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SCHOOL-BASED CURRICULUM MANAGEMENT

Time allocation: 6hours

Introduction

This is a "*work in progress*" document and focuses on many of the issues which emerged from the implementation of Grades 1, 2, 3 and 7 process. As a draft, it allows for you to feed into the ongoing development of the document to inform best practice for school management, and to provide the support needed during implementation of C2005.

The purpose of this guide on School-based Curriculum Management is to facilitate training of School Management Teams (SMT) with the aim of informing good practice and quality delivery within whole school development. The guide also shares with other staff members some of the management issues which need to be addressed so as to provide support to learners and teachers in the teaching and learning practices.

Quality education is supported and informed by sound management practices. Within a whole school development context, all planning and management should be a collaborative effort. It should involve all role players in a context in which the curriculum plays a central role. The focus of this training document is to identify the management issues which need to be addressed so that they support what happens in the classroom. The intention is to highlight to management at school level the fact that increased learner performance, quality teaching and learning and a healthy school environment rely strongly on good management plans and practices.

A number of policy documents have already been sent to schools for the implementation of grades 1, 2, 3 and 7. These documents will serve as references and resource materials for this training process. The following legislative framework and policy further support the principles underpinning effective school management:

- **Constitution of the Republic of South Africa, 1996.** Government Gazette vol. 378 no. 17678 no.108 of 1996. Pretoria, Government Printer
- **National Education Policy Act, 1996** (Act no. 27 of 1996). Government Gazette vol. 402 no.19640. Pretoria, Government Printer and its Amendments, especially:
- **Assessment Policy in the general Education and Training Band, Grades R to 9 and ABET.** Government Gazette vol. 402 no. 19640. Pretoria, Government Printer
- **Department of Education Foundation Phase Policy Document.** October 1997
- **Department of Education Intermediate Phase Policy Document.** October 1997
- **Department of Education Senior Phase Policy Document.** October 1997
- **Norms and Standards for Educators.** Government Gazette vol. 415 no. 20844. Pretoria, Government Printer
- **South African Schools' Act,1966** (Act no.84 of 1966). Government Gazette vol. 377 no. 17579. Pretoria, Government Printer
- **Provincial Education Acts: Policies** and related circulars
- **A resumé of instructional programmes in public schools, Report 550 (97/06)**
- **South African Qualifications Authority Act,** no. 58 of 1995. Government Gazette vol. 364 no.16725. Pretoria, Government Printer

Diversity of schools reflects, and necessitates, diversity in management structures and procedures at present. This module looks at generic issues in effective school management and encourages schools to share their experiences and needs.

The concept of whole-school development is essential for the successful implementation of the new curriculum. Learning is a life-long process which begins before school, and the learning environment is not limited to the classroom. School-based management will be challenged to translate changes and reform in the curriculum into plans and practices which provide a supportive environment at schools, and extend the support into the classroom. Although we speak about whole school development, we recognise that in the senior secondary school, grade 8 and 9 will implement the planning and practice for C2005, while grades 10 to 12 continue with the

NATED 550 curriculum. We suggest to school management that the planning be done as a whole school, so that the rest of the school supports grades 8 and 9 as they implement the new curriculum.

The manual is written in three units.

Unit One Understanding curriculum reform and its impact on school structures, systems, strategies and culture

Unit Two Creating a supportive school environment for curriculum change

Unit Three Classroom management and support

Each unit includes notes to the facilitator, some activities to be used during training programmes and some suggestions for resource readings. Many of the activities are discussion and debate type activities. This has been done to encourage interaction and collaborative participation between all role-players at school level.

The addenda have been included to provide more support materials to facilitators for the training sessions with SMTs.




This icon points to the notes to the facilitators. Hints and suggestions have been included, and activities have been developed for each unit, but facilitators are free to use their own resources and activities to facilitate their training.

Facilitators are to cross reference with the Learner Support manual (participant's book) throughout the training session.



This icon will show some suggestions for discussion in the activities. Facilitators will record all feedback from group discussions, collate the responses into handouts for participants.

Some OHP slides and other inputs have been included in the pack of resource materials sent to schools. The OHP slides may be used during the training or used to present generic issues. These inputs are identified by the icon  .

This module or manual has been written in a way that supports the participant's manual. The facilitator during training will use this document, and principals will receive one copy to take back to their schools. The participant's manual will be given to every teacher during training. Activities have been structured so that there is interaction between facilitator and participants. Although the educator development manual suggests that activities be done in groups, participants may do the activities individually.

UNIT ONE: Understanding curriculum reform and its impact on school structures, systems, strategies and culture.

The introduction of OBE as an approach to deliver C2005 has meant changes to the curriculum, how it is delivered in the classroom and what we expect all learners to achieve at the end of grade 12. Change will impact on teaching and learning practices, on how schools are managed at all levels of management, and on all processes, strategies and structures which are to be put in place.

OBE preferences certain premises like

- All learners can learn,
- Success breeds success,
- Schools control conditions and opportunities for successful learning

and certain principles like

- High expectations, high standards
- Design down, deliver up
- Clarity of focus
- Expanded opportunity

The implications of what each premise and principle means for curriculum development and delivery are important. There are essential considerations for the kind of teaching and learning practices which will happen. Planning is highlighted for ensuring effective teaching and learning. Learner-centredness is the key focus of what happens in the classroom and in the school broadly. Of paramount importance is that learners will, and must, learn for life. For this to be achieved the outcomes inherent in each premise and principle must be clear and the attainment of outcomes must be managed.

SMTs will align current practices and plans to strategies, structures and systems which bring the school closer to attaining the outcomes implicit in each of the premises and principles. Not all current practice is too far removed from where we need to be in terms of OBE approach and practice. The challenge is to select best practice for all schools, to accommodate the

diversity of needs which exist in all schools, and to bring practice as close as possible to the broader national intention of the OBE system.

Best practice aims to improve learner achievement by creating an environment in which both teachers and learners share a clear purpose, are able to take shared responsibility for learning and are able to engage collaboratively in activities which promote the goals of the school. There is the development of a school culture which invites all members of the school to foster attitudes of efficiency and effectiveness, and which supports all attempts at improving learner performance. The focus is not only on aspects of curriculum development, but extends beyond "school business" and begins to address issues in the community surrounding the school.

The school culture is reflected through the values and beliefs of all the members of the school. The culture of a school draws on the different cultures, which exist in the school community, and translates them into one collective culture for all in the school. All stakeholders involved with school organisation, planning and curriculum delivery will also impact on the school culture. There is a collaborative agreement by all as to what the purpose of the school is and on what beliefs the purpose is built. This defines the mission and vision of the school, and recognises the context in which the curriculum goals for that school are formulated.

Structures, strategies and systems are put in place to ensure that the school culture is dynamic and supportive of an effective learning culture. It is the cultural change that supports the teaching-learning process, which leads to enhanced outcomes for learners (Hopkins, Ainscow & West, 1994).

A school with an effective learning culture

- maintains the image of a "professional community", similar to the fields of law or medicine. Teachers pursue a clear shared purpose, engage in collaborative activity, and there is a collective responsibility for student learning (Newmann & Wehlage, 1995).
- has a clear school mission. Teachers value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including teachers. There is strong (not rigid) leadership (Deal & Peterson, 1990).

- is an environment of inquiry, encouraging teachers and others to work collaboratively and collegially to seek aspects of school improvement (Burbacher, 1994).
- encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more (Fullan, 1993).
- has leadership that invests in people, decentralises decision making, trusts the judgement of others, facilitates participation, embraces the ethical implications in every decision, and recognises the complexity of contemporary society (Calabrese & Barton, 1994).
- is a place where both teachers and students learn (Rosenholtz, 1989).



This discussion can be facilitated in groups. The focus of the discussion remains the role of the SMT *as management* in ensuring that the learning culture is effected, and that the school culture grows to include the perspectives, beliefs, and values of all stakeholders in the school.



Some suggestions for discussion:

- The task of management is to create and support the culture needed to foster an attitude of effectiveness in teachers, learners, parents, SGBs and other role-players in all activities conducted in the school
- School culture encourages collaboration of relevant stakeholders,
- Teacher development is supported by agreement on educational values which are core to effective delivery by the school
- There is collective acceptance on the curriculum, learning, teaching, planning, discipline, etc
- School culture is important for developing a healthy school environment which enhances the attainment of outcomes and improves learner performance
- Included in school culture is "the way we do things around here", and in the best interest of each learner
- Structures to focus on what is needed to effect management eg SMTs, School Governing Bodies (SGBs), learning area / phase committees etc

- Systems which advance the processes like monitoring and evaluation, planning and delivery, resourcing, etc.

Different groups will present many more issues. All inputs are discussed against how it will impact on management. The following section further directs the focus of the discussion on management issues.

WHAT ARE THE PRESSURES IMPOSED ON SCHOOLS BY CURRICULUM REFORM?

School-based management is challenged by curriculum reform in that the changes it imposes on schools, management, planners, teachers, learners, etc, will in a way strongly encourage (almost force) all role-players at schools to reform practice and plans.

In changing practice and plans, key role-players will ask questions like:

- Why change?
- What must change?
- How do I change?
- What are the risks for me in changing?
- What support can you give me as I change?

The reasons provided for change, the support put in place for educators and learners as they change, not getting change right completely, etc., will all impact on how readily the change is made. Michael Fullan (1993) points out the following important aspects about change:

- You cannot make people change. There must be commitment to change, and this will happen when people "buy in" to the changes being made. With "buy in" comes commitment to the change process.
- Change is personal and is a developmental process. Change will not happen overnight.
- There is "no blueprint" for change. Teachers and SMTs, as agents of change, must be developed to engage with what is implied by the change process.
- There must be a shared vision of change within the school.

- Change is an individual and a collective responsibility. Each and everybody in that school must change together towards the same vision.
- The system must support the changes which are encouraged.

There are important areas of focus which will impact on how school-based management manages the changes imposed by curriculum reform.

(The following are important, but the list is by no means exhaustive.)

- Teacher development - use and development of teachers will happen against the needs which emerge within the school. Management will decide what the staffing needs are against the pressures for delivery. How are specialists used in the new learning areas? How does management ensure the re-skilling of teachers to deliver effectively?
- What is the role of content in achieving not only the outcomes at activity level, but also the broad curriculum goals of the school?
- How is the attainment the broad outcomes of the school and the "specific" outcomes of the classroom-based practice monitored?
- How does management marry best practice with ensuring the school's vision, mission and curriculum goals?
- How does management, through planning, ensure that needs brought about by reform are addressed?
- How does management create a supportive school environment for curriculum change?



It is through the above discussions that the role of management in a changing system against the needs of the school is discussed. It links the impact of change on schools with how the changes and its effect on curriculum delivery is managed.

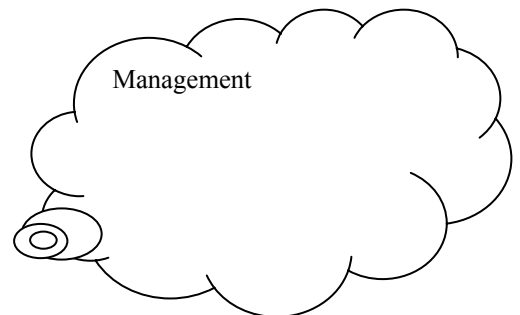
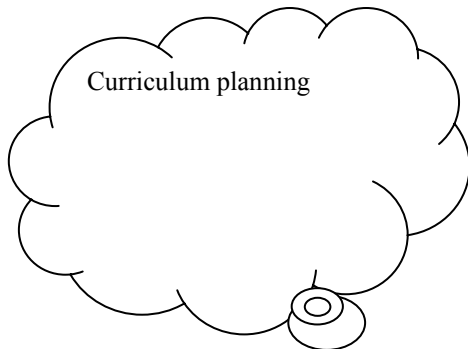
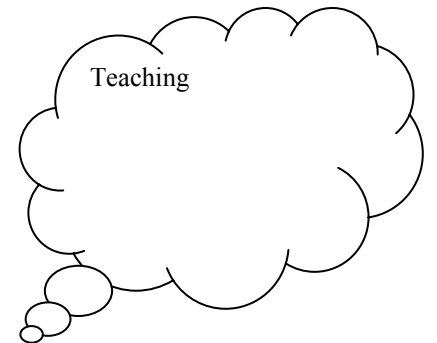
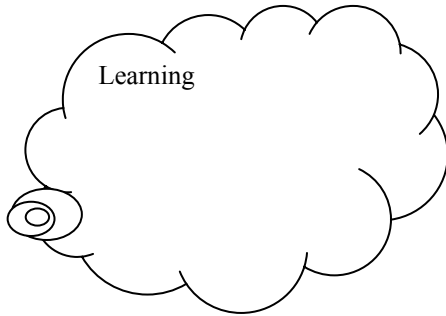
UNIT ONE - ACTIVITY 1: As school management, you will be challenged to manage the shift in curriculum from Foundation phase to Intermediate Phase to Senior Phase. What are the important considerations for learners, teachers, curriculum planning and SMTs? How will you manage *change* in each of the above?

Outcomes:

- *Participants reflect on current implementation of OBE in grades 1-3 and 7 and list implications for discussion*
- *Discussion is focused on managing the shift from grade 3 to grade 4, and from grade 7 to grade 8.*



Discuss in groups and give feedback. Groups reflect on some of the issues which were evident in the implementation of grade 7.





Whilst the focus is on training grades 4 and 8, school managers will be confronted with how to manage the shift from grade 3 to 4 and from grade 7 to 8. There are important points to consider which will affect learners, teachers, the curriculum planning, etc, and how the change must be managed. Through group discussions address the implications but focus on how *the change* will be managed. The discussion will begin to focus on issues like school diversity (e.g. farm schools, multi-grade schools, etc) and the management of diversity.



Consider the following issues for discussion:

- Time management:
 - Year Planner: Year, term, week
 - Time tabling
- Selecting Phase Organisers within context of the schools' environment
- Identifying and employing available human and physical resources
- Professional development of educators to support and sustain the curriculum delivery
- Diverse learning experiences

UNIT TWO CREATING A SUPPORTIVE SCHOOL ENVIRONMENT FOR CURRICULUM CHANGE

There are different levels of accountability, both at school management and classroom management level, which have the responsibility of ensuring that quality teaching and learning does happen within the school. It is the responsibility of the school principals, ultimately, to ensure that their schools deliver their brief against their mission, vision, curriculum goals and action plans.

