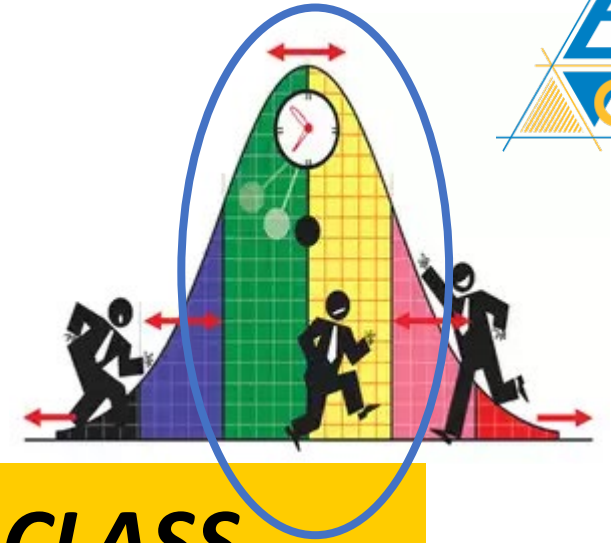


THE ONE- SIZE-FITS-ALL MODEL



DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



GROUPING OF LEARNERS IN THE CLASS

IS ABILITY GROUPING AN EFFICIENT WAY TO HANDLE DIFFERENCES IN LEARNER ABILITIES? DOES SUCH GROUPING BENEFIT LEARNERS, OR DOES IT UNFAIRLY LABEL THEM? **RESEARCH, LOGIC, AND EMOTION** OFTEN CLASH WHEN RESPONDING TO THOSE QUESTIONS.

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DIE GEVAAR LÊ WAARSKYNNLIK DAARIN DAT INDELING SOMS VERDELING WORD

Lesse U Sch



Dis is taamlik onwaarskynlik dat
veel meer mense as haar naaste
kennisse ooit die naam Elana
Barkhuizen sou geken het.
Graad R-onderwyseresse, veral in 'n
weggesteekte, diep-plattelandse dorpie
soos Schweizer-Reneke in Noordwes, is
normaalweg nie mense wat wyer be-

Schweizer-Reneke en skors Barkhuizen
summier.

AfriForum gryp in en bring 'n hof-
aansoek dat Barkhuizen wederregtelik
geskors is. Die regter gee hulle en Bark-
huizen gelyk. Sy word weer aangestel
en pronk nou op ongeveer elke voor-
blad in die land.

Die stof het uiteindelik gaan lê en die
son het genadiglik begin sak oor hier-
se tragikomedie.

nie. Ook Barkhuizen, en almal wat met
haar simpatiseer, het iets om te leer.

Hier kom dit: Vermy die verpestelike
sosiale media! Waarom altyd gryp na
jou selfoon die oomblik wanneer die ge-
ringste dingetjie gebeur? Hoe het dit ge-
kom dat Barkhuizen en haar geslag hul
lewe via sosiale media so verbete in die
openbaar wil voer?

Ek weet ek klink nou soos 'n ou man,
maar ek kan dit eenvoudig nie verstaan
dat alles wat in 'n mens se lewe gebeur,
moet word nie.

■ Haas jou langsaam. Moenie te
skrik, skree, skel of stilstuip kry nie.
Stel eers betroubaar vas wat het werk-
lik gebeur voordat die brandstapel aan-
gesteek word. So nie, is die eier op jou
gesig, meneer die LUR, en nie op dié
van die jong vrou wat miskien nie al
die implikasies van haar daad deeglik
deurdink het nie, maar wat op haar eie,
opregte manier bloot goed probeer doen
het.

■ Dis egter nie slegs die LUR en die
woedende ouers wat iets het om te leer

het. Die pyn lê egter vlak. Ons swart
Suid-Afrikaners in hierdie land het
geer gekry in ons gemeenskaplike verle-
de – veel seerder as wat ons wit mense
ooit kan beseef.

Daardie wond is nog rou. Moenie
sefs eers die (wan)indruk skep dat ons
daardie wond weer wil oopkrap nie.
■ Van Niekerk is professor in filosofie en
direkteur van die sentrum vir toegepaste
etiiek aan die Universiteit Stellenbosch.

