



MULTIGRADE TEACHER

TRAINING MANUAL (PARTICIPANTS)



basic education

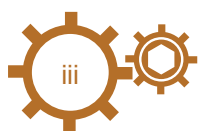
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



MULTIGRADE TEACHER

TRAINING MANUAL

PARTICIPANTS MANUAL



FOREWORD BY THE MINISTER OF BASIC EDUCATION TO THE MULTI-GRADE TOOLKIT AND TRAINING MANUALS

Initiatives to improve rural schooling need to extend beyond just fixing schools in rural areas, by also contributing to improving the quality of teaching and learning. The need to improve and advance the quality of education in all our schools, including all multi-grade schools, is articulated in the 27 national goals of *Action Plan TO 2014, Towards the Realisation of Schooling 2025*. This includes ensuring that the learner performance is drastically improved in all subjects.

Teachers in rural schools often face unique challenges and therefore have specific developmental needs, one of which is to deal effectively with multi-grade classrooms and a curriculum that is based on a single grade structure. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) highlights the fact that no specific training has been provided for teachers teaching multi-grade classes, and there is a lack of support and guidance for these teachers. Many teachers consequently have limited skills in managing different content at different levels and the implementation of the curriculum is therefore largely compromised in these schools.

A large number of children access education through multi-grade schools. In 2011 approximately 26% of schools were reported to have multi-grade classes. Multi-grade schools often have a negative impact on the quality of learning and teaching and learner performance due to the challenges that teachers encounter in the implementation of the curriculum. The Department has made a pledge that as long as multi-grade schools exist in the system focused dedicated service and support must be provided to these schools at all levels.

The Department has launched a number of initiatives in supporting multi-grade schools, such as the following:

- **The Training of Teachers in Multi-grade Teaching**

In 2010 the Department appointed the Centre for Multi-grade Education of the Cape Peninsula University of Technology to train teachers and subject advisors in multi-grade teaching. The training helped to capacitate a total of 679 teachers and subject advisors with the requisite skills and knowledge that they needed to effectively and efficiently manage multi-grade classes.

- **The Multi-Disciplinary Support Initiatives**

A multi-disciplinary Committee for multi-grade schools was established within the Department of Basic Education to provide a multi-disciplinary approach to effectively address the multi-faceted challenges that are experienced by multi-grade schools throughout the system. The purpose of this committee is to

leverage all initiatives and interventions that are aimed at improving the quality of teaching and learning to benefit all multi-grade schools.

- **Infrastructure Improvement**

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) is an ongoing programme to implement basic safety norms and standards in school infrastructure in the democratic and modern era of South Africa.

To date the programme has built and completed 99 schools; provided water to 381 schools for the first time; sanitation to 371 schools; connected 289 schools to electricity for the first time; and drew and approved prototypes of small, medium and large rural schools.

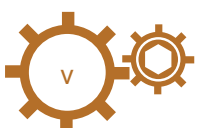
The Department of Basic Education has also, in its endeavour to support multi-grade teachers and strengthen the implementation of the curriculum in multi-grade schools, developed the following:

- Training manuals that will be used in the training of teachers in multi-grade teaching. The training will ensure that teachers are capacitated with the requisite skills and knowledge that will enable them to teach effectively and efficiently in multi-grade schools; and
- A multi-grade toolkit wherein General Education and Training curriculum in all subjects is repacked into a format that will be more user friendly to multi-grade teachers.

The multi-grade Toolkit will, amongst others:

- Strengthen the implementation of the curriculum in multi-grade classes;
- Give guidance to teachers on how to approach curriculum delivery in multi-grade settings;
- Enable teachers to plan lessons with ease; and
- Provide teachers with exemplar lesson plans, formal and informal assessment tasks and worksheets in all subjects in the Foundation, Intermediate and Senior Phases.

With the envisaged training of teachers in multi-grade teaching and the implementation of the toolkit in multi-grade schools, improving learner performance in the schools that practice multi-grade teaching is the expected outcome.



Special recognition and acknowledgment is hereby given to all the national and provincial subject specialists and subject advisors who championed the process to develop the multi-grade toolkit and the training manuals.

I invite all provinces to support the multi-grade schools by:

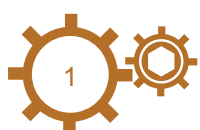
- Training all teachers in multi-grade schools in multi-grade teaching;
- Orientating the teachers on the multi-grade toolkit;
- Implementing the multi-grade toolkit in multi-grade schools; and
- Monitoring the training of the teachers and the implementation of the multi-grade toolkit.


MRS AM MOTSHEKGA, MP

MINISTER

DATE: 12.04.2015

TABLE OF CONTENTS	PAGE
Unit 1: Introduction to multi-grade teaching	2
Unit 2: Classroom design and organisation	3
Unit 3: Multi-grade teaching and co-operative learning strategies	5
Unit 4: Timetabling	7
Unit 5: Display techniques	8
Unit 6: Classroom management	9
Unit 7: Lesson management	12
Unit 8: School-based assessment	14
Unit 9: Inclusive education	16
Unit 10: Information Communication Technologies (ICTs) in multi-grade teaching schools	19



UNIT 1
TARGET GROUP: MULTI GRADE TEACHERS /OFFICIALS (SCHOOL & OFFICE BASED EACHERS)
FOCUS: INTRODUCTION TO MULTI-GRADE TEACHING
TIME ALLOCATION: 60 MINUTES
RESOURCES: MATP,CAPS documents, Laptop, Data projector, Flip charts, Koki pens and Prestik

Introduction:

The facilitator gives a brief overview of unit 1 highlighting outcomes below:

1.1 Outcomes for the unit

After completing this unit, participants should be able to:

1. Describe multi-grade teaching.
2. List and explain factors contribute to schools practicing multi-grade teaching.
3. Describe the challenges that teachers who teach in Multi-grade classrooms are faced with.