The success of a school lies in its success in creating a supportive environment for curriculum change. There are a number of indicators that can be put in place to measure this success, and its main indicator is probably the increase of learner performance and attainment. A number of issues are at play when determining how to deliver qualitatively. For example, included as important issues are:

- Defining the teaching and learning expectations. This means that the outcomes for teaching and learning practices are clearly spelt out.
- Rigorous planning at macro, meso and micro levels and at different management levels within the school
- Identifying and developing support strategies and mechanisms
- Defining ways of motivating teachers and learners to accept challenges presented to them by new practice
- Developing monitoring and evaluation strategies which can be used to enhance, rather than detract from, classroom practice
- Finding effective and collaborative ways of enthusing different school constituencies about reform and its implications

The focus of the discussion on planning as an important element of management is discussed on different levels i.e. macro-, meso- and micro-levels. The discussion attempts to define the responsibilities of different managers in the planning process.

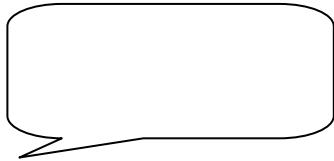
UNIT TWO - ACTIVITY 2: Monitoring is an important management function. It serves a purpose at all three management levels, and has a role in ensuring quality teaching and learning practice. Discuss in your groups monitoring processes and practices, and how it can support your management function.

Outcomes

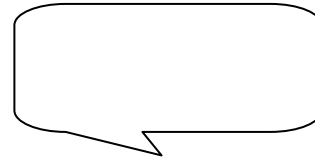
- *Participants identify why monitoring is important as a management function*
- *Participants discuss the implications of good monitoring as a support for teaching and learning and for school management*



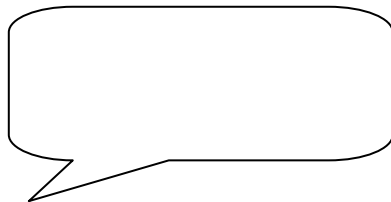
Discuss in groups and give feedback.
Remember to include internal and external role-players.



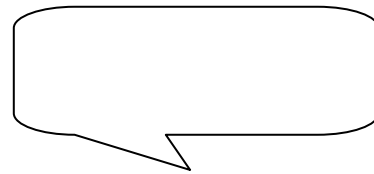
Monitoring for support



Monitoring for planning



Monitoring teaching practice



Monitoring learning



FOR REFLECTION

Consider the following issues after discussion and reporting

- Internal and external role players
- Monitoring structures at school
- Reporting and recording processes
- Links to systemic monitoring and evaluation

The need for planning as support for effective classroom and school management

The focus here is to discuss the need for effective planning in relationship to good management.

UNIT TWO - ACTIVITY 3: WHY DO WE NEED TO PLAN FOR AND MANAGE CURRICULUM DEVELOPMENT AND DELIVERY?

Outcome:

Participants identify core issues related to planning and managing a new curriculum which impact on the transformation of teaching and learning practice.



Discuss in groups and give feedback



Consider the following issues after discussion and reporting:

- To ensure that effective implementation of the curriculum is a smooth and creative process;
- To create a safe and empowering environment for teaching and learning;
- To create effective quality management and quality monitoring systems at all levels, i.e. nationally, provincially, and at district and school level;
- To contextualise curriculum issues within the broader School Management and Governance context;
- To align strategic plans with the vision and mission of the school;
- To make learning relevant to the context of the learners;
- To manage the curriculum effectively;
- To manage resources optimally, i.e.:
 - Physical site and resources
 - human resources

- financial resources
- learner and teacher support materials;
- To ensure clarity of focus - as planning is done in advance;
- To align classroom-based practice with the school's strategic plan;
- To accommodate the diversity of needs and demographics of the school;
- To establish a balance between national policy and local contexts;
- To reduce the risk of non-delivery;
- To prevent curriculum overload;
- To integrate planning across and within learning programmes;
- To reflect OBE principles by modeling them in all aspects of school life, teaching and learning.
- To reflect on current practice and amend where necessary.

UNIT TWO - ACTIVITY 4: YOU HAVE BEEN INTRODUCED TO OBE PRINCIPLES. WHAT ARE THE IMPLICATIONS OF THE FOLLOWING PRINCIPLES ON MANAGEMENT IN A SCHOOL:

- Design down, deliver up;
- Multi-lingualism;
- Learner-centred approach;
- Learner pacing and progression?

Outcome:

Participants identify how each of the above principles effects decisions for school management and impact on developmental planning.



Each of the above premises is discussed for its implications for school management.



This discussion will link with the inputs in the module "An introduction to the theory and practice of Outcomes-based Education in South Africa".



Now reflect on the impact of the following documents on school management.

- **Constitution of the Republic of South Africa, 1996.** Government Gazette vol. 378 no. 17678 no.108 of 1996. Pretoria, Government Printer
- **National Education Policy Act, 1996** (Act no. 27 of 1996). Government Gazette vol. 402 no.19640. Pretoria, Government Printer and its Amendments, especially:
- **Assessment Policy in the general Education and Training Band, Grades R to 9 and ABET.** Government Gazette vol. 402 no. 19640. Pretoria, Government Printer
- **Department of Education Foundation Phase Policy Document.** October 1997
- **Department of Education Intermediate Phase Policy Document.** October 1997
- **Department of Education Senior Phase Policy Document.** October 1997
- **Norms and Standards for Educators.** Government Gazette vol. 415 no. 20844. Pretoria, Government Printer
- **South African Schools' Act, 1966** (Act no.84 of 1966). Government Gazette vol. 377 no. 17579. Pretoria, Government Printer
- **Provincial Education Acts: Policies** and related circulars
- **A resumé of instructional programmes in public schools, Report 550 (97/06)**
- **South African Qualifications Authority Act, no. 58 of 1995.** Government Gazette vol. 364 no.16725. Pretoria, Government Printer

UNIT TWO - ACTIVITY 5: WHO IS INVOLVED IN THE PLANNING AND MANAGEMENT PROCESS IN A SCHOOL

Outcome:

Participants brainstorm all key role-players, within and outside the school, in the planning and management process.



Brainstorm and list all possible role players.



Suggest the following if not identified:

Principals

Deputy Principal

HOD's

Educators

Learners

Representative Council

SGB's

SMT's

Parents

Communities

(ADD OTHERS)

UNIT TWO - ACTIVITY 6: WHAT ARE THE DIFFERENT LEVELS AT WHICH MANAGEMENT AND PLANNING TAKE PLACE?

Outcome: Participants will identify and discuss the functions and the different role-players at each level of school management.

This is a long list of very diverse role-players. Each has a different role at different levels in school management. How can we manage this process so that it is not too broad and clumsy in your school? One way is to divide them into three levels: people who work at a Macro-planning level, those working at a Meso-planning level, and those working at Micro-planning level, which is right in the classroom. Each of these levels is fully discussed in *The Senior Phase Learner* (1999) document issued by the National Department of Education.



These are the three levels of planning and management in the school:

Macro - planning:

This level involves looking at the school as a whole; therefore it will involve the Principal and SMT, the SGB and the Learner Representative Council as well as the whole staff. Whole-school development is also

determined at this level and includes the vision, mission and curriculum goals, determining school policies and regulations, whole staff development plans, curriculum needs which include ELSEN, multi-grade classrooms, gender issues, etc.

- . The role of national policy and curricular frameworks is to inform broad planning for the whole school and determine which needs school management addresses. Organisational issues such as time-tabling, multi-level/grade organisation, provisioning and staffing have implications for school management. The choice of common Programme Organisers is determined by the curriculum goals, and used to develop the Meso-plan of the school.

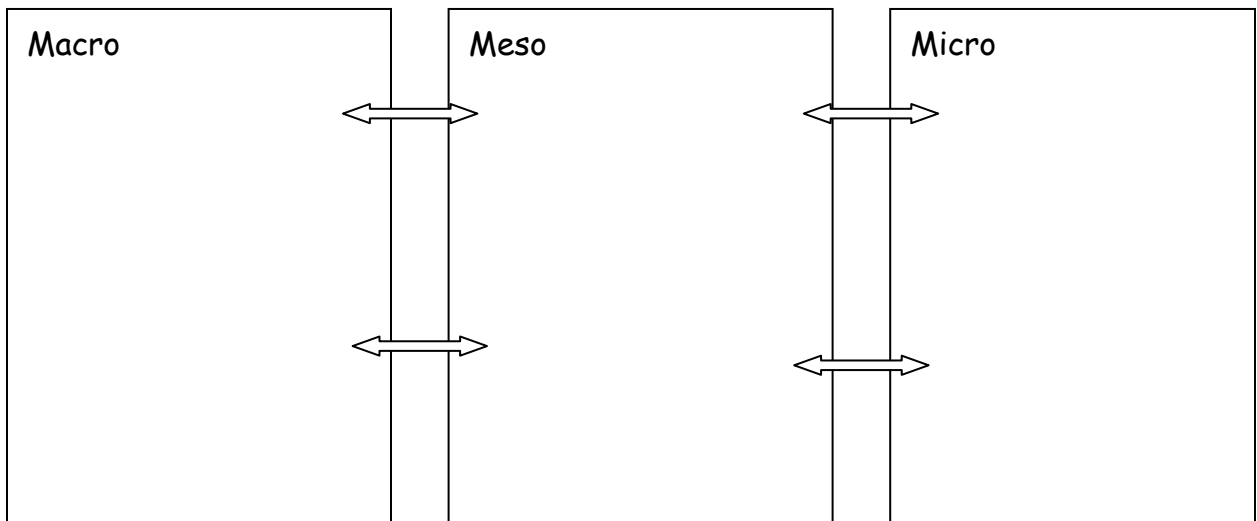


Important issues for discussion:

- *What is the link between Phase Organisers and Programme Organisers?*
- *How do phases/grades choose Programme Organisers?*
- *How do schools ensure continuous assessment process within grades, and across phases?*
- *Should provinces consider standardised reporting and recording processes for schools?*
- *How do expanded opportunities support teaching and learning?*
- *What provision and plans should schools make to increase performance and attainment?*

[Discussion may generate other Macro issues.]

Complete the following grid to reflect different roles and responsibilities



EFFICIENT TIME MANAGEMENT IN SCHOOLS

The Introduction of OBE in our schools necessitates a fresh look at how time is being managed to the best advantage of school management, teachers and learners. Forward planning is one of the main tools in achieving this.

A Year Planner and term planners

Planning for each year should take place during the third and fourth terms of the previous year. A calendar on the staff room wall on which everyone on the staff enters the regular functions they are involved in, is one way to capture all the school activities. The school management team checks everything, and this calendar forms the basis of a year plan for the school. Regular provincial Education Department and district dates also need to be entered.

At the beginning of each term, any new dates are added, and each staff member receives a copy of this term plan to help in planning his/her own time and class activities. Teachers write in their own dates and deadlines.

Together with the school timetable, this forms a time framework within which the school can operate.

The School Timetable

The timetable of each school will be unique as it must take into account the specific circumstances in that school. However, there are some general factors which should be taken into account when drawing one up. The reasons for having a timetable are:

- To ensure that learning programmes, and learning activities are given the appropriate time allocation
- To share equitably communal facilities (where they exist). These may be a school hall, library, outdoor learning spaces, art room, computer lab, etc;
- To share equitably the community facilities which may be accessible to the school, such as a public swimming pool, public library, etc;
- To share the services of specialist school staff and visiting specialists, such as remedial teachers, music, art and drama teachers, etc;

- To make sure that everyone begins and ends the school day at the agreed times;
- To allow for regular recreational time for learners and teachers;
- To allow for regular communal school activities such as a school assembly.

Where OBE has been introduced throughout the school, and class teaching is the norm, there is no need for a school as a whole to have every minute of the day specified by school management. Within each grade, (at Meso level) teachers work together to specify how much time is allocated to different learning programmes and activities each week, building in enough flexibility to answer to unexpected needs and opportunities.

In schools which have specialist learning area or subject teaching, the timetable is a lot more complicated, as teachers need to move from class to class (or vice versa). Their movements must be co-ordinated so that there is always a teacher with each class. In this case, it is probably best to start work on the timetable with the most senior grade and work down through the school. Each grade will have a specific amount of time to be spent on learning programmes or subjects, which is determined at national level.

The school timetable, therefore, will be constructed on a grid which specifies the number of days it includes in its cycle (5, 7 or 9 days are usually most convenient). Each day is then divided into units which represent the most convenient length of time for using the common facilities and services mentioned above. (Most schools operate on 30 min, 45 min or 60 min per unit.) Lastly, each class in the school is specified.

This diagram illustrates briefly one way of constructing a grid for a school on a five-day cycle:

Class	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Gr 1a	Each	day	Is	Divided	into
Gr 1b	Columns	showing	All	working	Periods,
	Recreational	breaks	And	Times	for
Etc.	Each	grade	And	Class	in
	The	school.			
Gr 9c					

By looking along the horizontal line next to *Grade 9c*, therefore, you will be able to read the daily timetable for each day of the week for that class.



Meso-planning

This level involves planning across learning programmes for each Phase, so each of the grade teachers within the phase will be involved. The Meso-plan is an important tool for managing the curriculum. The focus is on learning programmes and the practical issues in their implementation. Learning is planned to be relevant to the learner's context. Planning and management at this level prevents curriculum overload and identifies gaps. It addresses important issues of classroom management like the special management techniques necessary in multi-grade classrooms, multilingual classrooms, and techniques to enable successful inclusion to take place. Heads of Learning Areas may call meetings to resolve learning issues.

Collaborative planning ensures the optimal use of human and physical resources, e.g. the selection and management of LSM.

The teachers in each grade meet regularly, probably once a week, to discuss and plan their current classroom activities, problems, and assess learners' work across the grade.



Important issues for discussion:

- *What is the role of HOD's/LA Heads/Subject Heads in managing meeting procedure?*
- *How would the HOD/LA Head/Subject Head monitor decision-making processes and report to the SMT?*
- *What responsibilities at this level can be shared with other staff members?*



Micro-planning

This involves everything that happens within each classroom. It involves

- the creation of a safe, empowering learning environment;
- the application of teachers' skills as facilitators, mediators and managers of learning
- employing teaching strategies applied to the design of effective learning experiences
- the use of resources
- time management
- class organisation (e.g. group work, whole class teaching, individual learning, cooperative learning, planning a physical OBE classroom, etc.

[NB Please refer to the module on macro-planning. Planning at different levels is extensively discuss in this module)

UNIT TWO - ACTIVITY 7: MATCHING THE FUNCTIONS AND ROLEPLAYERS TO MANAGEMENT LEVELS
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Outcome:

Participants will identify and discuss the functions and role-players at each level of school management.

