – especially if they were covered in plastic and looked after by the group leaders. They would also have to be carefully written out so that they were easy to follow.

activity  
3h



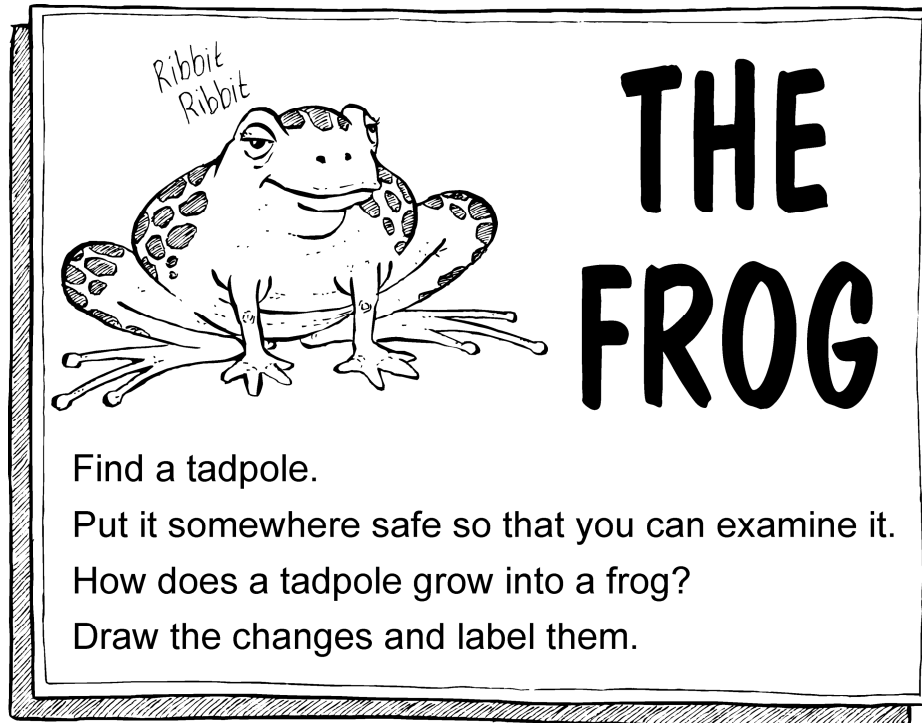
time  
allocation



± 10 min

Below is the first taskcard that Sarah designed for her class.

*Source: Adapted from Promat Colleges*



Study this taskcard carefully. How well would it work in the classroom and how could you improve it?

Now think about what would be the equivalent to a taskcard in the learning area, subject or phase for which you provide leadership. Would you be able to develop and provide an example for the other educators who work with you?

The classroom was noisy and chaotic with learners all around Sarah demanding her attention and asking questions about what to do next. She was meant to be spending time with the Group 3s while the Group 4s got on with their work on frogs but the lesson was not going well.

The Group 4s were unsure of what to do and were misbehaving. Sarah asked them to put their Science books away and gave them some language work to do. The class soon settled down to peace and quiet much to her relief. The Group 4s could obviously not yet work on their own with taskcards.

Later that day she had another look at her taskcard and realised that the chaotic lesson was a result of poor instructions on the taskcard and not because the Group 4s were badly behaved. The taskcard did not tell the learners where to find tadpoles, how to catch them or where to put them when they were found. She realised that she had not told them to look at their

textbooks to see how a tadpole changed into a frog, where to do their drawings nor what labels to use. Unlike the cereal box instructions, hers had been a little vague and she had assumed too much.

She shared her experience with Thabiso and Mokete and they discussed the advantages and disadvantages of using taskcards. They all agreed that it was definitely worth trying to use them again.




Here are some guidelines when designing taskcards (or worksheets for later classes):

- Make sure your instructions are very clear and write them down in step by step form.
- Do not try to put too much on one card. It will discourage the learners. A short taskcard will give the learners a feeling of satisfaction when completed. Rather ask them to do three short cards than one long one.
- Use illustrations. It makes the card more fun to do. If you cannot draw, cut out pictures from magazines and newspapers and stick them on the cards. You can even use cartoons.
- If you need a number of copies of one card, write the task on the chalkboard and get the learners to copy it in a handwriting lesson.
- Taskcards can also be illustrated in an art lesson.
- Use cardboard to make the taskcard more long-lasting.
- Write the card on paper and then stick it onto card from old soap power boxes or cardboard boxes.
- Not all taskcards need to be written by you. If an old textbook is falling apart, choose suitable pages and glue them onto cardboard. This is especially useful for maths, spelling and reading.
- Newspapers also provide wonderful material for taskcards and you can use both articles and pictures. Use these for language work, creative writing, reading, discussions and spelling.
- Cover taskcards with plastic bags so that they can be handled without damage and they will last much longer.

On the next page are some taskcards that were developed by Thabiso and Mokete after their discussion with Sarah. What do you think?

### WILL IT SINK?





Boats are often made of iron.

How do they float?

Make a boat out of a tin can. Does it float?

2. Now make a boat out of clay. Does it float?


3. Use one of your boats. Load your boat with goods eg. stones.

How many stones can your boat take before it sinks?

4. Write a description in your notebook of what you have done and draw a diagram.

5. Now answer this question: why do you think a tin can will float?


### SEARCH FOR COLOUR



After it rains we sometimes see a rainbow.

1. What colours are in a rainbow?
2. Search for rainbow colours in other places.
  - Try some oil on a puddle of water
  - Look at light shining through a piece of glass
  - Look at a soap bubble
3. Write down where you found rainbow colours.


### WORMS



Collect some worms.

You should find some if you dig in the flower bed.

Put them in a bottle.




Study your earthworm. Make careful drawing in your notebook.

Worms have a body divided into rug-like parts. These are called segments.

How many segments does your worm have?

### COLOUR IN PLANTS AND STONES



1. Go outside and look for tiny plants that grow on stones, walls, fences and bark of trees.
2. Write down (in your notebook) how many colours you can find.
3. Do you find different plants growing on different things? Describe in your notebook what we found.
4. Collect some small stones of different colours. What happens when you wet them? Describe what colours you find in the stones.

Source: Promat Colleges

Sarah rubbed her eyes and looked at her watch. It was late and she had been marking for three hours, not to mention the time spent on preparation. It was all very well giving the learners individual taskcards to do but it meant a great deal of marking and sometimes it was very tempting to give the learners something easy to do that did not include marking.



What suggestions do you have for Sarah that could cut down on the amount of marking she does?

Here are some ideas that could help you with your marking.

- Plan ahead so that your marking comes in at different times.
- For example, do not give all the groups a test on the same day and if you are giving work to the Grade 7s that will require careful marking, do not give the Grade 8s similar work on that day.
- This also means that the quality of your marking will improve.
- Allow the learners to do some of the marking themselves.

- Sometimes they can mark each other's work but it is usually more beneficial if they can mark their own work. In this way they can see where they made mistakes. If you treat the learners as if you trust them and do not take all the work in for marks, your learners will feel more inclined to be honest and not to cheat when they mark.
- Taskcards can have the answers on the back of the cards or on separate cards. The learners can check their own work and if they do not understand can then go to a group leader or come and ask you. You have to be careful to create an environment where the learners feel free to come and ask for help and know they will not be penalised or mocked for making mistakes.
- Have a balance of marking and non-marking activities each day. Not every piece of work needs to be marked
- **You should not do any marking during lesson time.** Lesson time is best spent moving around the classroom monitoring what the learners are doing. In this way you can see if the learners are coping with the work and you just give a brief tick or comment to show the child that you have noticed what he/she is doing.
- Not all work needs a mark that has to be entered in your mark book. Sometimes you just need to mark work to see if the learners understand what you have taught them.

It had been a terrible week. The previous weekend Sarah's sister had got married and Sarah had been very involved with the preparations for the wedding. She had done no preparation for teaching and she was noticing what a difference it made.

The learners were naughty, she was bad tempered and shouted at the learners all the time and all in all it had not been a good week.

This weekend she was determined to prepare properly so that she could enjoy the next week. Furthermore, she wanted to demonstrate to her colleagues that even under such circumstances something can still be done to improve the teaching and learning situation.



What guidelines could you give Sarah to help her prepare carefully and thoroughly for her lessons? Bear in mind that she teaches a large, very mixed class.

These are some guidelines that may help Sarah.

- **Which lessons should be taught early in the day?**

Some lessons are better taught early in the day when learners are still wide awake and can concentrate. These are usually programmes such as numeracy and literacy. Later on in the day you can teach life skills which do not require quite so much concentration.

- **Which lessons need teacher time?**

If you are going to teach a lesson to some learners which needs all your attention, then plan lessons for the other groups where they can get on with the work on their own or with the help of group leaders.

Remember that you may only need to spend part of a lesson with one group, and then leave them with work to do on their own. This means that you can then

spend time with another group.

- **Do you have all the resources you need?**

In section 3.3 we will be discussing resources but we will note here that it is a good idea for teachers to list all the resources they need on their lesson plan.

A lesson can be a disaster if the teacher suddenly finds she does not have an important piece of equipment.

- **Plan the type of grouping and the size of the groups in advance.**

This will make your lesson run much more smoothly and there will be no time wasted.

Managing space for learning refers to the physical environment in terms of the seating arrangements, utilisation of classroom space – how to deal with small and large classes and flexibility. It is important to note that although the physical environment may help or hinder the realisation of your learning outcomes, it is not all-powerful; one can always improvise. The bottom line is planning.

**key  
points**



In this section we thought about the management and use of the learning space. We saw how different ways of organising the classroom lend themselves to different kinds of activities.

It is our contention and experience that time spent in planning these kinds of things can go a long way towards improving classroom relations and minimising discipline problems. However, it is also clear that making use of different kinds of activities for different learners requires the management and use of a suitable variety of resources – the focus of our next session.

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### 3.3 Managing and using resources

In the previous section we saw how teachers can make use of a variety of ways of organising learning:

- Individual work
- Pair work
- Small group work (of various kinds)
- Whole class work
- and sometimes all in the same lesson.

It is clear that if different learners are going to be working on different kinds of activities in different ways, then the teacher will need to manage and use a similar variety of resources.

Referring back to our farm school:

Thabiso sat reading an old teachers' magazine that had been sent to her by a friend teaching in an urban school. It was an interesting magazine with wonderful advertisements for all the resources you could buy. She felt quite disheartened about the lack of resources and lack of money that she had to buy more resources. It would be wonderful to stock the school with all the things that could make learning such fun.

The magazine had been accompanied by a letter from her friend. Thabiso reread the last page again:

You are so lucky to be teaching where your learners can run in the fields and you can do such different things with them. We have a terrible situation where we cannot even go outside the classroom because of the noise and pollution from passing traffic. Just last week we had a burglary at the school and all sorts of equipment was stolen. We lost our best tape recorder and the video machine and television set was taken from the resource room. They even broke into my classroom and took down some of my precious wall charts and maps. Our brand new reading books and science books were all in a mess on the floor and the vandals had tried to burn them. Luckily they had not succeeded so we just have some books with charred edges.

Enough moaning from me. Enjoy your peaceful farm teaching.