Activity 1 (45 Minutes)

1.1 What do you understand by Multi-grade teaching? Class discussion. (5 minutes)

1.2 What are the factors that contribute to Multi-grade teaching? Groups are allocated each of the following factors to discuss.(10 mins)

- Cultural factors
- Socio-economic factors
- Socio-political factors
- Environmental factors

1.3 What are benefits and challenges of Multi-grade teaching? (30 Minutes)

- Group discussion :
 - Write on a flip chart for report back to the entire group
 - Paste answers on the wall and do a gallery walk

UNIT 2
TARGET GROUP: MULTI GRADE TEACHERS /OFFICIALS (SCHOOL & OFFICE BASED TEACHERS)
FOCUS: CLASSROOM DESIGN AND ORGANISATION
TIME ALLOCATION: 70 MINUTES
RESOURCES: MATP,CAPS documents, Laptop, Data projector, Flip charts, Koki pens and Prestik

Introduction:

The facilitator gives a brief overview of unit 2 highlighting outcomes below:

2.1 Outcomes for the unit

After completing this unit, participants should be able to:

1. Have an understanding of the different classroom organisation that can be used in multi-grade classes.
2. Design a floor plan on how you can organise a Multi-grade class with focussed teaching/learning areas, e.g. reading corner for various subjects.
3. Teachers with minimum space should show how they would organise their classrooms.
4. Understand the need for flexible grouping.
5. Prepare lesson in line with relevant classroom organisation strategies.

2.2 Activity 1: Organisational grouping (35 Minutes)

The facilitator asks the participants to read the extract below:

Mr Mokoena, a Multi-grade teacher for *Grade 4-6, with twenty-two learners teaches in a classroom that is used to store unused material*. He has attended numerous workshops where group teaching is promoted “these days teacher-trainers encourage us to group learners and totally discourage whole class teaching and I am not about to change it.

Today, there is no place what so ever *which is sad to see*. Everyone is only grouping learners or teaching them in pairs, he declares.

- 2.2.1 Participants will then discuss how they will organise Mr Mokoena's classroom so that it is conducive for teaching and learning
- 2.2.2 They will also discuss the merit of Mr Phila's point and report back to the entire group using flipcharts

2.3. Activity 2: Physical arrangement of a multi-grade classroom (15 minutes)

The facilitator will ask the participants to analyse and report on the different classroom arrangements:

- a) Direct teaching
- b) Horse-shoe
- c) Unsupported cooperative working
- d) The mat
- e) Site resource area
- f) Independent study

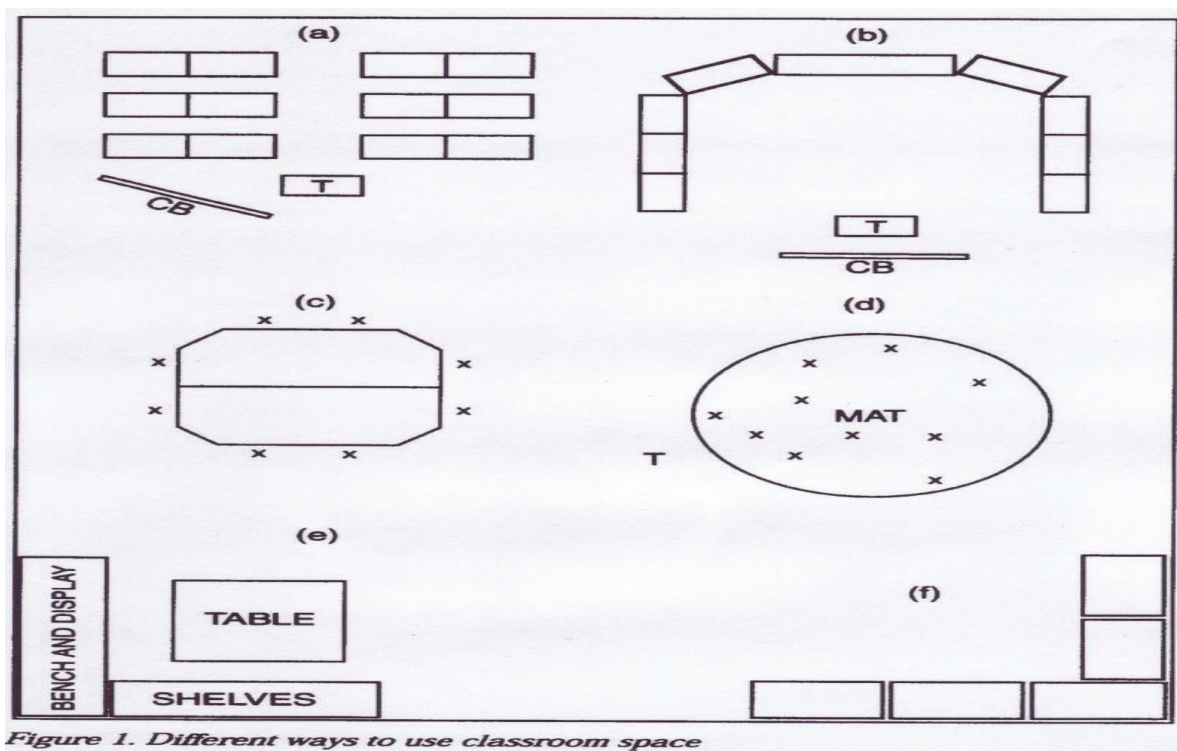


Figure 1. Different ways to use classroom space

2.4 Activity 3: Other physical arrangement of a Multi-grade classroom (10)

The facilitator will ask the participants to:

- 2.4.1 Describe how they will arrange their classroom Mental Maths and Reading for Grade 1-3 or 4-6.
- 2.4.2 Draw a floor plan for this classroom.

