

School-Based Curriculum Management

EDUCATORS' SUPPORT MANUAL

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SCHOOL-BASED CURRICULUM MANAGEMENT

Introduction

The delivery of OBE, through Curriculum 2005, depends not only on teachers in their classrooms. Because of its very nature, it depends on the involvement and support of the whole school community. There are systemic implications for classroom management which need support structures throughout the school. Planning, moreover, involves all the role-players in a school, through Macro, Meso and Micro-planning.

The purpose of the manual on School-based Curriculum Management is to facilitate training of School Management Teams (SMTs) with the aim of informing good practice and quality delivery within whole school development. The manual also shares with other staff members some of the management issues which need to be addressed to provide support to teachers and learners in teaching and learning practice. This Educator's Manual is the participant's workbook for use during training. The activities illustrate and promote understanding of the principles, processes and procedures in OBE and in quality education.

Quality education is supported and informed by sound management practices. Within whole school development contexts, all planning and management should be a collaborative effort that involves all role players in a context in which the curriculum plays a central role. The following policy and legislative framework 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

The concept of whole-school development is essential for the successful implementation of the new curriculum. Learning is a life-long process which begins at 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 this support into the classroom.

The diversity of schools in South Africa reflects, and necessitates, diversity in management structures and procedures. The activities in this book relate to generic issues in effective school management, and the wide variety caters for this diversity. Facilitators of workshops can thus choose the activities which best suit their context.

The activities are grouped under the following headings to correspond with the information in the **School-based Curriculum Management Educators Development Manual**.

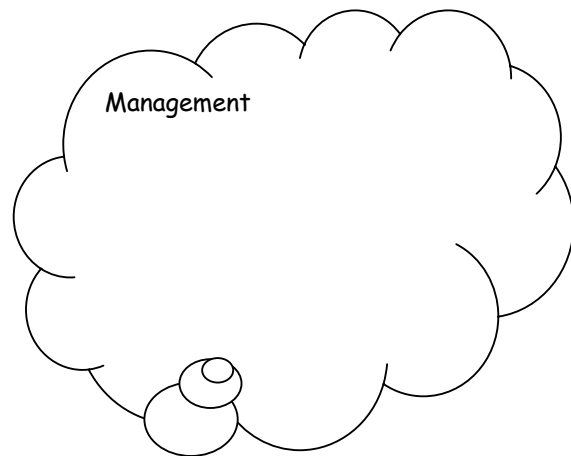
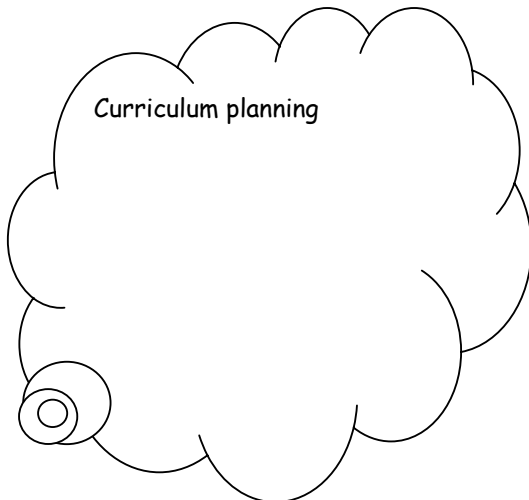
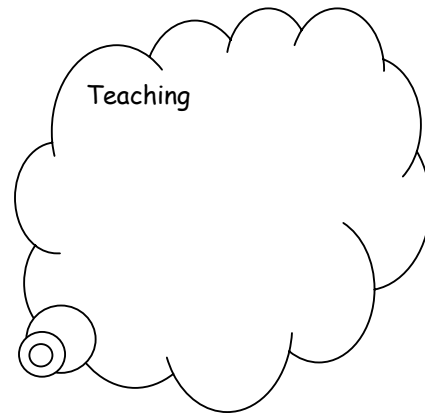
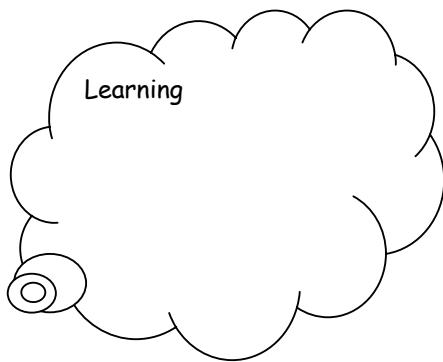
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|------------|--|
| UNIT ONE | UNDERSTANDING CURRICULUM REFORM AND ITS IMPACT ON SCHOOL STRUCTURES, SYSTEMS, STRATEGIES AND CULTURE |
| UNIT TWO | CREATING A SUPPORTIVE SCHOOL ENVIRONMENT FOR CURRICULUM CHANGE |
| UNIT THREE | CLASSROOM MANAGEMENT AND SUPPORT |

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 the current implementation of OBE in grades 1-3 and 7 and list implications for discussion.
- They discuss 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.



UNIT TWO - ACTIVITY 2: PLAN APPROPRIATE QUALITY MONITORING PROCESSES AND PROCEDURES TO BE EMPLOYED IN THE SCHOOL, PHASE AND GRADE.

