MULTIGRADE TEACHER

TRAINING MANUAL (TRAINER)

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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NDP 2030

MULTIGRADE TEACHER
TRAINING 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.
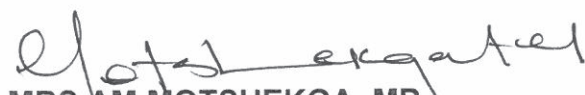
With the envisaged training of teachers in multi-grade teaching and the implementation of the toolkit in multi-grade schools, improving learner performance in the schools that practice multi-grade teaching is the expected outcome.
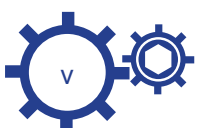
Special recognition and acknowledgment is hereby given to all the national and provincial subject specialists and subject advisors who championed the process to develop the multi-grade toolkit and the training manuals.

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

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Preamble

Due to emerging trends that have contributed to the decline of learner numbers and challenges resulting from the policy on distribution of teachers in schools, it became necessary to provide a multi grade intervention strategy. Initiatives to improve rural/farm schooling need to extend beyond merely fixing schools in rural areas to improving the quality of teaching and learning. The multi-grade teaching (MGT) toolkit is both a strategy to achieve this objective and a guide.

The toolkit is meant to assist teachers who are involved in MGT at Foundation, Intermediate and Senior Phases. It consists of an adapted version of the Multi-grade Annual Teaching Plan (MATP) as well as exemplar lesson plans covering activities of the MATP especially designed to suit MGT schools. Teachers in small rural schools often face unique challenges and have therefore specific developmental needs, one of which is to deal effectively with multi-grade classrooms.

The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) highlights the fact that no meaningful training has been provided for teachers involved in teaching multi-grade classes; consequently there is a lack of policy guidance for these teachers. As a result, many teachers have limited skills in managing different content at different levels as well as classroom management of multiple groups.

The training manual, therefore, is a guide taken from CAPS aimed at enhancing the professional development of MGT teachers. The Department of Basic Education through Curriculum Implementation & Quality Improvement: GET under Curriculum Implementation & Monitoring Chief Directorate of Branch C established a Task Team composed of subject specialists and MGT Coordinators from all the provinces to develop the manual. The team has developed this manual to train officials who will subsequently cascade it to teachers. It is hoped that the MGT training manual will provide much-needed direction and assistance to the MGT schools.

The purpose of the training manual

Like other developing countries in Africa, South Africa's rural communities remain disadvantaged compared to their counterparts in urban areas. Once a student has been admitted to a school in South Africa, there is only a one in three chance that the student will complete primary level. More than 8 million children are to be found in rural school classrooms in South Africa.

One of the major inequalities affecting the rural poor is their unequal access to quality education, which is so important for social and economic development. The reduction of poverty, as well as food security and basic education, form the core of the new discourse of development aid, (Dr Joubert Jurie, 2010, Multi-grade teaching in South Africa, p1).

Though multi-grade classes have been with us for a long time, our education systems have not given sufficient attention to the challenges posed to the Multi-grade teaching schools. For example,

- The majority of teachers currently teaching multi-grade classes have not received formal training or development to teach in these classes
- Little attention is paid to this issue in government education policies
- Little or no in-service support is provided for multi-grade teachers
- Teacher education institutions have tended to ignore multi-grade teaching in their teacher development programmes

How is the multi-grade teacher training manual going to benefit the teachers?

Most teachers in multi-grade classes have thus been left to manage their teaching and learning experience. There is now a growing awareness that multi-grade classrooms present a unique educational context. A deliberate and conscious attempt must therefore be made to assist teachers in developing the skills and knowledge necessary to provide a quality education to children in multi-grade classrooms. Curriculum and programme modifications are necessary to accommodate the needs of learners in multi-grade situations.

How is the multi-grade training manual going to benefit learners?

The provision of basic education for the poorest and most marginalized learners in small schools located in rural areas is dependent on multi-grade teaching. Multi-grade teaching provides and creates opportunities for learners in rural and farm schools to access education and to enhance their economic, health, and social opportunities.

Multi-grade schooling has implications for both teacher training and curriculum design. Hence the Department has decided to prioritise assisting schools that practice multi-grade teaching.

UNIT 1: Introduction to multi-grade teaching

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1. Introduction

The facilitator gives a brief overview of Unit 1 highlighting the objectives below:

Resources

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

1.1   Outcomes

After completing this unit, participants should be able to:

1. Describe multi-grade teaching.

2. List and explain factors contributing to schools practicing multi-grade teaching.

3. Describe the challenges facing teachers who teach in multi-grade classrooms.

1.2   What is multi-grade teaching?

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

- Multi-grade teaching is a situation where one teacher has to teach more than one grade at the same time and in the same classroom. In South Africa, Multi-Grade teaching is influenced by circumstances, but in some countries it is a preferred approach to teaching.

- Multi-grade teaching is the teaching of more than one grade at the same time in the same classroom by the same teacher (Pridmore, 2004). It is usually distinguished from mono-grade teaching where one educator teaches one grade, albeit comprising learners of varying abilities and ages. Multi-grade schools are generally found in remote, usually disadvantaged (socially, economically and educationally) rural areas where the population density is

low and there are not many children of school-going age (Kalaojaa, E. & Pietarinenb, J. 2009).

1.3   What are the factors that contribute to the practising of multi-grade teaching?

Groups are allocated each of the following factors to discuss (10 minutes)

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

The facilitator will do a consolidation after the group discussions.

1.4.   Challenges and benefits of multi-grade teaching: (Group discussion and gallery walk) (30 minutes)

Participants will discuss the benefits and challenges of multi-grade teaching.

- The curriculum
- Planning for delivery
- Attitude
- Isolation due to geographical location
- Disadvantaged local environment
- Learners at different learning levels
- Teacher frustration
- Physical space
- Richer learning environment
- Greater understanding between learners and teachers
- Development of healthy competition

Groups will write down answers on the flip chart and post them on the wall for the gallery walk later on. The facilitator will do the wrap-up after the gallery walk.

1.6 Summary

- Multi-grade teaching refers to teaching learners of different grades in the same classroom setting. You may know other terms to describe this setting: combination classes, split class teaching, multi-level teaching or multiple class teaching.

- In South Africa, like many other less affluent countries, Multi-grade teaching is influenced by circumstances whilst in other developed countries it is undertaken by choice. Multi-grade schools have attracted attention in the developing country context because of their potential to increase primary school participation rates. By bringing the school closer to the community, they encourage more children, especially girls, into school (Berry, C: 2001).

- Based on the experiences of the South African schools where multi-grade is practised, we can deduce that this practice poses serious challenges in respect of learner performance and classroom practice.

- Most teachers at these schools have been trained in mono-grade teaching approaches. Perceptions of many teachers regarding multi-grade teaching in South Africa are that it is demanding and more complex than mono-grade teaching. The remoteness of many rural schools and the prevailing socio-economic conditions prevailing in many of these areas further contribute to negative attitudes amongst teachers.

UNIT 2: Classroom design and organisation

2. Introduction

The facilitator gives a brief overview of Unit 2 highlighting the objectives below:

2.1 Outcomes

After completing this unit, participants should be able to:

1. Have an understanding of the different methods of classroom organisation that can be used in multi-grade classes.
2. Design a floor plan for organising a multi-grade class with focussed teaching /learning areas, e.g. reading corner, for various subjects.

Ask teachers with limited space, to suggest ways of organising their classes. Understand the need for flexible grouping, and

Prepare lessons in line with relevant classroom organisation strategies.

2.2 Organisational grouping (60 minutes)

The facilitator reads or 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 also used to store unused material. The teacher has never done any group teaching and he believes that the traditional way of teaching which he has over the years done strictly through whole-class teaching, is far better. Through whole-class teaching he was able to yield positive learner performance and he has produced doctors, engineers, teachers, etc. Despite attending numerous workshops where group teaching is promoted, he is still convinced that by applying the principles of whole-class teaching' he will be able to teach the three different grades effectively and efficiently. He constantly remonstrates, "Today, there is no place whatsoever for whole class teaching, which is sad to see. Everyone is only grouping learners or teaching them in pairs".

- Participants will then discuss how they will re-organize Mr Mokoena's classroom so that it is conducive to teaching and learning
- They will also discuss the merits of Mr Mokoena's point of view; ways and means to change his mind-set and convictions regarding group teaching; and to report back to the entire group using flip-charts.

Consolidation

How teachers organize their classrooms depends upon their personal preferences and the furniture and equipment which they have available. If teachers ensure that the arrangement and organization of the classroom are matched to their methods, learning is enhanced.

This is often linked to a 'traditional' or 'formal' approach to teaching and has been criticised because it seems to assume that every pupil has the same learning needs and will respond to the same teaching method. Teacher training courses now place more emphasis on the use of group work, but there are moves to reassess earlier criticisms of whole-class teaching. Research now suggests that within most lesson plans there is a place for some whole-class teaching and it has been found that teachers use this approach in the following situations:

- To introduce a new topic
- During discussion or brainstorming – sharing ideas with the rest of the group
- To explain how activities or projects will be done
- When dealing with content or activities where it does not matter if learners respond at different levels (e.g. story-telling, physical education, outdoor games, field trips and projects)
- To practise learning – such as reciting tables or poems
- To summarise learning at the end of a lesson
- For 'Story Time'

In a multi-grade classroom whole-class teaching can be a very useful strategy particularly if it is combined with 'stepping'.

2.3   Stepping

In this very useful modification of whole-class teaching, the teacher begins working with the whole group/class on content which is new to some and revision for others. The lesson is developed in a series of 'steps' and each grade or ability group is given an activity appropriate to their level to complete at the end of each 'step'. In the example given below, the teacher has three grades in the class (Grades 4–6) and has decided to prepare a common subject – Maths.

Each grade group will be given a different activity as the lesson progresses.

The content of the lesson is planned in four 'steps'.

- The teacher begins the lesson with something related to the topic that is of interest to the whole class.
- The first activity is then given to the lowest grade (4).
- The teacher now teaches the next 'step' to the remaining grades (5–6). Grade 4 is then given another activity.
- Now only Grades 5 and 6 are working with the teacher.
- After the third 'step' has been taught, Grade 5 is given an activity and finally the last 'step' with the most challenging activity is taught to Grade 6.
- This teacher plans to take about one hour for the lesson.

2.4   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) The Horseshoe
c) Unsupported cooperative working
d) The mat
e) Site resource areas
f)   Independent study

Consolidation

Figure 1 represents a number of different classroom layouts. Teachers can choose a layout which best suits them in order to use the available classroom space in the way which best suits their purposes.
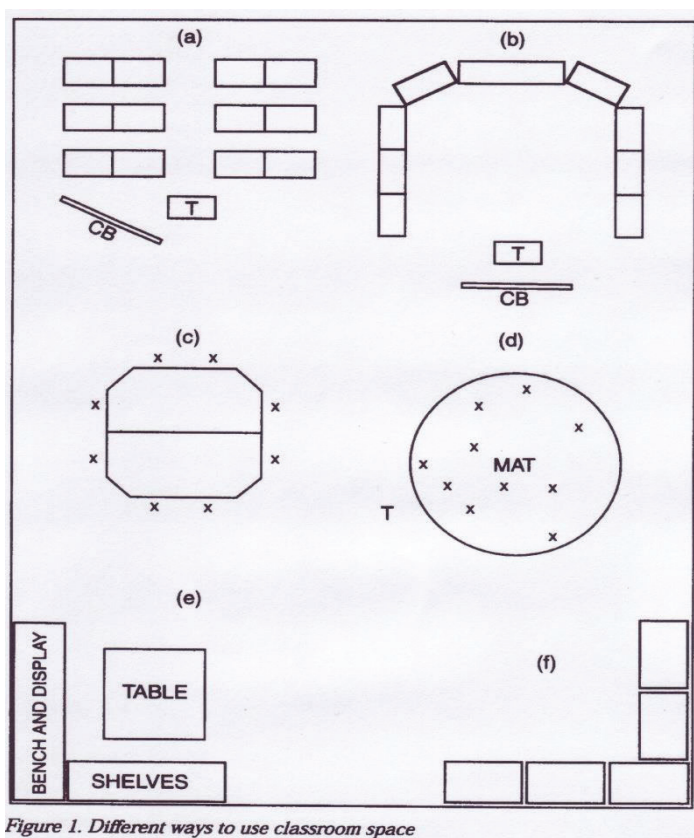

Figure 1. Different ways to use classroom space

(a) Direct Teaching

The teacher is instructing the class, demonstrating a technique or conducting an experiment. The teacher instructs, explains and asks questions. The children respond to his questions, and undertake tasks.

(b) The Horseshoe

This can be used for direct teaching, or for teacher led discussion. The arrangement encourages the children to address and question each other as well as the teacher.

(c)   Unsupported cooperative working

The children share a task and cooperate in completing it. The arrangement invites face to face interaction and conversation. It is useful in topic and project work and can be used for shared practice sessions.

(d)   The Mat. This is especially useful with younger children for storytelling, singing, and news exchanges and for briefing them on their next activity. Sometimes children like to lie on the mat to read.

(e)   Resource activities. This is an area in which equipment; books, charts and materials can be kept for specific curriculum areas, e.g. mathematics, science,

language, art and crafts. Often room corners are the best positions for resource areas. Resources can be taken from the area, or a group can work inside it.

(f)   Independent study. An area of this kind enables learners to work privately without distraction. It is useful to place the tables and chairs/benches facing a wall. Space in a corridor or on a shaded veranda can also be used for an independent study area.

The flexible use of group arrangements like these depends upon the ease with which they can be reorganized by the children. This means that the tables, desks, chairs, benches and chalkboards should be light enough for the learners to move by themselves without difficulty.

 The other physical components of classrooms, the walls, should not be neglected. Firstly, displays of children's work - stories, poems, and art - are important, because these items indicate that their efforts are taken seriously. Fibre display boards or heavy cardboard - anything which will accept a pin - will serve this purpose. Space can be reserved for a notice board to take the timetable, classroom rules, coming events, etc. If the walls are smooth and chalkboard paint is available, sections at a suitable height can be prepared for the children to use, both inside and outside the classroom/building, e.g. for practice in computation and language and for drawing and design.

2.5   Other physical arrangements of a multi-grade classroom

The facilitator will ask the participants to:

i.   Describe how they will arrange their classroom for Mental Maths and group reading for grades 4 and 5.
ii.   Draw a floor plan for this class.

A multi-grade classroom can be arranged to include areas such as a class shop, learning centre, reading corner and dress-up or home corners. These areas are described below.

2.5.1 The Class Shop

You can set up a make-believe store or market in your classroom. Learners can pretend they are shoppers or shop-keepers in order to practise a number of skills, including language, social skills and mathematical skills.

With the help of the learners, you need to collect the following *empty* basic household items for your class shop: cans of beans, beef soup powder, milk cartons, egg boxes, cold drink cans, boxes of matches and maize meal containers.

If your classroom does not have shelves, you will need to request the school or some parents for help in making them. Some parents might even volunteer to build them for you. Since your classroom is flexible, mobile shelves might be a good idea.

Children can pretend to buy items using coins and bank notes made from cardboard or, where possible, specimen or 'play money'. You and the learners need to prepare a price list for all the items. Make sure that all of the children have an opportunity to 'work' or 'shop' in the classroom store.

2.5.2 Reading Corner.

This is an area to which you and the learners could bring relevant teaching material such as readers, magazines, games, stories and compositions written by the learners. This area needs to be comfortable so you could bring floor mats and cushions for the learners to sit on. The cushions could possibly be donated by parents.
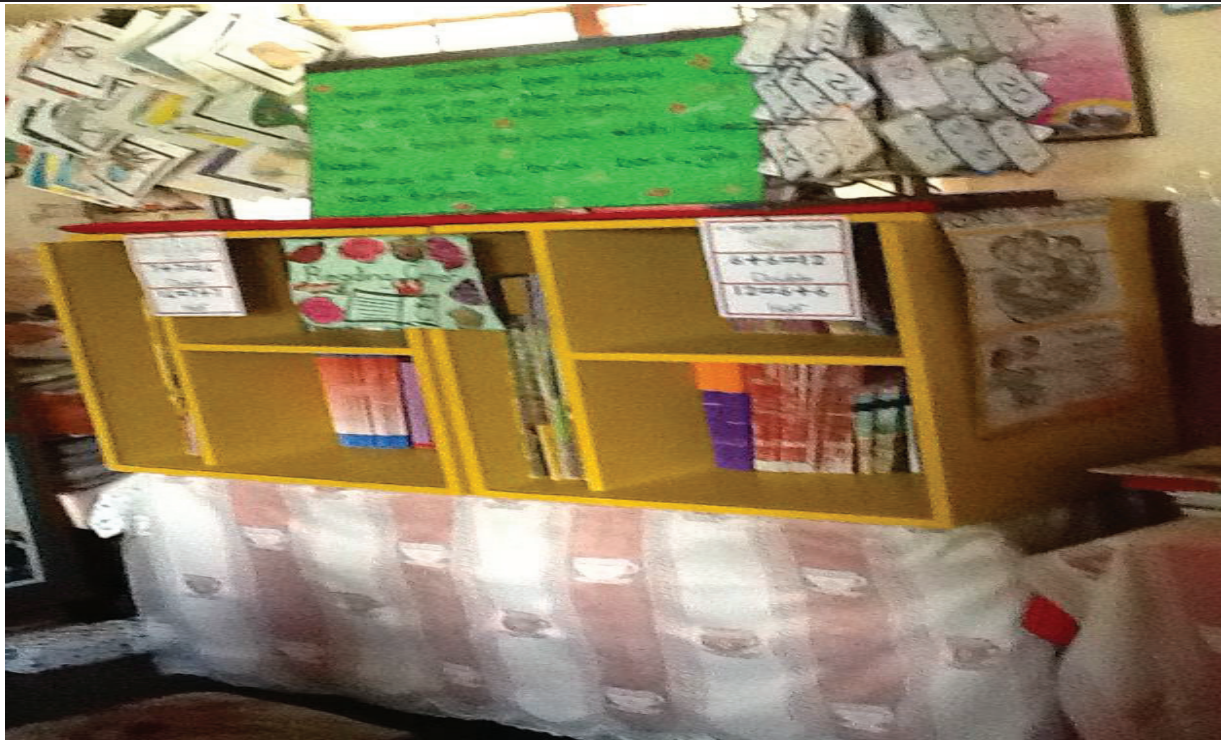
2.5.3 Dress-Up or Home Corner.