2.4.3 Describe how they will arrange their Multi-grade classrooms to reflect various learning centres.

UNIT 3
TARGET GROUP: MULTI GRADE TEACHERS /OFFICIALS (SCHOOL & OFFICE BASED TEACHERS)
FOCUS: MULTI-GRADE TEACHING AND CO-OPERATIVE LEARNING STRATEGIES
TIME ALLOCATION: 1 HOUR AND 30 MINUTES
RESOURCES: MATP,CAPS documents, Laptop, Data projector, Flip charts, Koki pens and Prestik

Introduction:

The facilitator gives a brief overview of unit 3 highlighting outcomes below:

3.1 Outcomes for the unit

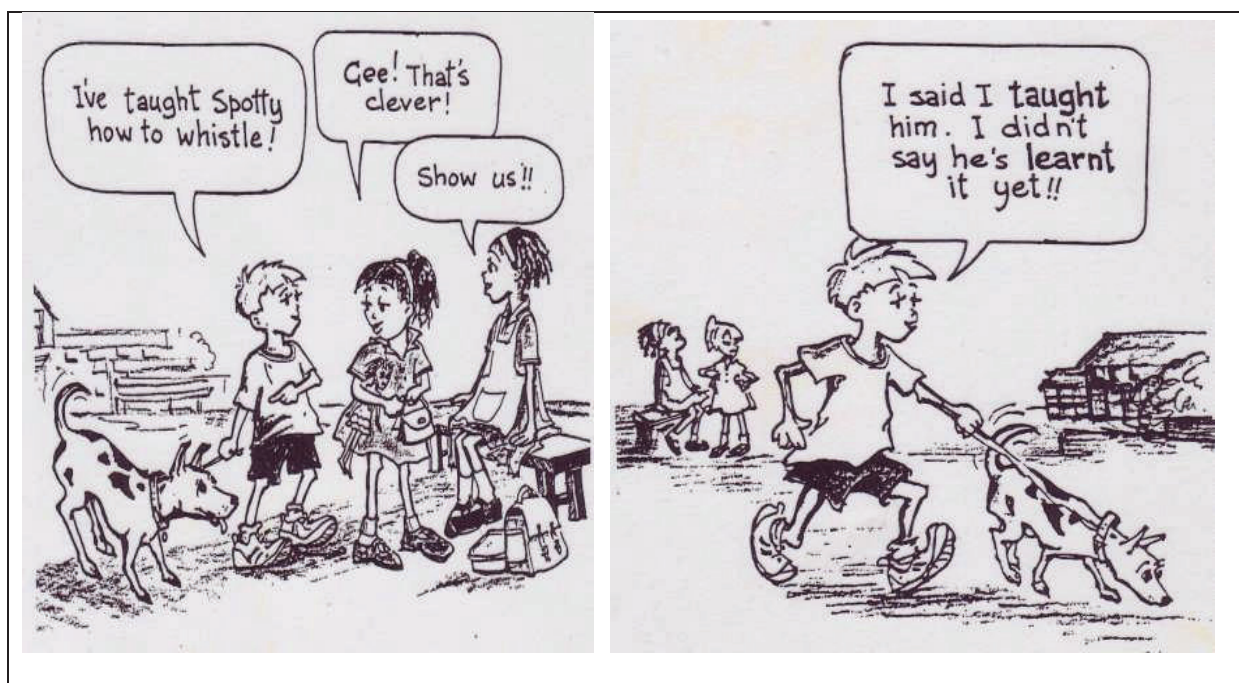
After completing this unit, participants should be able to:

- 3.1.1 Describe various teaching strategies that could be used for different subjects in the multi-grade classroom.
- 3.1.2 List and explain factors to be considered when selecting teaching strategies.
- 3.1.3 Implement some of the teaching strategies.

3.2 Activity 1: Teaching Strategies (5 Minutes)

The facilitator presents the cartoon asks participants to discuss.

--



3.3 Activity 2: Types of teaching Strategies (20 Minutes)

- 3.3.1 What are the factors that should be considered when selecting teaching strategies for a multi-grade class?
- 3.3.2 Describe various teaching strategies you could use in a multi-grade class.
- 3.3.3 List difficulties you might experience in implementing these strategies and suggest ways to overcome them.

3.3.4 Further Activity on Teaching Strategies (10 Minutes)

- The facilitator allocates different teaching strategies to groups
- Groups choose topics that best suite strategies allocated to them.
- Groups discuss topics they have chosen and present to the entire group

The following are some of the teaching strategies that could be allocated to the different groups for discussion:

Group work	Role play
Cooperative learning	Project approach

Demonstration	Centre of interest approach
Observation	Peer teaching/learning
Dramatization	Debate
Quiz	

3.4 Activity 3: Cooperative learning (20 Minutes)

The facilitator asks the participants to discuss in groups:

- 3.4.1 How would they use cooperative teaching in the classroom?
- 3.4.2 What is the role of a peer tutor?