Best wishes

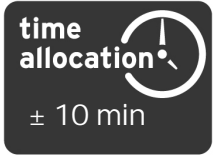
Salome

Peaceful farm teaching was a joke thought Thabiso. Salome did not know how lucky she was to have televisions, videos, new books, and wall charts. At teaching college they had had such ideals about what they would do. She thought back to all the principles they had learned. As sharing ideas was common practice at the school, Thabiso shared the story with Sarah and Mokete.

Together, they tried to remember some of the key principles they had learned about and whether or not these seemed applicable to the new curriculum.



Drawing from your knowledge and experience of OBE and NCS (Unit 1), and your own earlier professional training, see if you can write a brief definition of each of the following principles.



- Learning Outcomes and associated Assessment Standards
- Moving from the known to the unknown
- Active participation
- Moving from concrete to abstract

### 3.3.1 Learning Outcomes and Assessment Standards

A *Learning Outcome* is derived from the critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of a learning programme. A set of Learning Outcomes should ensure integration and progression in the development of concepts, skills and values through the Assessment Standards. Learning Outcomes do not prescribe content or method.

*Assessment Standards* describe the level at which learners should demonstrate their achievement of the Learning Outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in a learning area. They embody the knowledge, skills and values required to achieve Learning Outcomes. They do not prescribe method.

### 3.3.2 Moving from the known to the unknown

Learners need to accommodate and assimilate information using their past experience. Teachers need to be aware of this and when they are teaching something new to learners they need to relate it to something the learners already understand. For example you might want to teach learners about snow. If they have never seen snow before you will have to show them ice and then perhaps use sugar to show what snow actually looks like.

### 3.3.3 Active participation

Learners need to be actively involved in what they are being taught in order for them to learn effectively. They learn much more by **doing** than by listening or watching.

### 3.3.4 Moving from concrete to abstract

Learners in the primary school are at the age where they need to touch and see things before they really understand. They struggle to understand abstract ideas and the more real objects and pictures are used the better.

Even in secondary school, a complex phenomenon such as thermodynamics can be related to everyday experience as a way in to the formal science.

Another concept that you may have encountered in your earlier training is the useful Bloom's taxonomy.



### 3.3.5 Bloom's Taxonomy

This is a way of grouping activities starting with very simple and becoming more difficult and complicated.

Level 1: Knowledge	This emphasises remembering and recall.
Level 2: Comprehension	This level calls for understanding.
Level 3: Application	Learners are asked to use information learned to solve and explain how the various parts fit together.
Level 4: Analysis	Learners must examine a particular event or situation and explain how the various parts fit together.
Level 5: Synthesis	This means taking something and creating something else entirely new.
Level 6: Evaluation	Evaluation asks learners to make decisions about something and justify them.

It was all very well, thought Thabiso, but all these principles encouraged the use of resources. In her situation this was impossible. She had no time, no resources and a combined class.



Do you feel that Thabiso was right and what would you do in a similar situation?

If there was something that Sarah had succeeded in doing at her new school it was to motivate her colleagues to strive for a better standard of teaching and learning. Therefore, they took lesson preparations seriously.

Thabiso had all her lessons to prepare on Friday evening. She had been asked by her brother to go and watch a big soccer match he was playing in and she knew that by the time she had travelled there, stayed the night and come back the next day there would be no time to prepare. She had done most of the preparation and just had a Grade 2 lesson to do on 'Shelter'.

When she looked at the topic she became discouraged. She had no books or pictures and she just did not know how to make it interesting. The easiest way was for her to do some talking and then ask the learners to copy notes from the board. She wrote this down in her preparation file, sighed with relief and went to pack a bag for the weekend.

Another goal went in, this time scored by Thabiso's brother. Thabiso was having a wonderful day especially as her brother's team was winning. She was sitting with his friends and they had gone to a great deal of trouble to make her feel welcome. She sat listening to the conversation.

"We are lucky we have Joe in the team you know," said Jacob.

"Why lucky?" asked Thabiso. "It seems to be a very good team but then I don't know much about the game."

"Some of the team members feel that once they get into the team they do not have to do much more," replied Jacob. "They don't come to practices

and arrive for the matches late. But people like Joe really pull their weight in the team and are always there for every practice and match.”

Samuel, who was sitting on the other side of Thabiso said in a quiet voice, “Even the coach doesn't pitch for practices sometimes and then Joe takes charge of the coaching. It's really bad when the person in charge of the team doesn't do their job.”

Thabiso nodded her head and sat quietly for the rest of the match. She had been made to feel very guilty by these men with all their talk of teamwork and “pulling your weight”. She realised that if she did not prepare her lessons properly, then she could not expect her learners to be motivated and interested in the work. She was like the coach of the soccer team and had to set the example for her learners. She promised herself that she would work late on Sunday night if necessary and redo the lesson on ‘Shelter’.



Think of Thabiso's situation and her school. What resources could she use to make her lesson on ‘Shelter’ as interesting as possible?

Thabiso sat thinking about the Grade 2 lesson.

The best kind of experience she could give them was to look at real things. They could take a walk to look at one of their own houses nearby, the farmer's house was just up the road and there were some road works on the main road where the labourers were living in tents. They could also look for animal homes in the grass, trees and bushes and then there were all the farm buildings such as the barn and the cattle shed which were used as shelters. These visits would provide concrete experiences for the learners. They would also be looking at shelters that they were familiar with, i.e. the known and they could then move on to look for shelters they had not yet thought about, i.e. the unknown.

Once Thabiso really began thinking about the topic she felt quite excited. If the weather was bad or she felt she could not leave her other learners, what else could she do? She still wanted the learners to have a concrete experience.

The learners could make models of different types of shelter using the sand, mud, grass and sticks in the playground. They could even try and build their own shelter out of materials found out in the fields.

She could get the learners to make wall charts using pictures from magazines and their own drawings. She could set up a display area to show any small animal shelters that the learners might find such as nests. Use of pictures could lead to discussion and perhaps dramatisation by the learners.

Thabiso also made a note not to forget to make use of Bloom's taxonomy and to plan some worthwhile questions that would make the learners think, for example, “What would you do if you had no shelter?” and “How does life improve if you have shelter?”

Feeling quite inspired and excited, Thabiso sat down to prepare properly.

Thabiso's head nodded onto her chest and she jerked awake. The bus journey was long and dull and she had difficulty in staying awake. The two women next to her had not stopped talking since the bus had started. Up till now their topics of conversation had been of no interest to Thabiso but she began to listen as they talked of their learners' school.

"It's wonderful for a change to have such a motivated teacher. Thembe comes home every day excited about something instead of dragging her heels so that she does not have to do homework."

"As for Nati, he actually does homework, and you know what boys are like!"

"And you know she sees opportunities where others just see problems. Have you seen that hole in the floor in the one corner? The teacher has filled it with sand and covered it with a mat. In some lessons the mat gets taken off and the learners use the sand to do maths work or practise their writing by making patterns. At the end of the lesson the sand gets tidied up and the mat gets put back on. Very clever."

"I agree. The learners are even doing art. The last teacher just said he could not do art because he had no equipment. Now my child brings home all sorts of wonderful things. Just last week they used the ash from the fires and water and red mud and did some wonderful patterns on flat stone. And I have a very pretty wreath of grass hanging in our house that my son made me."

"Have you been asked to collect odds and ends? The teacher seems to be able to use anything we can collect - old boxes, tins, labels from bottles and tins, bottles, magazines etc."

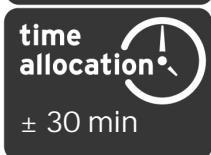
"Yes, we have a box into which we put bits and pieces. That reminds me. Have you done that sewing pattern for me?"

The conversation moved on to other matters and Thabiso stopped listening. She felt so guilty after hearing about the creative teacher. She was impressed and motivated by her colleague's enterprising and enthusiastic attitude. Suddenly feeling wide awake she took out her notebook and started making a list of what resources were available and how they could be used.

Back at school her colleagues were also moved by the story and were keen to experiment.



Referring back to the case study, here are the headings Thabiso and her colleagues came up with in the experimentation with new ideas:



- The classroom with its contents
- People in and out of the classroom
- Events in and out of the classroom
- Places
- Objects outside the classroom.

Use the above headings and make a list of all the resources that are available to you and your colleagues in the learning area, subject or phase that **you** lead.



*We have combined Thabiso's notes and our own ideas in section 3.3.6 below.*

### 3.3.6 The classroom and its contents

Walls, floors, ceiling, roof, desks

- could be used for measuring in maths
- counting objects in maths such as bricks

- calculating area
- vocabulary work and labelling each object
- use of windows, roof etc in health education e.g. ventilation
- estimating the cost of materials for building, renovating in ML and EMS.

### Books

- reference for research
- reading
- must be easily available and not always locked away.

### Bottles and jars

- collecting insects, and small animals for study
- storing seeds and grasses
- can be used for simple science experiments.

### Tins

- can be used for planting seeds for environment studies
- containers for counters in maths
- holders for paint
- for experimenting with water to show volume and capacity.

### Matchboxes and matches

- matches can be used in bundles of ten for maths
- making models
- matches can be counters for maths
- matchboxes can be containers for special spelling words for learner or for new words
- matchboxes and stones could be used to teach prepositions, e.g., put the stone //.

### Newspapers

- articles can be used for language or spelling work
- headlines can be used for Grade R learners to find particular letters and cut them out
- headlines can also be used for word recognition
- large sheets can be used for doing potato prints in art or other art work
- pictures can be used for writing and for teaching
- sheets can be used as the background for hanging up learners' work
- newspaper articles can be used for both language and content comparison and evaluation in higher grades.

### Magazines

- can also be used for language and teaching work
- wonderful for pictures for vocabulary work, e.g., look for light and heavy things
- scraps of coloured paper can be used for collages in art.

### Boxes

- can be used for reading or comprehension practice
- set up a pretend shop to learn about money

- display holders for models
- can be used as part of a model, eg., town or car
- storage for other resources and books.

#### Other bits and pieces

- Old calendars can be used for learning about numbers, e.g., find all the number 7s.
- Bottle tops can be used as counters in maths, wheels or eyes for models or threading.
- Coal, ash, clay, mud and juice from vegetables can all be used in art.
- Musical instruments can be made from bottle tops, wire, string, boxes and tin cans.
- Feathers and sticks with crushed ends can be used as paint brushes.

*(All of the above can be used as resources in Technology lessons.)*

### 3.3.7 People in and out of the classroom

Learners are a major resource in the classroom:

- A learner may draw very well and she/he could draw the pictures for a particular lesson or teach others how to draw.
- Some learners may have special knowledge about a subject. For example one learner may have seen snow or been to the sea and he could share this knowledge with the other learners. One child may know a lot about vehicles if his/her father is the mechanic on the farm and he/she could tell the other learners what he/she knows.
- The learners themselves can be used as a physical resource, e.g., counting fingers and toes, drawing the shapes of their bodies, measuring heights and weights.
- Older learners come to their classrooms with formal prior learning and emerging opinions on various issues such as teenage pregnancy, HIV/AIDS, political and economic policies etc. this can lead to rich debate.

The teacher is the main resource and is there to provide help and guidance with learning as well as do the best she can to provide other resources.

The community around the school is full of people who can be of help to the school.