Learners like to have space in which they can role play. For example, young learners like to pretend they are family members or other people in the community. This activity also helps in the development of their language skills. The older learners can help the younger ones develop these skills. You could have a box full of old clothes such as dresses, shoes and hats in the area. Learners enjoy dressing up when they do role play.

2.5.4 Work Centres

Work centres can be used to enhance multi-grade teaching activities. The centres can be arranged so that learners are in groups. Materials appropriate for different grade levels could be placed in different areas so that the learners can work on their own. If there is enough space, partitions could be used to separate the centres.

2.5.5 Walls

Although teachers are not always consulted when classrooms are built, you could still mention to the principal or school authorities that light colours such as white, light blue and light pink influence learning in a positive way. In some cases, the school can buy the paint and the Parents and Teachers Association can paint your classroom.

Consolidation

In this unit we have explored different ways of organising learners in a multi-grade classroom setting. The organisational strategies that you use for teaching these classes are extremely important. In your classroom you may have more than one grade to teach and within each grade there will be learners with a very wide range of abilities. Each of these factors will require different grouping strategies.
In addition, although there may be instances where you need to direct the grouping for a lesson yourself, there will also be times where you can allow your learners who they want to work with.

With so many factors to be considered, the strategies that you use need to be flexible and to the different teaching and learning needs of your class.

2.6   Summary

If classroom design and organisation is done effectively, learners will absorb information beyond the areas covered in the curriculum. This unit dealt with the organisation of a multi-grade classroom. The participants learned about different seating layouts and how to set up specialised areas such as learning centres. They also learned that a good classroom environment enhances teaching and learning.

SECTION A: Multi-grade teaching strategies

3.1   Introduction

The facilitator gives a brief overview of Unit 3, highlighting the objectives below:

3.1.1 Outcomes

After completing this unit, participants should be able to:

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

3.1.2 What are teaching strategies?

The facilitator presents the cartoon and the participants are asked to discuss it.
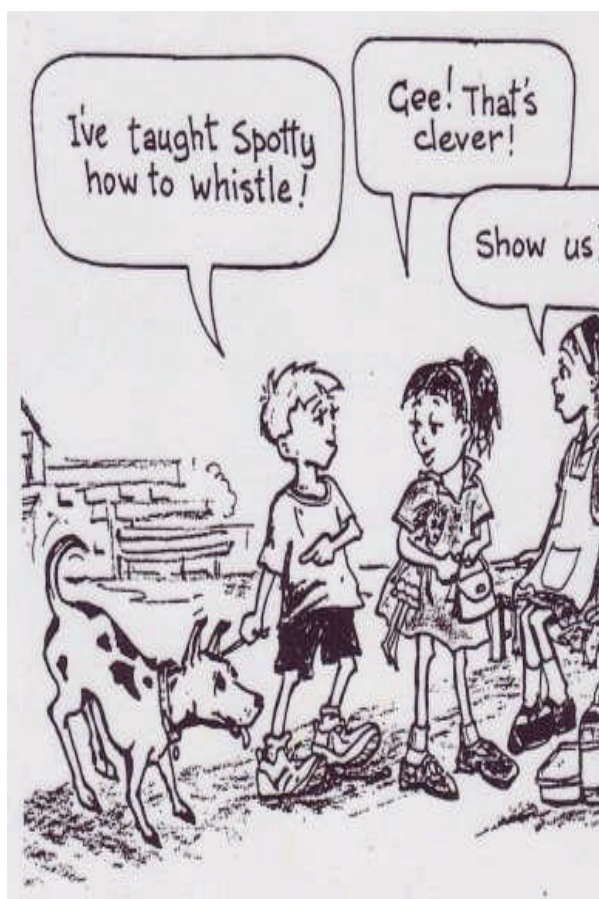
Consolidation

Teaching is a process of guiding and enabling an individual to learn new ideas and skills and to develop new values and attitudes. The main goal of teachers is to help learners learn. Learners are different; therefore they learn in different ways. That is why teachers should use a variety of methods to cater for different learners. These methods are referred to as teaching strategies.

3.1.3 Types of teaching strategies

- The facilitator allocates different teaching strategies to different groups.

- Groups choose topics that best suit the strategies allocated to them.

- Groups discuss topics they have chosen and present their findings to the entire group.

The following are some of the teaching strategies that could be implemented by a multi-grade teacher.

1. Group work	8. Project approach
2. Demonstration	9. Centre of interest approach
3. Observation	10. Peer teaching
4. Dramatization	11. Debate
5. Role-play	12.Quiz
6. Independent study,	13. Paired and Peer tutoring
7. Direct instruction	

Four of the teaching strategies explained below are group work, peer tutoring and drama and project approach.

3.1.4 Group work

In this approach, a teacher organises learners to work in smaller groups according to their abilities, interests and ages.

But how should groups be formed? When should you use them? What are the different ways of using them?

Groups can be formed in a variety of ways, depending on the type of lesson you want to teach. Below are examples of how learners can be grouped.

- **Mixed ability groups**: Slow and fast learners are placed in one group

- **Same ability groups**: All learners progress at more or less the same pace

- **Social groups**: Learners with the same or mixed backgrounds are grouped together

- **Gender groups**: The boys and girls are separated

- **Interest groups**: All learners show an interest in the same activity or topic

- **Peer groups:** Friends who like to work together are placed in the same group

- **Random groups**: Learners are chosen in no particular order

- **Pair grouping**: Two learners work together

Group work is a good way to organise your class. It is learner-centred and can be used all the time. It allows learners to sit together in an organised manner as shown below.
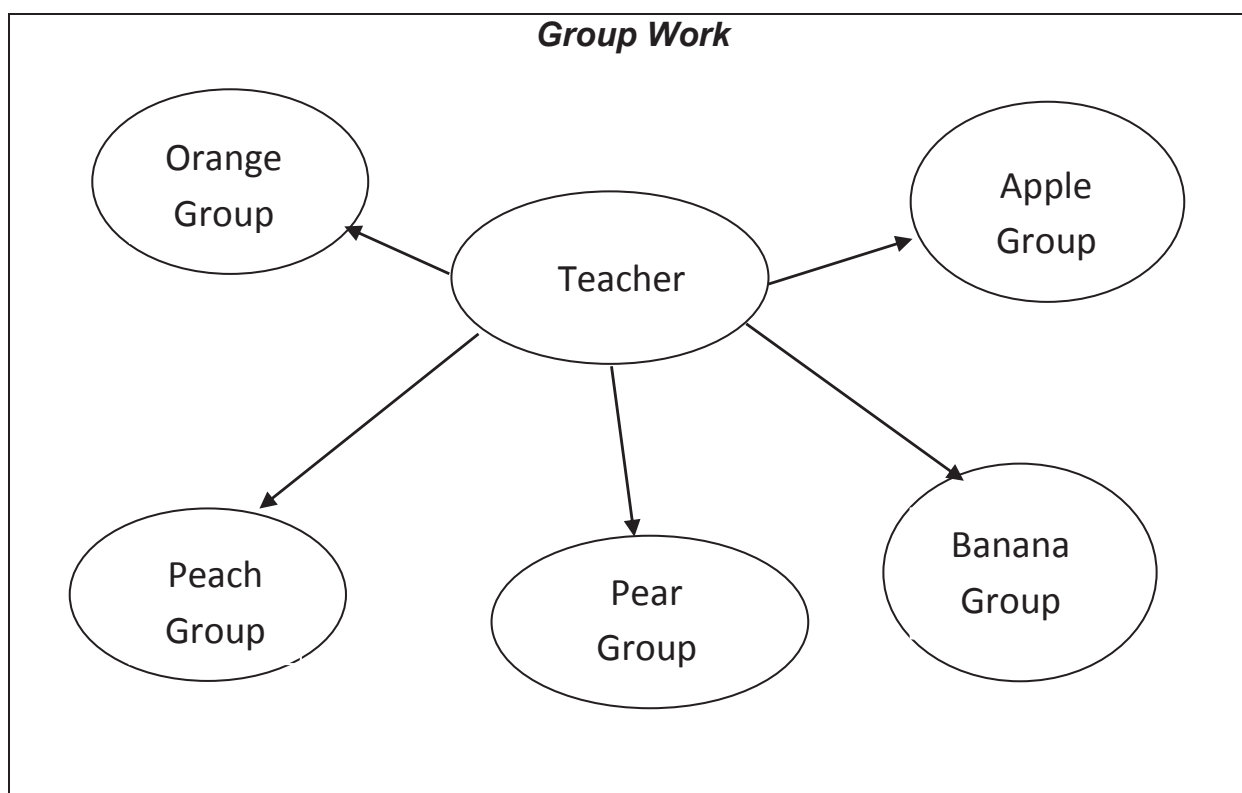
Figure 2: An example of grouping learners and naming the groups

Give learners the opportunity to name their own groups. This elicits pride and a sense of ownership.

Since you can arrange groups in a variety of ways, you can make up groups that suit your needs and those of your learners. Change your groups from time to time. Do not use the same grouping all the time. Give your learners the opportunity to interact with other learners.

When you set up your classroom for group work, you may place the tables in small groups as illustrated in Figure 1. Figure 2 indicates an alternative way of organising the classroom.

Consolidation:

Teachers use many strategies in their day-to-day teaching. Sometimes they are fully aware of the strategies they are employing, sometimes not.

Teachers need to know a variety of teaching strategies so that they can use them to address particular subjects and situations. Some strategies will work well with some learners; others will not.

This unit will expose you to a range of teaching strategies that you can use with your multi-grade class. Many of the techniques appropriate for multi-grade teaching can also be used in mono-grade settings where there are learners who are either below or above the level of the rest of the class.
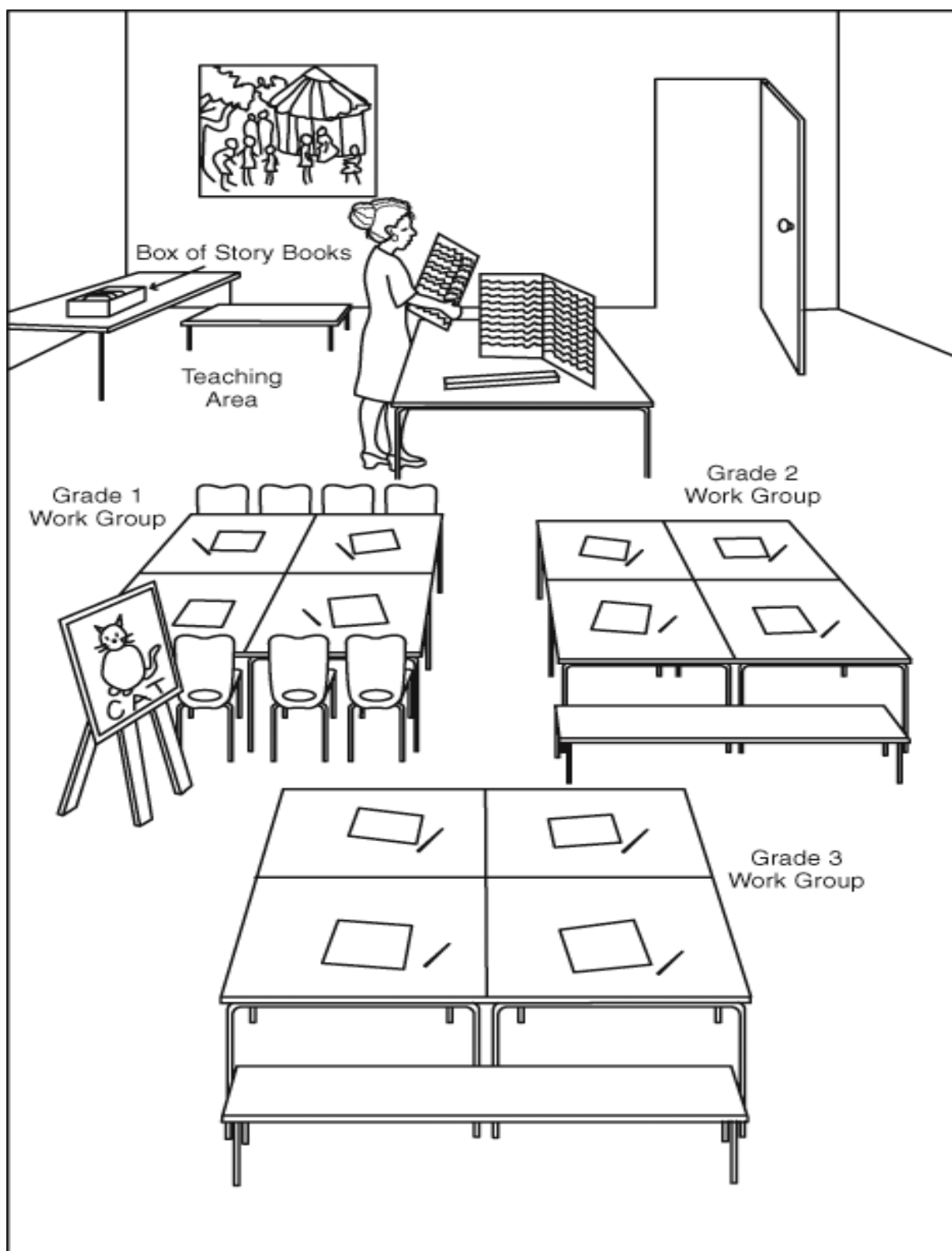
Figure 2: An example of a classroom arrangement.
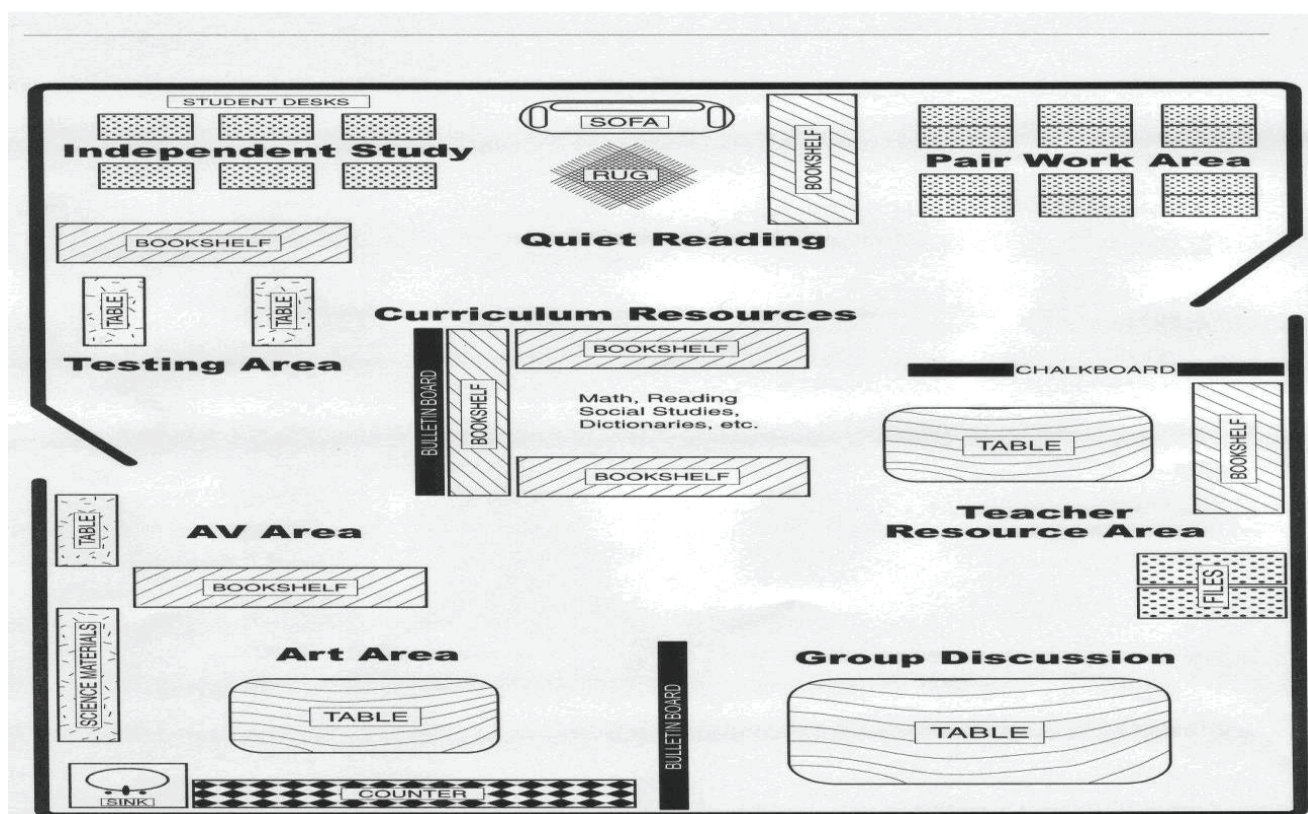
Figure 3: An example of a classroom arrangement.

In order to avoid learners becoming bored or idle, the teacher must prepare as many appropriate activities as possible. Duties can also be assigned to various group members. Certain skills can be enhanced through group activities. For example:

- Group leader - could develop leadership skills

- Scribe - could develop writing skills

- Timekeeper - could become more aware of and develop a respect for time

The above responsibilities should be shared amongst the learners so that all of them get an opportunity to do different chores and to develop new skills.

3.1.5   Advantages and disadvantages of group work

Group work has both advantages and disadvantages for learners.