UNIT 4
TARGET GROUP: SUBJECT ADVISORS/ TEACHERS
FOCUS : TIMETABLING AND SCHEDULING
TIME ALLOCATION: 70 MINUTES
RESOURCES: Laptop; Data Projector, MATP and exemplar Multi-Grade lesson plans, Flip charts; Prestik; Different coloured Koki's, Samples of Time tables

Introduction

The facilitator gives a brief overview of Unit 4 highlighting the objectives below:

4.1 Outcomes for the unit

After completing this unit, participants should be able to:

- 4.1.1 Define a timetable.
- 4.1.2 State reasons why a timetable is needed.
- 4.1.3 List the disadvantages of a timetable.
- 4.1.4 List factors to be considered when designing a timetable.

4.1.5 Identify and compare different timetables. The facilitator will ask the participants to define and state why timetabling is needed. (**5 Minutes**)

4.2.1 List the advantages and disadvantages of a timetable.(**5 Minutes**)

4.2.2 Participants list factors they will need when designing a timetable (**5 Minutes**)

4.3 Participants will identify and compare different timetables.(**5 Minutes**)

See Annexure A for the examples of timetables.

4.4 Draw a timetable for one of your multi-grade class by considering all the necessary factors. **NB. The time-table must be limited to a Phase. (30 minutes)**

UNIT 5

TARGET GROUP: SUBJECT ADVISORS/ TEACHERS

FOCUS: DISPLAY TECHNIQUES

TIME ALLOCATION: 25 MINUTES

RESOURCES: Laptop; Data Projector, Flip charts; Prestik; Different coloured Koki's

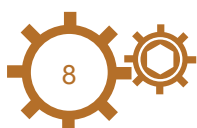
Introduction

The facilitator gives a brief overview of Unit 5 highlighting the outcomes below:

5.1 Outcomes for the unit

After completing this unit, participants should be able to:

1. Briefly explain the importance of displays in the classroom
2. Describe different ways of displaying work.



3. Develop interesting displaying material that will motivate learners and extend their learning.
4. Engage with various perceptions regarding classroom displays in different phases.

5.2 Activity 1: Classroom Displays (10 Minutes)

1. Participants are asked to discuss the importance with which the classroom display is viewed in the Foundation Phase compared to Intermediate Phase and Senior Phase.
2. Discuss how classroom display may influence ANA results in the three GET phases

5.3 Activity 2: Displays of Work (15 Minutes)

The facilitator will allocate different themes to different groups:

1. The facilitator will ask the participants to go outside and collect items that will be used to display specific themes (lessons) in a particular subject.
2. Participants use their creativity and display themes accordingly.

UNIT 6

TARGET GROUP: SUBJECT ADVISORS/ TEACHERS

FOCUS : CLASSROOM MANAGEMENT

TIME ALLOCATION: 40 MINUTES

RESOURCES: Laptop; Data Projector, MATP and exemplar Multi-Grade lesson plans, Flip charts; Prestik; Different coloured Koki's, etc.

Introduction

The facilitator gives a brief overview of Unit 6 highlighting the objectives below:

6.1 Outcomes for the unit

After completing this unit, participants should be able to:

1. Define classroom management.
2. Understand the importance of your own personal teaching style and the relationship that you develop with your pupil.



3. Understand some of the reasons for disruptive behaviour, and
4. Use a variety of techniques to promote acceptable behaviour.

6.2 Activity 1: What is Classroom Management? (15 Minutes)

The facilitator will give the participants the scenario to read, discuss and give feedback to the whole group.

Scenario

It is the beginning of the school year and you have been appointed to work in a multi-grade school. You already know that you will have three grades to teach. You want to make a difference to the performance of the children in your class, so you immediately begin to think about the essential things that you need to do in order to create an orderly environment that will encourage your learners to learn.

You have heard other multi-grade teachers talking about the particular difficulties they have to face every day – comments like ‘There are so many things to organise in a multi-grade classroom that I despair of ever getting it right’. Some colleagues may even have said, ‘Perhaps a course in classroom management would give me some ideas, and even help improve my relationship with learners’. You might well ask yourself the question, ‘What is classroom management and how can it enhance teaching and learning?’

6.2 Activity 2: Respect for Individuals (10 Minutes)

The facilitator will sum up this passage by emphasising the **emboldened words**:

Learners in multi-grade classrooms need to work with children from a **wider age range** than normal and in some schools the class may also include children from a variety of ethnic groups.

You need to ensure that your learners work in harmony. We will talk about routines and rules later, but it is important for your learners to respect each other. Older learners sometimes **tease** or **bully** younger learners and children often make hurtful remarks to others who are different in some way.

You should also make sure that your learners learn about the **different cultures and traditions** represented in your class or in the community. Make a point of letting them talk about their own values. Organise open days or cultural days when they can present their culture to the rest of the school, to parents and to

others in the community. This helps them to be more appreciative and tolerant of individual differences.

As the teacher, you also need to be aware of your own **attitudes** and the way in which you behave towards your learners. If you demand respect, you must also give them respect. It is very easy for you, as an adult, to humiliate a pupil by ridiculing an answer or making a joke at their expense. The rest of the class may laugh but that pupil will resent the humiliation and it will affect his or her confidence as a learner.

It is equally important for you to show that you are ready to listen to the ideas and opinions of everyone in the class even if you or the rest of the group do not agree with their ideas.

6.3 Activity 3: Managing Learner Behaviour (15 Minutes)

The facilitator will give this section to the participants as homework to report back on the following day:

1. What is classroom management?
2. Describe how you would establish a positive environment in your classroom?
3. You are working with Group A. You have asked Group B to finish a Maths exercise from their textbook and Group C to find some information for their project in the science corner. You notice that some pupils in Group B are working quietly but one or two seem to be talking. Most of the pupils in Group C are concentrating on their task and working quietly. What action should you take?