HETEROGENEOUS VERSUS HOMOGENEOUS



- **Heterogeneous grouping** is a type of distribution of learners among various classrooms of a certain grade within a school. In this method, learners of approximately the same age are placed in different classrooms in order to create a relatively **even distribution of learners of different abilities as well as different educational and emotional needs**. Gifted learners will be scattered throughout the various grade level classrooms, rather than all together in one classroom. Heterogeneous classrooms present different challenges for teachers. On the one hand, a teacher has to try to be sure everyone in a heterogeneous classroom is being challenged and learning the material.
- **Homogeneous grouping** is the placement of students of similar abilities into one classroom. Although there may be a range of abilities in one classroom, it is more limited than the range found in the heterogeneous classroom. All gifted children within the same grade level will be in the same classroom, for instance. **Homogeneous grouping allows learners to learn at their own pace**, which may differ greatly from their peers.



5 DISADVANTAGES:

“ABILITY GROUPING DOESN'T IMPROVE ACHIEVEMENT AND IS HARMFUL TO LEARNERS. IT CREATES LABELLING.”

LET US BE HONEST, IS THERE ANY POSSIBILITY THAT:

The criteria used to group learners are based on **subjective perceptions** and fairly narrow views of intelligence.

We often confuse learners' **pace of learning** with their **capacity to learn**.

We associate **learners' placement with the type of learners** they are and therefore create different expectations for different groups of students.

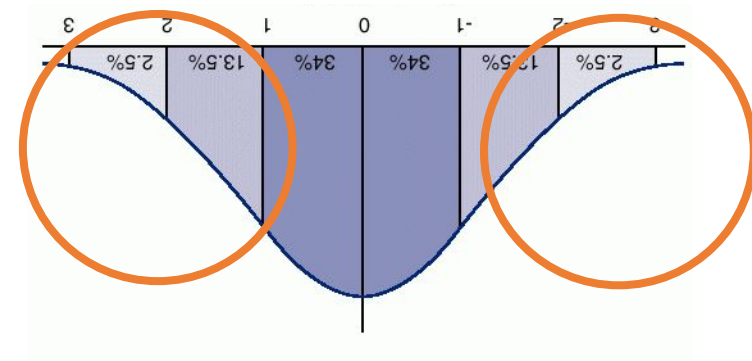
Once learners are grouped, they generally stay at that level for their school careers, and the **gap** between achievement and levels becomes exaggerated over time. Generally, learners who start behind, stay behind.

The notion that learners' achievement levels at any given time will predict their achievement in the future becomes a **self-fulfilling prophecy**.

ABILITY GROUPING ADVANTAGES



1. Increases learners achievement by allowing **teachers to focus instruction**
2. **Allows teachers to adjust the pace of instruction to learners' needs.** For example, a teacher might instruct at a **slower pace, providing more repetition and reinforcement with a group of low-achieving** learners than he or she would with a group of high achievers.
3. A class of high achievers might be given more opportunities for **independent research** and cooperative group discussion than a group of low achievers would be given; high achievers might be asked to apply their skills to solving higher-level thinking problems too.



SOME MORE THOUGHTS ON GROUPING BY ABILITY



1. Grouping learners as a **class by ability for all subjects** doesn't improve achievement.
2. Learners grouped **heterogeneously** for most of the school day, but **regrouped** according to ability for one or two subjects, can improve achievement in those areas for which they are grouped.
3. **Grouping heterogeneously**, except for reading instruction, improves reading achievement.

MOST COMMON TYPES OF HOMOGENEOUS SETTING



1. Academic ability, performance, results
2. Gender: boys and girls (From Grade 6)
3. Subjects (Maths)
4. Looping in phase – advantages of knowing the learners- subjects: Maths, Afr, Eng; Grades 4, 5, 6
5. Language - LOLT
6. Buddy system (grade 5 and grade 1 in one class - mentors in different classes)



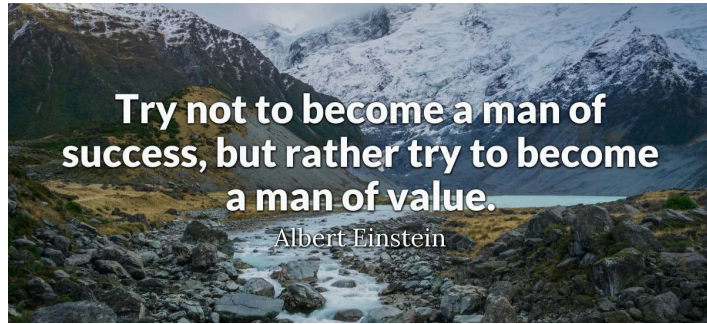
THE MODEL THAT WILL WORK FOR YOUR SCHOOL – LET US GO BACK 2 BASICS BECAUSE LESS IS MORE