Advantages

- Learners can share skills and work cooperatively

- Resources can be shared between a number of groups

- Learners can develop self-confidence and independent learning skills

- Group work can increase learner participation and involvement

- Group work allows for individual differences so the learner learns more effectively

- The teacher can attend to learners who need more attention

Disadvantages

- Some learners ridicule others in a group because of their disabilities (bullying)

- Some learners tend to dominate the group

- Shy learners may be ignored or be disadvantaged

Observe groups carefully so that you can recognize and remediate these types of problems as quickly as possible.

3.1.6 Peer teaching and learning

This is an approach in which learners serve as teachers or coaches to other learners in the same or different grade levels.

The older or more advanced children can often teach other learners. Peer teaching is frequently effective because earners use their own language patterns during their interactions. Peer teaching also develops the peer leader's self-confidence. The peer leader should understand his or her role clearly. The peer leader should be well organised and prepared. Peer teaching can also be used to develop practical skills related to farm work, road safety, sports and first aid.

Peer teaching is useful in managing situations because the peer teacher can assist by working with individual learners in the groups while the teacher is with another

class. The following guidelines will help you to ensure that peer teaching works effectively.

The teacher should:

- Prepare peer leaders in advance by explaining their roles and their tasks clearly,
- Help peer leaders to gather materials needed for the activities to be conducted, and
- Evaluate the peer leaders. Note what actually took place and what needs to be done next.

The peer leader should:
- Understand the task,
- Develop positive skills for dealing with others, and
- Report back.

3.1.7 Dramatization (20 minutes)

This is an approach that requires learners to act out stories or themes related to a specific topic. Dramatization helps learners to acquire concepts, skills, attitudes and values.

Learners cannot articulate a situation on their own in order to dramatize it. You will therefore have to ensure that your learners understand the concepts, attitudes and skills required for effective dramatization.

Various aspects of dramas may help learners develop the skills and attitudes outlined in the table below.

Concepts	Skills	Attitudes
Main story ideas	Listening	Taking turns
Sequence of story	Speaking and articulating language Clearly	Respecting and accommodating the opinions of others

Character traits	Gestures	Sharing
Social issues	Being patient and tolerant	Being able to work in a group situation

The facilitator will write a short story with at least four characters. Ask learners to act out the story with your guidance. List the skills acquired by the learners.

3.1. 8 Project approach

This method allows learners to devise ways and means for exploring a subject in depth. It involves investigating or solving a problem individually or in groups.
The starting point of a project can be triggered by a problem, the syllabus, the learner or an incident. There are many more starting points you could use in your multi-grade class.

Read the following case study carefully and consider how you would guide your learners in starting up a project of their choice.

> #### *Need for a Library Shelf*
>
> You have been moved into a new classroom. Your learners' reading books are all over the place. You've asked your learners what could be done to resolve this problem. They've suggested that they will help build a bookshelf and organise a library corner. *Ask your learners to plan and organise a reading corner for the classroom*.

The following steps might be helpful in planning the project*:*

a.   Planning Stage

- Let the learners brainstorm the topic to generate ideas.
- Prioritise the ideas. In this case, organise them into a chronological sequence. What must be completed before each step can take place?
- Ensure that the project is very clear to all your learners.

b.   Preparations

- Identify the tools, equipment and resources that will be required.
- Group the learners according to specific tasks they will be required to perform in the project.
- Assign a group leader.

c. Performance

- Once everyone is ready to work on the task, let them start.
- When the need arises, you should act as a coordinator or expert.

d. Evaluation

- Once the project is completed, hold a session with all your learners. Ask them to identify the successes that were achieved or the problems that arose.
- Always reward success and encourage learners whose performance might have been weak.

As indicated earlier, projects arise out of identified needs. It is rewarding when the learners identify their own projects and you help to facilitate the realisation of the projects. Learners have potential. Nurture this potential.

Read the case study below.

The New Baby

Your class is organised in such a way that the timetable will allow learners to report on some topic of interest in their communities. Today, it is aria's turn. aria tells the class about the new baby in her family. The class shows interest in the story and decides to discuss this further in order to develop a project.

Group the class into three interest groups. Allow each group to choose a specific aspect about babies that they would like to research.

Below is an example of how a simple topic can be organised into a project different grades at different levels of difficulty and with different focus areas.
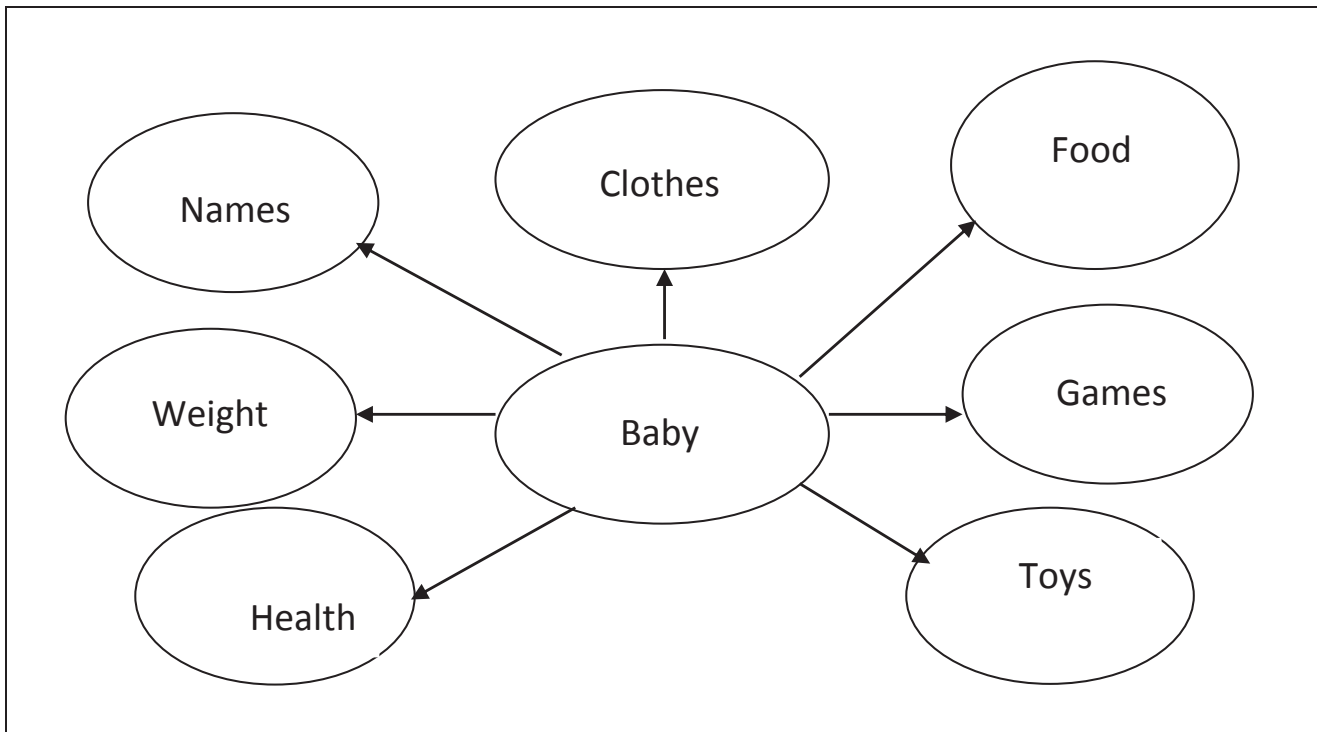
Within your multi-grade class, there is great potential for the learners to lead, enrich and create learning conditions that will benefit both parties. It is true that it takes time to prepare for a multi-grade class. But if the potential within a multi-grade class is used to the full, there is a good chance that you will find it not only useful, but also rewarding.

Here is another example of a project triggered by an incident or event.
You are now in the second term of the academic year. The topic you are studying this week is transportation. On the radio, television and print media, the main news item has been a terrible traffic accident. Over seventy people are feared dead in a head-on collision between two passenger buses. This accident has prompted your class to focus on road safety. How would you assist your learners to develop a project on road safety? Remember the steps we identified earlier. They might be helpful here. Also consider the suggestions in the next paragraph.

Below are a few steps that you and your learners could use to develop the project.

Planning Stage - Build the confidence of the learners by orienting them to the project. Use a variety of activities to identify relevant topics and possible areas of responsibility.

Preparation - Prepare the learners for the types of activities they may have to carry out while working on the project. This preparation develops basic learning skills such as research, observation, recording, socialisation and creativity.

Performance - Learners must learn how to organise the information and prepare for the presentation of their findings.

Evaluation - The teacher and the learners must evaluate the project, provide feedback and keep records of their activities.

Source: Adapted from Dewey, J. Guidelines for Project Teaching: Botswana. Unpublished.

3.1.9 Factors to consider when selecting teaching strategies (10 minutes)

Activity:

- Each group discusses factors to consider when dealing with teaching strategies allocated in the previous activities (group work, peer tutoring, drama and project approach).
- Groups make their presentations

Consolidation

Before you select an appropriate teaching strategy, you should always take the following factors into consideration:

- The number of learners in each grade
- The different abilities of the learners
- The cultural backgrounds and languages of your learners
- The ages of the learners

- Socio-economic factors that may affect your learners, the community and yourself
- Available resources, including teaching aids, personnel (teachers and community) and learning space
- The season of the year.

3.1.10 Summary

As has been demonstrated in this unit, there are many different teaching methods or strategies that can help teachers to create interesting and challenging lessons. As a teacher of a multi-grade class, you will need to use a wide range of these teaching methods. The ones that you choose to use will, of course, depend on the topic you are going to teach, the ability or grade level of your learners and resources available in your classroom.

You may not have used some of these methods in your class before, while some do require a lot of preparation time. Try to introduce at least one new method each term. Practise it with your class and you will gradually build up your own multi-grade skills.

SECTION B: Co-operative methodologies

3.2   Introduction

The development of a positive, supportive classroom climate is fostered using cooperative learning techniques. Its inclusive nature ensures that each learner, regardless of capability, benefits from the regular classroom program. Using cooperative learning techniques encourages learners to be accountable for their own learning and provides them with skills such as conflict resolution, negotiation, group decision making, asking questions for clarification, and respecting the opinions of others – skills that will be of lifelong benefit.

One of the ways in which participative teaching can be introduced in the classroom is by using cooperative learning which promotes participation. Cooperative learning is a way of teaching in which learners work together to ensure that all members in their groups have learnt and assimilated the same concept. In cooperative learning, groups are organised and tasks are structured in such a way that learners must work together to reach a goal, solve a problem, make a decision or produce a product. Cooperative learning involves learners working together and being responsible for their own as well as other members' learning.

3.2.1   Outcomes

After completing this section, participants should understand the:
1.   Use of co-operative learning strategies,
2.   Principles under which co-operative learning is based,
3.   Guidelines for using co-operative learning,
4.   Co-operative learning strategies, and
5.   Application of the learning strategies.

3.2.2   The use of co-operative learning strategies

Cooperative learning involves learners working together and being responsible for both their own and each other's learning.

The co-operative learning strategies can be used to:

- Get learners to teach other learners, i.e. interdependent learning
- Address social interpersonal needs (through working with others)
- Accommodate face-to-face interaction
- Address individual accountability of learners
- Affirm learning
- Accommodate group assessment
- Encourage autonomy of learning
- Share responsibility and/or divide work involved in the learning process

3.2.3 Advantages of cooperative learning

The advantages of co-operative learning strategies include:

- Greater social support
- Development of positive self-esteem
- Greater social competencies
- Greater motivation to achieve and intrinsic motivation to learn
- Positive attitudes towards teachers, learning areas and learning
- Positive acceptance and supportive behaviours with others
- Higher level of reasoning, deeper understanding and more critical thinking
- Greater impact on individual learner achievement

3.2.4 Principles of the cooperative strategies

One of the models of cooperative learning is based on the following principles:
- the principle of positive interdependence
- the principle of interpersonal skills (social skills acquisition)
- the principle of distributed leadership
- the principle of heterogeneous grouping
- the principle of group autonomy.

3.2.5 Some guidelines for using cooperative learning:

Cooperative learning is a very structured way of learning. When introducing it to learners for the first time, teachers will have to be very patient because the learners

will experience it as something new and may react slowly. Teachers must be flexible so that when one of the methods of cooperative learning does not produce the required results, they will change to another. The following are the guidelines for using the co-operative learning strategies:

i.   The classroom must be arranged to encourage co-operation among group members. Therefore, seating must be clustered and must allow for easy access to learning materials like textbooks, pictures and charts.

ii.   When setting outcomes the teacher must set them in such a way that group and individual results are emphasised.

iii.   Learners must be taught to share responsibility through the division of labour. They must also learn to share ideas and resources. Supportive behaviour must be encouraged.

iv.   Teachers must monitor the progress of both individuals and the group. After a task has been completed using cooperative learning and the groups have achieved good scores, the teacher should give individual homework which will reinforce the outcomes of the cooperative task and also show the progress made by each individual.

v.   When forming groups, teachers should be sensitive to issues like gender, ability, learning styles, size of the group, e.g. not more than 6 - 10 members per group.

3.2.6 Cooperative strategies

Cooperative strategies include the following:

- Round Robin
- Jigsaw
- Co-op – Co-op
- Numbered heads together
- Pairs
- Hot Potato

ACTIVITIES:

Activity 1:

The facilitator does the following round robin activity with the participants:

Grade 3: English Home Language
Learning Outcome 4 – Writing
Assessment Standard: Use capital letters appropriately.

Outcome: After this activity learners should be able to know when to use capital letters.

Use information sheet 1 (Round Robin) and follow the steps.

Task: When do we use capital letters?

Activity 2

The facilitator divides participants into Learning Area groups. Give one cooperative strategy per group (depending on the number of participants, more than one Learning Area may be presented).

Instructions
1.   Study the cooperative strategy given to your group on the loose sheet
2.   Discuss the strategy within your group to gain a comprehensive understanding of the strategy.
3.   Plan your group presentation based on a topic from your Learning Area.
4.   Give feedback on how your group will apply the strategy in the classroom.

3.2.6.1   Round Robin Strategy

USES OF ROUND ROBIN

- Brainstorming exercise
- Ascertaining general level of knowledge of learners
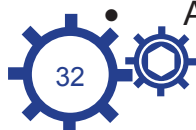
- Revision work
- Generating information or data (knowledge)
- Looking for meanings (comprehension)
- Explore options

ADVANTAGES OF ROUND ROBIN

- No group member can dominate the process
- All learners are kept involved in the task all the time
- Contributions of individuals are affirmed
- Ideas offered by others stimulate new ideas
- All group members want to contribute
- It accommodates the learners
- It caters for both lower order and higher order thinking

METHOD FOR USING ROUND ROBIN

a. Participants work in groups.
b. Individual group members each record their own responses to the same problem/task on separate sheets of paper.
c. On the signal, members rotate the response sheets to the right or left in the group – all sheets must be passed on in the same direction for the duration of the activity.
d. The next group member adds a further response to the response sheet without repeating what has already been recorded there.
e. Rotation of sheets continues until the sheets arrive back at the original recorder or the ideas dry up.
f. Allow participants to spend from 30 seconds to 2 minutes per sheet depending on the level of thinking required in the activity.
g. Use a relevant signal to indicate when to rotate sheets in the group.

3.2.6.2 The Jigsaw Strategy

USES OF THE JIGSAW

- Covers several topics simultaneously
- Participant does the actual teaching

ADVANTAGES OF THE JIGSAW

- Cover a large amount of information over a short period of time
- Encourages use of communication skills
- All participants contribute to the learning
- No one participant dominates the group

METHOD FOR USING THE JIGSAW

a. Facilitator divides the section of work to be learnt (knowledge, skills, processes, etc.) It is divided into component parts prior to the learning experience.

b. Divide participants into small groups (4 to 6 members) called HOME GROUPS and allow them to number themselves sequentially starting at 1 – it is helpful (but not essential) if the number of people in a HOME GROUP matches the number of sections into which the learning material has been divided. If this cannot be done, arrange for two people from a group to study the same section of work (i.e. both are allocated the same number in the group).

c. Participants with the same number in the different HOME GROUPS now meet in new groups called EXPERT GROUPS. Each EXPERT GROUP receives a separate section of the learning material on which all persons in that group now become *experts*. This is done by discussing the allocated material, ensuring that they understand it fully, agreeing on the meaning of concepts, mastering any skills and identifying key aspects of the learning material.

d.   EXPERT GROUPS next discuss what to teach and how to teach the material to their HOME GROUP.

e.   After the specified time has elapsed, participants return to their HOME GROUPS. The facilitator indicates the sequence in which the various sections of the material will be taught. A fixed time is given for each *expert* in turn to teach the group what he/she has learnt.

NOTE:

☞   **RESPONSIBILITY:** The only way in which peers can learn the other sections of work is to listen actively to each expert. Each person is responsible for ensuring that she/he understands clearly and learns any skills or processes accurately, and for assisting others within the group to do the same. The expert holds the responsibility not only for teaching effectively, but also for dealing with queries and check that all in the group have learnt well.

☞   **ASSESSMENT:** The facilitator may ask questions randomly to check for learning, or assign an exercise or set a test. This could be done individually or in pairs. If necessary, remediation can be done in the light of the results.

☞   **GROUP REVIEW:** Members in each home group should review how effectively they taught and learnt from each other and how to improve the process in the future.