Group activity: *Roll the dice!*

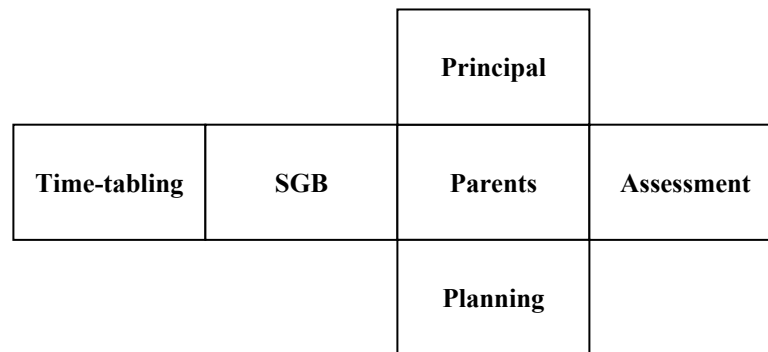
Groups are given three different coloured dice to roll. Each colour represents a different management level. Different functions and role-players are written on each side of the dice.

Each participant is given a chance to roll the dice, and discuss the role-player and/or function which have appeared on top. S/he names the associated function or role-player. Then s/he places them on the grid under the appropriate level of management.

The game ends when the group has filled the grid.

MACRO		MESO		MICRO	
Role-player	Function	Role-player	Function	Role-player	Function
1					
2					
3					
4					
5					
6					

Example of a dice



Other functions will emerge from the discussions held with groups. Compile a composite list of functions and role-players at the end of the feedback session with all the groups.

UNIT TWO - ACTIVITY 8: AT WHICH MANAGEMENT LEVEL DO YOU THINK EACH OF THE FOLLOWING MANAGEMENT ISSUES ARE BEST DEALT WITH?

Outcome:

Participants are sensitised to the implications of transformative management practice. Participants discuss issues and their implications for management at different levels and then place each one under the heading of each management level.

- Curriculum development
- Curriculum implementation
- Financial management
- Text book procurement
- Discipline
- Learning program development
- Learning activity development
- Assessment
- Quality assurance
- Monitoring and evaluation of classroom practice
- Classroom management
- Time tabling
- Year planner
- Allocation of human resources and physical resources
- All policy issues
- Professional development
- School development plan
- Deciding on Programme Organisers
- Managing the Development Appraisal System



Discuss in groups and give feedback.

Discuss in your group the level at which each issue should be handled. When you have reached consensus, put a tick in the column under the relevant heading. Give feedback to the other groups.

	Macro	Meso	Micro
Curriculum development			
Curriculum implementation			
Financial management			
Text book procurement			
Discipline			
Learning Programme development			
Learning activity development			
Assessment			
Quality assurance			
Monitoring and evaluation of classroom practice			
Classroom management			
Time tabling			
Year planner			
Allocation of human and physical resources			
All policy issues			
Professional development			
School development plan			
Deciding on Programme Organisers			
Managing the Development Appraisal System			



Suggestions on each of the above aspects will come from groups. Make sure that the links between management aspects and above issues are emphasised.

- **Constitution of the Republic of South Africa, 1996.** *Government Gazette* vol. 378 no. 17678 no.108 of 1996. Pretoria, Government Printer
- **A resumé of instructional programmes in public schools, Report 550 (97/06)**
- **National Education Policy Act, 1996 (Act no. 27 of 1996).** *Government Gazette* vol. 402 no.19640. Pretoria, Government Printer and its Amendments, especially:
- **Assessment Policy in the general Education and Training Band, Grades R to 9 and ABET.** *Government Gazette* vol. 402 no.19640. Pretoria, Government Printer
- **Norms and Standards for Educators.** *Government Gazette* vol. 415 no. 20844. Pretoria, Government Printer
- **South African Schools' Act, 1966 (Act no.84 of 1966).** *Government Gazette* vol. 377 no. 17579. Pretoria, Government Printer
- **South African Qualifications Authority Act, no. 58 of 1995.** *Government Gazette* vol. 364 no.16725. Pretoria, Government Printer

UNIT TWO - ACTIVITY 9: What is meant by macro-planning and why is it recommended as *an approach* for effective planning in an OBE system?

Outcome:

- *Participants acquire and reinforce the reasons why macro-planning is recommended as an approach to planning.*
- *Facilitators and participants share the important focus areas of macro-planning.*
- *A standard approach for planning is provided for all provinces, districts and schools.*



NB The issue of macro-planning is crucial to the introduction of OBE principles and practice at school level. This section should be prioritised as one of the areas fundamental to effective planning and delivery of the new curriculum.



The following input has been prepared as transparencies for handing out to all trainers, facilitators and SMTs. It serves as a reference document, and should be used to discuss the important focuses of Macro-planning.

MACRO PLANNING

Planning for the delivery of the OBE curriculum must be contextualised within the broader transformation process. The legislative framework includes the Curriculum Framework, policy documents for General Education and Training, national assessment policies and the South African Schools Act (SASA). The principles of Outcomes-based Education like "designing down" and "clarity of focus" form the basis for the planning, delivery and management of the curriculum at various levels.

1. REASONS FOR PLANNING

- Needs to be contextualised within the broader School Management and Governance
- The strategic plans / vision and mission of the school
- Making learning relevant to the context of the learners
- Management of the curriculum
- Management of resources:
 - physical plant
 - human resources
 - financial resources
 - learner and teacher support materials
- Clarity of focus as planning done in advance
- Diversity of needs (including ELSEN) and demographics of the school are accommodated
- Balance between national policy and local contexts is established
- Reduces the risks of non delivery
- Prevents curriculum overload
- Integration of LEARNING AND TEACHING

2. WHAT TYPE OF PLANNING?

- Team planning
- Involvement of all the Role Players
 - Parents
 - SMT's
 - Teachers
 - Learners
 - Stakeholders

3. THE OLD SYSTEM

- Individual planning
- Isolated teaching
- Fragmented / compartmentalised learning
- Learning was irrelevant to the real world

4. THE PROCESS

4.1 Where do we start?

It is important for all educators and stakeholders to have a fairly sound understanding of the school's context. This is important, as this understanding will empower the educators to develop the **MACRO** plan of the school.

STEP 1

- Planning workshops / meetings towards the end of the year
- The entire staff is involved
- Items on the agenda might be:
 - Curriculum development
 - Annual reports
 - Strategic and management plans
 - Vision and mission statements
 - Budgets
 - Staffing
 - Enrolment

Examples of aspects of school environment are:

- The immediate environment
- The strategic and management plans of the schools
- School governance
- The learners
- RPL
- Resources

STEP 2

The entire staff of the school to be present

Developing the **MACRO** plan:

The process involves the linking of specific outcomes from the Eight Learning Areas to the Phase Organisers. This is only possible if the team has a thorough understanding of the Specific Outcomes,

Assessment Criteria, Range Statements and Performance Indicators for the different learning areas.

Phase Organisers are National Policy and have been decided upon to ensure covering of critical aspects of life and the world. All five or six of them (depending on the Phase) must be attended to over a year. In the Senior Phase, the Phase Organisers are: Communication, Culture and Society, Environment, Economy and Development and Personal Development and Empowerment.

Note that the Specific Outcomes may appear to have links with all the Phase Organisers but the understanding of the local context will result in a Specific Outcome having "best fit" to a particular Phase Organiser.

The MACRO plan is a deliberate clustering of Specific Outcomes to a Phase Organiser. This will ensure integration in the curriculum at various levels.



The product that will be produced is called the **Macro Plan** (school-wide plan) and looks like the following grid:

Clustering of SOs under Phase Organisers

<i>Communication</i>	<i>Cult. And Society</i>	<i>Environment</i>	<i>Econ. and Dev.</i>	<i>Pers Dev & Emp</i>
Sos	Sos	Sos	SOs	SOs

Note that outcomes may be repeated under different Phase Organisers and one needs to check that all 66 outcomes are spread across the MACRO plan. The repetition of outcomes allows for expanded opportunities and also for learners to show evidence of attainment of outcomes in different contexts.

STEP 3

DETERMINING CURRICULUM GOALS

- The entire staff is involved
- Consult relevant stakeholders
- Should be located within the VISION and MISSION of the school
- Should also be based upon a SWOT analysis of the context of the school and the needs of learners, parents, community and society at large

Important:

- Differentiate between institutional and curriculum goals
- This is an important stage in the planning process as curriculum goals assist in the choice of Programme Organisers

Examples of Curriculum Goals

- Increase learners awareness of safety and security in the community
- Conserve, develop and manage the natural resources
- Empower learners of their rights as citizens

PROGRAMME ORGANISERS

- After the whole staff (Macro-level of planning) has decided the curriculum goals, the Programme Organisers are determined by Phase educators (Meso-level of planning). In other words, the Macro-level of curriculum planning ends with the determination of the broad curriculum goals for the school.
- Phase educators use the school's broad curriculum goals to determine *Programme Organisers for the Phase*.

- Programme Organisers are localised to the school context and needs, and reflect the broader needs of the community. They are not National Policy, but only curriculum organising tools.
- Based on the school's curriculum goals, Programme Organisers are identified by Phase educators to ensure relevant learning for the local context within the particular Phase.
- Programme Organisers also facilitate the devolution of curriculum power to the local level. This means, the selection of Programme Organisers are made by all relevant school stakeholders, i.e. School Governing Bodies (SGBs), School Management Teams (SMTs), teachers, learner representatives, interested people in the community, and any others on a macro-level. Although it is ideal to involve these stakeholders throughout the process, local realities will actually dictate the degree to which all of them will be involved.

Examples of Programme Organisers

Nation Building, Utilising our Space, Building an Anti-Bias Society, Modern Technology, Community Involvement, Crime, HIV/AIDS Gangsterism, Substance abuse, Waste management, Pollution, Child abuse, patriotism, etc.

When deciding on Programme Organisers, make sure that they are broad enough so that all Learning Areas can deliver work under such Programme Organisers. Programme Organisers, however, should not be so broad that each Learning Area can cover contents, skills, values and attitudes unrelated to those taught and learned in the other Learning Areas. In other words, the broadness of the Programme Organisers should not undermine the very ideal of integration, for which it is supposed to lay the foundation.

Once Programme Organisers have been established, Phase educators integrate them with Phase Organisers to secure that Specific Outcomes are selected considering both National Policy (Phase Organisers) and local context (Programme Organisers). Using the

Macro plan to make clustering easier, this integration can be done as shown in the following grid:

	Communication	Cult. And Society	Environment	Econ. and Dev.
Programme Organiser	SOs	Sos	SOs	SOs
Programme Organiser	SOs	Sos	SOs	SOs
Programme Organiser	SOs	Sos	SOs	SOs
Programme Organiser	SOs	Sos	SOs	SOs
Programme Organiser	SOs	Sos	SOs	SOs

Note: Each of the integrating squares above contains Specific Outcomes from all the eight Learning Areas. An enlargement of one of these squares may look as follows:

	PHASE ORGANISER
	Communication
PROGRAMME ORGANISER: Modern Technology	T SOs 1 & 6 NS SO 9 MLMMS SOs 1 & 2 HSS SO 5 LLC SO 7 EMS SO 4 LO SO 1 A&C SO 1

When doing macro planning, *common* Programme Organisers are chosen to allow for integration across learning programmes. All learning activities in each of the learning programmes are chosen against the common Programme

Organiser. Not all Programme Organisers are common. There are instances, for example, when there is a learning programme or area specific focus, that Programme Organisers are specific to that learning programme or area. It is important, however, that when Learning Area/Programme specific Programme Organisers are selected that Grade educators agree on it and that is clearly reflected within the Grade plan.

How long it will take to work through a Programme Organiser and selected activities is decided on during meso and micro planning by the grade/phase teachers. At this stage Learning Area educators will play a strong guiding role. We should not expect all Learning Areas to spend the same amount of time on the selected Programme Organisers. The Learning Area specific need will determine how long a Learning Area will take to complete work on a Programme Organiser.

Phase educators should make sure that they identify more than enough Programme Organisers to serve the entire Phase throughout the entire year. They select Programme Organisers for the entire Phase for the whole year as indicated in the following grid, which then becomes the **Phase Plan** or **Meso Plan**:

Combinations of Phase and Programme Organisers

	Phase Organiser	Phase Organiser	Phase Organiser	Phase Organiser	Phase Organiser
Programme Organiser	Chosen				
Programme Organiser		Chosen		Chosen	
Programme Organiser	Chosen		Chosen		
Programme Organiser					Chosen
Programme Organiser		Chosen			

The Phase educators now decide in which of the Grades within the Phase the chosen Programme Organisers will be covered. That will result in the **Grade Plan** or **Micro Plan** that will guide Grade Educators.



See annexure C



Important to consider:

- The Phase / Grade plan is determined by spreading the Programme Organisers across all five Phase Organisers
- Note that the Grade / Phase plan will have outcomes from 8 learning areas that have been selected from the macro plan and linked to a Programme Organiser.
- Constant reference to the phase policy documents is necessary throughout the process.
- Select the Phase Organiser that has "best fit" / synergy with the Programme Organiser
- Equal weighting in terms of notional time allocated to the Phase Organisers is essential
- The Programme Organiser may be spread / used over more than one Grade and Phase Organiser

Consultation with the broader stakeholder forum is essential and must be encouraged wherever possible. Active participation of stakeholders in these processes must be encouraged. This plan needs to be advocated to the parent community.

The MESO Plan is an important tool that forms the basis for managing the curriculum.

- There is clarity of focus as the facilitators will be focusing on a certain number of outcomes within a program
- Integration of the outcomes are prevalent
- Learning will be relevant to the learners context

- Management of resources / time tabling / LSM
- Assessment / recording and reporting
- Prevents curriculum overload

MICRO PLANNING

- Note that we now are at the stage where the actual activity based planning process is possible.
- The opportunities for collaborative / team planning and teaching possible
- Maximum use and management of resources is possible
- Both learners and parents should be informed of the expectations
- Teachers now select the outcomes from the meso plan and design and create learning opportunities for learners to show evidence of attainment of outcomes
- Integration is more relevant and focused
- The principle of design down and deliver up is maintained
- Assessment strategies , techniques and tools are determined
- If and when required, expanded opportunities are created to support learners - for enrichment as well as for remediation



It is here that the competency of a teacher in terms of the teacher as a learning program developer is vital. The role of the teacher as a mediator and facilitator of learning will inform the type of learning opportunities that will be designed to develop the skills, knowledge, values and attitudes (SKVA) in learners. The actual practice of facilitating learning opportunities that uses different techniques to develop multiple intelligence and catering for LSEN learners is vital. Facilitation skills and co-operative learning strategies and techniques are key competencies that will inform good learning program design. The need to have a thorough understanding of the role and use and selection of Learning Support materials is also crucial as a key competency. The teacher's ability to demonstrate an understanding

of this process is necessary and should form the generic component of any teacher development program.