- The farmer and his family can be asked to talk to the learners on special subjects; they can give permission to use various parts of the farm for teaching and they can be asked to collect any old equipment that could be used in the school.
- The church and the minister can be asked to help in many ways not only providing material things but also coming to the school to share knowledge.
- Local stores and shops can be asked to keep any old papers, materials and objects that they are otherwise going to throw away. The managers of the shops could be asked to come and speak to the learners about what they do.
- Builders, labourers, and other people who work with their hands could be asked to come and show the learners their skills.
- The local clinic and nurse could be asked to provide a first aid kit and talk to the learners about basic health care.

- Parents who work in different professions can be invited to give talks on the nature and requirements of the work that they do as part of the school's life orientation and careers guidance.
- Retired members of the community who may have special skills, knowledge and experience they can share or simply the time and willingness to help out generally.

### 3.3.8 Events in and out of the classroom

Annual holidays and religious festivals such as Christmas, Easter, Eid, Passover, Deepavali and birthdays can all be used as a resource for work in the classroom. For example, even the birth of a new brother or sister can be used as a resource.

In maths alone there are countless ideas:

- Work out age difference of learners in classroom and add all their ages together
- Comparisons, e.g. how much younger or older
- Measurement of growth and height
- Vocabulary work on younger, older etc
- Sets - sorting learners into sets of same age, same height etc.
- Weeks, months and years.

A new birth could also be used in language work, e.g. oral work on how to care for or feed a baby, reading about all kinds of new babies, vocabulary work and writing. You could do a whole theme in health care on caring for babies, nutrition and the growth of our bodies.

Once you start thinking in this way you will find that there are countless ideas.

There are also events that occur outside the classroom that can be used as a resource. Many of these will be seasonal such as harvest time, sheep shearing and changes in weather. When planning your lessons for the year be aware of what topics will best suit what seasons. It is pointless doing a lesson on frogs in midwinter when you cannot find a live frog. Grade 2s, for example, will probably undertake a study of the seasons. Do not try to do this all in one week but rather spread it out over the year and study each season as it happens. FET learners taking Economics could usefully spend some time engaging with the annual budget report. Science and Technology learners might participate in or visit the various Science and Technology fairs arranged during the course of the year.

There are other events that cannot really be planned for but can be used to make the learners' learning fun and interesting. An example of this is a thunderstorm. It can be used to measure rainfall, for language writing, for observing the effect of the water on the soil and how soil erosion occurs, patterns of water on the windows, what the animals use for shelter in rain and so on.

Planting and harvesting seasons occur on a regular basis and can be carefully planned. Before learners go outside they must know what to look for and what questions to ask, e.g. how much fertiliser is needed, how the soil is prepared.

When learners first go outside on field trips they may be a bit overexcited and uncontrolled. If you give them specific rules, prepare them for what they are going to do, and go outside often, you will find they will soon learn to behave.

Allow the learners to help you set rules for behaviour outside the classroom and you will find they accept and obey those rules. You can follow the same consultative process to develop rules for behaviour inside the classroom as well.

### 3.3.9 Places

There are many places that we often do not even consider as places for teaching and learning. For example, the road or the farm entrance gate can be used to teach lessons. Vehicles going past can be counted and analysed; the telephone poles can be used for a lesson on communication; the gate can be measured to see what vehicles would fit through it and so on. There are too many places to start listing but here is an example to give you some ideas.

Foundation phase learners are likely at some point to engage with all of the following topics:

- Types of work
- Transport and communications
- Introduction to maps
- Climate
- Links with other places
- Plant and animal life in the district
- The district as part of the province.

Here are some suggestions on places to use:

- Learners' homes
- The field
- The stables
- Birds' nests down at the river
- Fields where crops are grown
- The building site
- The garage/workshop on the farm
- The cow sheds
- The grain silos
- The vegetable garden
- The dairy
- The railway track
- The dam or river
- The old kraal where no one lives
- The main road
- The pumphouse
- The farm sheds
- The school field or playground.

### 3.3.10 Objects outside the classroom

Objects are anything that can be touched, handled and possibly brought inside the classroom for discussion. Examples of these are seeds, nests, sticks,

grasses, stones, leaves and small plants. There are too many to list but it helps to be aware of the wealth of resources outside the school.

There are many resources that we can use in our environment and we need to open up our imaginations. Resources are not only available by spending money. Some of the best ones are freely available.

### 3.3.11 The internet

The internet provides an increasingly rich set of learning and teaching resources and lesson ideas which can be downloaded and used as is or adapted to suit different needs and purposes.

**TABLE 11: USEFUL INTERNET SITES**

<a href="http://www.education.gov.za">http://www.education.gov.za</a>	Department of Education – National Policies in Education
<a href="http://www.thutong.org.za">http://www.thutong.org.za</a>	Thutong is the South African Education portal which locates useful information, curriculum and support materials all in one place
<a href="http://www.elrc.org.za">http://www.elrc.org.za</a>	Educational Labour Relations Council – Guidelines and Policies affecting staff
<a href="http://www.saga.org.za">http://www.saga.org.za</a>	South African Qualifications Authority – guidelines on issues like assessment
<a href="http://www.saide.org.za">http://www.saide.org.za</a>	South African Institute for Distance Education – you can download useful guidelines on managing ICTs and Vocational education among other things
<a href="http://www.mindset.co.za">http://www.mindset.co.za</a>	Contains example learning and teaching resources in a number of curriculum areas
<a href="http://www.mg.co.za">http://www.mg.co.za</a> <a href="http://www.teacher.co.za">http://www.teacher.co.za</a> <a href="http://www.suntimes.co.za">http://www.suntimes.co.za</a>	On-line newspaper articles from the Mail and Guardian, The Teacher, The Sunday Times
<a href="http://www.gcis.gov.za">http://www.gcis.gov.za</a>	A good starting point for government information and statistics
<a href="http://www.learn.co.za">http://www.learn.co.za</a>	The Learning Channel which has a variety of materials available for different subjects and grades
<a href="http://www.wcape.school.za/malati">http://www.wcape.school.za/malati</a>	The Mathematics Learning and teaching Initiative
<a href="http://www.botany.uwc.ac.za/sci_ed/index.htm">http://www.botany.uwc.ac.za/sci_ed/index.htm</a>	Resources and links for Biology
<a href="http://www.tessafrica.net">www.tessafrica.net</a>	Resources for literacy, numeracy and likeskills
<a href="http://www.heids.org">www.heids.org</a>	Resources for teaching about/working with HIV/Aids
<a href="http://www.oerafrica.org">www.oerafrica.org</a>	Resources for teaching IP mathematics among others

These are just a few examples: get on line and surf the net!





In this section we reviewed some of the main principles and concepts underpinning effective teaching and created an awareness of the vast number of resources available to us as innovative educators.

## 3.4 Managing relationships and discipline in the classroom

Kruger & van Schalkwyk (1997:114) make the following assertion, which will be the focus of this section:

How pupils behave in teaching-learning situation has an influence on the degree of success of the situation. As the classroom manager, you must control and handle (i.e. manage) the pupils' behaviour in order to ensure that goals of the teaching-learning event are achieved.

One weekend, when Mokete was in town visiting friends, he bumped into an old teaching college friend, Ernest Kompecha. Ernest invited Mokete to his house to meet his family and they had a wonderful evening comparing memories and stories. Ernest loved reading and after discussing the difficulties of teaching at a farm school he told her about what he had read recently. It was all about a man called Maslow and what he called a "hierarchy of needs".



Maslow had a theory of human needs. He said that some needs are more basic than others and must be fulfilled before higher needs are felt and fulfilled. He said that physiological needs are the strongest. These are needs for the basics of life such as food, water, sleep, oxygen. Once these have been met, the person will be faced with the next level of needs – the need for safety. This is the need to be safe and protected.

The next need is to feel loved and have a sense of belonging to a family or group.

This is followed by the need for self-esteem which is a need for respect and confidence from others, which in turn leads to self respect and self confidence.

The final need will be a motivation towards self actualization – "towards knowing and understanding, and towards finding (deriving) satisfaction from being sensitive to the beauty of human beings, their accomplishments and their natural environment."

(T S Mwamwenda)



How do you think Maslow's hierarchy of needs could affect your understanding of you, your learners and your school colleagues?

Mokete thought deeply about his talk with Ernest and Maslow's hierarchy of needs. It made him understand many things about his learners.

Many of his learners came to school without having had their physiological needs met. Some of them left so early in the morning to walk the long distance to school that they did not have breakfast. They would arrive at school tired and hungry and Mokete would then expect them to concentrate in class when all they wanted was to eat and sleep. The other problem that could affect learners was the lack of fresh air in the classroom and the heat from the tin roof towards the middle of the day. Mokete realised that his classroom had very small windows so ventilation was a problem. If his learners were falling asleep, it might not only be that his lessons were dull but that there was no fresh air and it was too hot.

Mokete then thought about safety needs. Luckily in the farm school there was no problem with drugs or violence but every now and then there were stories of "bad people" being seen about the district. He decided he must be more aware of this and if his learners appeared affected by the stories he must try to reassure them. However, safety could also be affected by what was happening in the learners' homes.

If there was a drunk or aggressive father who beat and frightened his family, then those learners could hardly be expected to concentrate in school. He decided he must try to learn more about his learners' families and lives so that he could be more tolerant and understanding in school. He knew that there was also some bullying in the school by older learners and realised that he would have to be on the lookout for this. Ernest had told him that this safety need was a problem in some schools because of the severe discipline and humiliation of learners by some teachers. He hoped that his learners never felt like this about him!

The need to be loved and to belong was one that Mokete was very much aware of. He noticed how some learners would wait around his desk after school and try to do things to please him. He occasionally got irritated by this but realised that these might not have friends or might have unhappy home lives.

He had also noticed how some learners were always left out when the learners were allowed to choose groups or teams. Mokete resolved to be more aware of this and to perhaps do more of the group organising himself.

The need for self-esteem was an area where teachers could be very important and effective. Learners who were successful should be praised and those who struggled should be given help, not mocked and made to feel small in front of the class. Mokete realised that the teacher could do a lot to make the learners feel they were capable of achieving.

The final level of the hierarchy is self-actualisation and even in the primary school Mokete knew that he could encourage the learners to aim for what they wanted out of life and do the best they could.

This could be as far away as aiming for a dream career or as simple as doing the best they could in an assignment.

Ernest and Maslow had certainly made Mokete more aware of what he could do to improve his school and the lives of himself and his learners.

Mokete was looking at his learner file. For his own benefit he kept notes about his learners and their work. If he noticed anything special or different about a learner he would write it down as well as notes on the progress of each learner. With so many learners in his classroom he struggled to keep track of them unless he made notes.

As he flipped through his file he noticed that he had had a few discipline problems at the beginning of the year.

Knowing what he did about Maslow's hierarchy of needs, he looked at some of his notes in a new light.

Little David had been very sullen and quiet and he realised that it had been because his mother had been so sick. Mokete had only found this out later on in the year. Thembe had done almost no work for the first few months and Mokete now remembered that her parents had both been unemployed. Maybe Thembe had not been able to concentrate because of lack of food or just because of worry about her home life.



The more Mokete looked at his notes, the more he realised that there were so many things that could affect the way his learners behaved.

During the staff meeting the principal confirmed that she had noticed that David's and Thembe's response to teaching had changed and was no longer as it used to be. They agreed something had to be done about it.



With the advent of a democratic South Africa, some teachers and parents complain that today's children are ill-disciplined and they blame this on children's rights. Many still believe in the saying, "Spare the rod, and spoil the child". Some teachers are still lamenting the abolishment of corporal punishment. What is your opinion on this issue?