UNIT 7

TARGET GROUP: SUBJECT ADVISORS/ TEACHERS

FOCUS: INCLUSIVE EDUCATION

TIME ALLOCATION: 70 MINUTES

RESOURCES: Laptop; Data Projector, MATP and exemplar Multi-Grade lesson plans, Flip charts; Prestik; Different coloured Koki's, etc.

Introduction

The facilitator gives a brief overview of Unit 9 highlighting the outcomes below:

7.1 Outcomes for the unit

By the end of this session participants will be able to:

1. What do you understand about diversity
2. Identify practices that discriminate against learners
3. Explain what differentiation is
4. Understand why they need to differentiate the curriculum
5. Explain what and how they can differentiate the curriculum

Activity: 7.2 (15 minutes)

Participants will discuss in groups what they understand about the challenges that learners are faced with in their everyday lives, and how they can overcome some of the challenges listed below. They will report back to the entire group.

- Attention Deficit Disorder (ADD)
- Autism
- Intellectual disability
- Hearing
- Vision
- Social problems
- Emotional problems, and
- Speech and language impairments.

Activity: 7.3 (15 minutes)

Participants will work as a group and develop an introduction of a lesson where learners with the above-mentioned challenges will be accommodated. Each group will be given a flashcard with a challenge, and they will have to work on it.

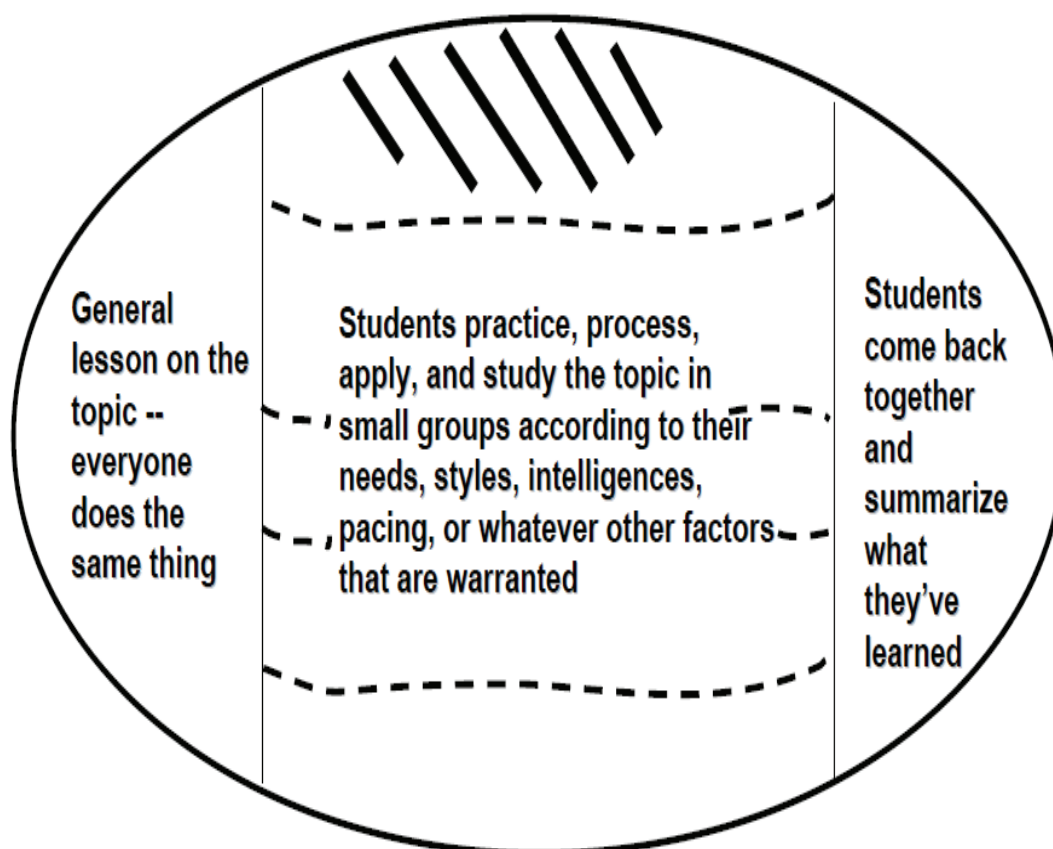
Learning Activity 7.4 (10 minutes)

Explore factors that inform differentiation of learning content.

The facilitator will ask the participants to answer the true or false activity:

7.5 Activity 2: Differentiating the learning environment (15 Minutes)

7.5.1 Explore factors that inform differentiation of learning content (minutes)



7.5.2 The facilitator will ask the participants to answer the true or false activity:

	TRUE	FALSE	NOT SURE
1. Differentiating the content involves addressing the same content but adjusting for the learners' interest, readiness, or learning style			
2. Differentiating the content means reducing the curriculum content.			
3. Differentiating the content means making the content manageable.			
4. Differentiating the content means making the content accessible to all learners.			
5. Differentiating the content means teaching different content to different learners in the same grade.			
6. Differentiating the content entails meeting with small groups to re-teach an idea or skill for struggling learners, or extend the thinking or skills of advanced learners.			
7. Differentiating the content means teaching only what is of interest to different learners.			
8 Differentiating the content is a method used only when learners are struggling with the content.			
9. differentiating the content allows for presenting concepts at a less abstract level			
10. Differentiating the content means lower expectations for learners			
11. Differentiating the content means that each learner will work on their own content			

7.6 Activity 3 (15 Minutes)

The facilitator will:

- a) Give the participants flashcards on which they will be asked to develop an introduction of a lesson whereby learners with different learning challenges will be catered for.