Annexure B include three lessons designed in a way to show the paradigm shift in lesson preparation from a very traditional lesson to and OBE-type lesson.

CONCLUSION

The dependency model to which our teachers are so accustomed to will have to be encouraged away by ensuring that teachers are supported as they change to an OBE approach. To ensure the successful planning, and management of a curriculum, requires teachers that are creative, innovative and constantly responding to the needs of learners by making interventions and creating expanded opportunities. The teacher there needs to demonstrate good facilitation skills and co operative learning strategies to ensure successful implementation.

It has become increasingly clear that the emphasis of teacher development initiatives must focus on actual classroom practice that is backed by a sound theoretical base.

UNIT TWO - ACTIVITY 10 : Macro Planning in a real school context

Outcome

Participants demonstrate knowledge and understanding of the concept of macro-planning and the process that it entails.



Groups should respond to the following question:

At a meeting of parents and other community members, your school needs to present a curriculum plan for the year. This plan will include Phase Organisers, Programme Organisers and Specific Outcomes for the different Phases. At the end of the year, you, as the Senior Phase teachers, participate in the school's planning workshop (Macro) and after that also the Senior Phase workshop (Meso) to develop the curriculum plan for the Senior Phase for the year.

Start with the school's planning workshop and go through the entire process to arrive at the Senior Phase curriculum plan that will be presented at the parents meeting.



The following steps should be followed:

1. The School Planning workshop.
The school staff must familiarise themselves with the policy concepts in the Phase Documents, in this case the Senior Phase Document: Phase Organisers, Programme Organisers, Specific Outcomes, Assessment Criteria, Range Statements and Performance Indicators.
2. Determine the school's context.
3. Based on the school's context, determine the school's curriculum needs.
4. Based on the school's curriculum needs, identify the school's broad curriculum goals for the year.
5. Based on the school's broad curriculum goals, Phase educators decide on the Programme Organisers for the Phase for the year.
6. Based on the Phase Organisers and the identified Programme Organisers, draw up a grid in which you determine the Specific Outcomes to be focused on during the year.
7. The plan developed so far is called the Phase Plan and will be presented to the meeting of parents and community members.

UNIT TWO - ACTIVITY 11: MACRO-PLANNING IN AN OBE SYSTEM.

Outcome:

- *Participants understand the reasons why macro-planning is recommended as an approach to planning;*
- *They share with facilitators and participants the important focus areas of macro-planning;*
- *They acquire and can apply macro-planning as a standard approach for planning in all schools.*



Groups complete the following activity. Facilitate discussions to include the important aspects of macro-, meso- and micro-planning

Each participant in the group writes three headings on a page: **MACRO-PLANNING**, **MESO-PLANNING** AND **MICRO-PLANNING**. Under each of these headings write down what school and class functions would be planned at that level.

Group members exchange lists and check them. Where they do not agree with the placing of functions they discuss the issues involved, and try to reach consensus within the group.



Read about...

The legislative framework, including the Curriculum Framework, policy documents for General Education and Training, National Assessment policies and the South African Schools Act (SASA).



Think about ...

- *The strategic plans / vision and mission of the school;*
- *Each school is different: the diversity of needs and demographics of the school must be accommodated;*
- *Designing down;*
- *Making learning relevant to the context of the learners;*
- *Management of the curriculum;*
- *Curriculum goals;*
- *Programme Organisers;*
- *Phase Organisers;*
- *Management of physical, human and financial resources;*
- *Learner and teacher support materials;*
- *Clarity of focus through planning in advance;*
- *Balance between national policy and local contexts is established;*
- *Reduces the risks of non-delivery;*
- *Prevents curriculum overload;*
- *Integration of learning and teaching;*



See copies of OHP slides at end of the manual.

UNIT THREE MANAGING AN OBE CLASSROOM - OBE AT MICRO LEVEL IN THE SCHOOL

The purpose of this unit is to engage school management in professional conversation about what role SMTs play in managing an OBE classroom. In the light of current practice, school management roles seem to be divorced and removed from classroom management practices. A school's SMT is challenged to show, through practice and support, how it is able to extend broader management action plans to support classroom management.

The idea of the school principal, deputy principal and heads of departments acting as critical friends to the classroom teacher is encouraged. In the context of a critical friend, line managers have their roles defined by the nature and scope of the support they provide at classroom level.

The role of the SMT includes, amongst others, the following:

- Deciding with the teacher the purpose of a class visit
- What criteria will be used to monitor classroom practice
- Developing a profile of each educator, with the teachers themselves
- Discussing in an ongoing way the feedback from class visits and how to feed through recommendations into future practice
- To support review and reflective practice
- The value of immediate feedback
- Developing post-classroom visit action plans
- Reporting and recording structures
- To determine the professional needs of each teacher, and describe an INSET plan against those needs
- To ensure quality assurance practices at classroom level



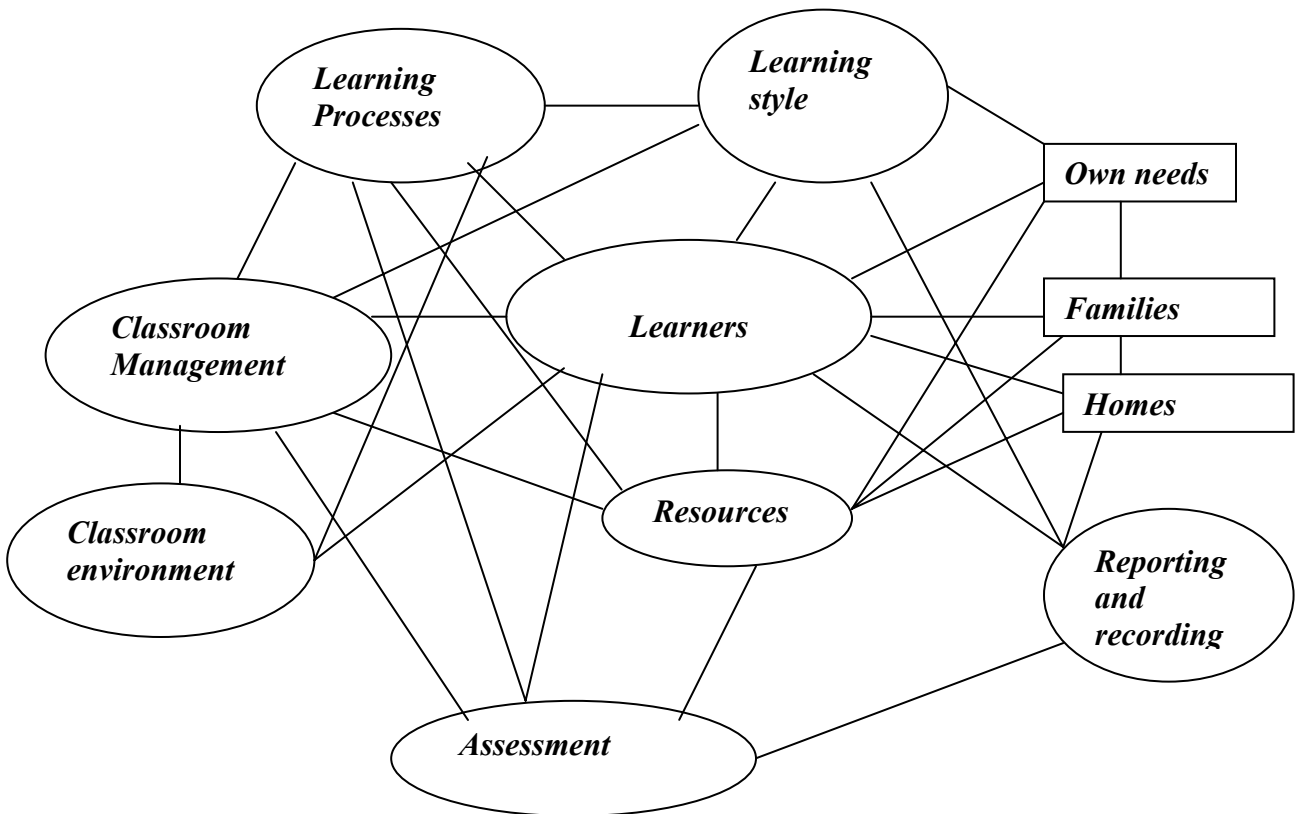
Discussions will flow from the inputs from the previous two units around management at different levels, the function of each of the managers, and collaborative management responsibilities.

UNIT THREE - ACTIVITY 12: CREATE A MINDMAP SHOWING ALL THE THINGS THE TEACHER HAS TO ORGANISE IN THE CLASSROOM

Outcome: Participants learn about and draw a group mindmap. They discuss and enter on a mindmap as many facets of classroom management as possible.

Divide participants into Intermediate Phase and Senior Phase groups. Each group works on a mindmap. Facilitator(s) simultaneously starts a communal mindmap at the front of venue, adding entries from each of the group mindmaps to capture all inputs.

The master mindmap must show:



UNIT THREE - ACTIVITY 13: Learners will move from one school to another and from one province to another. How will the school principal ensure that all important and relevant information is transferred with the learner?

Outcome:

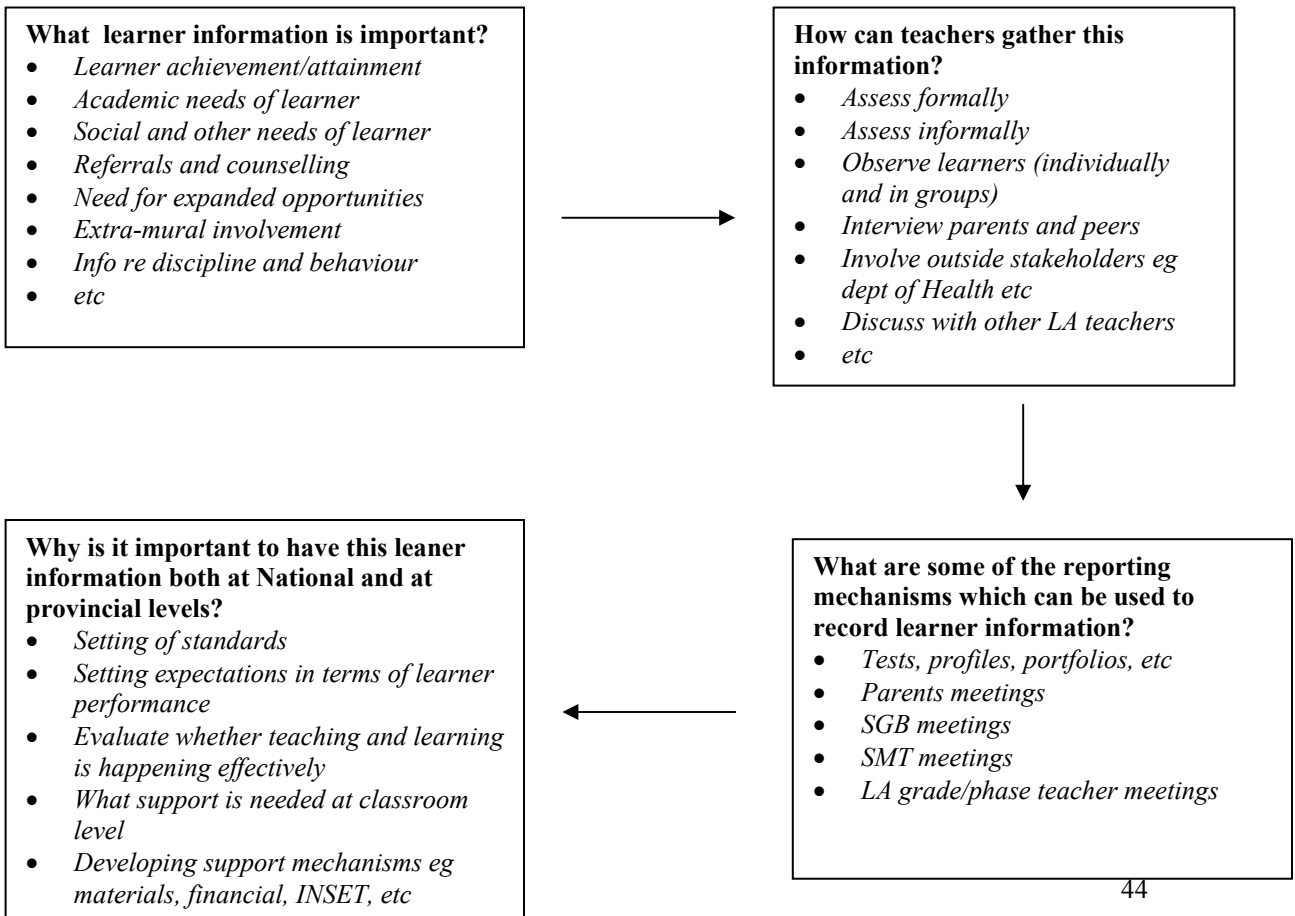
- *Participants discuss important learner information to be gathered by the teacher and SMT*
- *Participants identify ways (or mechanisms and structures) in which learner information can be gathered*
- *Participants brainstorm or flag important issues of monitoring and recording learner information for systemic purposes*



Discussions are facilitated in groups. The purpose is to encourage SMTs to discuss the importance of learner information being transferred with the learner.



Included are possible inputs from discussions



The OBE classroom

This is where a large part of the learning takes place so it must be as conducive to learning as possible. We thus need to look at

- the room itself and the arrangement of the furniture and resources
- the way the learners are organised to do the learning in this setting, and
- how the learning activities are organised by the teacher according to the planning done at Macro- and Meso-level in the school.

1. The Classroom

An OBE classroom looks far more casual than the old-style classroom, with their desks in straight lines and rows. There is an emphasis on co-operative and group learning, so the arrangement of furniture and resources needs to be convenient for that way of working. This also allows the teacher to move more freely around the room and interact with individual learners and groups more easily.

Tables and chairs or desks will thus be arranged in groups, with all the available teaching and learning resources placed on shelves around the room where both the learners and teacher have easy access to them.



Divide participants into groups.



Groups discuss the arrangement of furniture in classrooms with special emphasis on how tables can be arranged, how to use the space in a classroom optimally, and what other physical resources may be necessary (but not essential!) in an OBE classroom.