3.2.6.3   The Numbered Heads Together Strategy

USE OF *NUMBERED HEADS TOGETHER*

- Facilitator asks questions to assess whether learning is taking place
- Ensures the involvement of each learner
- Promotes interdependence and co-operative action

ADVANTAGES OF NUMBERED HEADS TOGETHER

- Learner is compelled to engage with the learning material
- Develops individual accountability
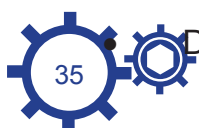
- Fosters positive interdependence
- Promotes cooperative interaction between the participants

METHOD FOR USING NUMBERED HEADS TOGETHER

a. Learners work in groups. Each person in the group is numbered consecutively, *i.e. 1, 2, 3, and so on*.

b. The teacher poses a question or problem or asks for a skill to be demonstrated.

c. The teacher asks the learners to "put their heads together" in their group to work out the answer, and to ensure that everyone in the group understands and knows it (or can do it), and is able to answer or demonstrate correctly on behalf of the group.

d. The teacher calls a number and indicates a specific group. The person identified in this way must respond. A correct or appropriate response is affirmed and praised; if the answer is incorrect, the teacher holds the whole group responsible for not clarifying the answer and ensuring that each of its members understands and can present it.

NOTE;

☞ *Positive interdependence* is built in: if any member in the group knows the answer, the knowledge, understanding and/or ability of the whole group are extended.

☞ *Individual accountability* is built in: assistance from peers is confined to the *heads together* step. Learners know that once a number has been called, that person is on his/her own. The high achievers share answers because they know their number might not be called and they want their group to do well. Lower achievers listen carefully because they might be the one called on to give an answer.

3.2.6.3 The *CO-OP –CO-OP Strategy*

USE AND ADVANTAGES

- Gets participants to work together in groups
- Produces a group product on a topic which participants have selected
- Gets participants to teach the whole "class", with each member of a group making a particular contribution.

PROCESS OF USING CO-OP –CO-OP

1. The facilitator identifies a topic to be investigated and establishes groups:

2. The facilitator states a broad topic in the form of a question or problem.

3. Participants brainstorm various aspects of the question concentrating on problems that interest them. They are expected to say what they would like to know about the topic, not what they actually know about it.

4. The whole "class" examines these aspects and classifies them into categories which will then become the topics to be investigated by different groups.

5. Participants choose to join the group which will investigate the topic that interests them most. While group sizes will differ, the facilitator must intervene if any group becomes too big.

Plan the group investigations:
Each group draws up its research questions and plans its course of action. Participants decide who will do what (individually or in pairs) and how it will be done. The group considers these plans and contributes further ideas or resources. The facilitator is invited to do the same.

Carry out investigation: prepare the report and presentation/demonstration:
Groups gather information, analyse and evaluate data, acquire new skills, draw up conclusions or findings, report progress and maintain contact with the facilitator. They keep their focus on the main question or problem. They decide

how to present or demonstrate their acquired knowledge/skills and findings to the whole class.

Present the report:

If possible, the whole group should participate in the presentation or demonstration and be as creative as they can. Their main aim is to convey their knowledge, skills and findings to everyone. Their success will lie in the measure of learning gained by all.

Assess the process, the product and their learning:

The method and criteria for assessing group products, their presentations or demonstrations and the learning achieved by all must be determined early in the process with participants sharing in these decisions. They must also assess their personal skills and their group's effectiveness in planning, investigating and presenting their topic.

3.2.6.4   The Pairs Strategy

USE OF PAIRS

Gets two participants to work as paired partners

ADVANTAGES OF PAIRS

- Learners are fully engaged with the learning
- Interaction takes place with partners assisting, checking and consolidating each other's learning

POSSIBLE PAIRINGS

Co-operative pairs:

Learners can be paired as partners for the whole or for sections of the learning activity, and can be called on to work with each other in a variety of ways to promote, consolidate and assess their learning.

Examples include:

- *When a task is assigned, the pair discusses what must be done, clarifies uncertainties, shares ideas on how each will tackle the task and makes helpful suggestions to each other.*
- If a skill must be acquired they assist each other in doing so, helping to overcome difficulties or obstacles, and checking each other's progress.
- After completing an exercise they compare answers for accuracy and correct any errors that may have occurred.
- When the facilitator presents new concepts or information, or demonstrates skills or procedures, pair partners can be asked to explain the concepts to each other to check for understanding or competence, to identify key points or steps, or to consolidate what has been learnt.

Think-pair-share:

The facilitator asks all participants to think on their own about a topic, respond to a question or brainstorm for ideas. The pair partners then share their ideas with each other. One of them is invited to share their findings with the whole class.

Pairs check:

Within a group of 4 or 6 people, participants work in pairs. One solves a problem or responds to a question while the other coaches, prompts, plays devil's advocate, etc. They exchange roles for the next problem or question. Then as a pair they compare their answers with the other pairs in their group to ensure that they are correct, and to sort out any discrepancies.

3.2.6.5   The *Hot Potato Strategy*

USES OF THE STRATEGY

- Brainstorming exercise
- Generating information
- Exploring alternative solutions to problems

ADVANTAGES OF THE HOT POTATO STRATEGY

- Keeps the learning process moving quickly, hence the label 'Hot Potato'

- Addresses a variety of related problems/ tasks

- Encourages most learners to stay on task most of the time

METHOD FOR USING THE HOT POTATO STRATEGY

1. Equip each group with a sheet of paper and Koki.

2. The group reads and clarifies a problem/task and discusses possible responses to the problem/task (which differs from group to group) and records their response(s) on the paper (appoint scribe).

3. On the signal, rotate the papers to the group on the right or left (keep rotation going in same direction throughout activity).

4. The group now reads and clarifies a new problem/task, then discusses possible responses on the paper.

5. The papers are rotated until each group has dealt with each problem/task

6. Wrap up by displaying sheets of paper on the wall for all to study on a walkabout or for class discussion – alternately a smaller group of learners can be tasked with the writing up of a final report of responses to problems/tasks for the class.

3.2.7 Summary

A teacher is not limited to using only one methodology in a lesson, but can juggle methodologies to put them to the most effective use to bring about successful learning.

While there are many methodologies in existence, time and space limitations allow only a small selection of methods to be presented in this guide. Participants must be encouraged to extend their knowledge base and skills to embrace the wide repertoire of classroom methodologies which can be used in the implementation of the national curriculum.

4.   Introduction

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

4.1   Outcomes

After completing this unit, participants should be able to:

1.   Define and prepare a timetable for a multi-grade class.

2.   State reasons why a timetable is needed.

3.   List the advantages and disadvantages of a timetable.

4.   Name at least five factors to be considered when designing a timetable.

5.   Identify and compare different timetables.

4.2   What is a timetable? (5 minutes)

- Participants will highlight/underline key words from the passage and generate a discussion on them in their groups
- Participants list documents they will need to draw up a time-table
- The facilitator leads a discussion on advantages and disadvantages of time-tabling

A timetable is a means of sharing educational resources in a school system by both teachers and the learners to provide educational opportunities and alternatives for the learners.

A timetable shows how the periods of each school day should be spent. The more effectively your resources are used, the better the quality of learning.

It should be remembered that the entire school is affected by the timetable and it should therefore reflect the educational programme and the philosophy of the school. A timetable is essential for the smooth running of both multi-grade and mono-grade schools.

4.3 Advantages of a timetable

A well-designed timetable enables learners to prepare themselves for what happens next and this preparation facilitates learning. The learners pace themselves according to the work that must be completed. The timetable should be properly structured to address the needs of the learners. The age, attention span, abilities, interests and ambitions of learners should be considered when the timetable is drawn up

A timetable enables you, the teacher, to pace yourself. Therefore, you will use your skills and competencies more effectively. A timetable also helps you to manage your time and instructional resources like the chalkboard, learning corners or classroom space. Without a timetable, you may not be able complete the topics covered in the syllabus distributed by the Education Ministry.

4.4 Disadvantages of a timetable

Some disadvantages of using a timetable are provided below:

- A timetable can be restrictive if it is not flexible.

- It can lead to compartmentalization of subjects or grades.

- Non-examination subjects can be ignored.
- Timetabling can influence leaders to classify subjects as important or unimportant.

4.5 Factors to consider when designing a timetable

- The facilitator asks the groups to discuss factors to consider when drawing up a timetable for a multi-grade class
- Participants write down the factors to consider when drawing up a timetable
- The groups compare their inputs with the information given by the facilitator

Consolidation:

When drawing up a timetable, you should pay attention to the following:

- The contact time you have available. Contact time is the amount of teaching time you spend with your class.
- The subjects you wish to include in the timetable and the weight you assign to each subject.
- Incorporating a measure of flexibility in your timetable. You must allow for changing circumstances.
- The available resources, for example, space, facilities and human resources.
- The topics that you may wish to integrate or combine.
- Subject sequencing. For example, you may want to do mathematics followed by art or story-telling.
- Attitudes of your learners towards certain subjects and even the community's attitudes towards some subject areas such as AIDS, sex education, politics and so forth.
- Availability of public utilities. This can affect your timetable. For example, a lack of water may affect your home economics lessons.
- Duration of periods. You may want to use double or triple periods for special activities like arts and crafts.
- Availability of knowledgeable persons with skills to offer. For example, you may have members of your community teach sports, music, arts and crafts.
- Preparing a timetable may be challenging, but it is worth it. You may have other factors to consider, but the above list will help you to design a suitable timetable for your multi-grade class.

Once the timetable is drawn up and implemented, you may need to change it to accommodate the needs of your learners and yourself. What would happen to your timetable if you became ill?

4.6   Approaches to timetables

The facilitator asks the groups to discuss the following approaches to drawing up a timetable:

a) Common subject approach
b) Subject staggering approach

Two of the timetable approaches known are the **subject staggering approach** and **common subject approach.** The two approaches will be discussed in this unit. The teacher and the school administration need to decide which kind of approach to use. Their decision will be influenced by the school situation, which could be affected by resources or the number of grades a teacher must teach.

Let us discuss the approach known as **subject staggering**. If you decide to divide the morning into three subject areas, one grade could work on mathematics, another grade on science and maybe the third on creative arts. Then your timetable may look like the example in 4.8 below.

4.7   Common Subject Approach

The common subject approach refers to a situation where the multi-grade teacher teaches the same subject to all grades at the same time. The learners can be doing the same activity or different activities during the lesson as shown in the Table below.

COLUMN A (same skill)	COLUMN B (different skills)
Grade 4:Reading	Grade 4: Writing patterns
Grade 5 :Reading	Grade 5: Reading pages 1-2
Grade 6 :Reading	Grade 6: Vocabulary building

Table 4.1: An example of a Common Subject Approach applied in a language lesson

The example below shows a common subject approach.

Period	Grade 4	Grade 5	Grade 6
1	Math	Math	Math
2	HL	HL	HL
3	NST	NST	NST
BREAK			
4	Life Skills	Life Skills	Life Skills

Table 4.2: An example of a shortened version of a timetable

For this type of timetable, the learners would mainly be working with their textbooks or on worksheets. This usually gives the teacher a good chance to go around the room helping and guiding learners. The teacher may also use this period, while some learners are working on their own, to introduce a new concept or topic to one of the grades.

4.8   Subject staggering approach

Time	Grade 4	Grade 5	Grade 6
08:00 – 09:00	Mathematics	NST	Home Language
09:00 – 10:00	Mathematics	Life Skills	English FAL
10:00 – 11:00	Home Language	Life Skills	NST

Table 4.3: An example of a shortened version of a Subject Staggering Approach

Let us say you have the above timetable. This means that all grades have to be on task according to the indicated times. The programme requires your preparation to be ready and in order. The peer tutors who were mentioned earlier in the previous Unit will now prove very helpful to you and the class. These tutors will distribute the materials that you have prepared. These materials could be worksheets,

mathematics games or reading passages. The activities must include clear instructions so that the learners can follow them while you are teaching or helping a specific grade. **For example, the teacher could be with Grade 5 learners for Natural Science at 9:00 while Grade 4 and 6 learners are doing independent work in Mathematics and Home language, respectively.**

The following are examples of instructions that a teacher might give to the class:

Grade 4: Please do numbers 2, 3, 4 and 5 on your worksheets. Use the papers provided for the answers.

Grade 5: Please go to table 6. There are instructions for you there.

Grade 6: Please read "Thutapuo ya Padiso" on page 62 and answer questions 1 to 8 on page 64.

By now, you should have gathered a few ideas on the subject staggering approach and the common subject approach. But remember, practice makes perfect. You need to try working with a timetable to determine whether it is appropriate for you, your learners and the subject matter.

4.9 Activity

Draw up a timetable for one of your multi-grade class by considering all the necessary factors. NB The time-table must be limited to a specific Phase.

4.10 Summary

In this unit, you learned that a timetable is a plan that shows how the periods constituting the school days will be spent. There are various types of timetable, for example, the subject staggered approach and the common subject approach. When drawing up a timetable, you should consider factors such as instructional time, topics that can be combined or integrated well and flexibility. You also learned about the advantages and disadvantages of using a timetable. This unit has further informed you about different ways of creating timetables for your multi-grade class. The next unit will focus on the Display Techniques.

5. Introduction

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

5.1 Objectives

After completing this unit, participants should be able to:

- Briefly explain the importance of displays in the classroom
- Describe different ways of displaying work.
- Develop interesting display material that will motivate learners and extend their learning.
- Engage with different perceptions regarding classroom displays in different phases.

Bare-walled classroom	Print-rich classroom
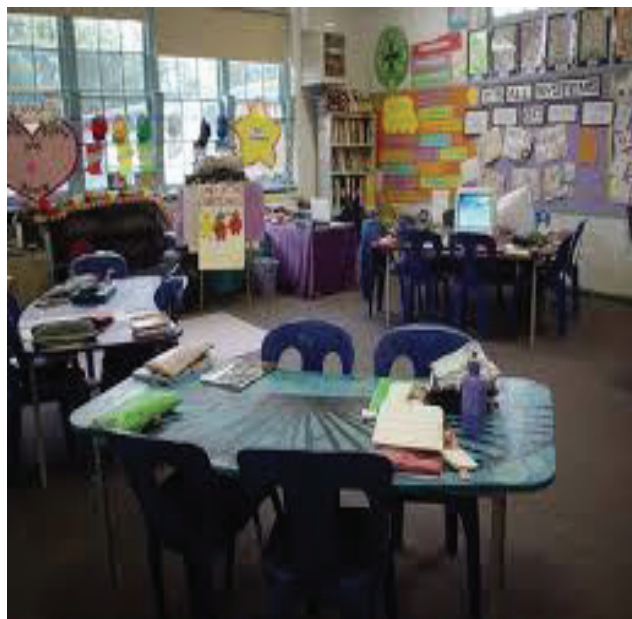
a) Participants are asked to discuss the importance attached to the classroom display in the Foundation Phase compared to the Intermediate Phase and the Senior Phase.

b) Discuss how classroom display influences ANA results in the two phases.

Consolidation

It became clear from the discussions that took place on the previous units, that it is important to establish a positive learning environment. We examined some of the factors relating to classroom organisation in multi-grade schools. Displays of learners' work or articles of interest are important in any classroom because they foster curiosity and interest. In a multi-grade classroom, however, they are particularly important because your learners have to spend more time working on their own than in a mono-grade setting. The general appearance of your classroom, as well as the care taken with displays of work creates an important impression on your learners. In this unit, we look at a variety of ways in which you can make your classroom a constant source of interest for your learners.

Moreover, the importance attached to classroom displays in the Foundation Phase, in particular, appears to influence the learners' performance in assessments like ANA compared to other phases where displays are less prevalent. Increasing use of classroom displays will assist visual learners to learn better because learners have different learning styles.

5.2 Learning style table and multiple intelligences

Reading/Writing	Books; articles; reading and writing essays; lists; professors who use language well and give handouts; using dictionaries, reference materials;	Lack of time/opportunity to read; oral exams; tests without essay section; professors who don't assign readings or back up lectures with written sources;	Write things repeatedly to memorize them; write sample outlines to prepare for essay tests; write out understanding of material; read lots to reinforce classroom learning; re-write notes in own words; write written descriptions of charts, graphs etc. use lists

AURAL **(Listening)**	Listening to others; talking to others; oral exams; discussions; attending class to hear what is being covered; explaining things to others; recalling what you have heard; professors who lecture well	Lots of reading; studying silently; missing class where things are explained; taking detailed notes—would rather listen than write; quiet professors with little to say	Tape record and listen to lectures; study with others to hear their knowledge; read lecture notes out loud; explain out loud material to be learned; attend lectures/discussions; "hear" your inner voice telling answers to test questions; use "books or lectures on tape" to listen to material;
VISUAL	Charts; pictures; diagrams; flow charts; videos; graphs; symbols; professors who use lots of visual aids	Lots of talk, little to look at; reading text without visual aids; listening to audio tapes or lectures; professors who lecture without any visual aids	Create visual aids to study from such as charts, pictures, diagrams; memorize the visuals and see if you can reproduce them in your mind for recall during tests.
VERBAL	Opportunity to talk with others; class discussions; professors who enjoy lecturing and encourage questions;	Silent study time; classes with no opportunity for interaction; heavy reading emphasized over class discussion;	Study in groups; say material out loud; participate in class discussions and reviews; ask questions in class; read lecture notes out loud to study/learn them; explain difficult material to others to gain better grasp of the material.

KINESTHETIC (also called ACTIVE)	Use all senses to learn; learn with "hands on" experience; being physical (e.g. walking) when learning; taking field trips; moving around while learning; information that can be applied to real situations	Sitting for long periods; theoretical learning without practical application; lack of tangible information to grab on to; ambiguous/vague information; information without examples;	Draw diagrams, pictures etc. information to learn; stand/walk while studying; think of practical applications to what you are learning; focus on practical applications or personal experiences to retain information in memory
REFLECTIVE	Taking time to think about, reflect on material; generating list of questions to answer; time alone to absorb and expand on information learned; classes that allow for individual work and personal interpretation of information;	Having to interact with others without time to process information; classes with little time to reflect on and interact with material; classes where all information is laid out with no room for personal interpretation; fast-paced class discussions with little time to prepare in advance	Set aside time alone to process information; learn through observation and reflection; develop own questions to answer regarding the material; prepare ahead of time for class participation and discussions; take classes that allow for more personal interaction with the material.