UNIT 8
TARGET GROUP: SUBJECT ADVISORS/ TEACHERS
FOCUS: LESSON MANAGEMENT
TIME ALLOCATION: 50 MINUTES
RESOURCES: Laptop; Data Projector, MATP and exemplar Multi-Grade lesson plans, Flip charts; Prestik; Different coloured Koki's, etc.

Introduction:

The facilitator will give a brief overview of the unit by highlighting the outcomes below:

8.1 Outcomes for the unit

- Learn how to introduce a lesson in Multi-grade class
- Understand the key skills that are needed to manage the learning process
- Use appropriate techniques to end a lesson
- To be able to maintain control over the learning in the classroom

8.2 Activity 1 (10 Minutes)

The facilitator will:

1. Guide the participants as they describe the appropriate techniques that they will use to deliver lessons and to facilitate a smooth transition from one activity to another.
2. Design a lesson plan for grade 4, 5 and 6 multi-grade classes for any subject using CAPS documents and workbooks as a reference.
3. Guide participants on how to use MATP in developing lessons.

8.3 Activity 2: 'Transitions' from one activity to another (10 Minutes)

The facilitator will ask the participants to read the passage and give the feedback to the whole group.

You need to keep your lesson activities flowing smoothly and to maintain interest and momentum. If learners are uncertain of how long they have to complete an exercise or they are unsure of what is going to happen next, they may start to get noisy or may misbehave. In a multi-grade setting, it is particularly important for you to control the change-over from one activity to another.

Your procedures and routines will help, but you will also need to give constant reminders in order to keep the lesson flowing smoothly.

Dealing with unexpected crises: Sometimes the flow of a session is interrupted by a disturbance caused by learners, parents or individuals from the community: a child might get hurt in class or a parent might come to school angry because of complaints by a pupil. Try to minimise disruptions. If you have to take care of the setting personally, remind learners of the tasks that you have set and ask them to 'carry' on with their work'.

If a pupil has had an accident, reassure the class that all will be well. Some learners may become upset when things happen unexpectedly. Never get involved in an angry exchange of words with a parent or guardian. Remind the person that you are in the middle of teaching.

Try to arrange a meeting at a more appropriate time or ask them to wait near the principal's office until you can come and talk to them.

UNIT 9
TARGET GROUP: SUBJECT ADVISORS/ TEACHERS
FOCUS : SCHOOL BASED ASSESSMENT
TIME ALLOCATION: 30 MINUTES
RESOURCES: Laptop; Data Projector, MATP and exemplar Multi-Grade lesson plans, Flip charts; Prestik; Different coloured Koki's, etc.

Introduction

The facilitator gives a brief overview of Unit 8 highlighting the outcomes below:

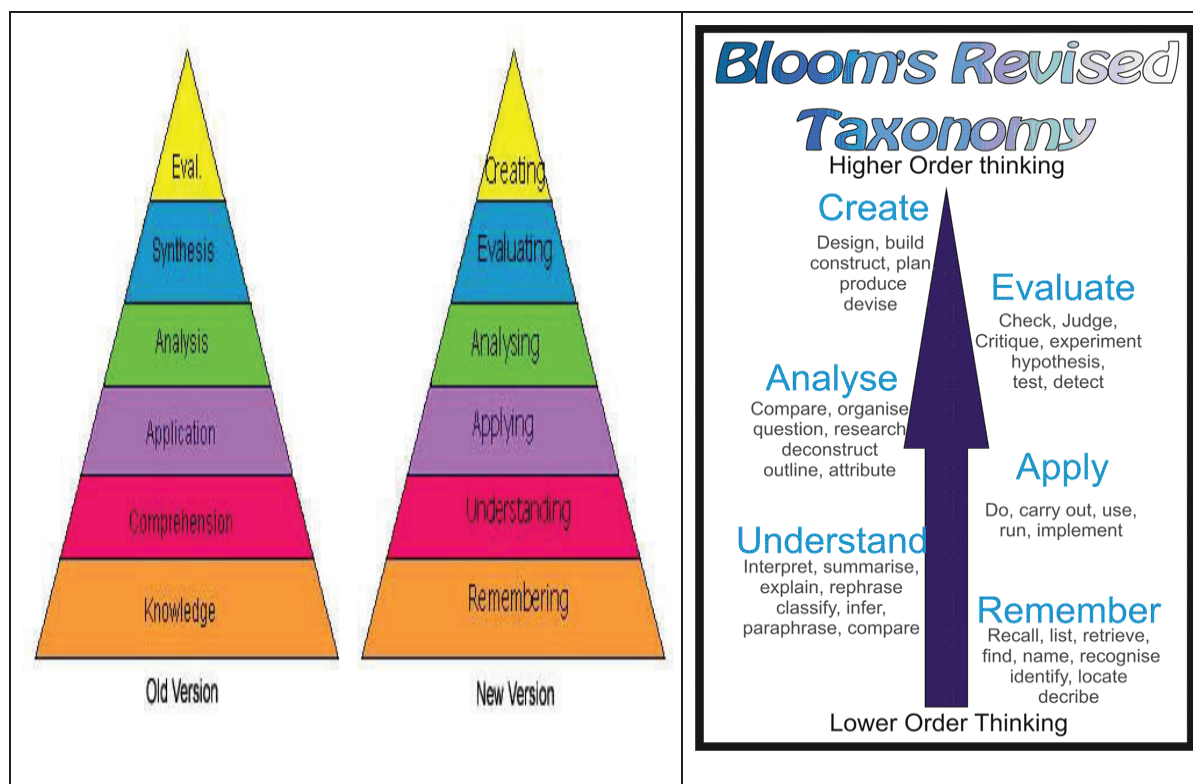
9.1 Outcomes for the unit

By the end of this session participants will be able to:

1. Explain the concept “diversity”
2. Understand the importance of learning about diversity
3. Identify practices that discriminate against learners

9.2 Activity 1 (20 Minutes)

- The facilitator allocates each of the FOUR principles of assessment to different groups to discuss
- Groups discuss and report back to the group



Caption: Terminology changes.