UNIT THREE - ACTIVITY 14 : Mr Hooley's classroom at Jabulani Primary School has just been completely refurbished with money won in the national lottery. Diagram 1 shows a bird's eye view before the refurbishment, and diagram 2 shows what it looks like now in preparation for the first OBE Grade 4 class at the school. Consider these plans and discuss what implications there are for classroom management: teaching approach, resourcing, co-operative learning and group dynamics. What implications are there for school management?

Outcome:

Participants discuss and list the implications for classroom management in the two classroom environments, and then note how this affects school management.

Diagram 1: the old classroom

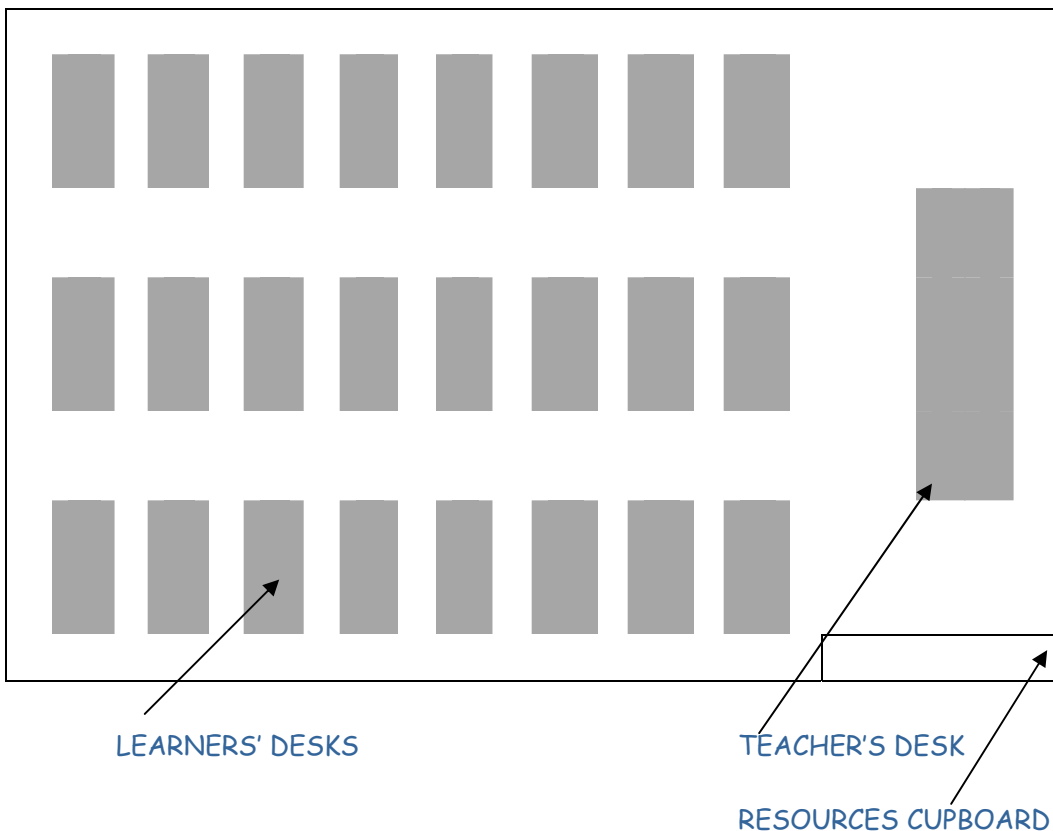
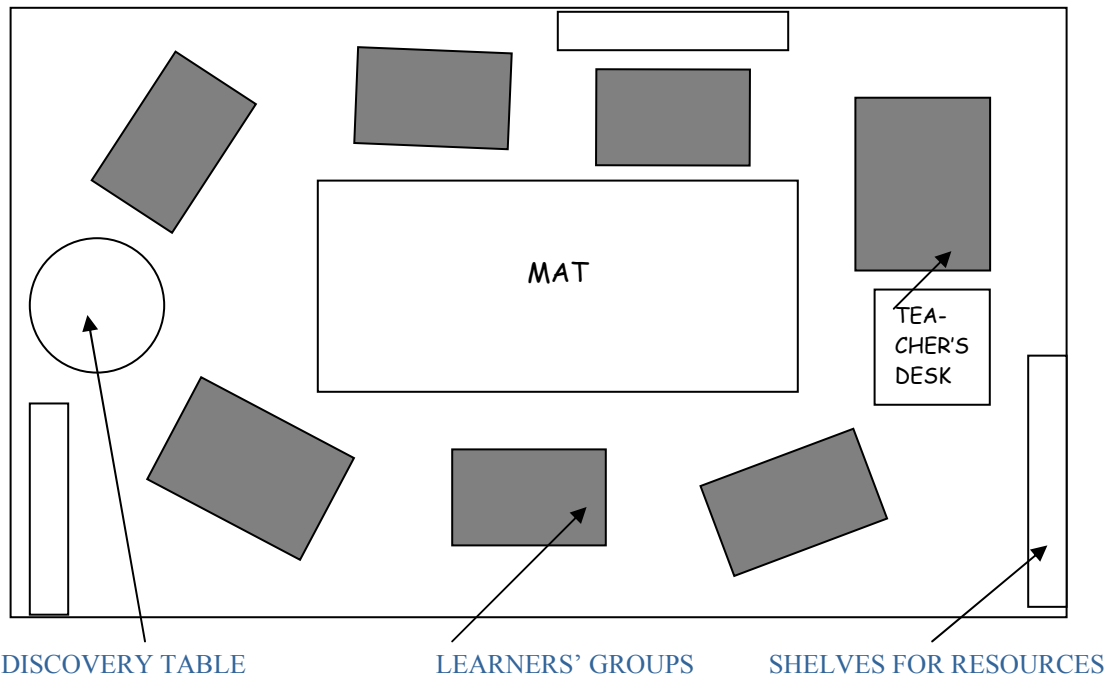


Diagram 2: the refurbished classroom



These two diagrams show, firstly, an old classroom at Jabulani Higher Primary School, and secondly how the furniture has been rearranged to promote OBE teaching and learning:

The resources in the classroom will consist of tools like writing and art materials, textbooks and reference books, language materials, posters and other illustrations for current teaching and learning activities.

Keeping all this in order is not only the teacher's responsibility. To learn best, learners need to own the learning process together with the teacher. A good way to encourage this is for them to manage the classroom together with the teacher:

- Discuss the arrangement of the room at the beginning of the year;
- let them decide what the duties are which are needed to keep things running smoothly, and then
- let someone draw up a duty list so that all share the duties and responsibilities.

For some, this is the beginning of learning responsibility not only for themselves, but their group and community.

What could these duties be? Here are a few tasks which lighten the teacher's load:

- Tidying, cleaning and sweeping;
- Opening and closing of windows
- Collecting and handing out of books
- Watering of plants
- Collecting books from the library
- Compiling of absentee list



The following activity is done in groups.

UNIT THREE - ACTIVITY 15: Mr Hooley's class is so excited about their new learning environment that they volunteer to look after the room themselves. Several of them bring newspaper posters from home to decorate the walls. Mr Hooley and the class discuss what tasks need to be done regularly to maintain the new classroom and also to help Mr Hooley in the class management. For some learners, this is the beginning of learning responsibility not only for themselves, but their group and community. In 5 minutes, draw up a list of duties and responsibilities learners of this age could perform to lighten Mr Hooley's load. What is the educational value of such activities?

Outcome: Participants each draw up an individual list of duties, compare them and discuss the educational value of service to the class community.

Class duties:

The educational value of learners' involvement in class duties:

2. Organising learners for learning

Now that the classroom is ready, the class of learners can be organised within it. The bigger a class is, the more carefully it needs to be organised. Again, if the learning programme is well structured and the methods of working are well planned, the learners themselves can share the responsibility for learning with the teacher. In doing this, research has shown, they learn faster and better and become more self-confident and responsible. It is also important for them to learn that the teacher is not the only resource for learning.

There are different ways of organising learners in the classroom and this depends on the current teaching and learning activity. At different times, the same class will be organised differently. Some outcomes are achieved better through a whole-class session, while others are better achieved through group work. These are some of the ways the teacher might want to organise the learners in the classroom for the best learning to happen.

2.1 Whole class teaching

At the beginning of a new topic, it is a good idea to have an exciting stimulating activity with the whole class together. Once the learners are all feeling excited and curious, they can go off in small groups to carry out research, write plays, do experiments, etc. For the whole-class session, the learners can sit on the floor, if there is space, or outside under a tree, or even in the classroom with the chairs or desks turned to face the front.

The teacher might also want to stand in front of the class while teaching basic skills like spelling. There are however, other ways of learning and teaching which are often more effective, especially when classes are large.

2.2 Individual work and learning

On some occasions, learners need to sit quietly by themselves in order to work most effectively. For instance, while they are busy with a pen-and-paper test, or during creative writing and other activities needing individual reflection and concentration.

2.3 Group learning

An efficient way of organising a class is to divide the learners into groups. Group learning encourages learners to verbalise and discuss activities, which clarifies their understanding of new concepts, and reinforces learning. It enables peer learning and teaching to take place effectively. There are different ways of grouping learners, and all of them are useful at different times. We have already spoken about arranging the furniture in groups.

2.4 Mixed ability groups - the usual way of grouping learners

These work well when the groups work on their own while the teacher circulates between them. The teacher works with each group in turn while the others work on their own. The members of these groups should vary, so that learners can experience working with different classmates. For instance, new groups can be formed each time a new Programme Organiser is started. The teacher needs to make sure there is a good facilitator in each group.

2.5 Ability groups

Sometimes it is useful to divide learners into groups according to how well they achieve in a particular Learning Programme. This way works well when working on new concepts. The top achievers are grouped together, the average learners form a group, and the slowest learners are grouped together. The learners choose their own group names, but it is important that these names in no way indicate that any group is inferior or superior to the other groups.

In this case, the teacher works with each group according to the particular learners' level of understanding and skill. This means the content of the activity can be suited to the learners' needs. Because each group is small, the teacher has contact with individuals more often than when s/he teaches the whole class.

Depending on their needs and progress, learners are moved from group to group whenever necessary. This should be handled sensitively, without any idea of it being better to be in one group or another. As the learners have been divided into groups according to their level of ability, competition between these groups should not be encouraged.

2.6 Remediation groups

When the teacher has finished assessing any aspect of the learners' work, there are often learners from different groups who have the same problem. They can then be grouped together temporarily while the teacher helps them to sort out the difficulty. Research has shown that specific remediation after each assessment, and a chance to repeat the work in a different way, is far more effective than everybody writing out "corrections".

2.7 Groups in a multi-grade classroom

Some teachers have multigrade classes. In this case, learners at different grade levels in the phase will usually be grouped together. However, learners can also be grouped across grade levels, depending on the outcomes they have already achieved.

2.8 Other kinds of groups and considerations when grouping learners

Some other ways of varying the groups in a class are:

- learners choosing their own groups;
- the teacher putting capable workers with inefficient workers to speed them up;
- the teacher putting strong leaders with groups of followers;
- the teacher putting similar personalities together in a group (eg all the quiet learners, to give them a chance to talk without being overwhelmed by the more assertive learners);
- the teacher putting same-language speakers together;

- the teacher making mixed-language groups with a good translator in each group;
- mixed, rather than same sex groups, are usually better in co-educational schools;
- Special interest group: Learners who have a special interest in any topic work together as enrichment of their own learning to collect information or create a presentation or undertake research, etc.
- learners entering the school for the first time should always be given at least one partner to look after them and work with them for the first few weeks.

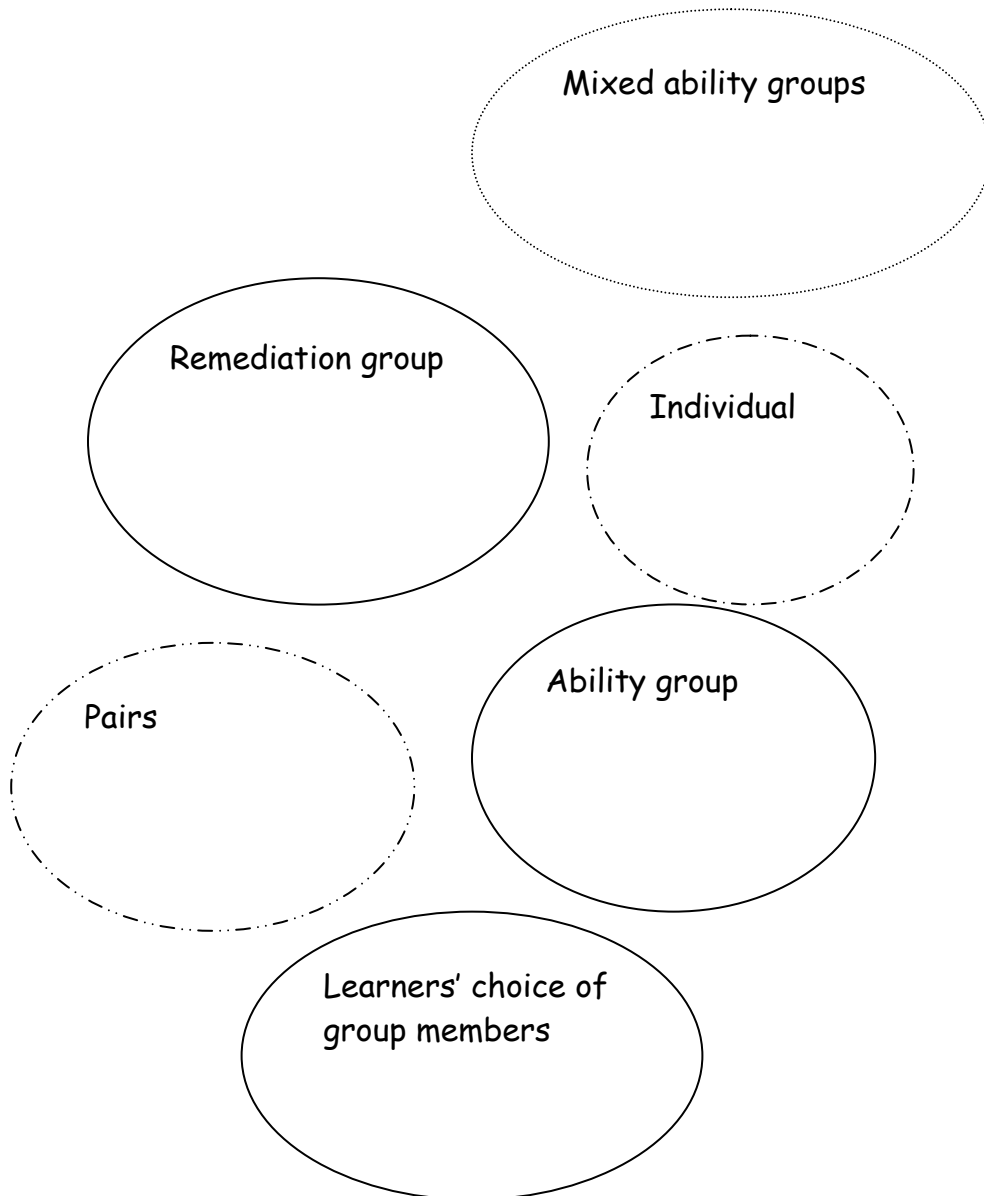
UNIT THREE - ACTIVITY 16: How would you organise learners taking part in the following learning activities and tasks? Match the kind of grouping with the activities by writing the letter before each activity in the box belonging to each grouping. Find out whether your neighbour agrees/disagrees with your decisions, and why. (Some activities can be handled successfully in more than one way.)