SENSING	Concrete learning experiences using facts, data, unambiguous information; focus on fact retention; moving from specific to general information; working with problems that have one clear, correct answer; information with practical applications;	Ambiguous information; problems with more than one correct answer; lack of predictability and routine procedures for solving problems; lack of structure/disorganization	Focus on facts to be learned, then seek to understand the bigger picture; use senses to learn (hear, see, touch information etc.); take classes that focus more practical application of facts; translate concepts into specific examples and applications; develop regular study schedules and habits and stick with them.
INTUITIVE	Ambiguous information with more than one possible answer or conclusion; possibilities rather than totally predictable outcomes; variation in routine, type of information learned etc.; problems with more than one correct answer; opportunities to solve problems in more than one way; using imagination, personal hunches, creativity to interact with material; going from general to specific information	Concrete information with little room for creativity, possibilities; problems with just one right answer; uninspired routine; material offering little opportunity for personal input or individualized problem-solving;	Focus on big-picture concepts, then learn details that make up the big picture; think/feel personal reactions to the information; use a flexible study schedule to avoid feeling trapped; take classes that offer more room for personal opinion and response to the material; monitor concentration to make sure mind is not distracted by internal, unrelated thoughts/feelings

	Learning in organized way; regular study schedules; classes that are well-organized, highly structured and predictable; working independently following specific steps to a specified goal;	Disorganized classroom, presentations; lack of specific information on what material to prioritize when studying; low-structure learning situations; lack of goal clarity; slow progress on tasks; taking to long to come to conclusions;	Choose high-structure classes; develop a routine study schedule; organize material in ways that help learning; put personalized higher structure into low structure classes and materials; set specific study goals and meet them; experiment with being more flexible around when/now to study.
SEQUENTIAL

1…….
2……..
3……… | | | |

Compiled by Glen Hirsch, University of Minnesota, Counselling & Consulting Services
340 Appleby Hall

5.3   Displays of Work (15 minutes)

- The facilitator will allocate different themes to different groups.
- 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.
- Participants use their creativity and display themes accordingly.

Consolidation

Well-organised displays make your classroom attractive and stimulate interest. They should always have a specific purpose. Most of the materials displayed should be examples of your learners' work, articles supporting current topics that you are studying and articles of general interest, but you should occasionally provide a display that will stimulate interest in a topic that you intend to cover later in the week. It is easy to find work from the best learners in your class, but remember that less able learners also need to experience success and to feel proud of their efforts. Don't forget to include their work in your displays.

5.4   Planning display techniques

Before putting items on display it is important to remember that in the case of very young children, from three to five years old, pictures and other visual aids must be large, bold, clear and colourful. Some of your learners may be quite small, so remember to place some items at eye level.

It is useful even for older learners if the display focuses on one idea at a time, using only a few words. Avoid cluttering the board.

In order to display items properly you will need space. If you do not have display stands or a bulletin board, any convenient space in the classroom will do. Make a shelf by standing a flat plank of wood on bricks, or use your desk covered with a cloth. Don't forget that you can also use the classroom walls, windows, the ceiling or doors.

5.5   Useful displaying material

- The facilitator will allocate the following displaying material to each group for discussion:
    - a) Bulletin boards
    - b) Wall hangings
    - c) Tree display
    - d) Mobiles
    - e) Display stands
- Participants discuss and report back to the entire group.

Consolidation

a)   Bulletin Boards

Bulletin boards can be made of wood, plywood or some other hard material and can be different sizes. They are usually placed on the wall at the front of the class and are useful for communicating special messages to children and for displaying project work.

b)   Wall Hangings

Wall hangings allow you to have more space for displaying children's work. They can also make the classroom more attractive. They are usually made from material of any kind or size. You could use a woven rug, a piece of cotton cloth or local mats. Attach your display items to the hanging material with pins or tape.

c)   Tree Display

A tree display is made from a branch of a tree fixed in a can of sand or clay giving it the appearance of a real tree. You could use the branch in its natural colour or spray it with paint. Tree displays are very useful for displaying individual items such as new words in the shape of leaves, birds, aeroplanes or flowers. These are then attached to the branches of your 'tree'.

d)   Mobiles

These are objects that hang freely so that they move easily in the wind.

To make them, you will need a length of string long enough to stretch across the classroom. Attach shorter pieces of string at intervals along the longer string and tie or peg the display items to these shorter lengths. The display items will now be able to move freely in the wind.

Example of mobiles in a classroom.

e)   Display Stands

You can make a display stand by using a wooden frame with a mat or piece of cotton nailed permanently to it. Fasten display items to the material with pins, paste, tape or staples. Always try to find new and creative ways to display work in your class and, as far as possible, make displays using materials found in the immediate environment and related to the topics you are studying.

5.6   Summary

In this unit, you saw that:

Displays are essential as a means of helping your learners to learn. They should include both material developed by learners and items to stimulate learners' interest developed by the teacher.

Displays should always have a specific purpose linked to the teaching material or to the interests of the learners; as far as possible these displays should be made of freely obtainable local materials. Even in the most limited environment, it is possible to find ways of displaying work and creating an interesting and stimulating classroom.

3. Introduction

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

6.1 Outcomes

After completing this unit, participants should be able to:

- Define classroom management.
- Understand the importance of developing their own particular teaching style as well as a close personal relationship with their pupils.
- Understand some of the reasons for disruptive behaviour, and
- Use a variety of techniques to promote acceptable behaviour.

6.2. 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 different grades to teach in one class at the same time. You want to make a difference to the performance of the children in your class, so you immediately begin to think about the things that you need to do in order to create an orderly environment that will encourage your learners to learn.

However, in your first encounter with your class, you are confronted with a classroom wherein the sitting arrangement of learners is as indicated in the picture alongside. The learners have never been exposed to cooperative learning; the resources are haphazardly arranged and maintaining discipline amongst the learners is a challenge. How can your classroom management skills assist you to turn around this classroom into one that will be conducive to teaching and learning?

Consolidation

Classroom management refers to the way in which teachers organise the many different factors responsible for an orderly and positive learning environment. Of course, you know that multi-grade teachers have to manage both the physical resources in their classroom and the teaching process, but two other ingredients are perhaps even more important for the successful management of a multi-grade classroom.

These are your own personal teaching style and the development of good relationships – the relationship between you and your learners and their relationships with one another.

Let us now examine some of the important classroom management issues that you need to consider and the particular ways in which they affect a multi-grade teacher.

6.3   Establishing a Positive Learning Environment

- The facilitator will give prepared flashcards to the groups.
- The groups must link their flashcard to the topic "positive learning environment".
- They will then report back to the entire group.

Purposeful	
Task-focused	**Friendly**
Relaxed	**Interesting**
Flexible	**Ordered**
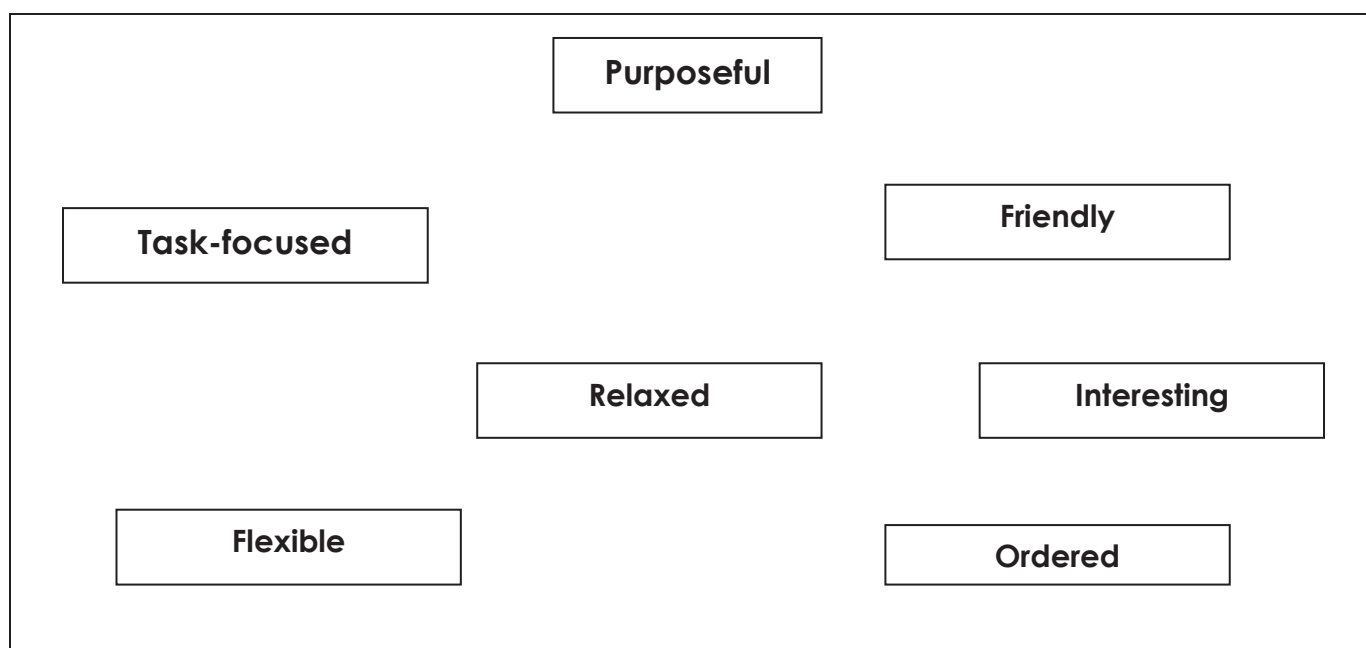
Consolidation

The kind of climate that you establish in your classroom will have an important impact on the level of learning achieved by your learners. Even if your classroom is sadly in need of repair and your resources are very limited' it is still possible for you to create a classroom atmosphere that reflects all the important ideas mentioned above.

The skills involved are an essential part of good classroom management and are particularly important in multi-grade classes where, in every lesson, some learners are required to work independently for at least part of the time while you focus your attention on another group.

Let us look at how these very important contributions to a positive learning environment can be achieved in your classroom.

(i) The teacher's role is an essential element in good management of the relationship between teacher and learners. It should be clear that you are the person in charge. This means that you should control both learning activities and pupil behaviour in your classroom.

Unless your learners accept your authority, it will be impossible for you to teach effectively. This does not mean, however, that you have to be a strict disciplinarian who maintains tight control of every action. That kind of control may result in a quiet, tightly disciplined classroom, but it will not encourage the spontaneous contributions from your learners that are an essential feature of a good learning environment.

The other important element here is your relationship with your learners. There should always be a feeling of mutual respect. This involves both you and your learners recognising each other as individuals, respecting each other's opinions and treating each other with courtesy.

(ii) Establishing your authority in most cases means that learners will accept your authority as their teacher in the same way as they accept the authority of their parents. However, there will always be some learners who will try to challenge your authority if they can. Your behaviour therefore needs to reinforce your position. There are a number of ways in which you can achieve this. You need to present yourself as someone 'in authority' or 'in charge'. In order to do this, it is essential that you believe in yourself and that you demonstrate self-confidence from the very first time that you step into a classroom. Your tone of voice, facial expressions and body language, even the way you dress, all need to convey the impression that you are confident and in control of the situation. If you behave as though you expect learners to behave properly and to carry out the tasks that they are asked to do, you will probably find that they will do this.

There will, of course, be times when learners misbehave and we will look at some of the causes of this in later sections of this unit, but very often a quiet comment or even just a look should be enough to get your learners 'back on track'.

N.B. NOISE LEVEL MONITOR DEVELOPMENT AND MANAGEMENT

1. The teacher needs to ask each table to make a noise monitor as follows

   - Use a paper plate and design a clock face with the following noise levels :
   - Silent group
   - Buzz group
   - Chat group

2. Once the teacher has given all learners their activity, ask them to decide on the appropriate noise level

3. They should be able to reach a decision, move the hand to the correct position and respond accordingly

4. Discuss the importance of the meter before any lesson
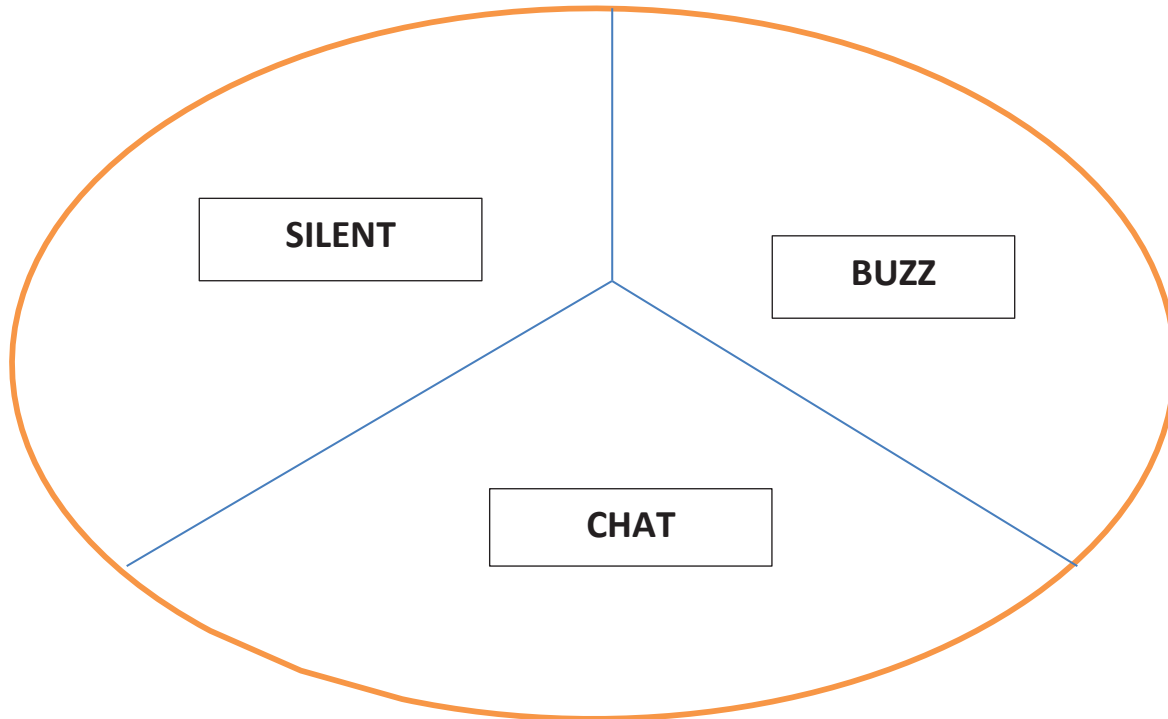
6.4 Respect for Individuals (10 minutes)

- The facilitator will sum up this passage by emphasising the words in bold type.

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 know something about the **different cultures and traditions** represented in your class or in the community. Make a point of letting them talk about their own culture and 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 show them respect. It is very easy for you, as an adult, to humiliate a pupil by ridiculing an answer or by 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.

6.5 Managing learner behaviour (15 minutes)

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

We shall now focus on managing learner behaviour as an aspect of good classroom management.
Clear procedures, rules and routines will set the boundaries that help to guide learners in developing socially acceptable behaviour. After all, your ultimate goal is to help learners to set goals for themselves and to monitor their own behaviour. There will, however, be times when you need to take disciplinary action. Even then, it is important that your actions should not be punitive.
Let us look first at the positive steps that you should take.

(i) Establishing procedures

Procedures establish the routines that learners will follow in their daily activities. This may include the way that they enter and leave the classroom, hand in classwork or homework, or move from one activity to another. Procedures are not usually written down; they develop naturally from the routines needed for the smooth management of the daily tasks in a classroom.

Lining up for class	'When the bell rings, you should all line up quietly, enter the classroom and take your seat.'
Homework	'Please put your homework on the shelf near my desk as soon as you come into the room in the morning.'
Seeking help	'If you have a problem or do not understand what to do, you should always see if someone else in your group can help.'

In a multi-grade classroom you may want to set group tasks in different areas of the room. Learners will then move around to the different areas in turn as they complete each task.

You might direct learners by using coloured cards or a clock face on the wall. If you use this procedure regularly your learners will learn to move on to different activity centres on your signal. You need only remind them by saying 'Please finish your task now, and get ready to move to the next activity'.
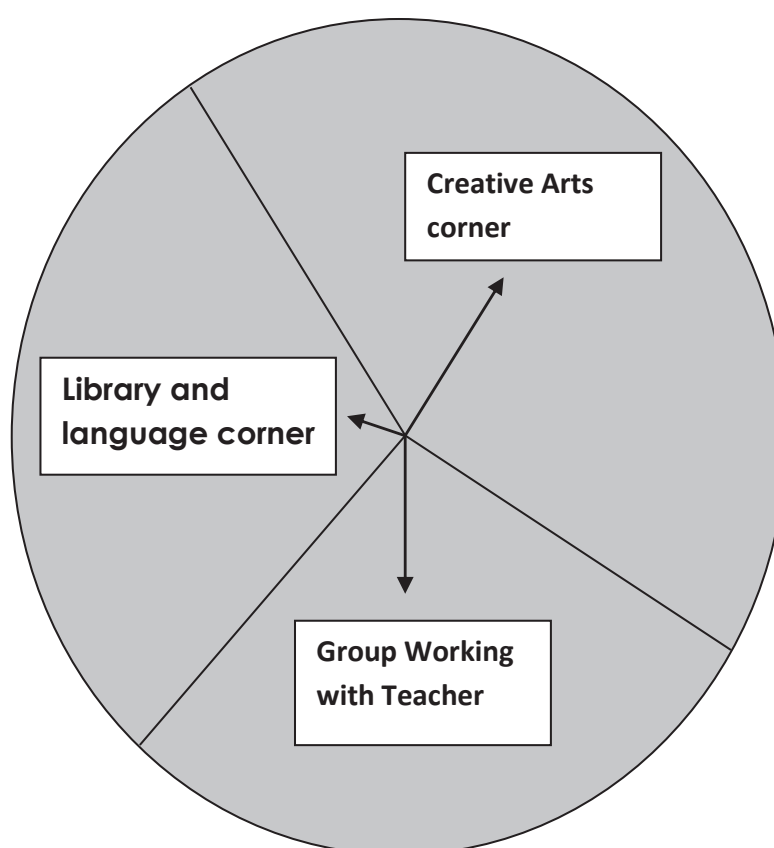
(Adapted from Moyles, 2001)

(ii) Classroom Rules

Rules are more formal and clearly set out the standards of behaviour that are expected and that are essential for maintaining good order. Research confirms the value of rules in creating an orderly environment. Some will be general school rules, relating to behaviour in the playground or the wearing of school uniform, but others will be specific to your classroom.