Outcomes:

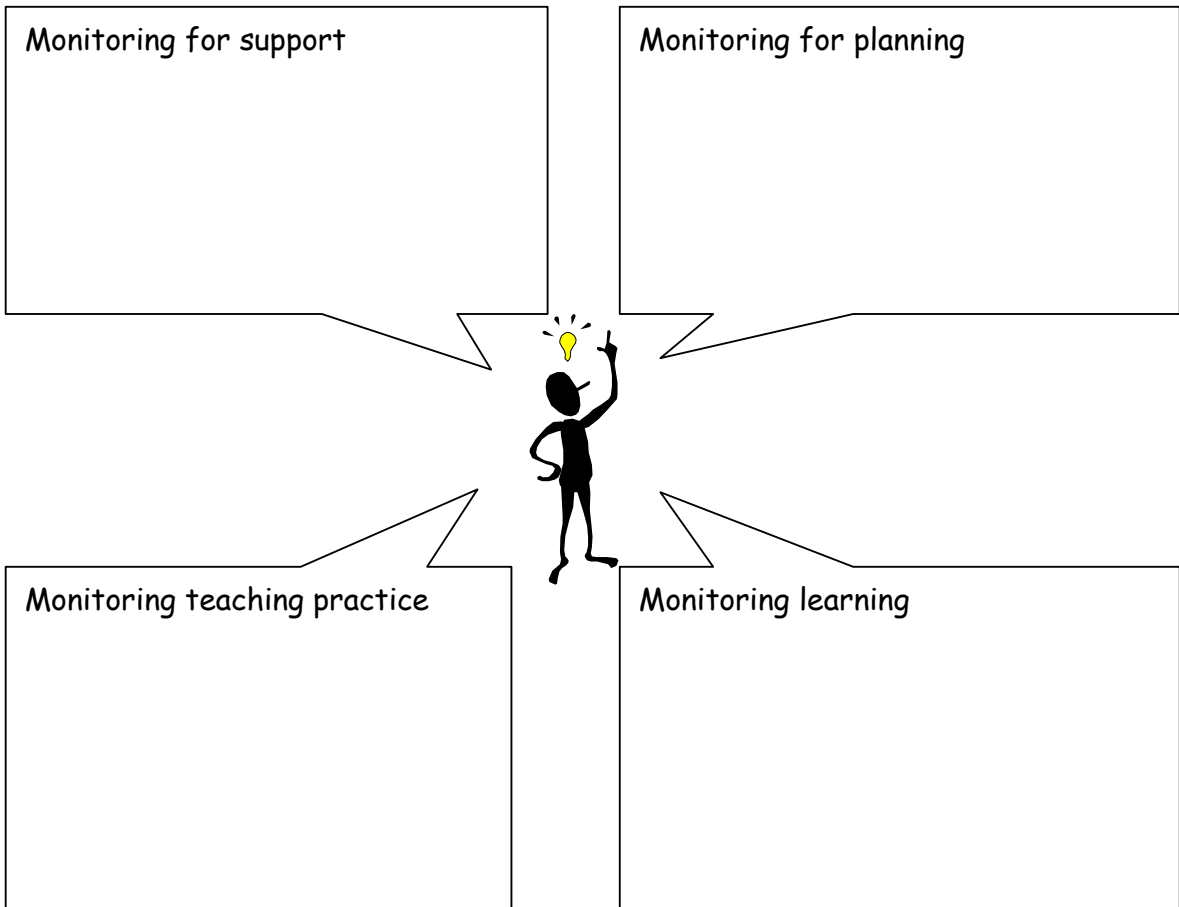
- Participants decide why monitoring is important as a management function.
- Participants discuss the implications of good monitoring as a support for teaching and learning and for school management.

Discuss in groups and give feedback.



Remember ...

Internal and external role-players.



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.

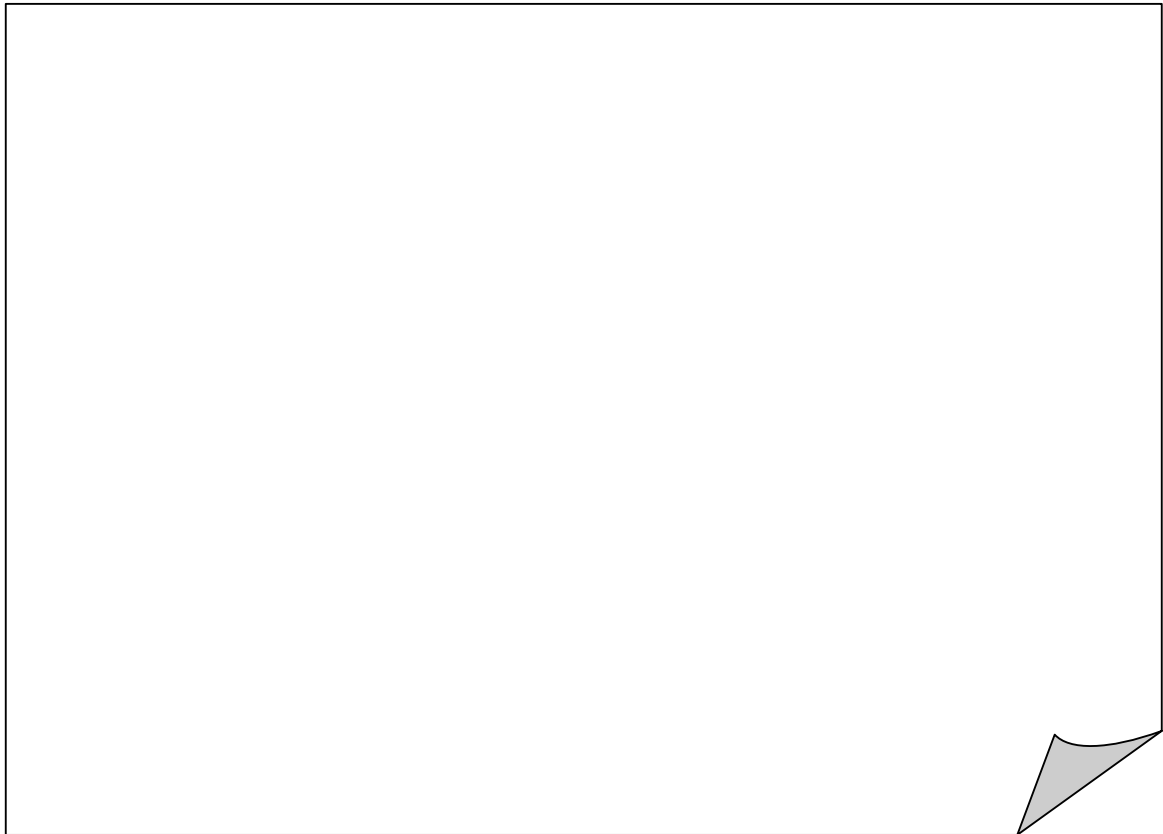
Discuss in groups and give feedback.