Participants complete the activity on their own first. They then compare their inputs with others in the group.



Use the diagram below to guide collation of feedback from participants.



The learning activities:

- A Making notes from a video on Lions.
- B Writing a poem about memories of early childhood.
- C Working with the teacher on the floor, improving their skills in measuring objects with rulers.
- D Planning an outing to Konkelberg National Park.
- E Doing research in the public library for a presentation on the conservation of rare plants in the local environment.
- F Writing up a personal journal.
- G Debating and deciding on rules for the classroom.

- H John has been ill and has missed the class activity on the reproduction of frogs. Siphon is helping him.
- I Practising for group a presentation to the class.
- J Some learners answered every single question in a written test correctly. They are now collecting further information on this topic.
- K Memorising a poem.
- L Creating a manual about the care of small pets.
- M Looking for information on the World Wide Web, using one school computer.
- N A few learners have difficulty in understanding the concept of division. Their teacher is working with them again.
- O An outing to the river to clean up litter.

3 Group dynamics

3.1 Learners managing their own group work

For effective group work to happen, the teacher must give very clear instructions. Work to be done must be clearly defined so that the group can go ahead without constant questions to the teacher.

Tasks should be fairly divided between the members of the group, so that all of them contribute equally towards the final outcome.

.Each member must also understand his/her management role in the group and these roles depend on the activity the group is involved in.

In general, it is useful for each group to have

- a group leader (who understands what the group has to do, clarifies the instructions given by the teacher, and takes responsibility for the task being completed);
- a scribe (who writes down ideas, decisions, and plans);
- a timekeeper (to make sure too much time is not spent on each task);
- an equipment monitor (when equipment is involved);
- a checker (who checks that all the instructions have been followed);
- a reporter (who reports back to the whole class at the end)

It is not always necessary to have all the roles mentioned above in each group, and sometimes there will be a need for other roles. Roles need to be explained and learners reminded about them until they are working well.

Once they have had some practice, however, they become good at organising themselves and allocating roles to each other.

UNIT THREE - ACTIVITY 17: GROUP DYNAMICS: TRYING OUT DIFFERENT MANAGEMENT ROLES WITHIN A GROUP.

*Outcome: Participants model group roles in creating a group booklet called **Tips for Stressed-out teachers.***



Provide the group with the following instructions.

- 1 Decide which members of the group will take the following roles.
(Create new roles, or appoint two participants to one role if necessary.)
 - a group leader (who understands what the group has to do, clarifies the instructions given by the teacher, and takes responsibility for the task being completed);
 - a scribe (who writes down ideas, decisions, and plans);
 - a timekeeper (to make sure too much time is not spent on each task);
 - an equipment monitor (when equipment is involved);
 - a checker (who checks that all the instructions have been followed);
 - a reporter (who reports back to the whole class at the end).
- 2 Now send the leader to collect further instructions from the presenter/facilitator.

INSTRUCTIONS FOR THE GROUP LEADER IN ACTIVITY 17 (UNIT THREE)

MAKE A DIFFERENCE TO THE LIVES OF FELLOW TEACHERS!

1. Your group is creating a booklet called *Tips for Stressed-out teachers*.
2. The time available to complete this task is 10 minutes.
3. The A4 sheets must be folded in half to create an A5 booklet.
4. The tips must be hand-written, and illustrated if possible.
5. Each member of the group must contribute at least two tips.
6. At the end of 10 minutes, the group reports back verbally to all the participants on the contents of the booklet, and this is then handed to the presenter of this session for display and circulation.

3.2 Reporting back

Sometimes it is enough for learning just to happen in each group. At other times, it is a good thing to let each group report back to the class. There are different ways to do this:

- When each group researches a different part of a project, each presents the findings to the whole class. One or more members can speak and use the group's drawings to illustrate the presentation.
- Role play: can be used to create a short scene to illustrate the group's findings.
- Newspapers or posters can be made for display. The others in the class study and comment on them.
- The groups sit together while one member goes to the next group in order to tell what his group has discovered. This is repeated until each group has heard what every other group has found.
- When all the groups have been working on the same thing, the first group reports fully to the whole class, and the others add only new items which have not yet been mentioned.

3.3 Active co-operation and responsibility

Underlying the above management techniques is the idea that to learn best, people must take an active part in the learning process. Research shows that the more real hands-on experience they have, the more involved they are, the better learners remember. They need to be part of a co-operative learning process in the classroom by helping to run their groups, explaining concepts to their peers, translating vocabulary, making posters and notices for the walls of the classroom, and helping in the administrative tasks. In so doing they are also learning about community building, and responsibility for their society.

3.4 Gender issues

Change managers are challenged to address the issues surrounding gender imbalances at management level, as well as in the curriculum. Historically, female teachers operated at the lower grade levels, and females filled very few management positions. Learning content and context is fraught with examples focused on male examples or stereotypes. Many schools who offer extra-mural activities select activities which stereotype choices learners make.

Within the context of addressing imbalances for redress and equity, more opportunity must be created by SMTs to purposely address this issue

The following activities will kick-start discussions around this issue. School management should go back to their schools and develop policy and plans to ensure that they do address the issue of gender.

(To those SMTs which already have the policy and plans in place, well done! Feel challenged to constantly review the position in you schools!

UNIT THREE - ACTIVITY 18: How can the planning and delivery of the school curriculum, as well as the teaching-learning practice, address the issue of gender representation?

Outcomes:

- *Participants are sensitised to gender issues in the classroom by discussing the implications for teaching and learning.*
- *They brainstorm practices which avoid bias and ensure equitable treatment for both sexes.*



Group discussions are conducted. SMTs share how to best ensure that the issue of gender representivity is included.



Possible Approach

Current situation	Transformatory context
• Fewer females in certain subjects/ Learning Areas	[suggestion]
• Extra-mural activities for female learners	[suggestion]
• Stereo-type examples in textbooks, literature, adverts, etc	[suggestion]

* many more implications should come out of the discussions*

3.5 Co-operative Learning

Co-operative learning takes group work into a more sophisticated area of classroom practice. Learners work together in groups, and they are accountable for their own and each other's learning. They are taught the social skills they will need to work together effectively, as well as to reflect on the effectiveness of their work together. Appropriate class management ensures that the tasks they are given are structured to guarantee positive

interdependence. The classroom furnishing must be arranged so that face-to-face interaction in groups can take place. There are various models for introducing co-operative learning, and much useful literature about it. It is an excellent practice throughout the GET Band, but particularly in the Senior Phase and at the end grades of the Intermediate Phase.

4 Diversity in learning

No two learners in a class will ever be exactly alike. Different minds and personalities will thus work and learn differently. For example, one learner will learn to spell most successfully by visualising the words, while another will learn more easily through syllabification, and another will learn best through association. There are numerous differences between the way different learners like to approach a task: some like to see the big picture first, while others like to construct the big picture for themselves by engaging with the parts. Some learners are slow, steady plodders, others leave things till the last minute and work best under pressure. Whatever the variation is, the teacher needs to cater for it by varying the learning processes, products, resources and materials with which the learners engage in the classroom. In this way, everyone gets a chance to work in his/her favourite way from time to time, and also learns new learning and working skills.

Another aspect of classroom diversity arises

- when learners enter the school laterally, with different learning experience from the rest of the class;
- when learners with specific learning difficulties or physical difficulties are mainstreamed;
- when learners who have no, or limited, prior experience of the language of instruction enter the school;
- when learners have been subjected to a traumatic experience; or
- when learners show very superior achievement in one or more aspects of learning or accomplishment.

In all these cases, teachers would do well to consult their provincial Education Department, which will put them in touch with specialists in the field. In any case, the teacher needs to find out exactly where each of

these learners is with regard to skills, knowledge, attitudes and values, and very often this will suggest what kind of special learning experiences need to be provided for them.

UNIT THREE - ACTIVITY 19: Mr Sobukwe has planned to take his combined class of Grade 7 and 8 learners to the museum in a neighbouring town to see the display of birds. They will travel by bus. Learners have worksheets to complete, and they are each going to draw an individual bird and its skeleton. In this class, Anna is hard of hearing, Andile broke his right arm last week, Busi and Andrew are dyslexic, and Sean knows more about birds than anyone else in the district. Pedro has just come to South Africa with his mother, and cannot speak English or any of the other languages of the class members.

What special preparations must Mr Sobukwe make to cater for the wide diversity in his classroom?

Outcomes:

- *Participants model a group discussion between the above-mentioned learners and their teacher to reach consensus about how a learning activity can be organised to accommodate diversity in a classroom;*
- *Participants are sensitised to the learners' points of view.*



Discuss in groups.

Members of the group take the roles of Mr Sobukwe, Anna, Andile, Busi, Andrew, Sean, Pedro and his mother, who is invited to the meeting. If the group is bigger than eight, other members can be Grade 7 and 8 learners. Each one thinks about the learning problems arising out of his/her special circumstances, raises these with Mr Sobukwe, and the group suggests solutions.

Mr Sobukwe lists these and reports back to all the participants.



Think about

- *Are the activities planned by Mr Sobukwe possible for each learner to accomplish?
- *What activities can he substitute if necessary?
- *How could he group learners to assist one another?
- *Must he make one worksheet for all learners to complete?
- *If not, how should he vary them, and why?
- *Should he include an opportunity for peer teaching on this outing? Why?

5 Classroom discipline - creating a code of conduct with the class

The most productive classrooms are those in which learners are so interested in their work that they are constantly busy; and in classrooms where there is mutual respect, learners do not disrupt the concentration of others. The atmosphere is relaxed and unthreatening, and they can think at their best. Self-discipline develops easily and naturally in an environment like this. The alternative to self-discipline on the learners' part is for the teacher to keep everybody under strict control by threatening and punishing frequently.

There is no doubt that for everyone to work and achieve best, there must be order in a classroom. Consequently, appropriate behaviour must be discussed and agreed upon between the teacher and learners at the beginning of each year. Together they decide on reasonable rules, rights and responsibilities to make the classroom the best learning place it can be. This enhances the quality of learning.

When everyone agrees on the rules and the consequences for breaking them, they are written up and displayed. From this point on, they should be consistently applied. The more learners there are in a class, the more important it is for everyone to understand and agree to rules which are made for the maintenance of a positive and peaceful learning environment.

UNIT THREE - ACTIVITY 20: CLASSROOM DISCIPLINE - CREATING A CODE OF CONDUCT WITH THE CLASS

"There is no doubt that for everyone to work and achieve best, there must be responsibilities to make the classroom. Consequently, appropriate behaviour must be discussed and agreed upon between the teachers and learners at the beginning of each year. Together they decided on reasonable rules, rights and responsibilities to make the classroom the best learning place it can be. This enhances the quality of learning." Do you agree with this statement? Why?

Outcome:

- *Participants discuss and list reasons for including / not including the learners in the establishment of a code of conduct and consequences for the classroom.*
- *Participants draw up a code of conduct for the class.*



Facilitated group discussions.

In five minutes discuss why it is important for the learners to be involved / not to be involved in the drawing up of classroom rules instead of just being told how to behave. Report back to the other participants.



Use the feedback from all the groups to develop a code of conduct for the group.

Possible suggestions

Code of conduct

- *Respect each other at all times*
- *Be polite*
- *Be punctual*
- *Be mindful of the needs of fellow learners*
- *etc.*

6 Organising time in the classroom

In the Foundation and Intermediate Phases, class teaching usually takes place, whereas older learners most often follow a school timetable which caters for Learning Area or subject specialisation.

Some schools have facilities such as school halls, libraries and computer labs. All classes share these communal equitably as well as the services of specialist school staff or visiting specialists, such as remedial teachers. Consequently, the whole-school timetable shows when these activities take place for each class.

Once the school timetable has been drawn up, teachers in the same grade (at Meso-level) plan together how much time they need to spend on learning programmes/subjects and activities (notional time) in their own classes. Class teachers then organise their own time in the classroom, according to how their classes work best. They build in enough flexibility to allow for unexpected needs and opportunities. Because the class spends most of its time with the teacher in its own classroom, learning time can be planned in blocks of an hour or more for each activity, and because each teacher and class operate independently of the rest of the school, flexibility to suit the OBE learning process is not a problem.

In schools which have subject teaching, the timetable is a lot more complicated, as teachers need to move from class to class (or vice versa). In this situation, teachers in the classroom will plan each period of time with each class in a lot more detail, and they will stick more closely to their time allocation for each activity within each period.

UNIT THREE - ACTIVITY 21: ORGANISING TIME IN THE CLASSROOM AND SCHOOL.

In the Foundation and Intermediate Phases, class teaching usually takes place, whereas older learners often follow a school timetable which caters for Learning Area or subject specialisation. What are the advantages of class teaching and of learning area/subject teaching? What implications do these considerations hold for timetabling?