Think of one learner who may have given you discipline problems. Can you explain his/her misbehaviour in terms of Maslow's hierarchy of needs?

If you do not already have a private learner file, make one of your own. If you have had any discipline problems with learners write them down and see if Maslow's hierarchy can help you explain why you may have had these problems. This file is only for your own use and need not be shown to anyone else.

Here are some of Mokete's notes about why learners may misbehave:

The child wants to be accepted by peers.

Possibly the child is too young and does not know any better.

Is the child frustrated or bored?

Learners may be cheating to avoid being punished or because they do not like to make mistakes.

There may be problems at home which means the child does not concentrate at school.

If there is poor discipline at home, the learners may treat the teacher with the same lack of respect as his parents.

The child may be having to do piece work after school if his/her family has money problems and this would mean he/she cannot do homework and could be very tired at school.

If the parents do not value education and criticise the school, then their children will treat schools in the same way.

If there is much violence in the society in the area around the school, the learners may model themselves on these adults and defy the authority of the school.

Mokete also realised that there were other factors that could affect the behaviour of the learners.

School conditions would make a difference to how the learners behaved:

If school rules were too tough and rigid learners, might feel the need to fight these.

Overcrowded classrooms would make learners restless and irritable.

Poor ventilation and extremes of temperatures would make concentration difficult.

The curriculum could affect discipline. The teacher has to make sure that the curriculum is relevant to the learners and relate it to their lives otherwise they will get bored and discipline problems will arise.

Teachers could be a major cause of discipline problems:

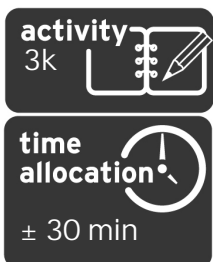
If teachers belittle or humiliate learners as their way of disciplining them, this could easily lead to even more discipline problems.

Preparation is vital for creating a classroom climate where learners are active and busy. There will be no time for boredom and you will be unlikely to have major discipline problems.

Teachers have to set the example and behave as they would wish their learners to.

As Mokete looked over his notes he realised that his discipline problems had largely disappeared and by midway through the year his teaching was going fairly smoothly.

As usual Mokete shared his ideas on discipline with his colleagues. They agreed with almost all the points made by him. However, they could not readily agree on the point that teachers could be a major cause of discipline problems and a debate ensued. Eventually they agreed that this is possible and it is important that each teacher should be alert.



Why do you think Mokete no longer had serious discipline problems?

What guidelines on maintaining discipline would you give a teacher going into a school for the first time? Try to draw up a list of about ten points.



Here are some guidelines for maintaining discipline which you should be alert to when visiting classrooms:

- You must have clear learning outcomes that are achievable.
- The outcomes should be at the right level, i.e., not too easy or too difficult.
- A well-prepared teacher is a self-confident one and the learners will notice this.
- You need to arouse and sustain interest in your lessons.
- It is no good having a wonderful start to the lesson and then the rest of the lesson is dull and uninteresting.
- During lessons, the teacher should be constantly monitoring learners' progress.
- Discipline problems arise when the teacher sits at her desk and knits or goes to another room for a smoke-break while the learners finish work.
- You should learn your learners' names as soon as possible.
- Not only will your learners respond to you in a more positive way but if you know your learners you will have a better idea of why they misbehave.
- Let the learners in your classroom help you draw up the class rules. If they are involved in creating rules, they are more likely to feel the need to obey the rules.
- Be a careful observer and you can soon prevent small problems developing into large ones: prevention is better than cure.
- Punishment should be varied and limited. Do not always use the same punishment for every misbehaviour and try to make the punishment fair and quick so that the learner can get back to normal.
- Teachers need to earn respect from their learners. You cannot expect it because of the position you are in. Be firm, but fair.
- Reward good behaviour.
- Serve as a positive model. You know you have done well when you hear a child say, "I want to grow up to be like my teacher!"

"Get out of my class," Sarah screamed, "and don't come back."

Jake scuttled out of the classroom and went and sat under the trees. He felt that although he had been naughty there were other boys who should also have been punished.

His teacher was really in a bad mood today. One of the Group 1s had wet her pants and the teacher had shouted at her.

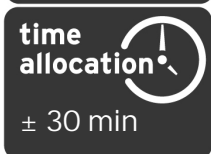
The poor little girl had been in tears all morning. The teacher had punished one group for making a mess but said nothing to the other group when they had done the same.

But it was funny because Jake knew that she had seen Sam pass a note to him and yet she had said nothing. She had been in the middle of teaching and she had just frowned.

She was usually so nice to the learners who did not understand the maths but today she had made them write out each sum ten times.

It was not fair – just because they did not understand, they had been punished. There was the bell for end of school. As he joined his friends to walk home one of them said, "I hope she's in a better mood tomorrow!"





We are not all perfect. Although Sarah had her school running smoothly for most of the time, there were days that still seemed to be a problem. She knew that she had handled the learners badly that day and had been inconsistent.

1. What guidelines would you give to Sarah for handling misbehaviour in her class? For example what would you tell her to do when she sees two learners whispering to each other while she is teaching a lesson?
2. What guidelines inform discipline in **your** school and classroom?



*These are some guidelines that may help your teachers in their classrooms:*

- *If a learner is beginning to misbehave and you are busy, you can usually stop the misbehaviour by giving the child a long hard look. This will show the child that you have noticed what is happening.*
- *Draw the learner's attention to the undesirable behaviour. For example, tell the learners that it is not acceptable to eat in class.*
- *If some learners are getting restless you can command them to pay attention. If they are getting restless a lot, you may need to ask yourself if you are talking too much and getting boring.*
- *Draw attention to good behaviour, e.g., "Well done. Group Yellow is working nice and quietly."*
- *Ignore poor behaviour and praise good behaviour. The learners behaving badly will notice this and try to get your approval.*
- *If a learner is misbehaving while you are busy teaching, you can move towards them and they will usually stop the misbehaviour.*
- *If a learner is not paying attention ask them a relevant question.*
- *If a learner is consistently inattentive, seat them in the front of the class where it is not so easy to misbehave. You may even find they have a sight or hearing problem.*
- *Ignore minor misbehaviour. Often it will pass.*
- *Encourage groups to discipline by disapproval. If one child is not working well in a group, the disapproval of his peers will usually encourage him to do better.*

There are many ways to discipline. Each teacher has their own way of doing things. You need to experiment and find out what works best for you.

Sarah was an ordinary farm school principal. She knew she was not the most outstanding teacher but she was always looking for ways of improving her teaching. She felt that if she made the effort to ensure there was continuous ongoing improvement, not only would she benefit but so would her learners.

Her new school had made her realise that teacher development did not necessarily mean that she had to obtain further qualifications. She could develop by reading, talking and planning workshops with other teachers and going to conferences if she ever got the chance. Even her correspondence with her teaching friend in town could help her develop.

Sarah made a resolution never to be satisfied with her teaching but to constantly be looking for ways to improve. This resolution was adopted by Thabiso and Mokete as well. They were all resolved to take their school to the next level.

Like Sarah, it is important to recognise that we can always improve. It is also important to recognise that schools are about people and people need to be able to communicate well with each other if they are to be able to work together productively.

In order to facilitate this, the school needs to provide opportunities for staff and learners to work together in teams to identify and resolve problem issues.

One of the biggest challenges in schools today is maintaining a sufficiently disciplined environment in which to foster effective teaching and learning. In this context, discipline is understood to involve the following aspects (SACTE 2001:35-41):

- Educators exercising authority in the interests of and to the benefit of the learner so that the learner can attain his/full potential, becoming a self-disciplined and independent adult
- Discipline has positive aspects such as guidance, positive influence, the giving of assistance and support, encouragement, recognition and reward, instruction, guidance etc.
- Discipline also involves more negative aspects such as control, restriction, suppression, disapproval, warning, compulsion or punishment with respect to undesirable behaviour
- Discipline should not be equated with force or punishment: the former is illegal and the latter is a last resort measure when all other more positive interventions have failed.

Principals need to ensure that staff exercise appropriate authority in maintaining discipline among the learners in their care and this will be evidenced by behaviours such as:

- Exercising sufficient control over a class to ensure maintenance of sufficient order for effective teaching and learning (this does not mean keeping learners silent and sitting in rows: but then OBE also does not mean chaos under the guise of group work and learner-centred education).
- Drawing up class and school rules, in consultation with learners, that include agreed sanctions for disobedience or neglecting duties or responsibilities.
- Daily instruction, practice and modelling in desired behaviours such as punctuality, hard work, reliability, perseverance, honesty, cooperation, helpfulness, carefulness, accuracy, neatness, critical and creative thinking and mutual tolerance and respect.
- Teaching learners to work cooperatively in groups (a critical outcome) and to play different roles at different times, contributing to the group's efforts in different ways.
- Encouraging, acknowledging and rewarding positive and acceptable behaviour patterns and discouraging, admonishing, scolding or even punishing negative, unacceptable behaviour patterns.
- Observance and respect for one another's human rights and consistent application of fair and negotiated rules.

With the abolition of corporal punishment (see SASA 1996 Section 10), educators have needed to find alternative ways of managing discipline in the school. Behavioural theory suggests that people's behaviour can be influenced by positive and negative reinforcements.



**Positive reinforcement** aims at recognising and rewarding desirable behaviour in the hope that this will encourage this behaviour to continue. Positive reinforcement could be in the form of a reward, recognition or praise and should be used in accordance with the following principles:

- The reward should come as a surprise – it should never become a habit so that the learner feels later he/she has a claim to it.
- Recognition should be given judiciously – there is little value in praising a learner for an inferior achievement if he/she has in the past achieved much better.
- The recognition must be of more value to the learner than the sacrifice he/she has made in order to complete the task assigned or to behave in a certain way.
- Positive reinforcement should not degenerate into bribery. If an educator says “If you behave today, I won’t give you homework”, this is bribery, but if she says “Susan, your handwriting has improved so much, you may take the register for me” then this is an example of a reward.

**Negative reinforcement** may involve *punishment* or *suppression*.

*Punishment* such as the following can be used to discourage undesirable conduct:

- Body language – a disapproving look, deliberately ignoring the learner’s behaviour
- Words – a reprimand, discouragement, warning, admonishment, scolding
- Punishment by deed – detention classes, punishment work etc.
- Suspension – a learner may be suspended from school for a week (which may be extended under certain conditions (SASA 1996 Section 9 as amended by the Education Laws Amendment Act, 2006, Section 1)
- Expulsion – under exceptional circumstances a learner may be expelled from a school by the authority of the provincial Head of Department (SASA 1996 Section 9(5) as amended by the Education Laws Amendment Act, 2006, Section 2.

*Suppression* can be used to weaken behaviour, particularly behaviour that was previously rewarded. An example of this could be when a learner has played informant on other learners for a previous educator and the educator welcomed it. The new educator discourages such behaviour and ignores the stories.

If punishment has to be applied, then it must conform to the following **conditions**:

- Acknowledge and reward good conduct and punish only when necessary.
- Point out to the learner who has misbehaved that he/she has done something wrong. Do not verbally abuse, undermine or attack the learner.
- The learner must be helped to understand why he/she is being punished and what he/she has done wrong.
- The learner who is being disciplined must be given an opportunity to defend him/herself.
- A group must never be punished for wrongs of an individual.
- The punishment that is administered must be fair and humane. The punishment must fit the ‘crime’ and take cognisance of the particular nature, sensitivity, temperament and development stage of the learner.