The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs [e.g., Application to Applying] to describe the different levels of the taxonomy. Note that the top two levels are essentially exchanged from the old to the new version." (Schultz, 2005) (Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as 'Creating'.

Source: http://www.odu.edu/educ/llschult/blooms_taxonomy.htm

Categories	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Associated verbs	Recognise	Interpret	Sequence	Investigate	Validate	Develop
	List	Summarise	Implement	Examine	Check	Design
	Describe	Infer	Calculate	Organise	Hypothesise	Construct
	Identify	Paraphrase	Execute	Deconstruct	Critique	Plan
	Retrieve	Classify	Manipulate	Categorise	Experiment	Produce
	Name	Compare	Solve	Probe	Judge	Invent
	Locate	Explain	Adapt	Integrate	Test	Devise
	Find	Exemplify		Structure	Detect	Make
	Label			Distinguish	Monitor	Formulate
	Give example					

9.3 Activity 2: 10 Minutes)

The facilitator:

- Takes the participants through the steps involved in developing educationally sound formal assessment tasks; and
- Asks them to use the exemplar formal assessment tasks to prepare their own MGT formal assessment tasks.

9.4 Activity 2 (15 Minutes)

The facilitator will:

1. Guide the participants in discussing the different learning challenges that learners are faced up with. They will do this activity in groups.

UNIT 10
TARGET GROUP: SUBJECT ADVISORS/ TEACHERS
FOCUS: THE USE OF ICTs IN MULTI-GRADE SCHOOLS
TIME ALLOCATION: 40 MINUTES
RESOURCES: Laptop; Data Projector, MATP and exemplar Multi-Grade lesson plans, Flip charts; Prestik; Different coloured Koki's, etc.

Introduction

The facilitator gives a brief overview of Unit 10 highlighting the outcomes below:

10.1 Outcomes

After completing this unit, participants should be able to:

1. Explain the meaning of Information Communication Technologies (ICTs)?
2. Discuss the importance of introducing the ICTs for teaching and learning in Multi-Grade schools?
3. Identify the benefits of using ICTs in the MGT schools to enhance teaching and learning
4. Discuss on how ICTs can be of support to the teachers and learners.
5. Identify and discuss factors that contribute to the failure of using ICTs in Multi-grade teaching schools.
6. Discuss the importance of training teachers on the use of ICTs, maintenance, monitoring and support.

10.2 Activity 1: What is meant by Information Communication Technologies (ICTs)? (10 mins)

“ICTs as a resource for teaching, learning, reorganizing schooling, and a tool to assist whole-school development” (White Paper of 2004, page 12).

- *In groups, participants will unpack the phrase, and explain further on what they understand about the meaning of ICTs, and report to the whole group*

10.3 Activity 2: Benefits of using ICTs in the MGT schools as form of support and to enhance teaching and learning

- The facilitator will ask the participants to discuss the pictures in **Annexure B** and explain as to how they can be used for teaching and learning. (5 Minutes)
- Participants will be divided into groups to develop an introduction of a lesson in any subject focusing on the use of a radio and a laptop, with the aim to accommodate the auditory and visual learners. They will present the introduction of a lesson to the entire group. (10 Minutes)

10.4 Activity 3: Teacher Training in ICTs (10 Minutes)

The facilitator will ask the participants to discuss the importance of:

1. Training teachers on the use of ICTs for teaching and learning in the Multi-grade schools.

10.5 Activity 4: Supporting multi-grade schools in Using ICTs (10 Minutes)

The facilitator will ask participants to discuss ways and means to:

1. Monitor and support teachers on the use of ICTs in teaching, in the context of Multi-grade schools, i.e. limited time, shortage of funds, shortage of infrastructure, etc.
2. Participants will present their inputs to the entire group

ANEXURE A

EXAMPLE 1: INTERSEN TIMETABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00 – 08:30	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
08:30 – 09:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
09:00 – 09:30	English (FAL)	Mathematics (EMS)	Social Sciences	Mathematics (EMS)	English (FAL)
09:30 – 10:00	English (FAL)	Life Skills (CA)	Social Sciences	Life Skills (CA)	English (FAL)
10:00 – 10:30	BREAK				
10:30 – 11:00	NS/TECH (NS)	English (FAL)	English (FAL)	Life Skills (CA)	NS/TECH (NS)
11:00 – 11:30	NS/TECH (NS)	English (FAL)	English (FAL)	(HL)	NS/TECH (NS)
11:30 – 12:00	Social Sciences	NS/TECH (NS)	(HL)	(HL)	Social Sciences
12:00 – 12:10	RECESS				
12:10 – 12:40	(HL)	NS/TECH (NS)	(HL) (EMS)	English (FAL) (TECH)	NS/TECH
12:40 – 13:10	(HL)	(HL)	Life Skills (LO)	English (FAL) (TECH)	(HL) (TECH)
13:10 – 13:40	Life Skills (LO)	(HL)	Life Skills (LO)	Social Sciences	(HL)
13:40 – 14:10	Life Skills (LO)	(HL)	Life Skills (CA)	Social Sciences	(HL)