Outcomes:

- *Participants consider and list the advantages and disadvantages of class teaching and learning area / subject teaching, and*
- *How this affects the school and class timetable.*



Think about

- *Sharing school and/or community facilities;*
- *Communal activities;*
- *Specialist school staff;*
- *Visiting specialists, such as remedial teachers and ELSEN advisers;*
- *Holistic education (ie education of the whole child);*
- *Unexpected learning opportunities*

7 Assessment, recording and reporting

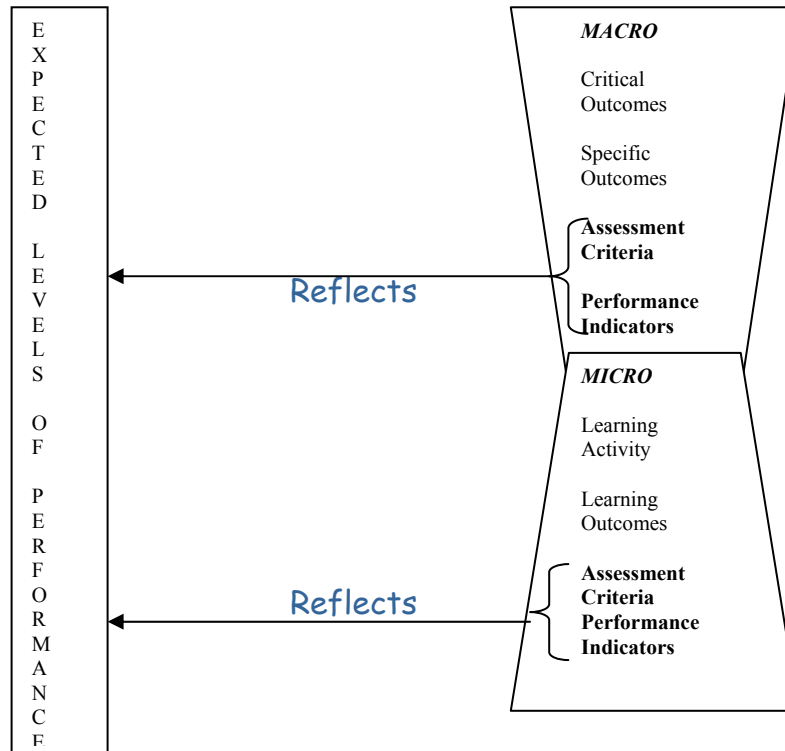
Schools are challenged to put in place assessment plans and strategies which will support the teaching and learning practice, monitor learner performance and record learner attainment. To do this, schools will use the assessment policy, plans and strategies developed by the provincial departments. This means that assessment plans and strategies will differ from school to school, and from province to province.

When any learning experience or activity is assessed, it is done so as to assess whether the learning outcomes of the particular activity or experience have been achieved. Learning outcomes, in turn, are assessed against the Specific Outcomes, their Assessment Criteria and their Performance Indicators which have to be achieved in the different learning areas. [Remember these come from the Phase Policy documents.]

There are Expected Levels of Performance (ELPs) which have been pegged as benchmarks of attainment in each of the learning programme in each of the Phases. These ELPs are broad indications of what learner performance is expected of all learners in the different Phases for each learning

programme. The ELPs are meant to allow the Departments of Education to monitor and evaluate learner performance from province to province, and across the whole country. This makes it easy for learners who may move from school to school, or from province to province. ELPs also give clear indication as to whether the curriculum is attaining the learner performance it is intending to attain.

This can be represented in a diagram:



This will be further explained in the Assessment Educator Development Manual.

Assessment is managed at the different levels of management in the school. Assessment plans and strategies are integral to the development of the curriculum, and inform teaching and learning practices in different ways.

At Macro level school policy is set regarding

- the definition of learner achievement at grade and phase level;
- progression and retention of learners within phases and grades;
- continuous, formative and summative assessment

- recording and reporting learner achievement
- how to assess Specific Outcomes belonging to different Learning Areas which have been integrated in learning programmes
- reporting learner achievement to learners, parents, SGBs and district / provincial education departments
- the role of learner profiles in assessment
- support for learners needing intervention and retention;



Once policy has been set, the above issues are handled at Meso and Micro level.

In discussion on assessment the following inputs may come up as questions on issues pertaining to OBE assessment.

7.1 Progression and retention within grades and phases

This is dealt with at Meso-level. It is important to know that the parent of a learner has the final say regarding the retention of his or her child.

The following guidelines could be given regarding the retention of learners:

- ❖ According to the Assessment Policy clause 32 in the Regulation Gazette no. 6397, a learner "who needs more time to achieve particular outcomes need not be retained in a grade for a whole year." (Government Gazette no. 19640 of 23 December 1998). The grounds for the retention of a learner are given below (4th paragraph).
- ❖ Where a learner still has to demonstrate achievement of certain outcomes at a given level he or she will usually have to move with the age cohort but during flexi-time special attention should be given to the outcomes not yet attained.
- ❖ The reason for this is practical. If the learner is held back for 2 months in a specific grade and only allowed to move to the next grade after that 2 months, then that learner will already have a backlog of 2 months on the next grade's work.
- ❖ When a learner needs to be retained for one year *special legal procedures* need to be followed. These are:
 1. Proper records should be available, e.g. recording charts, reassessment charts, intervention records and portfolios.



See attached examples North West Department of Education, Directorate Curriculum Development and Examinations.

2. The progress committee and or intervention committee is formed at the school, consisting of the relevant educators of the learner, the head of the phase and the principal (or the deputy), together with the parents / guardians of the learner and an Education Support Services official (where necessary). They now discuss and recommend whether the learner should be retained for a full year.

REMEMBER that the parent / guardian has the final say.

3. When there is an agreement that the learner should be retained, this must be communicated through the correct channels to the Head of the Provincial Education Department for approval. Only upon approval from the Head of the Provincial Education Department can such a learner be retained. (National Assessment Policy clause 32 page 14 of the Government Gazette no. 19640 23 December 1998.)

7.2 Continuous and Formal Summative Assessment

This is dealt with at Meso-level (i.e. phase level) and at Micro-level (i.e. at class level). For the Foundation and Intermediate phases continuous assessment (CASS) is prescribed throughout. For the GET Certificate it was decided that continuous assessment will contribute 75% while formal summative examination will contribute 25% towards the award of the certificate covering all eight learning areas and reflecting credits from each learning area in proportion to the amount of the notional time allocated to each.

This implies that whereas subject in the old curriculum such as "guidance, physical education, religious education, media, art, drama and dance" were not examined or even assessed at all. The learning areas of Life Orientation and Arts & Culture (which incorporate elements of these subjects) must be assessed in proportion to the amount of notional time allocated to each. Further, the "new" learning areas of Technology and Economic and Management Sciences must likewise be assessed.

In order to realise this, one should already start as early as grade 7 to implement this strategy across all eight learning areas, reflecting the proportional credits.

TABLE: PROPORTION OF NOTIONAL TIME FOR GRADES 7, 8 & 9

LEARNING AREA	NOTIONAL TIME
Arts & Culture	10%
Economic and Management Sciences	10%
Human and Social Sciences	10%
Language Literacy and Communication	20%
Life Orientation	10%
Mathematical Literacy, Mathematics and Mathematical Sciences	13%
Natural Sciences	12%
Technology	10%
Flexi-time	5%

7.3 Support for and retention of learners needing intervention

In order to manage assessment in the OBE approach, the following need to be in place at your school:

1. An intervention committee consisting of the parents and teachers of the learners, who need intervention, the head of the phase and any other professional involved (e.g. speech therapist, psychologist, etc). (Suggested name: "School-based Intervention Committee" SBIC)
2. A progress committee consisting of teachers of learners, the head of the phase involved (foundation phase, intermediate phase, and senior phase), the principal or his or her deputy. (Suggested name: "School-based Progress Committee" SBPC)

What are the functions / roles of the above-mentioned?

The intervention committee

The intervention committee's role is to give support in the form of remedial work, referral of learners for professional help and to oversee all the intervention activities of learners involved.

Progress committee

The progress committee will make recommendations to the parents / guardians of the learners who may need to be retained. Recommendations are based on:

❖ **Reassessment charts and records**

Further reassessment opportunities to attain an outcome should have been given in order to be able to "judge" whether a learner needs to be retained and how long be retained. Evidence of assessment opportunities and the outcomes thereof (records) need to be in place at your school.

❖ **Intervention records**

During the year where learners do not demonstrate required outcomes, intervention programmes should be offered. In order to be able to "judge" whether a learner needs to be retained and for, intervention records indicating support given, which capture all intervention activities for a specific learner, need to be in place at your school. (See attached examples. North West Department of Education, Directorate Curriculum Development and Examinations).

The progress committee chaired by the principal must inform the circuit manager of the result of their consultation with the parents / guardians.

The circuit manager then communicates this information to the district / area manager who will then communicate it to the Provincial Head of the Department of Education in order to approve of the recommendation made by the progress committee of the particular school.

The approval / disapproval and or recommendation of the Head of the Provincial Department of Education will follow the same route back to the school.

It is important to note that this route of communication varies from province to province and it is the responsibility of the principal to establish the correct channels of communication to be followed.

A further task of the progress committee is to oversee the completion of the Progression Schedules.

Mixed strategies - remarks, marks or both

Is there a place for marks in OBE assessment?

Yes, there are still marks in OBE. Some things are well-recorded in marks even though others are not. Basic language and numerical skills can often be very well captured in a mark. What an OBE system will not do, however, certainly in the early phases, is reflect performance ON A REPORT CARD in terms of a mark. No single mark can hope to capture all the complexities of performance. And no mark which a learner obtained on a particular test, which was written on a particular day, has enough real meaning to be the only or permanent symbol of performance for that learner.

Also many important aspects of learning are not helpfully assessed by means of a timed test.

Of greater value is a thoughtful comment arising from a personal knowledge about a learner. Such remarks ought to recognise what learners have achieved and experienced, and motivate by building an awareness of strengths, weaknesses and opportunities.

7.4 How do you assess specific outcomes from other learning areas used for integration

It is essential to assess of specific outcomes from other learning areas in order to ensure meaningful integration. These specific outcomes are *assessed to the extent that they contribute towards the attainment of the focus specific outcome(s)* of the learning area in which you are working. The progress towards these specific outcomes should be recorded formally. You will use these records to report at the end of each quarter and at the end of the year.

How should you go about in doing this?

For example:

Learning programme: Arts & Culture

One of the activities following from SO6 AC1 is that the learners have to design and print a T-shirt that they can sell in the end. In order to be able to do this various, skills and knowledge is required not only from the Arts & Culture learning area but also from the MLMMS, LLC and EMS learning areas. Example:

From LLC SO1 AC4 will be used where the learners will discuss the meaning of words that they want to print on the T-shirt.

From MLMMS SO5 AC2 will be used where they measure the printing blocks in order for the colours not to overlap and smudge.

From EMS SO3 AC3 will be used where the learners have to determine the cost of production of the T-shirt in order to come up with a selling price that is realistic.

In other words this Arts & Culture learning experience activity makes use of specific outcomes from other learning areas in a planned way and therefore needs to be formally assessed and recorded. These specific outcomes help the learner to attain the specific outcome(s) of the Arts & Culture learning area.

It is important to note that the other specific outcomes are attained within the context of the Arts & Culture learning programme and not within the context of the MLMMS, EMS or LLC learning areas.

7.5 Learner profiles

Definition of a learner profile

A learner profile is a broad picture of how a learner has been represented by those who have assessed his / her development over time. The profile covers a range of qualities. It may also reflect on one quality as seen through a variety of assessment methods.

The role and status of the learner profile

According to National Policy cumulative evidence of learner achievement must be recorded and these records should accompany all learners throughout their learning paths, i.e. from grade to grade, phase to phase and school to school. This learner profile must be made available on request to any school to which the learner moves. It should be posted to the school and NOT given to the parents of the learner.

While parts of the profile may be referred to in discussion with parents it is really a confidential cumulative record to give educators a full and useful picture of the learner. It must be stored in a safe place at the school.

What should be contained in a learner profile?

Profiles (cumulative records) must include information on the holistic development of the learner, such as the development of values and attitudes and social development.

(National Assessment Policy. Government Gazette, 23 December 1998 No. 19640.)

In order to meet the above requirements it is suggested that profiles (cumulative records) should include the following information:

- ❖ Personal information
- ❖ Schooling attendance history
- ❖ Physical condition / medical history
- ❖ Participation in extra curricular activities
- ❖ Achievements

- ❖ A record of the learner's progress from grade to grade for each school year ("progressed to next grade" or "retained in the grade" with relevant remarks e.g. concerning referrals)
- ❖ Emotional and social development
- ❖ Areas in which support is needed and special support given / referrals
- ❖ Parental involvement concerning referrals
- ❖ General remarks

Keep for the phase (3 years)

- ❖ Summative end-of-year overall report on the progress of the learner in each learning programme

Keep for a year

- ❖ A sample of the learner's work in each learning programme in a portfolio should be available for the period of a year

7.6 Reporting

"Effective communication about learner achievement is a prerequisite for the provision of quality education. A report must convey, through the educator's comments, a clear impression of personal knowledge of the learner, summarise achievement and progress, and provide useful feedback to evaluate and improve learning and teaching. The report should be signed by the head of the learning site or other appropriate person, with an overview comment when this is necessary." (National Assessment Policy. Government Gazette, 23 December 1998 No. 19640.)

"Formal reporting on learner assessment will be done at regular intervals as determined by provincial policy, or at the request of a learner, parent or prospective employer." (National Assessment Policy. Government Gazette, 23 December 1998 No. 19640.)



This section will be covered in the manual on " *The Role of Assessment in Outcomes-based Education*". Although it has been written as a stand-alone manual, facilitators must be sure to integrate assessment with practice when doing learning area specific activities.

8 Managing a large class

All the teaching, learning and management techniques above are useful in classes of all sizes, but large classes present special challenges of their own. The bigger a class is, the more careful planning and management need to be to keep stress levels in check and ensure optimal use of school time for learning and teaching.

UNIT THREE - ACTIVITY 22: DISCUSS AND LIST THE PROBLEMS IN LARGE CLASS TEACHING

Outcome:

Participants discuss and list problems, and find solutions.



Provide the following instructions to the groups

Groups are given ten cardboard strips each. Participants discuss and list the ten worst problems. These are clustered in related groups on the wall. Facilitator restates the gist of each cluster as a question - eg "How can one prevent?" and asks for suggestions. All the suggestions for managing a large class are stuck up on the wall in one list near the problems



Here are some of the problems teachers have encountered in large classes:

- Limited space, hampering access to resources and groups of learners, and preventing the best seating arrangements in comfortable working conditions.
- More and larger groups who unavoidably raise the noise level.

- It takes much longer to get to know learners, to complete administrative tasks, to settle down to work, to check and assess learners' work.
- There is often an insufficiency of equipment, furniture and learning materials.
- There is a wider variation in working pace between learners.
- There are more opportunities for learners to get away with misdemeanors.
- Quiet learners are easily overlooked, and those who are slower learners sometimes miss out on help.
- Learners with any kind of learning and language problems are at greater risk.
- The increased demand on the teacher is exhausting.
- Discipline, excursions and practical work are more difficult.