Think about ...

- * smooth and effective implementation of the curriculum;*
- *creation of a safe and empowering environment for teaching and learning;*
- *creation of effective quality management and quality monitoring systems at all levels, i.e. nationally, provincially, and at district and school level;*
- *curriculum issues within broader school management and governance;*
- *alignment of strategic plans with the vision and mission of the school;*
- *making learning relevant to the context of the learners;*
- *effective management of the curriculum;*
- *optimal management of resources, i.e. physical site and resources, human resources, financial resources, learner and teacher support materials;*
- *advance planning to ensure clarity of focus;*
- *alignment of classroom-based practice with the school's strategic plan;*
- *accommodation of the diversity of needs and demographics in the school;*
- *establishment of a balance between national policy and local contexts;*
- *reduction of the risk of non-delivery;*
- *prevention of curriculum overload;*
- *integration of planning across and within learning programmes;*
- *the modeling of OBE principles in all aspects of school life, teaching and learning.*
- *current practice and amendment where necessary.*

FEEDBACK



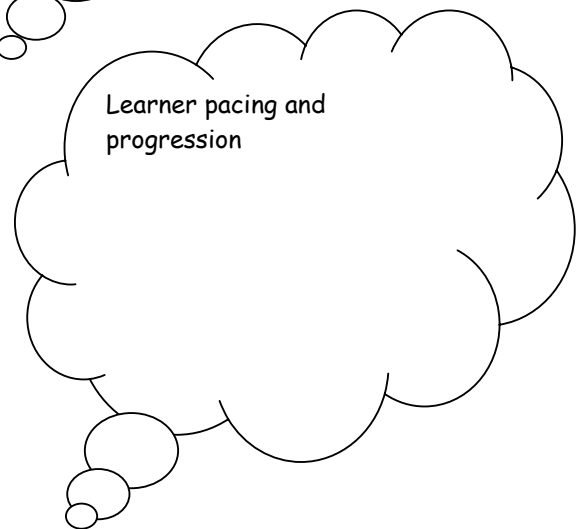
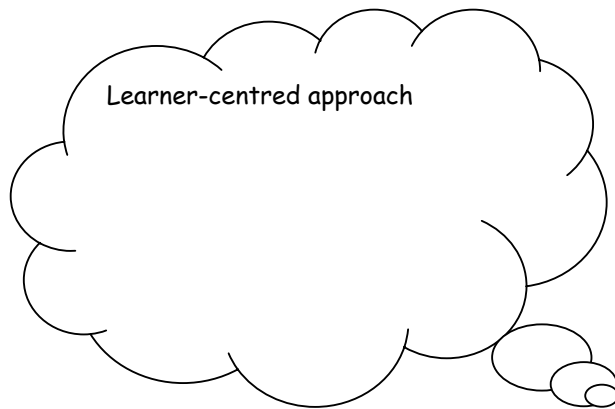
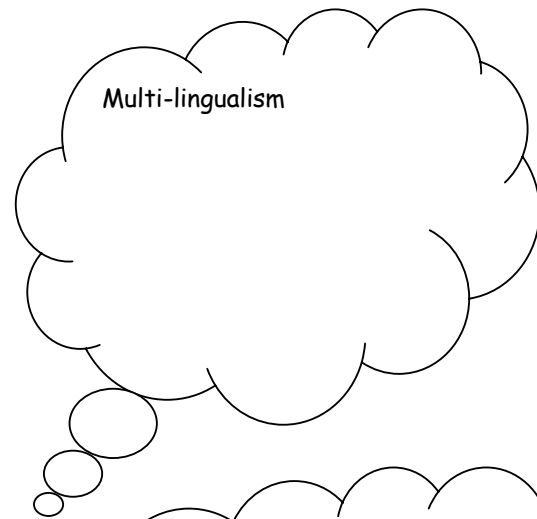
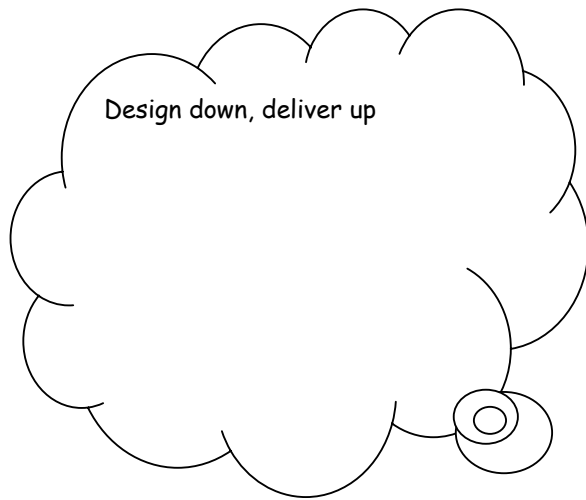
UNIT TWO - ACTIVITY 4: YOU HAVE BEEN INTRODUCED TO OBE PRINCIPLES. WHAT ARE THE IMPLICATIONS OF THE FOLLOWING PRINCIPLES FOR MANAGEMENT IN A SCHOOL?

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

Outcome:

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

Discuss in groups and give feedback.



Are you familiar with these vital documents?