- In the case of verbal punishment, biting sarcasm, shouting and berating, especially in the presence of other learners, should be avoided.

Criticos et al. (2002:289-312) devote some time to considering the issue of creating and managing disciplined classrooms. They argue that discipline should be seen from a perspective which they call “caring management” and this involves the following practices on the part of the teacher:

- Approaching discipline systematically
- Responding rationally to discipline problems.

They argue that the single best approach to maintaining discipline is to try to prevent problems happening in the first place!

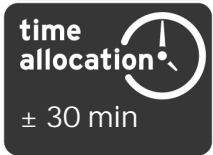
Many classroom relationship and discipline problems can be avoided if we:

- Create a **friendly** but **purposeful** learning environment
- Establishing an appropriate classroom climate and atmosphere
- Managing time: especially beginnings and endings
- Keeping learners ‘on-task’
- Creating a good looking space
- Appropriate teacher behaviour
- Understand *why* learners misbehave
- Boredom
- Fatigue
- Attention to learners’ social needs
- Confusion
- Low academic self-esteem
- Emotional difficulties
- Lack of a leaning culture
- Lack of negative consequences.

The last point illustrates however that when discipline problems do arise, we need to deal with them in the kinds of ways outlined previously. If we fail to respond, minor annoyances could lead to major disruptions.

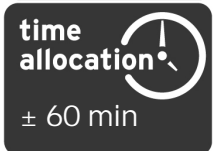
Discipline problems are often much wider than the particular classroom situation. Currently levels of criminal violence are very high in our country. School management is faced with serious problems such as drug, alcohol and substance abuse, gangsterism and violence. These developments are seriously threatening stability in schools and successful classroom practice and school management should find ways and means of dealing with this situation. This topic is handled in greater detail in the core modules. You can also refer to the Department website ([www.education.gov.za](http://www.education.gov.za)) for guidelines on Alternatives to Corporal Punishment as a way of maintaining discipline.

We will conclude our discussions with an activity adapted from SACOL-Unisa (1997:161) which highlights some of the key issues we have sought to address in this unit.



Try to explain, briefly, why each of the following principles is important to good classroom management.

1. Rules should be clear and acceptable to learners.  
Why is this important?
2. Teachers must be well-prepared for their lessons and that includes having organised the necessary resources and an appropriate classroom space.  
Why is this important?
3. Good behaviour should be encouraged and rewarded.  
Why is this important?
4. Learners should take some responsibility for classroom duties.  
Why is this important?
5. Disruptions and delays should be avoided.  
Why is this important?
6. Learners should be actively engaged during lessons and when they have completed their tasks.  
Why is this important?
7. The teacher should be approachable and helpful.  
Why is this important?
8. The teacher should get the learners' attention, monitor and hold their attention.  
Why is this important?



In the final activity of this unit, we want you to try to consolidate the learning by reflecting on your own school.

1. Think back over the past four weeks at your school and try to recall instances of discipline problems and how these were addressed.
2. Then comment on any evidence you can find of ways in which the educators at your school have responded to the kinds of issues that we have discussed in this unit and which we have summarised below.
3. Then suggest what advice you could give to the SMT about how they might respond creatively to some of these issues.
4. Finally, construct a table of issues and possible solutions that have NOT been addressed in this unit but which you can recall from your own experience and make sure that you have a discussion about these issues at your next contact session.

### Issues explored in this unit

- Using space effectively
- Using group strategies effectively
- Developing/sourcing/using learning resources
- Using effective and creative classroom methods and strategies
- Turning challenges into opportunities
- Applying Maslow's hierarchy of needs
- Coping with discipline issues.

Now add your own issues and ideas to this list.



In this section we have discussed the important link between planning, teaching and discipline.

Overall, our classroom management style needs to reflect the **values** and **principles** underpinning the new curriculum and ultimately the South African Constitution.

We hope that you have seen that **time** invested in effective **planning** can go a long way towards making classrooms more conducive to learning.

You will also need to think about how to make the best use of the **classroom space** and **resources** that are available to you.

All of the above can contribute towards establishing and maintaining an appropriate culture of learning and teaching. However, when **discipline** problems do arise, it is best to address them early using the techniques of positive and negative reinforcement.

We hope that you also noted that at different times Sarah, Thabiso and Mokete each provided some leadership in their school around various issues and that Sarah as the formal school leader encouraged this open discussion and sharing of ideas. Similarly, the educators at Moses Mnisi all contribute to the effective running of their school.

How open are you to your colleagues taking the lead where they have greater wisdom or experience? It is our hope that you will take some of case studies and activities in this unit and use them as a catalyst for discussion with some of your colleagues.

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# How do we ensure continuous improvement?

unit

4

Introduction	4.1
Unit 4 learning outcomes	
.....	
Concluding Remarks	4.2



# How do we ensure continuous improvement?

## 4.1 Introduction

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In Units 1, 2 and 3 we looked at curriculum management, curriculum planning and classroom practice. We shall now look at curriculum development and see how it is linked to policy development, quality assurance and staff development. We shall remember that curriculum development is about improvement and renewal.

We should also bear in mind that our focus in this module is on managing and leading subjects and learning areas at school level. In curriculum development we seek ways and means of improving all aspects of teaching and learning: curriculum management, curriculum planning and classroom practice. Improvement and renewal imply change. Therefore, this unit is also about managing change. The process of curriculum development is intrinsically linked to the process of strategic planning.

### Unit 4 learning outcomes

By the end of this unit you should be able to:

- Demonstrate an understanding of how to facilitate curriculum development and renewal at school level
- Demonstrate competence in policy development and mediation
- Demonstrate competence in monitoring and evaluating learner achievement
- Demonstrate an understanding of staff appraisal and development.



In Unit 2 we said one of the seven roles of a teacher is to be a reflective practitioner.

- What does this mean in practical terms?
- How is this linked to curriculum planning, curriculum management and curriculum development?
- What do we understand by change and development in this context?
- Why is curriculum development important?
- Who is responsible for leading and managing change and development at subject, learning area or phase level?



*Curriculum development is about raising learner achievement through focusing on the quality of teaching and learning in classrooms, and the management arrangements that support it. As is the case with other complex and dynamic organisations, the contemporary school is continually changing. The astounding pace of change at all levels of society in South Africa makes renewal an utter necessity despite the demands made by education in general. The increasing organisational complexity of the school makes more demands on the educational leaders. This all requires change management skills.*

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*The introduction of OBE and the NCS has propelled schools and teachers to embrace change. Whilst some of us resist change others are very enthusiastic and would like to grip every opportunity to make change a reality in each lesson. Changes in South Africa have had a tremendous impact on classroom practice. Some teachers have been overwhelmed by the rapid changes that are taking place and they are reeling from the endless courses they have been put through. Whilst some are excited about the challenges brought by these changes, many feel threatened, disempowered, frustrated and cannot cope. The changes that have occurred can also evoke fear and anger.*

*Research that was done in 1997, ten months after the introduction of Curriculum 2005 gives us an idea of how teachers have been affected by the introduction of the new curriculum (Jansen, 1998). Amongst other things the report cited the following:*

- *Teachers held different understanding of OBE, even within one school.*
- *Teachers displayed considerable uncertainty about whether their practices in fact constitute OBE, irrespective of the aggregate levels of instructional resources or years of personal teaching experience. They were confused by the new role they were to play in the classroom.*
- *Teachers uniformly felt that their preparation for OBE was inadequate and incomplete.*
- *Teachers strongly expressed the view that OBE was not implementable in the early part of the school year with young children.*
- *Teachers generally claimed that there are some things that they were doing differently since the introduction of OBE, but that they were mainly teaching as they did before OBE.*
- *Teachers understood and implemented OBE in very different ways within and across different contents.*
- *There was also a racial interpretation of the new curriculum. Whites believed that OBE was meant to assist the struggling black schools and they needed no training. Black teachers on the other hand welcomed OBE and thought that it would raise the standard of teaching.*

*Most probably the situation has changed for the better with time and the introduction of the simpler NCS. Nevertheless, the challenges of the inequalities in terms of teacher competency and resources will continue to be with us for some time to come. It is against this background that the principal, the SMT and ESs are required to lead and manage the implementation of the NCS in the classroom.*



- What has been the reaction of the teachers at your school, in your department, learning area or phase to curriculum changes?
- To what extent has the introduction of the NCS brought about change in teaching and learning at classroom level?
- Has classroom practice actually changed?
- How can we sustain the momentum of change at subject, learning area and phase level?

Changing policy does not immediately translate into changed practice. There is now and then a disjuncture between policy intention and policy practice. Change within the context of policy requires proactive action to support and sustain it. Policy change is always accompanied by tensions and conflicts. There is very



likely to be resistance to change as teachers in the process move from a situation known (whether it is pleasant or unpleasant need not necessarily detract from the safety of familiarity that it offers) to a situation that is unknown, and which might or might not be better than the situation which has preceded it (Sterling and Davidoff, 2000). This a real challenge to school management and leadership. The school leadership is expected to create an environment that will allow and promote change and development.

A transformational school is a learning school. A learning school is one that is always striving for improvement; it is a source for ongoing development. Changing demands of learners and society are met through curriculum development and innovation in such a school. The principal and SMT as instructional leaders set the tone for learning within the school. The principal is “the lead teacher and lead learner” and steward of the learning process.

In such a school all stakeholders have a commitment to the children of their communities; they know that each community’s future is its children. They know that schools need to change – and that change happens sometimes incrementally, and sometimes in big leaps, but it never happens without commitment from the people involved. Unless teachers are willing to talk openly and honestly and risk the “sacred cows” of their classroom, school system, and community, they can’t even start (Senge, et al, 2000).



In light of the paradigm shift in curriculum leadership and management, carefully read and critique the following case study from the Sunday Times newspaper. This is a classic example of an effort to transform teaching practice at subject, learning area and phase level.

### **Headmaster objects to lesson on apartheid "He said he was not happy that I had been dumped at his school"**

Reported by Prega Govender

A HEADMASTER has warned a teacher not to teach her pupils about the apartheid era because it was now over.

The warning by headmaster Andrew Watts has outraged Dudu Nkosi-Makhubu, a social-science teacher at the Platorand School in Belfast, Mpumalanga.

She has lodged a complaint with Mpumalanga’s MEC for Education, Siphosizwe Masango.

Watts was not impressed with her Grade 10 paper that contained questions based on apartheid laws, including the Separate Amenities Act and the Group Areas Act.

Nkosi-Makhubu said he also did not approve of the photographs, which showed a policeman checking the passes of black people and another depicting the forced removals from Sophiatown.

Watts wrote on her paper: “Do not hammer too much on apartheid. That is

something of the past.”

He asked her to focus instead on building the future by teaching about “respect, values, norms, love, and working together in building a nation”.

Watts told her: “Building on the positives is better than to hammer on the negatives.”

Nkosi-Makhubu, one of only two black teachers at the school, said the principal advised her to seek the help of a white colleague on what to teach.

“I refuse to do that. I will not teach my pupils about the exploits of Marco Polo [famous Italian explorer] which are not relevant.”

She was furious when she heard rumours that her teaching was inciting black pupils to dislike the white teachers.

But she told the staff that she would not stop teaching about the country’s past.