1. **PRIORITISE RELATIONSHIPS: SENSE OF BELONGING, PREPARE LEARNERS FOR THE 21ST CENTURY – TEAM WORK, COLLABORATION**
2. Common goal/shared vision: Pursue a class dream, no labelling
3. One-size-fits-model doesn't fit! Different learning styles, leaving margin – arrangement of desks, classroom organisation, ability groups
4. Ask feedback and be prepared to learn from mistakes
5. The best way of learning is teaching somebody else
6. **WE ALL HAVE A RACE TO COMPLETE:
THE RACE OF LIFE**

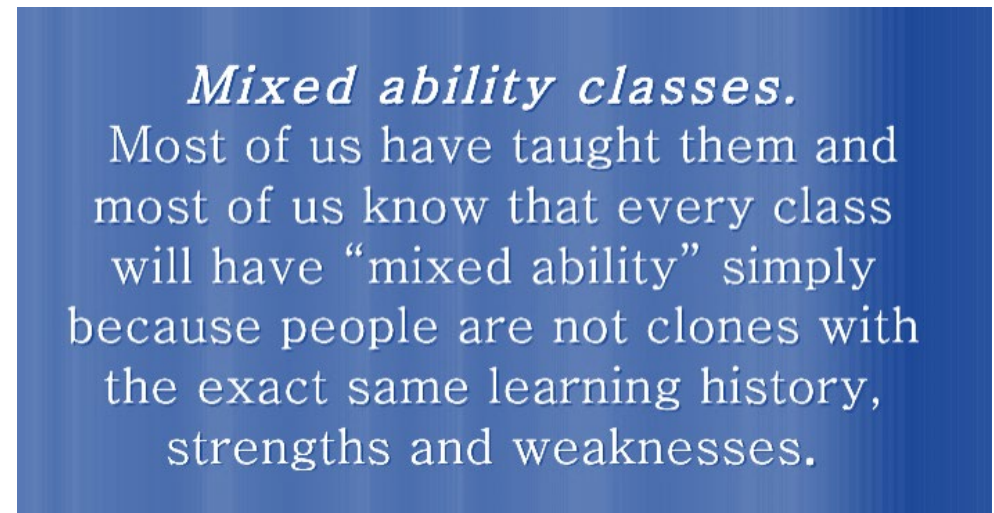
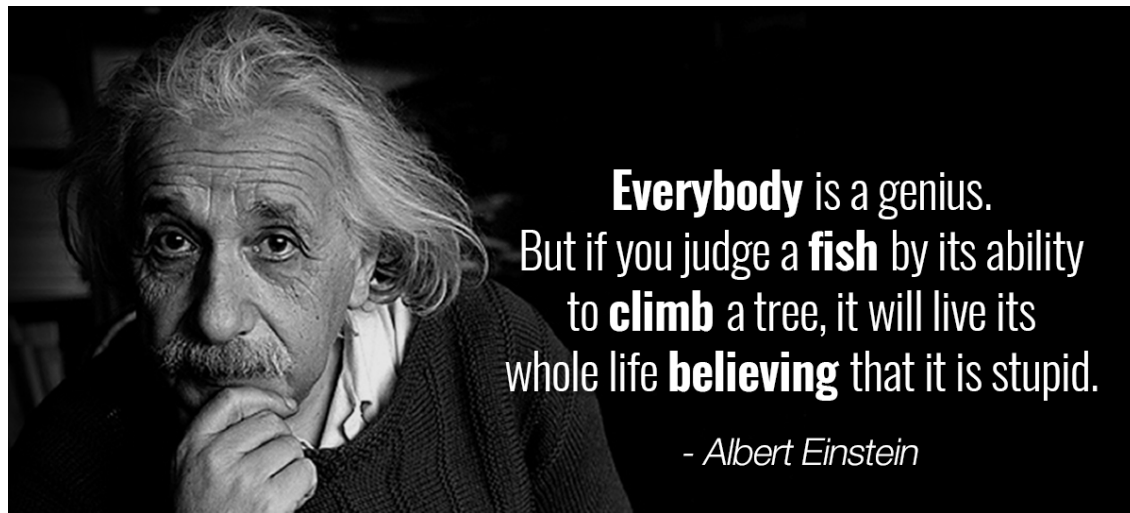








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YOU CANNOT SELL WHAT YOU DON'T BELIEVE IN





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THANK YOU