- **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
- **Norms and Standards for Educators.** Government Gazette vol. 415 no. 20844. Pretoria, Government Printer
- The Curriculum Framework (GETC)
- **A resumé of instructional programmes in public schools, Report 550 (97/06)**
- **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

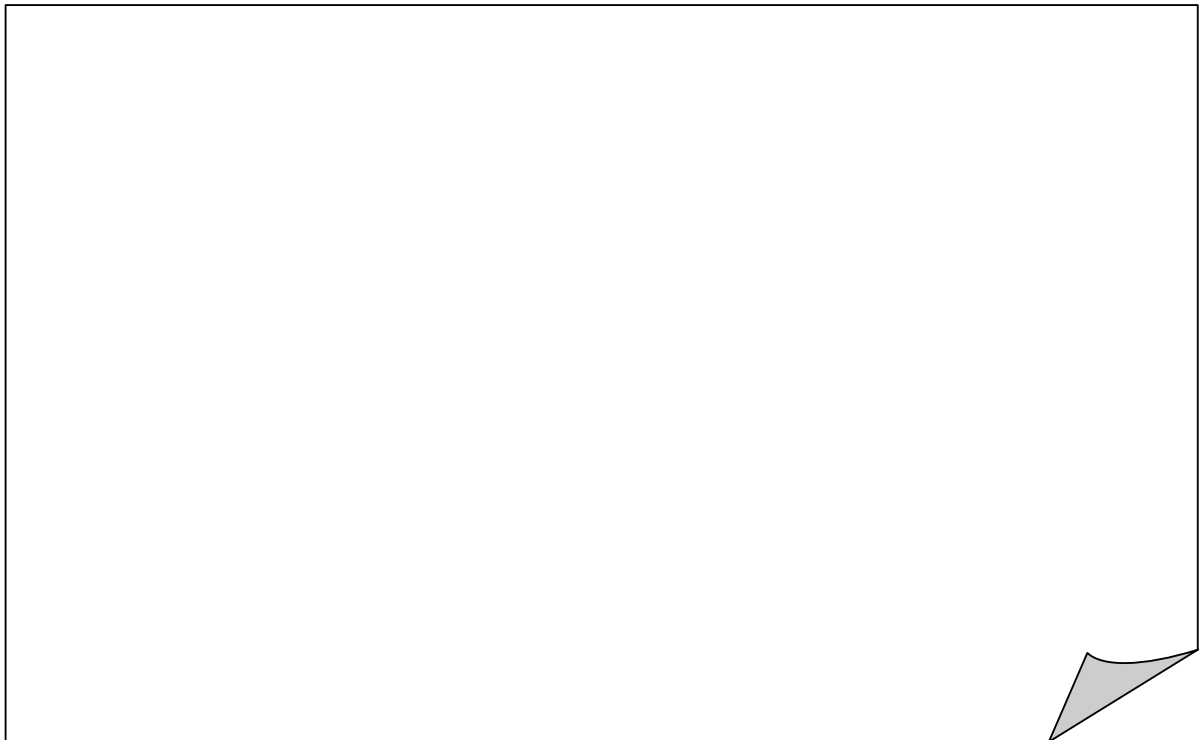
UNIT TWO - ACTIVITY 5: WHO IS INVOLVED IN THE PLANNING AND MANAGEMENT PROCESS IN A SCHOOL?

Outcome:

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

Brainstorm in groups and give feedback.

FEEDBACK



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

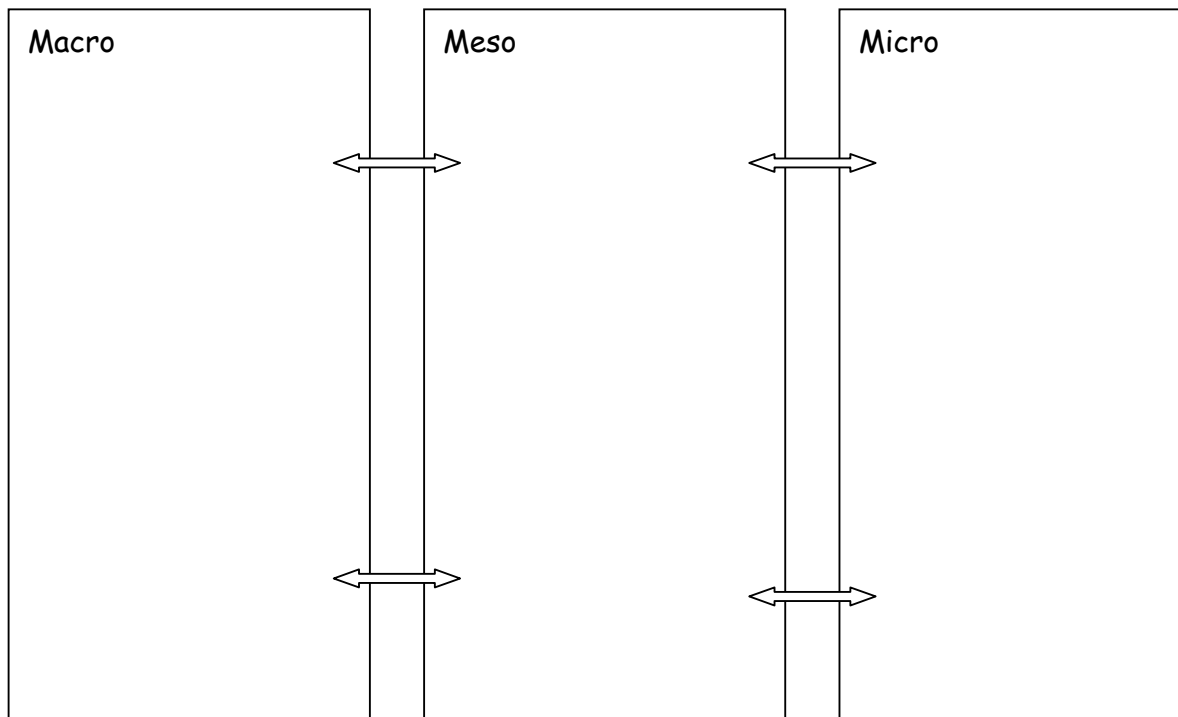
Outcome: Participants identify and discuss the functions and the different role-players at each level of school management.