“The principal warned me my attitude was going to get me into trouble. He said he was not happy that I had been dumped at his school.”

Nkosi-Makhubu said her lessons were based on the syllabus.

Watts denied he had told Nkosi-Makhubu not to teach about apartheid.

“We solved the problem. It doesn’t have anything to do with the newspapers,” he said.

Johannes Mabhena, the regional director of Education, said he would meet Watts following complaints from teachers about working conditions at the school.

He was unaware of Nkosi-Makhubu’s complaint, but said he would deal with it if it arose during his meeting with the principal.

*(From Sunday Times, 30/06/06, p.5)*

### Questions?

- What is your opinion on the matter presented in this article?
- What are the real issues here?
- What would your advice be to both the principal and the teacher?
- How can this type of conflict be averted in a school situation?
- Why do we have to emphasise nation building in teaching and learning? How can we do it?
- What are the merits and/or demerits of teaching and learning about the apartheid era?
- How should we do it in such a way that our teaching does not militate against the spirit of nation building?
- What can we do to ensure that the momentum of change is sustained?

### our comments

*This incident is an illustration of the importance of managing change as it has a direct impact on classroom practice. It is also a confirmation that the new OBE approach is not a set of rules and regulations handed down by the Department of Education which teachers and schools just have to follow uncritically. It gives ample room for teacher initiative. This incident causes us to focus on the following aspects of subject/learning and phase leadership:*

- *The combined role of manager and leader*
- *How people respond to curriculum change*
- *Teacher’s initiative to make change a reality at classroom level*

- *The need for a balanced approach to the past and the present*
- *The need for a team approach to curriculum planning and teaching*
- *The role of the DoE in giving support to schools with regard to classroom practice.*

*As educators we are not working in a static environment in which we can simply do the same things in the same ways year after year. Because we work with human beings within a changing society, what we do and how we do it must be also be subject to ongoing review to ensure that we continue to meet the needs of the communities that we serve. It is a process of continual renewal. This links up with the role of a teacher as a reflexive practitioner which we discussed in Unit 3. Therefore, an enterprising school teacher will certainly work with his or her colleagues in pursuit of new initiatives.*

*In Unit 1 of this module we stressed the point that, although each individual teacher is responsible and accountable for teaching and learning in his or her class/classes, good teaching requires a team effort. It is imperative that teachers should collaborate in this effort. The core module Lead and manage people also stressed the importance of creating and using circles of support. We are now going to examine how we can use this collaborative approach to teaching and learning within the school and how we can link up with circles of support referred to in the core module. This means exploring possibilities of collaboration within the school and beyond school boundaries.*

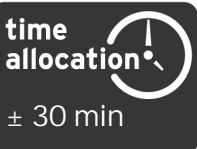


- What are practical and innovative ways of improving the teaching and learning process at subject and learning area level?
- Who should take the lead?
- How can teachers and other stakeholders be involved in this effort?
- What else can be done to make teaching and learning of a subject or learning area more interesting for all involved?
- How can we address the challenges in subject and learning area teaching and learning in an innovative but practical manner?
- What are possible practical ways of transforming classroom practice?



Let us go back to the case studies in Unit 3 and consider the following questions:

- What have we learned from these stories?
- Who took the initiative in each school?
- How was the process of collaboration played out in these instances?



*Sarah could have accepted the situation as she found it at Sibongile and waited for the Department of Education and/or the farm owner to provide additional classrooms. Instead she took the initiative and led the team in addressing challenges regarding management and use of learning space. Thabiso led the team in addressing issues regarding the management and use of the resources in the classroom, whilst Mokete led the team in addressing the question on managing relationships and discipline in the classroom. Sarah went further to address issues regarding managing preparation, homework and marking.*

*It should be noted that whatever was proposed was discussed and debated by*

*the team before being adopted or experimented with. Furthermore, during implementation the process was continually monitored, evaluated and adjusted by the three educators in a collegial manner.*

*These are typical examples of collaborative or team approaches to teaching and learning. We have noticed that leadership is not necessarily confined to the principal only. Teachers take the lead in addressing issues they have competency and expertise on or issues they have thought out, studied and researched. This is what transformational school leadership is about.*

*The case studies are not only a demonstration of collaboration at work but also a confirmation of the fact that a teacher has to be a reflective practitioner. A reflective approach to teaching means that teachers are never complacent with the status quo but continually seek ways and means of improving their practice. They question the conventional ways of doing things in a quest for improvement. They engage in experiments and innovations. This approach to classroom practice undoubtedly leads to the improvement of teaching and learning at subject/learning area or phase level.*



Going back to our Sibongile Primary School story, we have seen how Sarah learned and mastered the technique of managing group work from the soccer scenario. She applied it in the classroom situation with success. How could Sarah ensure that her colleagues and the entire school benefit from her experience?

Having mastered the group work techniques, Sarah shared the information and skills with her colleagues. They agreed that she would coach and mentor them in managing group work in the classroom. Thus she coached, monitored, evaluated and gave them feedback on the implementation of meaningful group work and this had a tremendous impact on classroom management and teaching and learning in general. They agreed on procedures before-hand which included when and how the mentoring activities would be conducted. The entire staff was then motivated to tackle other aspects of classroom practice in search of improvement.

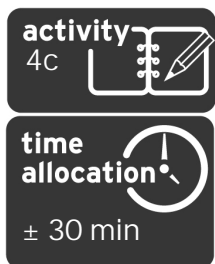
Mentoring is discussed in the core modules on *Managing teaching and learning* and *Lead and manage people* but explored in more detail in an elective module dealing with this subject. Nevertheless, the point we are making here, is that mentoring is one of the practical ways of improving and enriching the teaching and learning process at classroom level. It is also important to notice that mentoring can be done by anybody who has the necessary expertise and not necessarily, the principal or the ES. Educators often choose their own mentors and create procedures for regular interaction between the educators and their mentors.



At this stage we may be wondering what happened to the two learners who had problems at Sibongile Primary School - David and Thembe. If you were their teacher or principal explain how you would practically find out what the problems are. Having found out, how would you go about addressing their problems?

Sarah convened a meeting of the three teachers (a School Support Team) to look into the problems of these learners individually. Having gathered the required information, Thabiso was delegated to go and meet with David's parents whilst Mokete was delegated to go and meet Thembe's parents to address the issues. Both teachers had a very fruitful discussion with the parents and explored all possible ways of trying to assist the learners to cope with the situation. Although this did not yield immediate results, both learners felt better when they realised that so many people were aware of their plight and cared for them. This had a slight impact on their classroom performance.

This is a demonstration that it is necessary for teachers to go beyond the school's immediate boundaries in addressing teaching and learning problems in class. This was reaching out to one of the circles of support – parents. Parents should always be part and parcel of classroom practice. There must be a continual dialogue between the three parties of the learning and teaching situation – the teacher, the learner and the parent. This is a given. The question is how can we involve parents in classroom practice in a very meaningful way? Can you think of an incident where you had to reach out to parents in addressing subject or learning area issues?

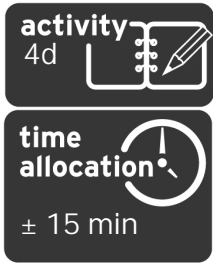


Although the meetings with David's and Thembe's parents brought about improvement in their school work, their problems were not resolved. Explain what steps you would take to ensure that these problems which have a negative effect on teaching and learning are resolved.

After meeting with the parents, the school team met once more to explore the possibility of taking further steps. Parents of the two learners were also invited to the meeting. After a brain-storming session, the meeting decided that the school should seek help from local organisations. Consequently, the local social worker, Ms Mkhise and the chairperson of the community development community Mr Msiza were brought in.

After a number of meetings Thembe's father was offered a temporary job with the contractor that was employed to renovate the local community centre and clinic. Ms Mkhise, contacted the local health workers to assist in caring for David's mother. She also arranged for a series of professional counselling sessions for David. Although David's mother was terminally ill this intervention brought relief to the family. All these efforts had a tremendous impact on the two learners and their class-work improved significantly.

This episode is an illustration of how teachers can reach out to the different circles of support within the community. This is another demonstration of how teachers can link up with the local community organisation to resolve issues pertaining to classroom learning and teaching. In this way the educators have developed supportive relations with parents and other key persons and organisations based on a critical understanding of community development issues. This is in line with the pastoral, community and citizenship role of a teacher.



In spite of the fact that Sarah and her colleagues prepared thoroughly for their lessons, Sarah had problems in teaching addition and subtraction to the Grade 1 class. She discussed this matter with the staff without much success. What would your advice be?

During the first school term Sarah taught numbers and addition successfully and she was confident that her learners had mastered the concepts properly. She then introduced subtractions and she was surprised that although learners grasped subtractions very well, they now and then confused additions with subtractions. She struggled and did not quite succeed. She appealed to her colleagues for help without success.

She then raised this point at the local cluster meeting of the foundation phase teachers. She learned from the experience of other teachers that the two concepts, addition and subtraction, should be taught at the same time. Then learners will be able to differentiate between the two concepts. She went back to Sibongile and implemented the approach. To her surprise her learners mastered the two concepts with ease and she could proceed to other mathematical concepts. She then shared this idea with her colleagues.

This is an indication of how the school can reach out to another support circle - a cluster of phase teachers - to share ideas and develop professionally. You will be amazed at the pool of knowledge and experience that abides in such a cluster of professionals. This incident confirms the role of a teacher as scholar, researcher and lifelong learner.

In the preface to his recent publication, *The Handbook of School Management*, Clarke (2007) a retired school principal reflects on his first principal appointment:

My glow of pride and satisfaction at finally having secured a headship evaporated with the realisation that this could at times be a very cold and lonely job. My saviours in that first year, were a group of local principals who referred to themselves as the "small-school principals' association". Essentially they were a group of principals in their first posts who met informally once a quarter to talk about the problems they had encountered and the solutions they had tried. We met at a different school every quarter ... Each had a turn to raise an issue of concern and the group would then suggest alternative solutions ...



The Department of Education has published a new policy on assessment called the *National Protocol on Assessment for Schools in the General and Further Education and Training Band (Grades R – 12)* for implementation in schools. Explain how you would handle this document to ensure that you and the rest of the staff know exactly what is expected and are able to implement it properly.

Being a rural farm school, the communication between Sibongile and the District Office is not easy. Therefore, it takes time before information reaches the school. Consequently, Sarah got to know about the National Protocol for Assessment only when she attended a cluster meeting of the foundation phase teachers. Unfortunately, none of the teachers at the meeting had a copy of the document. She then went to the farm house for assistance. The farmer was connected to the internet. Sarah downloaded the document and had it printed.

Having secured a copy, she studied the policy at home. She then convened a working session with her colleagues to study and analyse the new policy.

Although they had a reasonable understanding of what is required after this session, they felt they needed further development. Sarah then contacted Ms Mosweu the subject advisor at the district office and arranged for a Saturday workshop on the National Protocol on Assessment\*. Although the workshop was conducted on Saturday all three teachers attended. After the workshop everybody was now confident and ready to mediate and implement the new policy.

A month later, Thabiso saw an announcement in the *The Teacher* publication that the local teacher union was going to run a conference on assessment at foundation phase level at the local church hall. She decided to enrol. At the conference Thabiso was made a group leader because of the knowledge she acquired from the training on the National Protocol on Assessment.