Just to assure teachers of large classes that there can be light at the end of the tunnel, here are ten tips from teachers who manage large classes:

3. Get your learners on side: Smile! Know their names! Make opportunities for them to feel good - e.g. tasks to do, etc. Acknowledge each learner and the whole class often.
4. Model the behaviour you'd like to be the norm: Speak quietly. Don't speak into noise - wait for silence. Expect quietness for some activities. Treat everyone with respect.
5. Talk less ... listen more! Be in touch and tuned in! Acknowledge feelings. Be aware of what is really happening. Think before you act.
6. Less is more ... in gesture, voice and movement: Use gesture, facial expressions, eyes and tone of voice. Keep directions simple, brief and clear. Establish a behaviour focus like "Frieze!" or "Excuse me!"
7. Catch them doing it right! Acknowledge improvement and communicate specific praise..
8. Develop routines and procedures: Movement around the room, entering and leaving, seating, group dynamics, classroom duties, etc.
9. Be prepared! Plan ahead: Learning and teaching programmes, equipment, resources and materials, alternate activities and spare materials, disciplinary measures.

10. Stay with the main event ... don't get hi-jacked! Avoid sideshows, acknowledge needs and feelings but don't get side-tracked.
11. Sideline yourself ... facilitate and mediate, don't dominate: Share the load - give responsibility, share teaching and learning. Involve class in decision-making. Plan class rules and consequences together.
12. Keep your cool ... Use discretion! Sometimes it's tactical to ignore dubious behaviour. Focus on the positive. Ask casually: How's it going? Having problems? Need a hand? May I see? What should you be doing? Defuse situations with humour.

UNIT THREE - ACTIVITY 23: REVIEW AND REINFORCE THE CLASS MANAGEMENT MODULE

Outcome: Participants review the class management module by evaluating statements on a checklist, as individuals and groups.



Groups are facilitated to first deal with evaluating issues individually and then as groups.

Please read the statements below and indicate your response first as an individual in the left-hand columns. Then reach consensus as a group and indicate the group response in the right-hand columns.

E = Essential
Untrue

I = Important

U = Unimportant or

E	I	U		E	I	U
			A teacher must be well prepared.			
			Focus the class's attention on all misbehaviour.			
			Arrange class furniture for co-operative group work			
			Be clear and specific in giving instructions			
			Insist on silence at all times.			
			Punish learners who cannot cope.			
			Create a class code of conduct with the learners.			

		Set up regular class routines.			
		Teacher is the most important person in the classroom			
		Creativity is more important than order in a classroom			
		Slow learners must be punished till they speed up			
		Working groups should stay the same all term.			
		The classroom must be neat to encourage good habits			
		The classroom walls must have interesting illustrations			
		Large classes need more planning and preparation			
		Co-operative groupwork can improve the quality of learning.			
		A portfolio must contain all a learner's work each year			
		Learners can take responsibility for their own learning			
		Teachers must plan on their own because each class differs			
		In the end, the teacher always knows best.			
		There must be variety in learning and teaching.			
		Repeat all instructions loudly, more than once.			

Overhead Projector Slides

Facilitators may use these for training. See indications of which slides are to be used for the different units in the manual.

ANNEXURE B

Ursula van Harmelen, of Rhodes University, illustrates the shift from traditional teaching to OBE in the following three lessons:

LESSON NUMBER ONE

This example takes us to a rather typical traditional science instruction class. The teacher writes the title of the lesson on the blackboard: 'SEEDS'. Next to this he draws an impeccable diagram of 'The Bean'. The bean is open to reveal its inner parts which, together with its outer parts, form 'the internal and external features' of the bean, carefully labelled as such by the teacher.

Not a single detail is overlooked. Lines connect the parts with the correct words: testa, cotyledons, plumule and radicle..... The function of each part is minutely described.....

While reciting this lesson, the teacher writes a neat summary on the blackboard. The last part of this mainly Greek language lesson is devoted to the children writing the summary and copying the diagram into their copybooks.

In the weekly, monthly, or annual test the children can now answer questions such as 'Name the external and internal features of the bean'; 'What is the function of the micropyle?'; 'What is the radicle?' and so on.

LESSON NUMBER TWO

This time we witness a teacher who has modified his lesson. For some time the trend has been to move away from the 'talk and chalk' approach depicted in the first lesson as being not a very penetrating way of confronting children with the facts of life. An 'activity method' prevails in this class.

The teacher has soaked a handful of beans overnight in a glass of water in order to soften them up. Each child is given a soaked, sippy bean or two, together with a pin and a hand lens. The diagram on the blackboard now grows gradually as the children pry open their bean with the pin. The actual testa, hilum, cotyledon, plumule, and radicle are pointed out by the teacher, and the children compare each part in turn with the developing diagram on the blackboard. They see the real thing..... The teacher's running commentary includes the function of each part and, below the diagram on the blackboard, grows the summary to be written into the children's exercise books.

LESSON NUMBER THREE

The teacher in charge of this class does not begin by writing on the blackboard, simply because there is nothing to write about yet. He realises that one lesson period cannot possibly be sufficient for the children to become familiar with seeds, and he is not at all sure, yet, exactly where the activities are going to lead. He does have a plan, but much will depend on the response and the interest of his children. The only thing he is sure of is that, if the children are to study seeds, they will need seeds. Not beans, but seeds. Not one seed, but many seeds. Not two kinds of seeds, but many kinds of seeds and any type of seeds. Not a handful of seeds, but heaps of seeds. So, the first problem to be solved is: how and from where do we obtain seeds? And out they go, in search of many seeds, not to the bean store, but to the fields, to the bush, to the hedges and lanes, to the trees and the grasses.

On their return the children have a large mixture of seeds, pods and fruits, along with many questions and problems, the first of which is how to bring order into chaos. Fruits, pods and seeds are grouped according to features recognised by the children. The bell, ringing too soon after this introductory period, almost restores the chaos when the children scrape their prizes together to store them away for the following science lesson. There is no way of predicting exactly what is going to happen next as, from here, the lesson may develop into various directions.

The greater the variety of collected materials, the more diverse the problems and activities are likely to become:

- Can you find a fruit with only one, with two, with many, with how many seeds?
- How are the seeds contained in the fruit? Side by side? Touching? Separated? Overlapping? Loose or attached?
- How are they attached? Structures and arrangements are studied and compared.
- Who has found the biggest seed? Who has found the smallest? How can we measure seeds?
- Do plants that look alike have similar seed structures? Or do plants that have similar seed structures look alike?
- Do grasses produce fruits and seeds?
- Do you find the same number of seeds in each pod or fruit of the same plant?

A large number of similar pods are arranged on the table or desk according to the number of seeds they contain. Thus a natural histogram can be built up, and new questions can be asked and answered.

There is no end to the possibilities. Finding clues to make a reliable estimate of the number of seeds per tree might become a challenge. The viability of all seeds is questioned.

The development from flower to seed is often traced, since many plants contain fruits at all stages of growth. The traveling structures of seeds catch the interest of many children. The insides of seeds are invariably explored, and the Greek words are simply translated..... And can you find in one seed the parts you observed in another?

At one time or another all get involved in making the seeds grow into plants. Stubborn seeds may ignore the three conditions of germination found in the textbook! To the children these seeds are a real challenge: How do you get them to germinate when you seem to have tried everything?

Many more problems arise. Numerous 'what happens if?' problems are tried out, and the children are busy, noisy, excited and ignorant of Greek words. But they will soon regard themselves as 'seed experts', and with a good reason. They have seen it, and they have done it. They have grown seeds on paper, on bricks, on pebbles, on cotton wool, on sponges and in soil. They have grown plants from halves and quarters of seeds. They have established

that the 'tiny plant inside' grows first, and that the 'two halves' help it to grow. They have made hard, stubborn seeds germinate by filing them, or boiling them, or cracking them, or just by being patient.

Difficult 'why?' questions were broken up into more approachable 'let us see how...' questions. Accuracy, persistence and patience have been recognised as necessary virtues of the young scientists. They have learned to be more careful in their predictions, for which they have found ways of verification. They have harassed each other in discussions and they have shared many ideas and much information. In order to find more satisfactory solutions to some of their problems, they had to find better ways of experimentation, and to control variables previously overlooked. In the process they began to realise that seeds do provide answers, but only if they are 'asked' in the right way. Because they did find solutions to their own problems, and did learn on their own, the children have gained much self-confidence.

Session Outcomes

Participants will demonstrate:

- 1. An understanding of the concept: Macro Planning;**
- 2. An understanding of why Macro Planning is important in an OBE school**
- 3. An understanding of learning integration and its importance**
- 4. The ability to participate in their school's Macro Planning.**
- 5. The ability to select Specific Outcomes**

What is Macro Planning?

- **Macro Planning is the level of planning for the school that involves the whole school**
- **Occurs before Micro Planning done by an individual teacher**
- **Occurs at the end of every year for the following year**
- **Engaged in to secure learning integration across Learning Areas within grades**

Old System

- **Individual planning**
- **Isolated teaching**
- **Fragmented/ compartmentalised learning**
- **learning mostly divorced from the real world**
- **Learners unable to resolve problems holistically**
- **Focused on teacher delivery on the learners' holistic learning**

Why Learning Integration?

- Whole approach to problem-solving
- Meaningful learning in the real life/world context
- Relating learning to real life situations
- Usage of knowledge and skills in one field to learn in another
- Integration of outcomes to create learning Programmes
- Links between different learning areas
- **Application of existing knowledge and skills in new ways to meet needs and solve problems as they arise**
- Making knowledge less abstract and more relevant by focusing on its uses
- Connections within and among Learning Areas

Critical Questions

- Why planning
- Why planning on multiple levels
- What type of Planning?
- Where do we Start?
- How do we Plan
- What principle/s of OBE informs our approach?
- Should we do it ourselves or should someone do it for us?
- Can an educator perform this task alone or should it be done in teams?
- What characterises team planning?
- What stages are most appropriate in planning?
- Is this easier than the old approach?

WHY PLANNING?

- **Making learning relevant to the context of the learners**
- **Management of the curriculum**
- **Management of resources:**
 - **physical plant**
 - **human resources**
 - **financial resources**
 - **learner and teacher support materials**
- **Clarity of focus as planning done in advance**
- **Diversity of needs and demographics of the school are accommodated**
- **Balance between national policy and local contexts is established**
- **Reduces the risks of non delivery**
- **Prevents curriculum overload**
- **INTEGRATION OF LEARNING**

AND TEACHING

Why Multi-Level Planning

Levels: Macro School-wide

: **Meso** In the Phase

: **Micro** Grade/classroom

Different functions and role-

Players operate at different

Levels

What Type of Planning?

Involvement of all the Role Players:

Parents

School Management Team

Teachers

Learners

- **Needs to be contextualised within the broader School Management and Governance**
- **The strategic plans / vision and mission of the school**

Where do we Start?

- **Planning Workshop at the end of the year**

- **Takes a number of working days**

- **One of the items on the agenda is CURRICULUM DEVELOPMENT**

- . **Other Items on the agenda might be:**
 - 1) **the annual report**
 - 2) **vision**
 - 3) **mission statement**
 - 4) **business and management plan**
 - 5) **finance and fundraising**
 - 6) **curriculum staffing**
 - 7) **enrolment**

Possible Management Issues Around Curriculum

1. How will everyone be involved?
2. The shape of the time table
3. Hours of work, co-operation, teamwork, delivery styles
4. The following information should be available
 - Number of staff members in grades the next year
 - Approximate number of students per grade
 - Number of classrooms and other rooms
 - Budget for excursions and so forth
 - Resources (LSM)
 - Public holidays
 - total number of days for learning activities per term

Phase Organisers

- To ensure covering of critical aspects of life and the world
- **All five must be attended to over a year**
- **Lay the foundation for learning integration, relevant learning and holistic learning**
- **Decided by Phase educators**

Phase Organisers
Communication

Culture and Society

Environment

Economy and Development

Personal Development and

Empowerment

Specific Outcomes

- **66 Specific Outcomes derived from 12 Critical Outcomes**
- **Nationally Determined/National Policy**
- **Specific to Learning Areas**
- **Indicate what learners should demonstrate at the end of their learning**

Clustering of SOs under Phase

Organisers

Communication	Cult. and Society	Environment	Econ. and Dev.	Pers Dev & Emp
Sos	SOs	SOs	SOs	SOs

Programme Organisers

- Organising regulatory tool
- Identified by Phase Teachers to ensure relevant learning for the local context
- Devolution of Curriculum Power

• **Intersected with Phase Organisers**

to categorise Specific Outcomes to

inform the development of

Learning Programmes

• **Not National Policy**

Determining Programme Organisers

School Staff:

Examines the context of the school

**Based on the context of the school, determines
the curriculum Needs of the school**

**Based on the curriculum needs of the school,
decides the curriculum goals of the school for
the year**

Phase Educators Determine for the Phase:

**Programme Organisers for the year based
on the school's curriculum goals**

Examples of Programme

Organisers

- **Nation Building**
- **Utilising our Space**
- **Building an Anti-Bias Society**
- **Technology**
- **Community Involvement**

Grid: Phase Organisers/Programme

Organisers and SOs

	Communication	Cult. and Society	Environment	Econ. and Dev.
Prog Org	SOs	SOs	SOs	SOs
Prog Org	SOs	SOs	SOs	SOs
Prog Org	SOs	SOs	SOs	SOs
Prog Org	SOs	SOs	SOs	SOs
Prog Org	SOs	SOs	SOs	SOs

ENLARGED INTEGRATING SQUARE

	PHASE ORGANISER	
	Communication	
<p>PROGRAMME ORGANISER:</p> <p>Technology</p>	<p>T NS MLMMS HSS LLC EMS LO A&C</p>	<p>SOs 1 & 6 SO 9 SOs 1 & 2 SO 5 SO 7 SO 4 SO 1 SO 1</p>

Meeting the Community

Inform parents about:

- **the most pressing needs of the school**
- **expectations on learners and parents**
- **code of conduct for all**
- **format of the report and its contents**
- **number of reporting time**

Combinations of Phase and Programme Organisers

	Phase Organiser	Phase Organiser	Phase Organiser	Phase Organiser	Phase Organiser
Programme Organiser	Chosen				
Programme Organiser		Chosen		Chosen	
Programme Organiser	Chosen		Chosen		
Programme Organiser					Chosen
Programme Organiser		Chosen			