Discuss in groups and give feedback.



Think about ...

- *What is the link between phase organisers and programme organisers?*
- *How do phases/grades choose programme organisers?*
- *How do schools ensure the 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?*
- *What is the role of HOD's/LA Heads/Subject Heads in planning and managing meetings?*
- How would the HOD/LA Head/Subject Head monitor decision-making processes and report to the SMT?*
- What role does the school curriculum co-ordinator play*
- What responsibilities at this level can be shared with other staff members?*



UNIT TWO - ACTIVITY 7: MATCHING THE FUNCTIONS AND ROLE-PLAYERS TO MANAGEMENT LEVELS

Outcome:

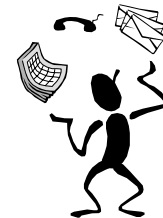
Participants identify and discuss the functions and role-players at each level of school management.

Group activity: **Roll the dice!**

Groups are given three differently 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 | | | | | |

ACTIVITY 8: AT WHICH MANAGEMENT LEVEL DO YOU THINK EACH OF THE FOLLOWING MANAGEMENT ISSUES IS BEST DEALT WITH?

Outcomes:

- Participants are sensitised to the implications of transformative management practice.
- Participants discuss issues and their implications for management at different levels.

Discuss in your group the main 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 | | | |



In your own time, reflect on these documents ...

- **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
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- **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?

Outcomes:

- *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.*



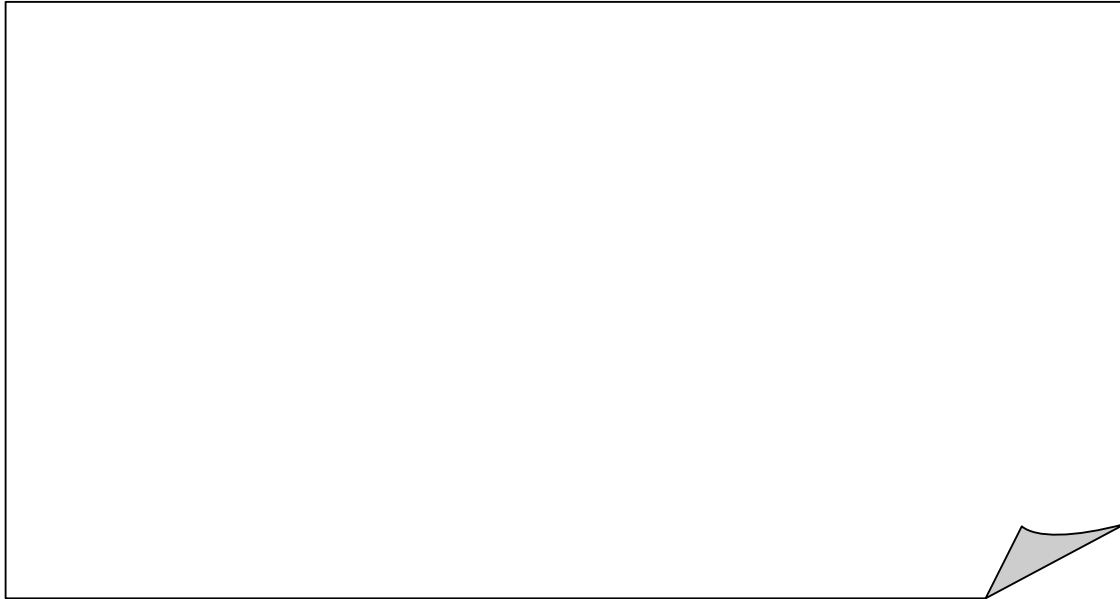
Macro-planning is crucial to the introduction of OBE principles and practice at school level in the effective planning and delivery of the new curriculum.

Why?



As a group, brainstorm reasons and give feedback.

FEEDBACK



**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.

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.

Follow these steps:

- 1 The school planning workshop. (macro-planning)
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. (meso-planning)
- 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 it will be presented to the meeting of parents and community members.

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

Outcomes:

- *Participants understand the reasons why macro-planning is recommended as an approach to planning.*
- *They share with facilitators and other participants the important focus areas of macro-planning.*
- *They demonstrate the application of macro-planning as a standard approach for planning in their schools.*

INSTRUCTIONS:

Under each of the headings on the next page, **MACRO-PLANNING**, **MESO-PLANNING** AND **MICRO-PLANNING**, each participant writes down what school and class functions would be planned at that level, in his/her school.

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.