*\*This policy may be revised so keep an eye on the DoE website.*

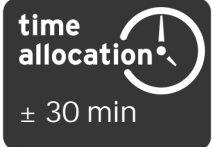
This is another episode of reaching out to support circles. This did not only enrich the individual but the whole school as well as a cluster of schools. The episode also makes us aware of the need to use the internet for enriching and improving our teaching practice. In Unit 3 we furnished you with some of the useful educational websites you can consult to find information on how to manage and lead your subject/learning area or phase. However, for us to be able get information from the internet we have to be computer literate. It is essential that all teachers should be computer literate. This is increasingly an imperative in our global knowledge society.

In facilitating school change we should not overlook the role that networking plays amongst educational professionals. Enterprising teachers should always be looking for opportunities where they can network and share with other teachers from a wider spectrum of the teaching profession. They can network by creating peer support structures through regular subject sub-committee meetings and workshops, through classroom observation, team teaching and group feedback and through cluster subject meetings.

Networking will fortify efforts of paradigm shift. It serves several important purposes such as:

- Sharing a vision for change
- Disseminating technical assistance and new developments
- Providing opportunities for teachers to share experience, triumphs, and struggles
- Encouraging and creating opportunities for learning

- Serving as an organising vehicle to acquaint teachers from different districts, provinces and some cases, countries that share a common vision of educational change.



In the light of curriculum development and transformation of classroom practice read the following case-study carefully and answer the questions that follow.

After a number of meetings, some of the teachers at Mr Masutha's school gradually began to warm up to the idea of a learner-centred, OBE approach. However, there were still a number of key staff members who continued to resist the change. Mr Siyaya, the head of maths, was one of these. He maintained that if pupils were to eventually get a good school leaving certificate with mathematics, then they needed a solid grounding in mathematical concepts in their earlier schooling. Mr Siyaya said that there was no time for pupils to 'discover' things on their own, or to be worrying about the needs of other learning areas. He said that as it was pupils barely managed to acquire all the maths knowledge and skills they needed. He felt that as long as they could do the exercises in their books and get good test and exam results, then that was all that mattered.

Mrs Nkosi, who has been teaching geography for many years in the higher grades of the school, said that she really did not know what all the fuss is about. She was implementing OBE without any problems at all. She showed other interested staff the lesson plans she had been using for years: she had simply crossed out the word 'objectives' and replaced it with 'outcomes' – "and we do lots of group work," she added smugly.

Ms Mashiane thought Mrs Nkosi was not practising OBE at all, but as a junior member of staff she felt she could not say anything. She had been experimenting with the new approaches in her own classes and her learners seemed to be enjoying these lessons much more and seemed to be making progress. However, she found planning these lessons very tiring – it seemed to take longer to do than before although lessons did seem to be more effective. She wished she could work together with some of her colleagues on some of the themes she wanted to explore but there was still a timetable problem – the only other teachers who seemed interested in the new approaches taught at the same time as her and she had not yet plucked up enough courage to ask Mr Masutha to allow her and Mrs Smit to swap some class periods so that the learners could benefit from the different skills and approaches of the two teachers. Also it would be so much easier to be creative if there was more paper available and if other teachers did not complain when she sometimes worked with her learners outside the classroom. Only last week Mr Muedi had complained about the noise made by her learners.



1. What do we learn from this case study in terms of:
  - The role of the principal in leading and managing subjects/learning areas or phases
  - The role of the SMT in leading and managing subjects/learning areas



- or phases
  - The hierarchical structure of the school in relation to teacher expertise
  - How people respond to curriculum change?
2. Has the principal, Mr Masutha, succeeded in transforming his school into an OBE school?
  3. What is likely to happen if Ms Mashiane continues to fail to get support in her attempts to implement change?
  4. Imagine you took over as principal, how would you try to take things forward from here? In answering the questions you need to consider the possibility of employing the following approaches:
    - Team planning and teaching
    - Mentoring
    - The use of circles of support beyond school boundaries
    - The use of support and curriculum structures within the school
    - The use of lead teachers.



*As an instructional leader you will have to ensure the transfer of skills by the principal, ESs and other educators. Share your skills with your educators in whichever field they can benefit from them; classroom management, handling the workload (i.e. marking of homework and tests), and administration (how to compile learner data and interpret statistics efficiently and so on). Encourage more experienced educators to do the same in respect of younger or less experienced colleagues.*

*You also have to identify experienced, creative and approachable educators in your school and neighbouring schools and arrange workshops or meetings between them and your educators so that they can function as role models to the less secure and experienced colleagues. You could also approach retired educators in your area who might be willing to contribute their experience and wisdom to this empowering process.*

*Transfer of skills can be institutionalised through formal networking and mentoring. However, in all these activities we should remember that a key aspect of OBE philosophy is the recognition of divergent views on most issues and ways have to be found to cope with this variety.*

We said that one of the seven roles that the teacher is expected to play, is to be a reflective practitioner. To this end we said that 'Every lesson is a learning experience for both the learner and the teacher'.

Going back to Unit 3 we saw how Sarah and Harry Moyo were not complacent about the learning and teaching situation at their schools. They continuously sought ways and means of improving the effectiveness of teaching and learning activities. In doing so they took their colleagues along and indeed the school changed. This is what we mean by being a reflective practitioner. It speaks to the *Norms and Standards* notion of reflexive competence – the ability both to reflect on practice and then change it for the better.

Although Sibongile is a very small farm school that does not have a big personnel with an SMT, the roles and initiatives suggested here can also be adopted by

bigger schools with bigger SMTs to enrich teaching and learning at classroom level. This calls for us to be innovative and think out of the box in leading and managing a subject/learning area or phase.



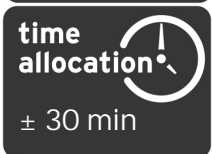
Curriculum development is closely linked to quality assurance and accountability. If curriculum development is about learner achievement, then we need to establish whether indeed our classroom strategies and innovations result in improved learner achievement. In this regard let us consider the following questions:

- What does quality assurance entail in terms of a subject, learning area or phase?
- Who is to conduct it?
- When should it be conducted?
- Should it be formal or informal?
- How is it conducted?

The questions on evaluation and assessment are dealt with in great detail in the elective modules on conducting and moderating assessment. Therefore it suffices to say that evaluation is a central activity in teaching and learning. Siebörger describes quality assurance as a process by which the structures and systems within a school are organised to ensure that certain standards of quality are achieved and maintained (Siebörger and Macintosh, 2002). Quality assurance may involve aspects such as the training and development of staff and ways of checking to see that the school operates in accordance with the aims which it has set for itself. It is closely related to supervision and feedback. In an effort to build effective schools we need to hold as our main concern the quality of learning and teaching in the classroom.



Carefully read the following case study and complete the column on recommendations for development. In doing so you could also consider what we said about circles of support within the school and beyond school



Mr Thomas Sekele and Mr Sello Mothapo are Physical and Natural Sciences teachers at Kgothala Secondary School. Sello has just joined the staff from the university whilst Thomas has been teaching Physical Sciences at the school for more than ten years with reasonable success. They have agreed that Thomas would be Sello's mentor. Amongst other activities, they often visit each others classes to observe lessons and to discuss teaching strategies.

Thomas has just visited Sello's class and produced the following lesson observation report:

**School:** Kgothala Secondary School  
**Educator:** Mr Sello Mothapo

**Lesson Observed:** Natural Sciences Grade 9b: Revision lesson on Parts of the Eye.

PERFORMANCE STANDARDS	OBSERVATIONS	RECOMMENDATIONS FOR DEVELOPMENT
<b>P/S 1</b> a) 1	Classrooms were overcrowded and there were few posters relating to the subject or learners' work displayed. Broken windowpanes and ceilings falling in were also noted.	
b) 1	This was a revision lesson starting with verbal questions and answers related to the homework exercise they should have done. Learners were engaged most of the lesson doing an exercise which the educator wrote on the board. This involved two short exercises comprising one word answers testing knowledge only. Learners who did not do the diagram for homework had to copy it from the book.	
c) 2	Some learners did not do the diagram for homework and were given the chance in class to complete it.	
d) 3	Although there was a high level of participation in the question and answer session.	
<b>P/S 2</b> a) 3	It was difficult to assess knowledge of the learning area as this was a revision lesson.	
b) 2	Some of the learning activities were not challenging enough.	
c) 2	Knowledge and application was assessed.	
<b>P/S 3</b> a) 1	Although a revision lesson, the use of a quiz strategy motivated learners to participate.	
b) 2	More teaching strategies and learning activities would have made the lesson more interesting.	
c) 1	OBE assessment strategies and tools were used.	
<b>P/S 4</b> a) 3	There was evidence of feedback as the educator went over the homework exercise and marked books of learners who were finished.	
b) 2	There was no evidence of learners' portfolios and planning for OBE assessment methods	
c) 2	Learners who did not do homework were not noted and no disciplinary procedures were implemented.	
d) 2	Learners' portfolios available and covered a wide range of SKAVs.	



The following recommendations for development could be considered for Sello:

PERFORMANCE STANDARDS	RECOMMENDATIONS FOR DEVELOPMENT
<b>P/S 1</b>	Efforts should be made to display educational posters and learners' work and an effort

PERFORMANCE STANDARDS	RECOMMENDATIONS FOR DEVELOPMENT
a) 1	should be made to make the classroom safe for learners.
b) 1	The exercises need to be more challenging – not only one word answers to test knowledge but also problem solving activities that also test skills and application of knowledge and values.
c) 2	A policy should be put in place for disciplinary measures when learners do not homework.
d) 3	It should be determined why some learners do not participate in questions and answer sessions.
b) 2	More challenging teaching strategies and learning activities could also have been used e.g. moving from a knowledge quiz into a debate.
c) 2	Educator must include knowledge values and skills of application in activities.
d) 2	More preparation and enthusiasm needed to make exercises more interesting and to challenge all learning styles.
<b>P/S 3</b>	
a) 1	Planning needs to include a variety of more creative OBE activities that challenge multiple intelligences. Learners' books revealed that not enough work has been set for this time of the year.
c) 1	OBE assessment strategies need to be developed.
d) 2	Skills and values should be included if possible to involve learners more in the lesson.
b) 2	Criterion referenced tools such as rubrics, checklists, rating scales and journal to be developed and different people to be used for assessment.
c) 2	Notes to be taken of learners who did not do homework and of learners who need remedial support.
d) 2	Learners portfolios have to be developed and criterion referencing records also to be kept.

The process of evaluation refers to curriculum review, organisational evaluation (systems and procedures), as well as to classroom-based teacher evaluation (teacher appraisal). We evaluate in order to establish the state of the quality of teaching and learning in a school at a particular point in time. Ongoing evaluation of strategies and goals that schools have set for themselves is an essential aspect of school life.

It should be noted that evaluation is not concerned with trying to find weaknesses only but also with identifying, celebrating and sharing excellent practice. In addition, it is important to remember that observations should be preceded by a pre-observation discussion which considers, among other things:

- The focus of the observation
- Allowing observees to provide information about the lesson and class to be taught
- Identifying challenges faced by the educator that may be specific to the particular class
- And other relevant matters.

Such pre-observation sessions add value to the notion that the observation is intended to be developmental and of ultimate benefit to the learners.

If areas of development are identified through this kind of process, it is important to follow up and provide the necessary support.