It is important that you discuss your rules with your class. It is best to do this during the first week of the new school year. Your learners need to understand the value of these rules and why they must be obeyed.

They should also be very aware of the consequences of breaking rules. Write out your rules neatly and positively on a card and place them where they can be seen by everyone.

For example:

> 'Raise your hand if you want to answer a question'

Rather than

> 'Don't shout out the answer'

Try to avoid having too many rules. Younger classes should not have more than 3 to 5 rules, while older Learners may have 5 to 7.

Sample classroom rules might include:

1 Remember to use the bathroom before coming to class or during break and always wash your hands afterwards.

2 Raise your hand if you want to answer a question.

3 Remember to put research materials back in their place when you have finished using them so that others can use them.

6.6   Preventing Misbehaviour

Most examples of misbehaviour can be prevented by careful lesson planning. Learners will misbehave if they have nothing to do, if the work is too hard or if they are waiting for resources.

Once the lesson is in progress, constant monitoring of what is going on in your class is the most effective way of preventing misbehaviour. It is all too easy for a multi-grade teacher to become involved in teaching one particular group or helping individual learners and fail to notice a group that is talking about non-work-related issues or a pupil who is disrupting someone else's work. What actions can you take to make sure that everyone focuses on their tasks?

(a) Be alert. You should always be aware of what is going on in different sections of the room. Try to anticipate potential misbehaviour by reminding inattentive learners of the task they should be doing or by finding some other way of keeping your groups focused on their task.

(b) If there is a disturbance, make sure that your learners know that you are aware that they are misbehaving. You need not stop teaching your group but show that you are aware of what is going on by using eye contact and non-verbal signals.

(c) Focus on and acknowledge good behaviour.

(d) Use humour to diffuse potentially disruptive settings.

'With-it-ness' is a term used by Kounin (1970) to describe your capacity to be aware of the wide variety of things that are simultaneously taking place in your classroom. When you are 'with it', your learners know that you have a sense of what is happening in the room even though you may be working with another pupil and not necessarily looking directly at them. You are alert and respond quickly to any disturbance and you are able to maintain a positive atmosphere. Remember your answers to Activity 6.2 where the teacher was working with Group A but noticed that some learners were talking in group B.

'Overlapping' is another of Kounin's terms that describes the skill of being able to do more than one thing at the same time. For example, you may be teaching a lesson, but you see a child constantly talking to another. Instead of stopping the lesson and dealing with the misbehaviour, you continue teaching and walk towards that pupil and stand near him/her while you continue teaching.

You may also look sternly at a pupil who is misbehaving. Do you remember what you learnt earlier about the importance of voice and body language in establishing control? Your expression will show the learner that you are aware of what he or she is doing but that you have decided not to take action at this point.

Consistency is important. Never let learners get away with breaking rules. This means that you must monitor what is happening in your class and take action if a rule is being broken.

6.7 Common behaviour problems

You may be wondering why we did not address the question of behaviour management earlier.

As teachers we need to focus first on the procedures for managing learners as we believe that prevention is better than cure. However, when learners misbehave, a very stressful situation can develop. It is important that you deal with this quickly and effectively.

We have listed some of the more common behavioural problems that you might encounter.

Some are obviously more serious than others:

- bullying
- fighting
- rudeness
- stealing
- playing truant
- talking in class
- refusing to do something
- preventing others from getting on with their work.

There are many reasons why earners behave badly in class and this has led to a great deal of research on discipline and dealing with disruptive behaviour and aggressive children.

Disruptive behaviour can be due to many factors:

- Physical discomfort caused by poor school facilities or the weather
- Uninteresting lessons
- Inability to do the task
- A desire to be noticed
- Poor self-esteem or insecurity

There may also be more serious hidden causes such as unhappiness at home, abuse, sickness or even hunger.

You need to be able to recognise situations that you should deal with, those that need family or community co-operation and support, and those that require specialist assistance, for example, from a counsellor.

6.8   Dealing with misbehaviour

In some instances, despite your best efforts to maintain control, you will need to resort to disciplinary action. There are a number of rules to bear in mind if you decide that this is the only effective action that you can take.

1. Always give one or two verbal warnings before resorting to a more severe form of punishment.

2. Make sure that you punish the person who is misbehaving, never punish the group or a whole class. Those who have been working hard will resent being punished for something that one member of their group has done.

3. Be firm and fair. Do not make the punishment excessive and avoid offering a bribe to learners who misbehave – e.g. 'If you finish this exercise quickly and quietly, I will not give you any Maths homework today'. It gives them control.

4. Never show that you are irritated, have lost patience or are angry. This can lead to a public confrontation with the pupil involved. If he or she starts to argue, stop the conversation immediately and arrange to talk to the pupil in private after school. Usually he or she will be more responsive in a one-to- one conversation as there is no longer an audience.

In most schools, corporal punishment or caning is no longer acceptable or allowed, so what other corrective action can you use? The ones most commonly used are listed below:

1. Writing tasks: These can range from writing lines, copying a passage from a book or writing an essay on a topic like 'Good behaviour'.

2. Detention: A pupil is asked to remain in the classroom during break or stay after school to complete an assigned task.

3. Exclusion from the class: sending the pupil to stand in the corridor or outside the principal's room.

4. Loss of privileges: This can range from the loss of merit points to preventing the pupil from going on a school outing.

5. Pupil conferencing: This is usually the first action taken when a pupil refuses to behave in an acceptable manner. The teacher and pupil meet with the head-teacher to discuss the misbehaviour. Usually the pupil is asked to sign a contract that states what kind of improvement in behaviour is expected.

6. Parent conferencing: This should be used as a final resort when there are persistent behavioural problems with a particular pupil. The pupil, teacher, head-teacher and parent or guardian sit together to discuss the pupil's behaviour. At the end of the discussion, the pupil, and sometimes the parents

or guardians as well, are asked to sign a contract to improve behaviour. If that contract is broken, the pupil is suspended from school for a certain period.

'Time-out'

One of the most effective ways of controlling misbehaviour is to remove the pupil from his or her group and let them sit and work by themselves for a period of time. This is known as 'time-out'. You may have noticed that some learners deliberately misbehave in order to be sent out of the room. Once out of sight they can get up to all sorts of mischief and may even leave the school grounds.

Although 'time-out' isolates the pupil from others in the group, at the same time it allows you to keep control. Your 'time-out' area should be a desk or mat placed at the back of the room.

Guidelines for 'time-out'

- Give the pupil a warning about his/her behaviour
- On the second occasion, tell the pupil that if it happens again, he/she will be given a 'time-out'
- If there is still no improvement in behaviour, calmly ask the pupil to leave his/her group activity and to sit in the 'time-out' area for a specific time (probably not more than 1 minutes)
- Give the pupil a task to work on
- Check on the time and call the pupil back to the rest of the class after the designated period
- Discuss the incident with the pupil privately after class

6.9   Activities

6.9.1   What is classroom management?

6.9.2   Describe how you would establish a positive environment in your classroom

6.9.3   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?

6.10 Summary

Good management is the key to class control. One of the first steps is to establish a warm and friendly environment in your class. We saw that this depends on your relationship with your learners and the way that you manage their behaviour.

Always use disciplinary action as a last resort, and remember that skilful teaching and good classroom management are the most effective strategies that you can use to control behaviour in your classroom. Learners who are stimulated by your lessons and interested in the activities that you have prepared will have little time or inclination for misbehaving.

Problems usually start when learners have nothing to do or if the task has not been explained properly. You will occasionally need to remind your learners of the reasons for your rules. They will be more likely to follow rules that they understand and accept.
In a multi-grade setting it is important for you to let your learners have some responsibility for managing their own behaviour and show that you trust them to work well on their own.

7.   Introduction

We live in a diverse society and therefore we need to understand other people. Learning about diversity helps us to confront our own beliefs, attitudes and fears about difference. This unit provides a brief explanation of the concept of diversity as well as how the policies and legal frameworks will address the issues of learner diversity.

7.1   Outcomes for the unit (50 minutes)

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

- Explain the concept "diversity"
- Understand the importance of learning about diversity
- Identify practices that discriminate against learners

The facilitator will ask participants to work in groups:

1.   *In groups of 5, discuss what you understand about diversity.*
2.   *Think about your own classroom. How many differences can you list that show how diverse your classroom community is?*

7.2   Differentiating the learning environment (50 minutes)

Outcomes

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

- Explain what curriculum is
- Explain what differentiation is
- List different challenges that learners are faced with when it comes to learning
- Understand why differentiation is needed in the curriculum
- Explain how differentiation can be built into the curriculum
-

Inclusivity in practice in a Multi-Grade classroom:

Most of the time teachers strive to give individual attention to their learners, but that is not an easy exercise when it comes to a multi-grade classroom. Teachers are always to be reminded that learners are unique, with different interests, challenges, abilities, and learning styles.

Activity: 7.2.1 (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: 7.2.2 (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 7.2.3 (10 minutes)

Explore factors that inform differentiation of learning content.

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

General lesson on the topic -- everyone does the same thing

Students practice, process, apply, and study the topic in small groups according to their needs, styles, intelligences, pacing, or whatever other factors that are warranted

Students come back together and summarize what they've learned
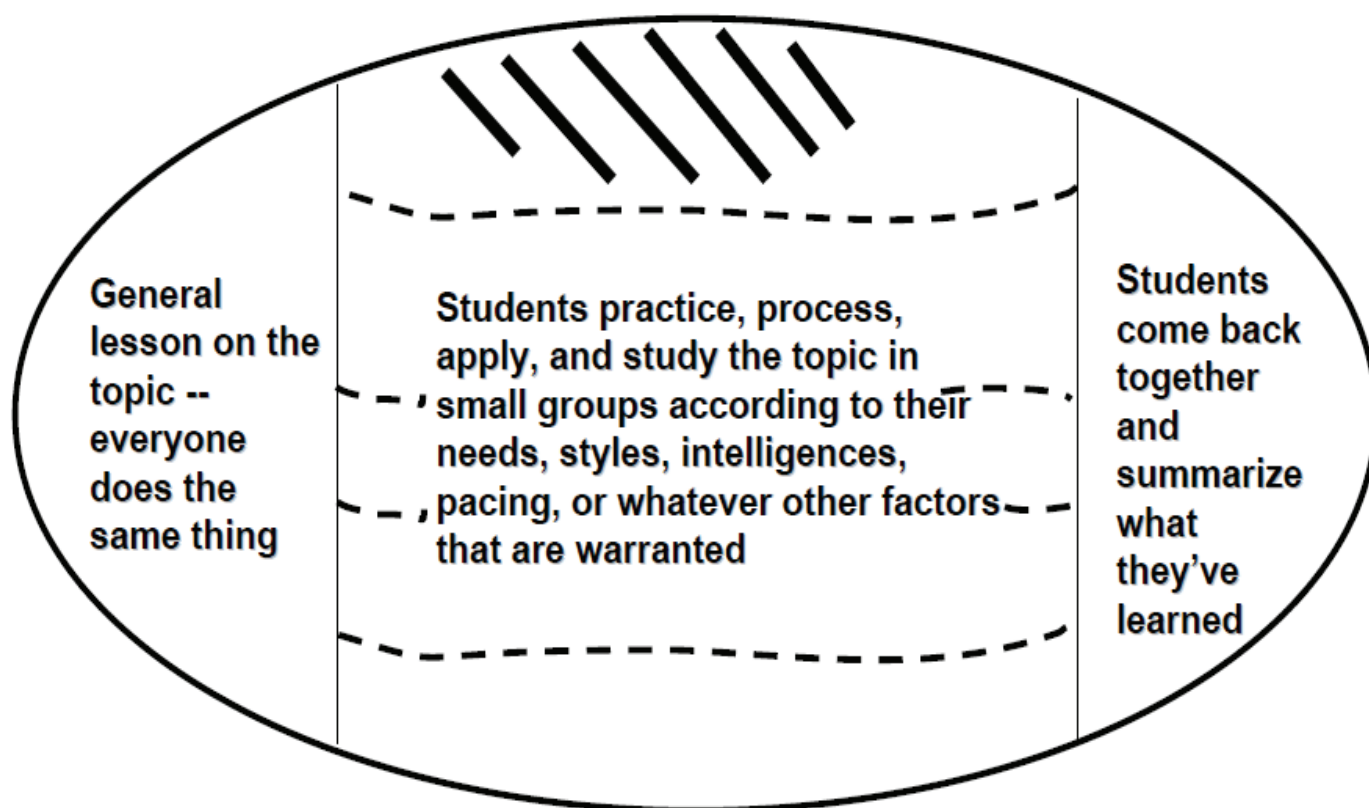
	TRUE	FALSE	NOT SURE
1. Differentiating the content involves addressing the same content but adjusting for the learners' interest, readiness, or learning style			
2. Differentiating the content means reducing the curriculum content.			
3. Differentiating the content means making the content manageable.			
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			

7.2.4 Summary

- In the "**Guidelines for Responding to Learner Diversity in the Classroom**" (DBE, 2011: 7) curriculum differentiation is defined as "a key strategy for responding to the needs of learners with diverse learning styles and needs. Curriculum differentiation can be done at the level of content, teaching methodologies, assessment and learning environment. **UNESCO (2004: 14)** however defines curriculum differentiation as the process of modifying or adapting the curriculum according to the different ability levels of the learners in one class

- Differentiation involves giving learners a range of ways to access curriculum instruction and assessment, interact and participate in the classroom, demonstrate and express what they learn, and understand and take in information. Differentiation is based on the assumption that learners differ in their learning styles, needs, strengths, and abilities and that classroom activities should be adapted to meet these differences (Disability Studies for Teachers)

Principles of learning:

- A supportive learning environment
- Opportunity to learn
- Correction and challenges
- Question and reflection
- Motivation and purpose
- Inclusivity and difference
- Independence and collaboration

7.2.5 How can these principles be employed in the classroom (Method: Fishborne)

Also design a more cooperative learning environment.

Looks like

Making eye contact

Focusing on another nodding

Sounds like   Feels like

Quiet voices   Others are listening

People talking in terms   I have something to say

Supportive comments like: I am a valued class member

Uh huh, I see etc.   One person speaking at a time

Things we do and say in groups:

- Sharing
- Helping each other
- Taking turns
- Sharing ideas
- Listening
- Using quiet voices
- Encouraging each other
- Respecting ideas and people
- Being kind and appreciative

This can be illustrated by learners when learning about co-operative learning skills and working in groups.

Cooperative learning skills

- Active listening
- Taking turns
- Asking good questions (be clear and concise when giving instructions)
- Respecting others
- Sharing
- Helping and encouraging others
- Problem solving
- Decision making
- Conflict resolution
- Eye contact
- Assertive speaking (blaming each other)
- Establishing a calm and structured classroom
- Taking advantage of technology
- Giving frequent and specific praise
- Sharing good news with family members, i.e. not only wrongdoing

Why is co-operative learning a useful strategy for multi- grade classes?

- In the multi-grade class there will be a wide range of abilities. In a mixed co-operative learning group all learners can contribute to the group task according to their level of skills and maturity.
- The learners learn from each other by actively participating, hearing and seeing what others can do. They are motivated to work and usually learn more. Learners are likely to develop respect for each other and their efforts as well as more tolerance towards others differences. Co-operative learning helps build a positive supportive classroom environment.

7.2.6 Co-operative learning

- How you would use cooperative learning, peer learning and teaching/peer tutoring:
  a) In leadership
  b)   Articulation of facts in learning from one another.

7.2.7 Co-operative teaching

- In your group discuss whether there is a place for cooperative teaching
- Is there a place for role shifts?

Answer

- Raising little leaders
- Resource development
- Using a newspaper as an integrated compulsory methodology in a multi-grade class.

  REMEMBER THE NOISE METER!

7.3 Summary

In this unit we have learnt that teaching skills have to vary to accommodate learners with different learning needs. This can be accomplished through proper planning bearing your learners in mind, and not only what the teacher wants to achieve. Learning is about getting learners to achieve better results and benefit from the given topics. The teachers' duty is to provide opportunities at all times as lesson planning should focus on improving learners skills rather than on teachers goals.

REMEMBER, THEY ARE NOT DIFFERENT, BUT SPECIAL!!!

a) In this unit the facilitator can use any subject to demonstrate the activity on lesson management. (Refer to 8.2.2)

b) The facilitator will need to refer to annexure ……. on lesson development.

8. Introduction

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

- Understanding the key skills needed to manage the learning process
- Using appropriate techniques to begin and end lessons and to facilitate a smooth transition from one activity to another
- Maintaining control over the learning in your classroom despite having two or three grades t9 teach at the same time..

8.1 Outcomes:

Participants will be able 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
- Maintain control over the learning in the classroom

8.2 Lesson management skills

The facilitator will take the participants through the steps and give examples, highlighting key skills that are needed to manage the learning process.

8.2.1 'Setting the scene'

This is particularly important for you as a multi-grade teacher because you are working with more than one grade and perhaps more than one subject

simultaneously. In order to 'set the scene' and focus the attention of your learners on the tasks ahead, you will need to explain clearly what each of your groups will be doing and what activities they should complete.

Let each group know when you will be working with them and what topic you will teach.