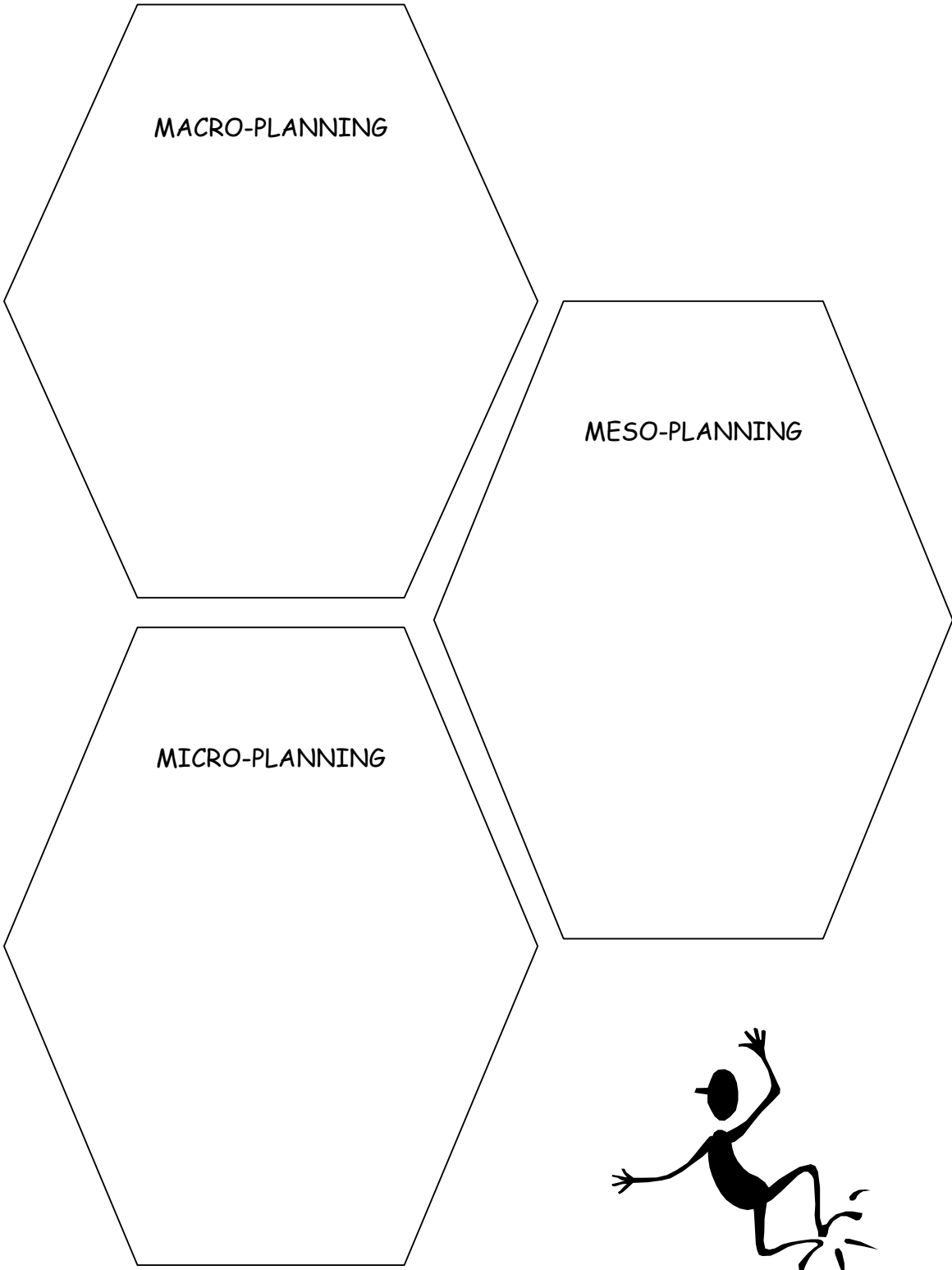


Think about ...

- *the strategic plans, vision and mission of the school;*
- *the diverse needs and demographics of your school;*
- *curriculum goals;*
- *designing down;*
- *making learning relevant to the context of the learners;*
- *management of the curriculum;*
- *programme organisers;*
- *phase organisers;*
- *integrating learning and teaching;*
- *management of human, physical and financial resources;*
- *learner and teacher support materials;*
- *balancing national policy and your local context;*
- *preventing curriculum overload.*



Read later about the legislative framework and policy documents for General Education and Training.



UNIT THREE - ACTIVITY 12: CREATING A MINDMAP TO SHOW ALL THE THINGS A TEACHER HAS TO ORGANISE AND MANAGE IN THE CLASSROOM

Outcome:

Participants draw a group mindmap. They discuss and place as many facets of classroom management as possible.



Draw the group mindmap on as big a piece of paper as possible. Use the space below to try out your own mindmap. Think about ...

- *the classroom environment;*
- *learning processes;*
- *assessment;*
- *provision for LSEN;*
- *learning through the OBE curriculum;*
- *learning styles;*
- *recording and reporting;*
- *learners, their families and homes.*
- *resources;*



UNIT THREE - ACTIVITY 13: Learners 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?

Outcomes:

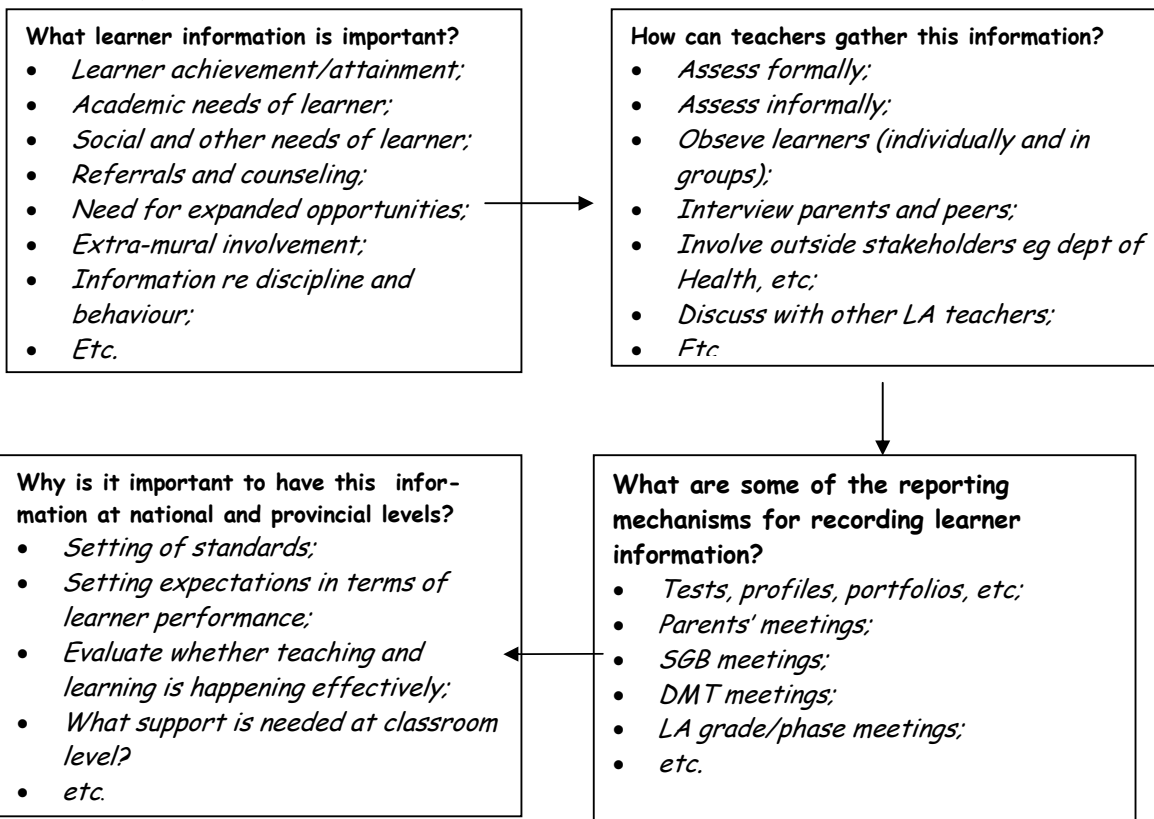
- Participants discuss important learner information to be gathered by the teacher and SMT;
- Participants identify ways (or mechanisms and structures) in which learner information can be gathered;
- Participants brainstorm or flag important issues of monitoring and recording learner information for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