The school should give thought to how mentoring and coaching could be institutionalised to develop a system of:

- Facilitating peer support
- Using staff expertise to conduct development sessions
- Inviting learning area managers/subject advisors to the school to provide guidance
- Organising moderation of learners' work by random sampling processes to ensure consistent standards within the school
- Maintaining rosters for regular submission of learners' work
- Ensuring that the PGP is a living document for ongoing development, support and personal growth
- Linking newer inexperienced educators with more experienced colleagues in learning areas/subjects.

Assessment and evaluation imply that standards have been set against which learner and teacher performance will be measured. In our case we look at standards specifically with regard to teaching and learning in a particular learning area or subject.



Let us consider the following questions with regard to the notion of standards:

- What do we understand by the term 'standard' in the context of a subject or learning area?
- Whose standards are we concerned with?
- Where does the mandate for setting standards come from?
- Where do we find minimum standards for teacher performance in general?
- What does the notion of standards mean for your school?

In managing and leading learning areas and subjects the principal and ESs are expected to set high standards or expectations for the staff. Research has proven that in the same way that high expectations of learners are correlated with increased school effectiveness, effective learners also demand high levels of performance from staff (Roberts and Roach, 2006). It is, however, important that the expectations of teacher performance must be clear. Expectations should take the form of setting realistic, achievable and measurable goals for teacher and learner performance. This will provide the school with something to strive for. The presence of high expectations is influenced by the form and presence of:

- A shared vision
- An appraisal and accountability system
- The spirit in which these systems are implemented
- A sound supervisory process.

Minimum standards for teacher performance are set through standard conformance to regulations set by SACE and the *Norms and Standards* document of the DoE. Setting high expectations for teacher performance has a bearing on workload and extra teaching time.

It is important that teachers should be involved in setting up expectations for the school and these expectations could be part of the IQMS implementation. Teachers will be willing to walk an extra mile only if they are motivated. We need to remember that additional effort taken by the teachers will always be attributed to their intrinsic motivation and the leadership of the management teams. What will you do to motivate your staff?

The school expectations could be communicated through the following activities:

- Induction of new staff
- Learning area/subject policies
- Through the school vision
- Through the ethos and tradition of the school which implies the general climate of the school.

School effectiveness depends entirely on the effectiveness of its staff. The question is what are the underlying assumptions regarding teachers' proficiency, motivation and effectiveness? It is assumed:

- That the teacher has the necessary subject expertise and competence
- That the teacher is motivated through intrinsic and extrinsic factors and empowerment
- That the teacher's goals are in congruence with the goals of the school and school vision.



- What is your opinion on these assumptions?
  - How do these assumptions apply to your school?
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The truth is that every teacher comes to school with specific knowledge and skills. However with changing curricula and changing teaching approaches, each teacher is constantly faced with having to adjust to new circumstances. This means there is as much need for lifelong learning for teachers as for other members of society and possibly more so.

An effective staff is one that achieves its aims by putting its skills into practice. Teachers' effectiveness is measured through staff appraisal. Effective staff appraisal will indicate teachers' strong points as well as weaknesses. Teachers' needs and weaknesses should be addressed through a well-planned staff development programme. The concepts, proficiency, motivation and effectiveness are intertwined and are jointly essential for satisfactory performance of teachers in a school. The question is how can these three staff qualities be achieved? These can be achieved through careful staff selection and placement, team building, staff development and staff appraisal.

## 4.2 Concluding remarks

The quality assurance of curriculum delivery is typically devolved to the ESs, who work very closely with the staff in their departments to plan the curriculum, draw up subject policies and undertake quality assurance. ESs are expected to lead the team of teachers in their learning area. They are expected to provide support, guidance, mentoring and monitoring. The way the assessment of learners and learning takes place in a school is an important consideration in the overall quality of that school. The school assessment policy is thus one of the main criteria used in the quality assurance of the school. It is important that the school should also develop a quality assurance policy for the school; otherwise growth and development cannot be sustained.

ES input into nominations of staff should also not be underestimated so that recruitment is done in consultation with persons who will directly supervise specific learning areas, subject or phases.



In this unit we examined how classroom practice can be improved through:

- Individual teacher initiatives and innovations
- Teachers mentoring one another
- Team planning and teaching
- The involvement of parents and other members of the community
- Making use of the resources developed by the school and offered by the Department of Education at different levels – district, regional, provincial and national especially with regard to subject advisory services and policy development (for example department link persons, multi-functional teams and educator support officials such as school psychologists)
- Curriculum structures within the school such as subject committees, remedial systems, class visits and lesson observation
- Networking through cluster meetings, workshops and conferences
- Making use of ICT and keeping abreast of developments through the internet.

We also noted that all innovations and changes involved in curriculum development should be geared towards improvement in learner performance in a given subject, learning area or phase. Therefore, evaluation and quality assurance is an important part of curriculum development.

We conclude by saying that transformation and change will never be meaningful until it has occurred at subject, learning area or phase level.





# Texts & Templates



This reader contains a variety of different texts and templates which were referred to in the Learning Guide and which provide the basis of activities or extensions of the discussion in the main text.

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GET phase level planning	TEMPLATE 1
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FET phase level planning	TEMPLATE 2
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GET Work schedule	TEMPLATE 3
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Example of a Work schedule form for Language	TEMPLATE 4
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Example of a Lesson Plan form for a Language	TEMPLATE 5
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Lesson plan for the Foundation Phase	TEMPLATE 6
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GET phase level planning	TEMPLATE 7
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FET phase level planning	TEMPLATE 8
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# Reader

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There are no prescribed readings for this module. However, we have **highlighted** certain texts in the following bibliography for those who wish to explore further some of the issues discussed in this module.

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## Unit 1

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1. Motala, E and Pampallis, J (2001) Education and Equity: The Impact of State Policies on South African Education. Sandown:Heinemann Publishers.
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## Unit 3

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16. Christie, P (1988) The Right to Learn. Johannesburg:Raven Press Pty Ltd.

17. Engelbrecht, P et al (2003) Inclusive Education in action in South Africa. Pretoria:J. L. Van Schaik Publishers.
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20. Senge, et al, (2000) Schools that learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone who cares about Education Resources.
21. Jansen, J A and Christie, P (1998) Changing Curriculum: Studies in Outcome-Based Education in South Africa. Kenwyn: Juta.
- 22. Siebörger, R and Macintosh, H (2002) Transforming Assessment. Kenwyn:Juta and Co Ltd.**
- 23. Killen, R (2000) Teaching Strategies for Outcomes-based education. Kenwyn:Juta and Co Ltd.**
24. Leigh, P and Akhurst, J (1999) Learning and Teaching: Psychological Perspectives. Learning Guide and Reader. Pietermaritzburg:University of Natal.

## Unit 4

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- 25. Davidoff, S and Lazarus, S. (1997) The Learning School: An Organisation development approach. Cape Town:Juta.**
26. Siebörger, R and Macintosh, H (2002) Transforming Assessment. Cape Town:Juta and Co Ltd.
27. Senge, et al, (2000) Schools that learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone who cares about Education Resources.
28. Theron, P F and Bothma, J H (1990) Guidelines for the Headmaster. Academica.
29. Sterling, L and Davidoff, S (2000) The Courage to Lead: A Whole School Development Approach. Kenwyn:Juta.
30. Fiske, E B and Ladd, H F (2004) Elusive Equity: Education Reform in the Post-apartheid South Africa. Washington DC:Bookings Institution Press.
31. Roberts, J and Roach, J (2006) Leadership Styles and Practices in Effective Schools, Research Series. Johannesburg:Gauteng Department of Education.
32. Kogan, M. (1986) Education Accountability. London:Hutchison.
33. Pearce, J. (1986) Standards and LEA: Accountability of Schools. Winsor.
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  37. Hoyle, E. (1986) *The management of Schools: World Yearbook of Education* London: Kogan Page.
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  40. Hopkins, D. and MacGilchrist, B. (1998) *School Leadership and Management*, Vol. 18. Carfax Publishing Ltd
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# Templates

The following illustrative templates are provided for you to photocopy or adapt to suit your particular needs.

**TEMPLATE 1: GET PHASE LEVEL PLANNING**

Week	1	...	11	12	13	14	...	32
Grade			LOs  ASs   Context:  Integration:					
Grade			LOs  ASs   Context:  Integration:					
Grade			LOs  ASs   Context:  Integration:					

**TEMPLATE 2: FET PHASE LEVEL PLANNING**

<b>LO :</b> Critical Outcome : teamwork, Developmental Outcome :					
Grade 10		Grade 11		Grade 12	
<b>Assessment Standards</b>	<b>Details</b> Context and Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context & Content Assessment instruments Resources Policies	<b>Assessment Standards</b>	<b>Details</b> Context and Content Instruments Resources Policies

**TEMPLATE 3: GET WORK SCHEDULE**

Grade  
Teaching time available:  
Per week:  
Per day:  
Lesson plan:  
No. of days:  
Learner needs:

<b>Week</b>	<b>1</b>	<b>...</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>...</b>	<b>32</b>
Grade			LOs ASs  Context: Integration: Resources:  Teaching, learning and assessment contexts:  Assessment:					

**TEMPLATE 4: EXAMPLE OF A WORK SCHEDULE FORM FOR LANGUAGE**

WORK SCHEDULE			Grade:				Year:			
<ul style="list-style-type: none"> <li>Themes and topics could be chosen with the <b>Critical and Developmental Outcomes</b> in mind and linked with whatever networks are to be done in the particular grade. The other texts chosen could link with networks for part of the programme.</li> </ul>										
MONTHS / THEMES / ASSESSMENT STANDARDS										
<b>Themes</b>										
<b>Learning Outcomes</b>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment Standards</i>	<i>Assessment standards</i>
1.Speaking and Listening										
2.Reading and viewing										
3.Writing and presenting										
4. Language										
Texts used										
Texts Produced										

Under each chosen theme, the teacher will choose relevant Assessment Standards for each Learning Outcome and in so doing, integrate all four Learning Outcomes



*TEMPLATE 5: EXAMPLE OF A LESSON PLAN FORM FOR A LANGUAGE*

<b>LESSON PLAN FORM</b>										
Date:		To		Grade:		Language:		Level:		Theme:
Critical and Developmental Outcomes: Possible integration with other subjects:										
Activities	LO	ASs	Period	<b>PROCESS</b>			<b>ASSESSMENT</b>			<b>PRODUCT</b>
				Learning Activities	Resources/ texts used	Teaching/ Learning Strategies	Assessment tasks/ activities/ <b>instruments</b>	Tools for assessing learner performance	Assessment methods/Who assesses?	What is produced?
Possible <b>enrichment</b> activities:							Support to cater for <b>needs of learners with barriers</b> :			



**TEMPLATE 6: LESSON PLAN FOR THE FOUNDATION PHASE**

Grade  
 Lesson plans:  
 Date/duration:  
 Duration:  
 Hours per week:  
 Hours per day:

Day 1	
Day 2	
<b>LOs and ASs:</b>	
<b>Context:</b>	
<b>Integration:</b>	
<b>Looking backward at:</b>	<b>Looking forward to:</b>
<b>Content/Context:</b>	
<b>Learning activities and assessment:</b>	
<b>Planned assessment (recording):</b>	<b>Resources:</b>
<b>Expanded opportunities:</b>	<b>Teacher reflection:</b>