Groups that are working on their own need to know what task you expect them to complete, how long they have to complete it and how you are going to assess their work. You may also need to tell them where they can find supporting material or extra work if they finish quickly.
You will need to have page references and resource materials ready for them to start the task.
'Setting the scene' properly takes time. Some multi-grade teachers prefer to do this at the beginning of the morning and outline their 'plan for the day' for each group. Others prefer to break the day into four sessions and to 'set the scene' at the beginning of each session. Look at unit 6 for different ideas that you might use.

'Setting the scene' also involves planning how you will introduce the topic and get the attention of the whole class or a particular group at the beginning of your teaching session.

The facilitator will:
   a) 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.
   b) Design a lesson plan for grade 4, 5 and 6 multi-grade classes for any subject using CAPS documents and workbooks as a reference.
   c) Guide participants on how to use MATP in developing lessons.

The facilitator will demonstrate the lesson to the participants:

- *Pin two or three pictures/words illustrating the topic on the wall before the lesson begins and tell learners about the pictures. (eg. EMS - the topic will be Entrepreneurship).*
- *Start with a story linked to the topic. (Story on starting a business).*
- *Ask groups to collect information about the topic before the lesson begins. Learners must collect information on the topic 'entrepreneur'*

N.B. 'Pacing' involves making appropriate judgements about the timing and pacing of activities and taking suitable action. The teacher talks less (40%) while learners spend 60% doing activities. The teacher moves constantly around the groups whilst learners do the activities.   .

8.2.2 Examples of lessons:

A sample of an EMS lesson

You have decided that all three of your grades will do 'EMS' for the first lesson of the day. The lesson will last 45 minutes.

Lesson objectives:

Grade 7, the youngest group, will be introduced to new words and explain the characteristics of an entrepreneur.

Grade 8 will answer questions on the forms of ownership from the case study.

Grade 9, the oldest group, will be asked to write a story about the business plan.

You will need to decide:

1. *In what order you will teach the groups*
2. *What you will do with each group when you are teaching them*
3. *What activities you will set for the groups when they are working on their own.*

A Sample of an EFAL lesson

You have decided that all three of your grades will do 'EFAL' for the first lesson of the day. The lesson will last 45 minutes.

Lesson objectives:

Grade 4, the youngest group, will be introduced to new words that will be used in a Social Science lesson later in the week.

Grade 5 will answer comprehension questions on a passage in their textbook.

Grade 6, the oldest group, will be asked to write a story of their own.

You will need to decide:

1. *In what order you will teach the groups*
2. *What you will do with each group when you are teaching them*
3. *What activities you will set for the groups when they are working on their own.*

It would be best for you to start off by spending time with Grade 6. You have only 15 minutes to focus their attention on the story and gain their interest.

- *Pin an interesting picture on the wall and ask learners to write a story around the picture (e.g. what happened 'before' or 'after' the scene shown in the picture)*
- *Describe (or read an extract) about an interesting event or ask them to describe an interesting event that they have seen.*
- *Provide a list of useful words or an outline plan for their story.*

2. Grade 4 could work on their own:

   a) Finding the meaning of a list of new words- the teacher checks the activity and helps the learners to use the words properly in sentences.
   b) Learners will complete writing sentences on their own.
   c) They will probably find the activity more stimulating if you draw up a word search or a crossword puzzle to test their understanding of the meaning of the words.

3. Grade 5:

a) Learners will read the passage and answer the questions on their own. (This would have been introduced at the beginning of the lesson).

Let us see how this might look:

Time	Grade 4	Grade 5	Grade 6
09:00 – 09:05	Explanation of tasks to all groups		
09:05 – 09:20	Find meanings of words (independent activity)	Read the passage in the textbook (independent activity)	Teacher provides guidance for writing the story
09:20 – 09:30	Teacher works with group and helps Learners to use words in sentences	Answer comprehension questions (independent activity)	Learners write their own story (independent activity)
09:30 – 09:40	Learners write their own sentences(independent activity)	Teacher discusses the meaning of the passage and provides guidance in answering questions	
09:40 – 09:45	Teacher returns to group to check that the work has been completed. Teacher selects and discusses a number of interesting sentences	Learners hand in books for marking	Teacher checks how far this has been completed (if necessary Learners can finish their story for homework)

Note: You will notice that in this lesson you have given more of your time to Grade 4 and 6. This is inevitable. There will be lessons where you need to leave one group to work on their own for much of the time. Remember, however, that they should not be completely neglected. You will need to make sure that they have completed their task, that you praise them for working on their own and provide help if there are any problems.

8.3 'Transitions' from one activity to another: (10 minutes)

Participants will be asked to read the passage and give feedback to the whole group.

You need to keep your lesson activities flowing smoothly while maintaining 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 make a noise or 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 issue constant reminders in order to keep the lesson flowing smoothly.

Sometimes an unexpected crisis may arise where the flow of a session is interrupted by a disturbance caused by learners, parents or individuals from the community, for example, a child might get hurt in class or a parent might come to school angry because of complaints made by a pupil. Try to minimise disruptions. If you have to take care of the situation in personal, 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 in front of a class. Remind the person concerned 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.

8.4   Summary

This unit has shown the importance of lesson management in a multi-grade setting. Proper preparation will assist the teacher in preventing misbehaviour whilst s/he is busy with the other group.

Activity

- The facilitator gives a brief overview of Unit 8 highlighting the key outcomes listed below.

9.1 Outcomes

At the end of this Unit teachers should be able to:

- Understand the principles of assessment
- Differentiate between SBA and Standardised Common Examination Papers
- Identify the different types of questions that can be used when developing a formal assessment task
- Identify and explain taxonomies that can be used to set formal assessment tasks
- Make use of and understand the steps involved in developing educationally sound formal assessment tasks
- Use the exemplar formal assessment tasks in Section 2 to prepare their own formal assessment tasks

9.2 Activity

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

Consolidation

The principles of assessment

The SBA must always be valid, reliable, fair and sufficient.

Valid assessment

The assessment task is valid when it is based on the content and standards as set out in the CAPS. The content and skills included in the assessment task must be based on the work learners have completed according to the Annual Teaching Plan in the CAPS.

Reliable assessment

An assessment is deemed reliable when the results obtained are consistent every time it is used to assess learners. Reliable assessment also means that when the assessment is developed, the input processes are well organized and based on sound theoretical and assessment principles.

Fair assessment

The method of assessment should not present any barriers to the learners' achievements. It must be free of bias and sensitive to contextual factors. The types of questions asked must be age appropriate. The questions must be based on the content and skills that have been taught to the learner over a period of time. In addition, the distribution of the cognitive levels (low, medium and high order questions) must be aligned with the requirements as stipulated in Section 4 of the CAPS for each subject.

Sufficient assessment

Sufficient assessment within the context of the Grades R – 9 means that the spread of content and skills assessed is based on the work done during the term or year according to the Annual Teaching Plan of the CAPS. Learners should be able to complete the assessment task within the stipulated time.

9.3   Activity

- The facilitator asks the participants to differentiate between the School Based Assessment (SBA) and Common Examination Papers.

- Participants discuss the difference in a class group.

Consolidation

School-Based Assessment (SBA) and Common Examination Papers

Chapter 4 of the CAPS describes assessment as a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. Therefore SBA is integral to teaching and learning as it provides:
- Teachers with feedback that enables them to adapt their teaching strategies to meet the needs of their learners effectively and efficiently
- Learners with feedback on how they are performing in relation to their peers;
- Parents with meaningful feedback on what their learners know and understand; and
- Guidance to teachers, learners and parents on what interventions need to be undertaken if necessary.

SBA comprises both informal and formal assessment. Hence, assessment that takes note of learners' needs is called informal assessment (assessment **for** learning) and assessment that focuses on the results of learning is called formal assessment (assessment **of** learning).

While the purpose of the handbook is to focus on formal assessment tasks in SBA, informal assessments should not be neglected, but should receive equal weighting and attention. .

The CAPS defines informal assessment as assessment which can be done daily through observations, discussions, classroom activities, homework etc. It should not be seen in isolation from formal assessment since it forms the
basis for formal assessment. Informal assessments are essential for helping learners to achieve the standards of knowledge and skills necessary for achieving success in formal assessment tasks. Informal daily assessment activities therefore

need to be well planned and designed to meet the required standards for helping learners achieve good results.

With regard to formal SBA tasks, *the Protocol for Assessment Grades R-12, Government Gazette No.36042 of December 2012 subparagraph 5(2 and 3) and 6(1)* states:

> *5(2) School-Based Assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what learners know, understand and can do at the time of the assessment;*

> *5(3) School-Based Assessment and Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. School-Based Assessment and Practical Assessment Tasks include a variety of assessment methods as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements.*

> *6(1) School-Based Assessment is a compulsory component for progression and promotion in all the different school phases.*

In SBA all the tasks that constitute a formal programme of assessment for the year are considered formal assessments. Teachers mark and record the results of all formal assessment tasks in order to assess learners' progress, potential for promotion and to report back to parents. All formal assessment tasks have to be moderated for quality assurance purposes and to ensure that appropriate standards are maintained. Each subject employs a variety of methods and/or formats for assessment tasks. These are spelled out in Chapter 4 of the CAPS for all subjects.

The Grade 9 end-of-year examination is a high stake assessment. As mentioned earlier, in 2010 the Minister delegated responsibility for developing and administering the Grade 9 external assessments to each Provincial Department of Education

through Circular 1 of 2010. Since then some provinces have opted to set common examination papers for selected grades in both the Intermediate Phase and the Senior Phase in order to ensure that end-of-year examinations meet the required standards. Either way, it is important for teachers to take note and to understand the difference between SBAs that are developed internally and those that are developed externally. The table below presents some characteristics of SBA and common examination papers:

SBA	Common Examination Papers
Developed by teachers at school level.	Developed at provincial and district levels by subject specialists who have assessment training.
May follow guidelines but the teacher adapt the criteria to his/her context.	Follow strict prescribed guidelines for their development and administration.
Relevant to the CAPS within the context of the school environment.	Relevant to the CAPS within the broader context of the province or the district.
Validity and reliability not proven. Validity and reliability are dependent on internal moderation process at school level.	Validity and reliability established through due process over a period of time.
Quality control is managed internally.	Quality control is managed externally
Comparability across classes and schools may be problematic.	Comparability is facilitated across classes and schools.
Less costly.	Cost implications are high.
Can be developed relatively quickly.	Take time to develop.
Assessments are administered by	Assessments are administered by teachers

teachers and scripts are marked by teachers.	and scripts are marked by teachers.
Scripts are moderated internally.	Scripts are moderated internally and externally.
Consistent mistakes made in the development and administration may not be detected.	Consistent mistakes made in the development and administration are easier to detect.
Gathering and collating information is often very time consuming and not efficient	A great deal of information can be collected and stored effectively and efficiently

9.4 Activity

- The facilitator asks participants to identify the different types of questions that can be used when developing a formal assessment task;
- The groups discuss advantages and disadvantages of different question types.

Consolidation

Types of Questions that can be used to develop formal assessment tasks

The format of the examination paper or formal assessment task can include any of the question types mentioned below. The actual structure and combination will depend on the content definition and the subject specific requirements as specified in the CAPS Section 4. The memorandum and/or rubric are usually drawn up as the assessment tasks are being developed.

9.4.1 Short answer questions

A short answer item is a question used to find out what the learner knows. It requires the learner to provide an answer, rather than to select an answer. Short answer items

use questions that restrict the answer to a short paragraph, sentence, or single words. Short answer questions are more appropriate for some topics rather than others. They are useful for recall of facts, analysis of data and solving of problems. Examples of short answer items could include lists of items or equipment, brief descriptions of a procedure, sequence of an activity or reasons to explain an event.

9.4.2 Advantages:

- Easy and relatively quick to write.
- Less influenced by guessing than multiple choice or true/false questions.
- Easy to score/mark with a high reliability of marking, especially with model answers or a marking guide.
- Offer more scope for the learners to show their knowledge than with a limited response question.

9.4.3 Disadvantages:

- Where a short answer is required, the learner should be given clear guidance on the target length of the answer.
- When a marking guide is developed, the teacher / test developer should recognise that there are likely to be other correct answers discovered later in addition to those specified in the marking guide. These answers should be added to the marking guide as they are identified.

Hints
- Ask for specific information.
- Phrase the question precisely and concisely.
- Ensure that there is a single or defined number of correct answers.
- Avoid phrasing a question that offers a clue to the answer.
- Indicate the marks allocated for the question.

9.5   Diagrams/Cartoons/Graphs

This type of question requires the learner to look at a drawing, picture, cartoon or a graph and write the correct information in a blank space, interpret, analyse the information presented and/or develop his/her own diagram, cartoon or graph. Interpretation and drawing of graphs are used more for higher-level questions.

9.5.1   Advantages

- Useful in measuring the learner's knowledge of tools, supplies or components.
- Useful for higher level questions.
- Assists learners with low literacy skills by using pictorial materials.
- Can be used effectively to test many aspects of the subject.
- Can be incorporated with other forms of assessment such as case studies or short questions.

9.5.2   Disadvantages

- Preparation and presentation of clear diagrams or pictorial material is difficult.
- Grids for graphs must be drawn accurately when preparing the answer sheet.
- Sufficient graph paper needs to be supplied.

Hints
- Grids for the graphs must be age appropriate.
- Only include this type of question if learners have worked with it in their informal activities.

9.6   Fill in the pace/gap questions

"Fill in the gap" questions are another variation on short answer questions. The question consists of a true statement in which one or two important words have been left out.

9.6.1 Advantages

- Little scope for the learner to guess the correct answer.
- Useful for assessing recall of information.

9.6.2 Disadvantages

- Often difficult to write questions that have only one correct answer.
- Sometimes the word(s) omitted make it difficult to understand the meaning of the sentence.

Hints
- Omit only a relevant key word.
- Use straightforward sentences.
- Check that learners can infer the meaning without the deleted word.
- Do not use "a" or "an" to provide a clue.
- Give credit for all potential answers that make sense.

9.7 Multiple Choice Questions

A multiple choice item consists of a question or incomplete statement followed by four or five options from which the learner selects the best answer(s). Incorrect options are called distracters. Distracters are used to side-track learners who may not know the correct answer.

9.7.1 Advantages
- Marking / scoring is uniform, standardised and usually quick.
- Objectivity in marking reduces any teacher variability factors.
- Assesses a learner's knowledge as well as their ability to discriminate amongst several possible alternatives.
- Can test judgment as well as memory.
- Provides a better sample of the topic being assessed than most other formats given the same period of time.
- Can be used to assess low, medium and higher order questions.

9.7.2 Disadvantages

- Relies on the learner having appropriate reading and comprehension skills.
- Construction of effective questions is often difficult and time consuming.
- The quality of the question often depends on appropriate "distracters" or incorrect options.
- Economies of scale can only be achieved with large numbers of learners.

Hints

- Allocate approximately one minute for answering each multiple-choice question.
- Questions should be meaningful and represent a specific problem in the stem of the question.
- Stare questions in positive rather than negative terms.
- Distribute correct answers equally in the positions of *a, b, c,* and *d.*
- Avoid the use of grammatical clues at the end of a stem, for example: *a, an, are, is, this, these.*
- Avoid the use of "some/none/all of the above" as an option.
- Try to include at least four possible responses for each question.
- Use 1 or 2 questions to assess each of the topics completed during the term.
- Use plausible distracters.
- Use a question format.
- Use correct grammar. .
- Avoid giving clues for the correct answer.

9.8   Matching and Alternative Choice Questions

The matching question is a type of multiple-choice question that is helpful for assessing knowledge of related information. It consists of two lists or columns of related information from which the learner is asked to match the appropriate items.

9.8.1   Advantages:

- A lot of content can be covered in one question.
- Easier to write than multiple choice questions.

- Useful variation in questioning.
- Objective and easy to mark/score.

Issues
- Need a large number of items to match within the question.
- Specific instructions/guidelines should be given for matching items.

Hints
- Provide 7-10 items to match within the question.
- Allow one or two extra options.
- Make sure learners are familiar with this type of questions.

9.9 True/False Questions

The true or false question is basically a statement that has to be identified as correct or incorrect.

9.9.1 Advantages:

- Useful for assessing the basic knowledge of facts.

9.9.2 Disadvantages
- Can encourage guessing.
- Questions should not require mere recall of trivial information.

Hints
- Ensure that the statement is entirely true or false.
- Include only one idea in each question.
- Use clear language and avoid double negatives.
- Place true and false answers in random order.
- Use false answers so that they represent misconceptions, and true answers for correct ideas.
- Include many questions on a topic to reduce the impact of guessing answers.
- Avoid the terms 'usually', 'always', 'none'.
- Avoid trick questions.

9.10 Essay-type Questions

Essay-type questions are probably the most demanding questions because they assess the learner's ability across all the cognitive levels of all taxonomies. The structure and style of the essay-type questions differ from subject to subject.

9.10.1 Advantages

- Useful for assessing higher order cognitive questions.

9.10.2 Disadvantages:

- Essay questions must be formulated very carefully.
- It is easy for learners to misinterpret questions.
- Memoranda are open-ended, depending on the structure of the question, and must therefore be detailed with clear allocation of marks for the responses required.
- Marker needs to have in-depth knowledge of the topic.

Hints

- Formulate the question clearly.
- Identify probable factors that might lead the learner to misinterpret the question.
- Make sure learners are familiar with the structure and style of Essay-type questions for the different subjects.
- When preparing the memorandum:
  - ➢ select or generate the most appropriate solution/s;
  - ➢ list all the facts/answers required for the essay and the mark allocation for each fact/answer; and
  - ➢ list all possible alternative solutions if any.

Activities

The facilitator leads a discussion where participants define taxonomy and its significance

- (S) he discusses common taxonomies with the group with particular emphasis on Bloom's Taxonomy.

Consolidation

Taxonomies help to strike the balance

It is important to ensure that the "cognitive levels" are well balanced when developing a formal assessment task. Every learner has to be given a fair and just chance to achieve the desired result according to his/her cognitive ability. This leads to the basic question facing teachers the world over, "How do we strike that balance?" Various theories exist on how to "strike the balance" by classifying the types of questions asked into lower, medium, and higher order cognitive levels.