Discuss in your group and give feedback.

You could structure your discussion in this way:

Start



FEEDBACK



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.

Discuss, list, and give feedback.

Diagram 1: the old classroom

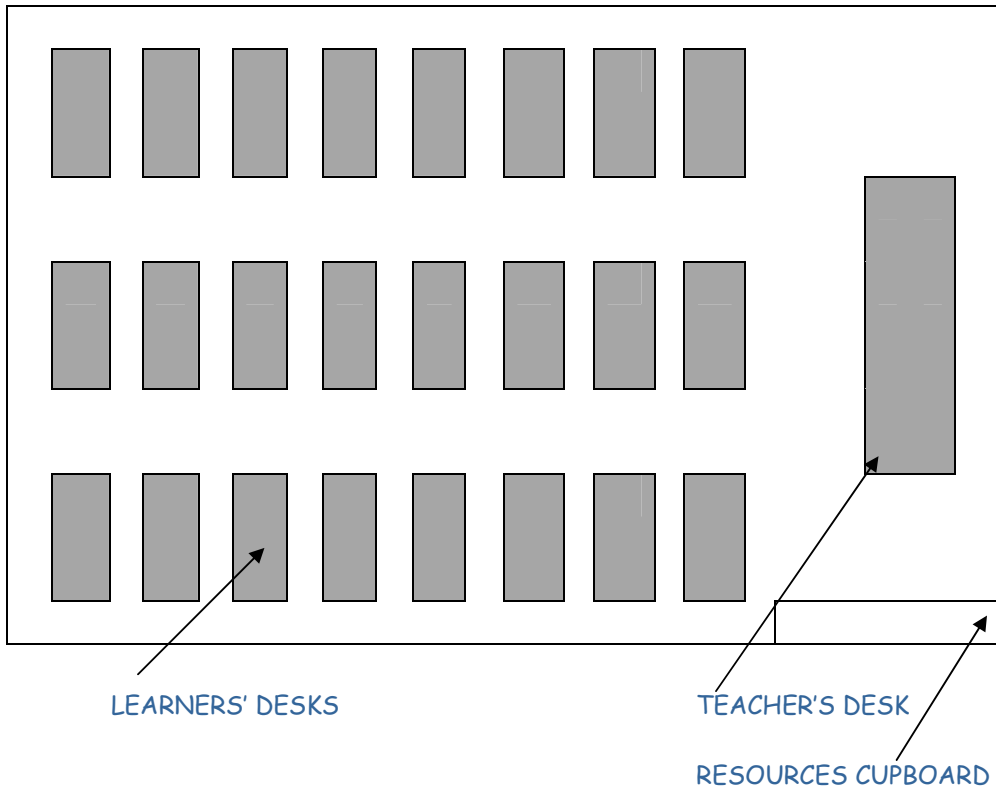
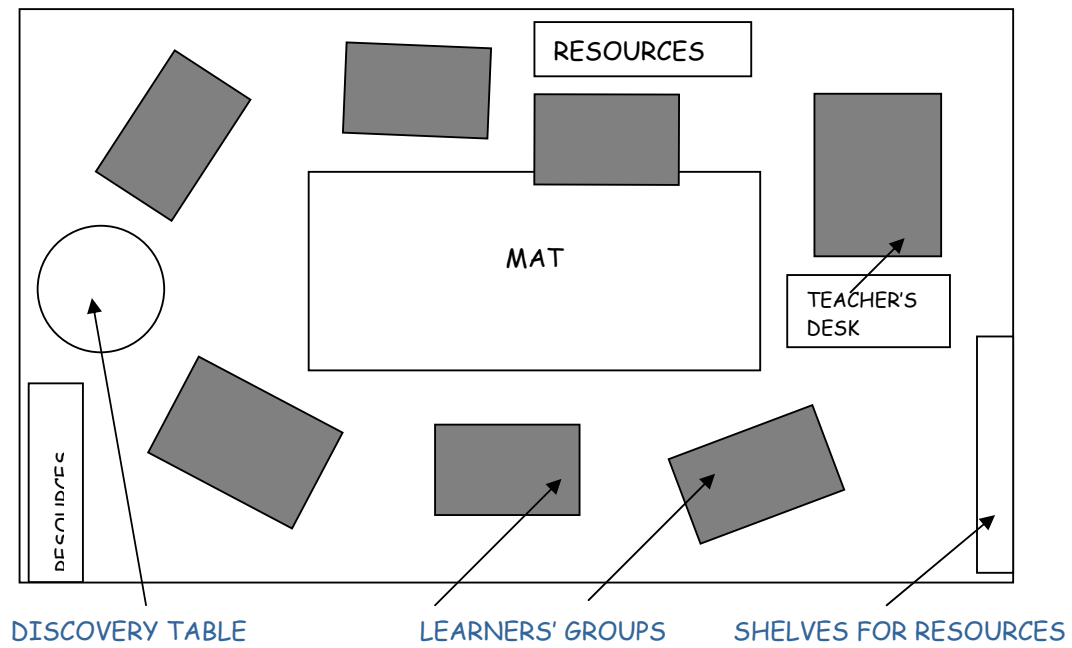
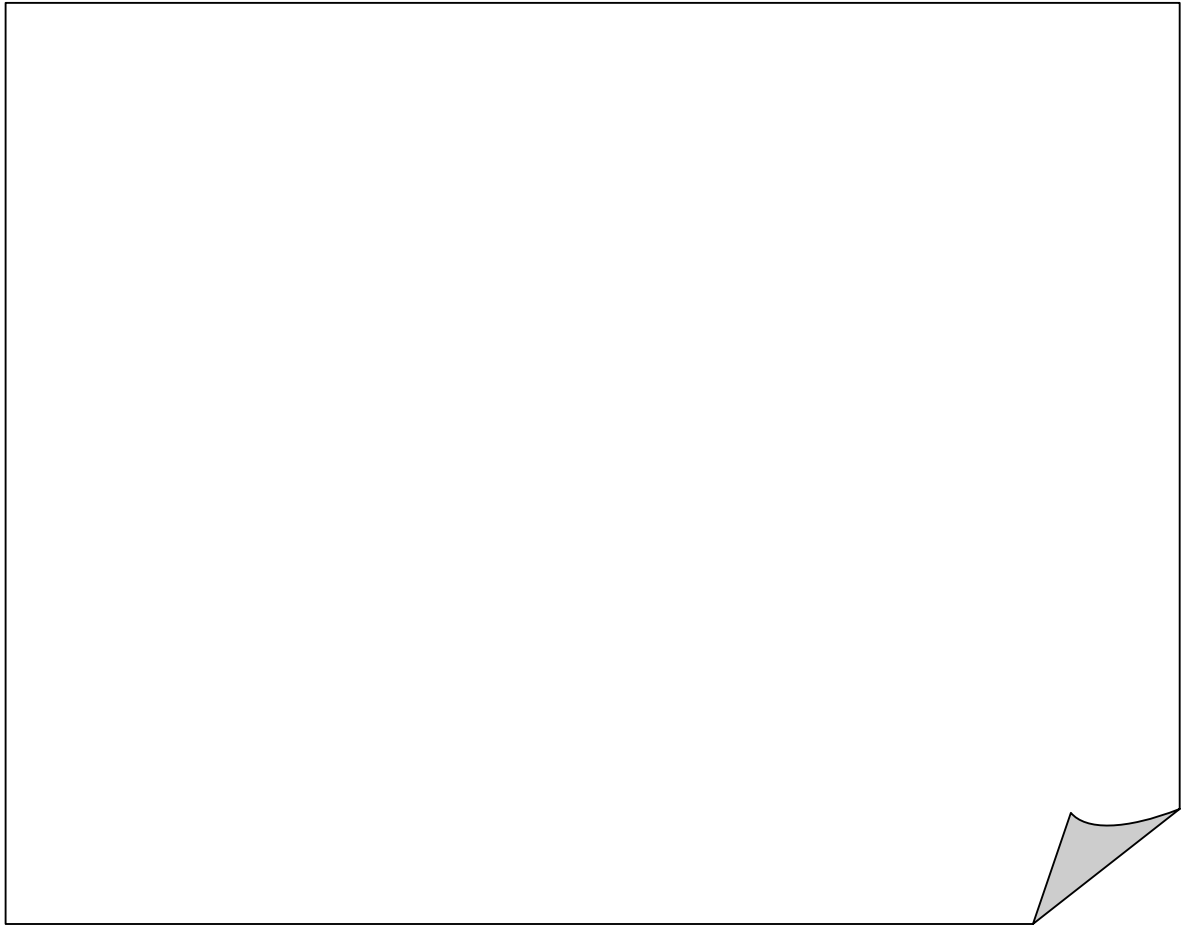