EXAMPLE 2: INTERMEDIATE PHASE TIMETABLE

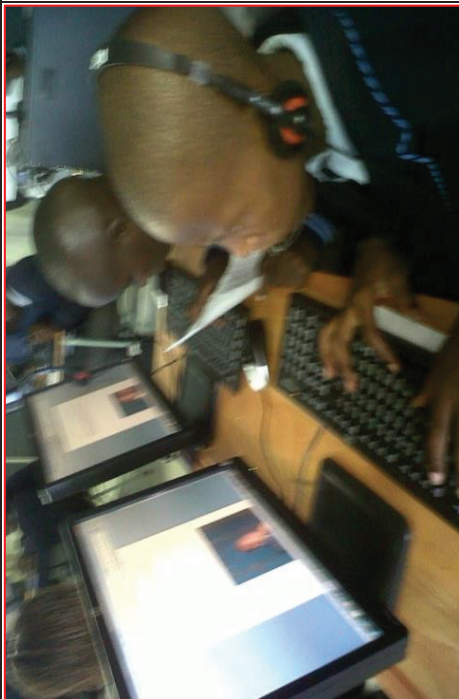

PERIODS		1	2	3	4	10:00 10:10	5	6	7	8	12:10 12:40	9	10	11
TIME		8:00 8:30	8:30 9:00	9:00 9:30	09:30 10:00	10:00 10:10	10:10 10:40	10:40 11:10	11:10 11:40	11:40 12:10		12:40 13:10	13:10 13:40	13:40 14:10
MONDAY	4	Eng FAL	Eng FAL	SS	SS		NST	HL	HL	HL	LONG BREAK			
	5	Eng FAL	Eng FAL	SS	SS		NST	HL	HL	HL				
	6	Eng FAL	Eng FAL	SS	SS		NST	HL	HL	HL				
	4	MAT	MAT	Eng FAL	Eng FAL		HL	HL	SS	L/S				
TUESDAY	5	MAT	MAT	Eng FAL	Eng FAL		HL	HL	SS	L/S	LONG BREAK			
	6	MAT	MAT	Eng FAL	Eng FAL		HL	HL	SS	L/S				
	4	MAT	MAT	MAT	NST		HL	HL	Eng FAL	Eng FAL				
	5	MAT	MAT	MAT	NST		HL	HL	Eng FAL	Eng FAL				
WEDNESDAY	6	MAT	MAT	MAT	NST		HL	HL	Eng FAL	Eng FAL	LONG BREAK			
	4	HL	HL	MAT	MAT		L/S	L/S	SS	MAT				
	5	HL	HL	MAT	MAT		L/S	L/S	SS	MAT				
	6	HL	HL	MAT	MAT		L/S	L/S	SS	MAT				
THURSDAY	4	NST	L/S	L/S	HL		HL	HL	MAT	MAT	LONG BREAK			
	5	NST	L/S	L/S	HL		HL	HL	MAT	MAT				
	6	NST	L/S	L/S	HL		HL	HL	MAT	MAT				
	4	NST	L/S	L/S	HL		HL	HL	MAT	MAT				
FRIDAY	5	NST	L/S	L/S	HL		HL	HL	MAT	MAT	LONG BREAK			
	6	NST	L/S	L/S	HL		HL	HL	MAT	MAT				
	4	NST	L/S	L/S	HL		HL	HL	MAT	MAT				
	5	NST	L/S	L/S	HL		HL	HL	MAT	MAT				

1. Physical Education – Every Mondays and Wednesdays (14:10 – 15:00)
2. Creative Arts – Every Tuesdays and Thursdays (14:10 – 15:00)

EXAMPLE 3: SENIOR PHASE TIMETABLE (GRADE 7 AND 8)

PERIODS		1	2	3	4	5	6		7	8	9	10	11
TIME		8:00 8:30	8:30 9:00	9:00 9:30	09:30 10:00	10:00 10:30	10:30 11:00	11:00 11:30	11:30 12:00	12:00 12:30	12:30 13:00	13:00 13:30	13:30 14:00
MONDAY	7	HL	HL	MAT	MAT	NS	NS	LONG BREAK	FAL	FAL	SS	SS	EMS
	8	HL	HL	MAT	MAT	NS	NS		FAL	FAL	SS	SS	EMS
TUESDAY	7	MAT	MAT	HL	HL	TECH	TECH		SS	LO	NS	FAL	FAL
	8	MAT	MAT	HL	HL	TECH	TECH		SS	LO	NS	FAL	FAL
WEDNESDAY	7	FAL	NS	MAT	MAT	HL	HL	LONG BREAK	EMS	EMS	LO	LO	SS
	8	FAL	NS	MAT	MAT	HL	HL		EMS	EMS	LO	LO	SS
THURSDAY	7	MAT	FAL	FAL	FAL	NS	NS		HL	HL	LO	CA	CA
	8	MAT	FAL	FAL	FAL	NS	NS		HL	HL	LO	CA	CA
FRIDAY	7	SS	SS	TECH	TECH	CA	CA	LONG BREAK	MAT	MAT	HL	HL	EMS
	8	SS	SS	TECH	TECH	CA	CA		MAT	MAT	HL	HL	EMS

ANNEXURE B

COMPUTER AS A TOOL FOR TEACHING AND LEARNING		RADIO AS A TOOL FOR TEACHING AND LEARNING	
			



Published in 2017 by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

© Department of Basic Education

website

www.education.gov.za

facebook

www.facebook.com/BasicEd

twitter

www.twitter.com/dbe_sa