Section 4 in the CAPS indicates the cognitive levels and the percentage distribution of the three different cognitive levels for all subjects. *Bloom's Taxonomy* and *the Problem Solving Taxonomy* will be discussed in relation to this manual. Bloom's Taxonomy is used in most subjects and the Problem Solving Taxonomy is used in Technology. Simply put, "Taxonomy" means to arrange something in a particular order. For our purpose, it means classifying both formal and informal assessment questions into higher, medium or lower order levels by using an appropriate verb.

Bloom's Taxonomy

Bloom's Taxonomy is most commonly used and has stood the test of time. It is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought." The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. "The taxonomy is hierarchical; [in that] each level is subsumed by the higher levels. In other words, a student functioning at the 'application' level has also mastered the material at the 'knowledge' and 'comprehension' levels." (UW Teaching Academy, 2003).
One can easily see how this classification led to the natural divisions of lower, middle and higher level thinking.

In 2001 Bloom's Taxonomy was revised. Basically, Bloom's six major categories were changed from noun to verb forms. Additionally, the lowest level of the original, 'knowledge' was renamed and became 'remembering'. Finally, 'comprehension' and 'synthesis' were renamed 'understanding' and 'creating'. The changes are explained in the diagram on the next page:
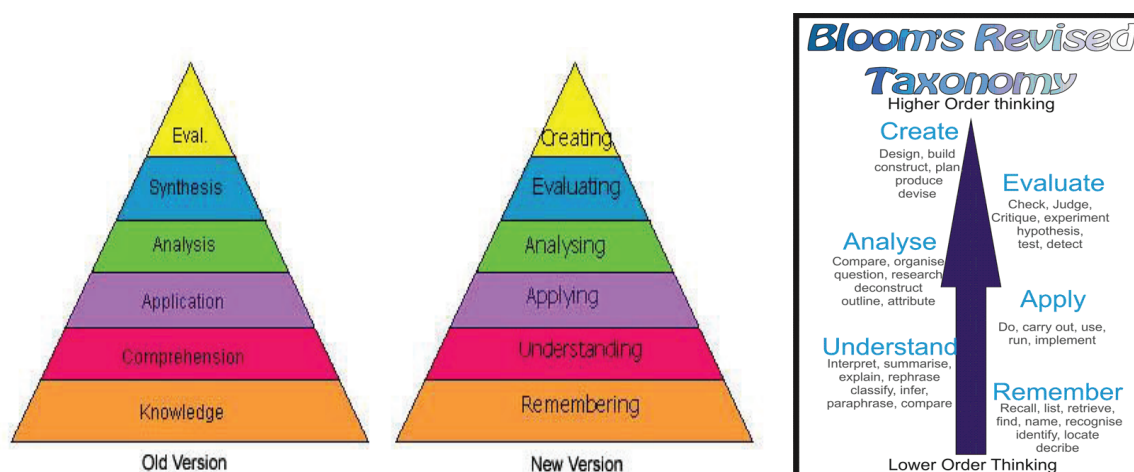
 Caption: Terminology changes.

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/bloomstaxonomy.htm

The new terms are defined as follows:

Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying: Carrying out or using a procedure through executing or implementing.

Analysing: Breaking material into constituent parts. Determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together in a different way to form a coherent or functional whole. Combining elements in a new pattern or structure or proposing alternative solutions.

The table below can be used to assist in formulating the assessment questions so as to address the balancing of the cognitive levels.
The table lists each of the categories and the key verbs associated with it.

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

9.11 Problem Solving Taxonomy: Plants Approach

The Problem Solving Taxonomy is used in the subject Technology in the Senior Phase. Technology focuses more on Practical activities referred to as Capability Tasks or Mini – Pat. The Plants approach acknowledges the cognitive and skills

levels the learners' come up with. This approach fits well with the skills and the cognitive development in technology where learners are expected to develop progressively.

Problem Solving Taxonomy: Plants approach is applied to the subject Technology as follows:

Creative Level

Tasks require learners to develop a solution which was not previously known or combine a few procedures in a new way.

Interpretation level

Learners are required to simulate real life problems and solve them.

Strategic level

Learners are presented with problems which require them to select the most suitable solution from a number of possible options.

Diagnostic level

Learners are given tasks which require them to choose the correct routine from a few known possibilities.

Routine Level

Problems are presented to learners which require them to follow familiar routine processes.

Activity

- 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.

Consolidation

Steps in developing formal assessment tasks

All formal assessment tasks must be planned and developed according to the CAPS. The requirements and the importance of the assessment must be communicated in advance to learners and parents. The following steps are suggested as a guideline:

9.11.1   The planning process

Planning for the development of the formal assessment tasks must be done according to the Programme of Assessment in Chapter 4 of the CAPS. Section 4.4 of the CAPS, stipulates the number of formal assessments that need to be completed per term and per year for each subject.

9.11.2   Identifying the content

The Annual Teaching Plan: Chapter 3 of the CAPS should be used to identify the content which will be used to develop the formal assessment tasks stated in the Programme of Assessment. The mid-year examination should cover work done in terms 1 and 2 and the end-of-year examination should cover the work done throughout the whole year.

Remember learners can only be tested on content that they have been taught.

9.11.3   Forms of assessment

Chapter 4 of the CAPS document details the different forms of assessment applicable to each subject. Exemplars of the forms of assessment are explained in greater detail in Section 2 of this handbook. It is important to note that lower order, medium order and higher order cognitive levels are applicable to all the forms of assessment. The marks allocated for the formal assessments are stipulated in the CAPS and should be adhered to.

9.11.4 Types of questions to be included in the formal assessment task

The types of questions that will be used in a particular form of assessment will depend on the subject and form of assessment being developed.

9.11.5 Format of the formal assessment task

The format and the structure of the assessment task will depend on the form of assessment being developed.

With regard to the examinations, it is recommended that the format, particularly for the Senior Phase, be similar to the FET examination papers. The rationale behind this is to familiarise learners with the type of assessment papers they will write in the FET examinations and to develop their skills in writing external assessments. Hence, by the time they sit for their Grade 12 examinations, it is envisaged that they will have the required confidence and be more than adequately prepared for the task.

9.11.6 Instructions to the learner

Instructions to the learner should be clear and simple. Instructions should include what is expected, the time, the process involved and any other relevant information that will help the learner to complete the task successfully.

9.11.7 Possible answers: memorandum / rubric

As a rule, the memorandum/possible answers are prepared as the assessment is being developed. This allows the developer to evaluate the questions and make the necessary amendments.

9.11.8 The moderation process of formal assessment tasks

With regard to the moderation of SBA tasks, *the Protocol for Assessment Grades R-12, Government Gazette No.36042 of December 2012 subparagraph 6(2) and 7(4)* states that moderation of the SBA tasks must be done in order to ensure that the required quality and standards are met.

According to Chapter 4 of the CAPS, all formal assessments from Grades 4 - 8 are moderated internally. Furthermore, district subject advisors will moderate samples of assessments during school visits to verify the standard of internal moderation.

Where Grade 9 is concerned, formal assessment tasks will be set and managed by the provincial Departments of Education according to Circular S1 of 2010 and moderated as specified in the requirements of the Protocol for Assessment Grades R-12.

Moderation is conducted at school, district, provincial and national levels to:

- Confirm the validity, fairness and practicability of the assessment instrument;
- Establish whether assessment was conducted in a fair and consistent manner;
- Establish the reliability and fairness of the assessment scores; and
- Provide feedback on the moderation findings with a view to improving the quality of SBA.

9.12 Moderation of the SBA at the school level means that:

- The school will take full responsibility for the moderation and monitoring of SBA.
- The principal will appoint the head of department or a senior teacher to take responsibility for the moderation of SBA in each subject, in each grade.
- The principal will ensure that all teachers will adhere to the requirements of the NCS with regards to SBA
- The principal in collaboration with the School Management Team (SMT) will monitor the setting, marking and moderation of SBA on a quarterly basis.
- Ten percent (10%) of learners' evidence in each subject will be moderated to ensure that the marking memorandum/possible answers were consistently applied. The principal will ensure that all irregularities discovered during moderation will be addressed.

A moderation checklist must be used by the school for the moderation of the SBA. The moderation checklist should be used to check that the:

- Assessment tasks are aligned to CAPS
- Assessment tasks are valid, reliable, fair, and sufficient
- Instructions relating to the assessment tasks are clearly stated
- Content is based on the Annual Teaching Plan as stipulated in the CAPS

- Learners have been taught the content and skills that they are being assessed on
- Assessment tasks are free from any bias;
- Language used in assessment tasks cater for the learners at the level of English FAL;
- Cognitive levels at which the assessment tasks are pitched are compliant with CAPS and Differentiation; and
- Time allocated for completing the assessment task is weighted according to learners' cognitive levels and is age appropriate.

9.13   Summary

SBA is an essential component of teaching and learning in the classroom and comprises both informal and formal assessment on an on-going basis. As indicated above, informal assessment lays the foundation for learners to achieve good results in their formal assessment tasks.

This Unit outlines briefly all the aspects needed to develop educationally sound formal assessment tasks up to the point of pre-assessment moderation. However, it is important to note that post assessment activities associated with the formal assessment tasks are sound practices that are critical to the achievements of out learners. These include: the administration of the task in the classroom; the effective and efficient marking of the task, the moderation of the marking, the analysis of the learners' responses to the assessment tasks and providing prompt feedback to the learners and parents.

The unit also provides selected exemplars of formal assessment tasks as prescribed in the CAPS for Grades 4-9 for all subjects. It is envisaged that these exemplars, together with the exemplars in the prescribed textbooks, will provide teachers with the necessary tools for developing their own formal assessment tasks.

10.   Introduction

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

10.2   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 how ICTs can be used to provide support to the teachers and learners.
5. Identify and discuss factors that contribute to the failure to use ICTs in multi-grade teaching schools.
6. Discuss the importance of training of teachers in the use of ICTs, including maintenance, monitoring and support.

10.3   What is meant by ICTs? (10 minutes)

In groups, participants will unpack the phrase below, expand further on what they understand regarding the meaning of ICTs, and report back to the whole group.

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

Consolidation

Of the 12 outcomes that were adopted by the Cabinet in 2010, Outcome No1 focuses on the improvement of the quality of basic education, leading to /the introduction of ICTs in MGT schools.

Information Communication Technologies is a term that includes any communication device or application, including: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with these technologies.

10.4 How the ICTs can be used for the benefit of multi-grade teaching (10 minutes):

The facilitator will allocate the following activity to different groups to discuss how the ICTs can be used under the following topics. These groups will report back to the whole group after the discussion:

ICTs as a:
- i. Tool for management
- ii. Resource for curriculum integration
- iii. Collaborative tool for teachers and learners
- iv. Tool to enhance learning environment that advances creativity
- v. Administration tool to increase productivity
- vi. Communication tool
- vii. Tool for collaboration and engagement.

Consolidation

ICTs can be a powerful tool for both teachers and learners in multi-grade teaching schools. It can be used to assist teachers in multi-grade methodologies and encourage learners to be active, innovative and creative participants in multi-grade learning activities.

10.5 Activity

The facilitator will ask the participants will discuss the benefits of using ICTs in the MGT schools both as a form of support and to enhance teaching and learning (10 minutes)

Consolidation

ICTs allow both the teachers and learners to engage in innovative, participatory multi-grade learning activities. ICTs allow accessibility to information even in deep rural and poor areas. This will support life-long learning for both teachers and learners.

10.6   Activity

The facilitator will ask the participants to discuss the pictures in the manual and explain how these devices can be used for teaching and learning. (5 minutes)

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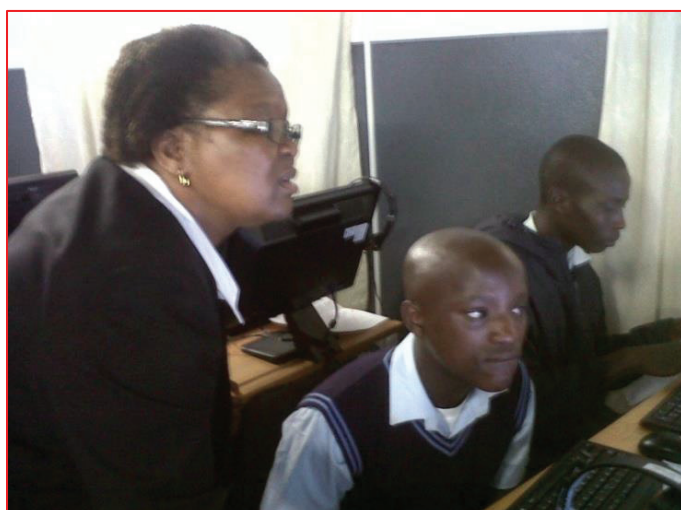
Consolidation

Radio has been used in different ways for educational purposes. It is one of the ICTs that was developed and became popular in the early twentieth century. It has played

an important role in providing learning opportunities to underprivileged groups and individuals as radios are not expensive and can be used in most rural areas in any part of the country. These are the resources that can be purchased for use in many classrooms in a school compared to other more expensive resources, like computers, thus enabling all the learners to receive a better education. Radio has been overshadowed for a long time as a resource, compared to the more frequently used ICTs, but its impact cannot be underestimated, especially with regard to language use, i.e. focus in listening and speaking.

10.7   Activity

The facilitator will ask the participants to form groups and develop an introduction to a lesson in any subject focusing on using first a radio and then a laptop, in order to accommodate both auditory and visual learners.

Participants will have to state which resources they will use, how these resources are to be used and how the learners are expected to benefit from them. Each group will then present their introduction to a lesson to the entire group. (10 minutes)

Consolidation

In this unit it has been stated that various media can be used to enhance teaching and learning, with the focus on the needs of the learners, e.g. both the auditory and visual learners. Radio has been used to accommodate multi-grade schools as it is relatively inexpensive, compared to television, computers, etc. Radio remains a viable medium that has proven educational worth in terms of its reach, since it can accommodate diverse audiences located across broad geographical areas.

10.8   Activity

The facilitator will ask the participants to discuss the importance of training teachers in the use of ICTs for teaching and learning in multi-grade schools focusing on the limited resources available in MGT schools.

Consolidation

As teachers are the leaders in the implementation of teaching and learning, it is vital that they are trained in the use of ICTs in order to promote quality in education through effective teaching and learning. ICTs are playing an increasing role in

generating knowledge, processing information, problem solving and exploration, so teachers have to be trained to guide learners in exploring these avenues.

10.9   Activity

The facilitator will ask the participants to describe the ways and means by which they can:

- Maintain, monitor and support teachers in the use of ICTs in teaching, in the context of multi-grade schools, given the limited time available, as well as a shortage of funds and infrastructure, amongst other things.
- Participants will then present their inputs to the entire group.

Consolidation

One of the challenges that face schools involved in multi-grade teaching is the lack of infrastructure, so it is vital that the school decides which ICTs to purchase and how they can be stored safely. That is why it is important to ensure that the school is ready to receive any kind of ICTs before purchasing them.

10.10 Summary

In order to accommodate learners with different abilities and styles of learning in a multi-grade classroom, it is important to integrate ICTs in teaching and learning. It is vital that teachers receive training as the effectiveness of ICTs as cognitive tools depends not only on the quality of the Educational software, but also on the way in which teachers use it.

Servicing and maintenance of the ICTs is important for the schools to ensure that their resources last. Moreover, a security system is necessary to safeguard the infrastructure. This will only happen if schools are able to budget their funds and plan their time carefully to ensure effective use of the ICTs in teaching and learning.

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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)	(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	SHORT BREAK	5	6	7	8	LONG BREAK	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	12:10 12:40	12:40 13:10	13:10 13:40	13:40 14:10
MONDAY	4	Eng Fal	Eng Fal	SS	SS		NST	TSW	TSW	TSW		MAT	MAT	L/S
	5	Eng Fal	Eng Fal	SS	SS		NST	TSW	TSW	TSW		MAT	MAT	L/S
	6	Eng Fal	Eng Fal	SS	SS		NST	TSW	TSW	TSW		MAT	MAT	L/S
TUESDAY	4	MAT	MAT	Eng Fal	Eng Fal		TSW	TSW	SS	L/S		L/S	NST	NST
	5	MAT	MAT	Eng Fal	Eng Fal		TSW	TSW	SS	L/S		L/S	NST	NST
	6	MAT	MAT	Eng Fal	Eng Fal		TSW	TSW	SS	L/S		L/S	NST	NST
WEDNESDAY	4	MAT	MAT	MAT			TSW	TSW	Eng Fal	Eng Fal		SS	SS	L/S
	5	MAT	MAT	MAT			TSW	TSW	Eng Fal	Eng Fal		SS	SS	L/S
	6	MAT	MAT	MAT	MAT		TSW	TSW	Eng Fal	Eng Fal		SS	SS	L/S
THURSDAY	4	TSW	TSW	MAT	MAT		L/S	L/S	SS	MAT		Eng Fal	Eng Fal	NST
	5	TSW	TSW	MAT	MAT		L/S	L/S	SS	MAT		Eng Fal	Eng Fal	NST
	6	TSW	TSW	MAT	MAT		L/S	L/S	SS	MAT		Eng Fal	Eng Fal	NST
FRIDAY	4	NST	L/S	L/S	TSW		TSW	TSW	MAT	MAT		NST	Eng Fal	Eng Fal
	5	NST	L/S	L/S	TSW		TSW	TSW	MAT	MAT		NST	Eng Fal	Eng Fal
	6	NST	L/S	L/S	TSW		TSW	TSW	MAT	MAT		NST	Eng Fal	Eng Fal

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	LONG BREAK	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		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		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		MAT	MAT	HL	HL	EMS
	8	SS	SS	TECH	TECH	CA	CA		MAT	MAT	HL	HL	EMS

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www.education.gov.za	www.facebook.com/BasicEd	www.twitter.com/dbe_sa