Diagram 2: the refurbished classroom



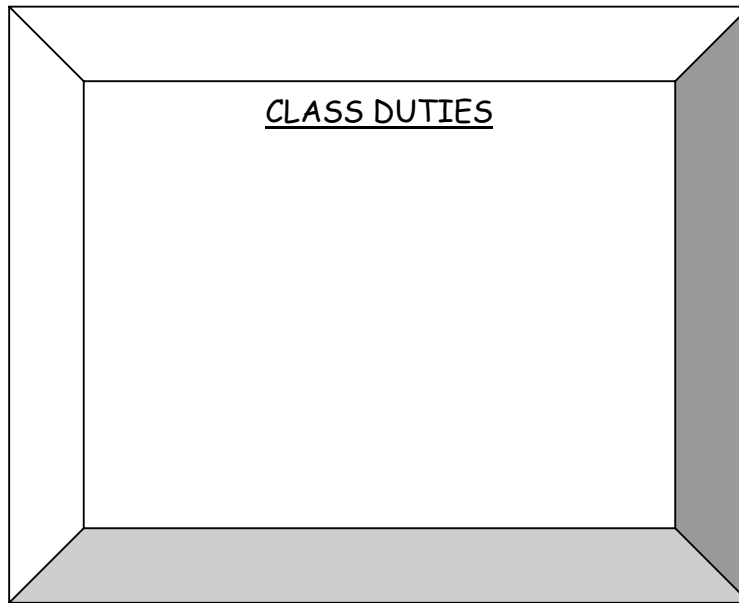
FEEDBACK



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.



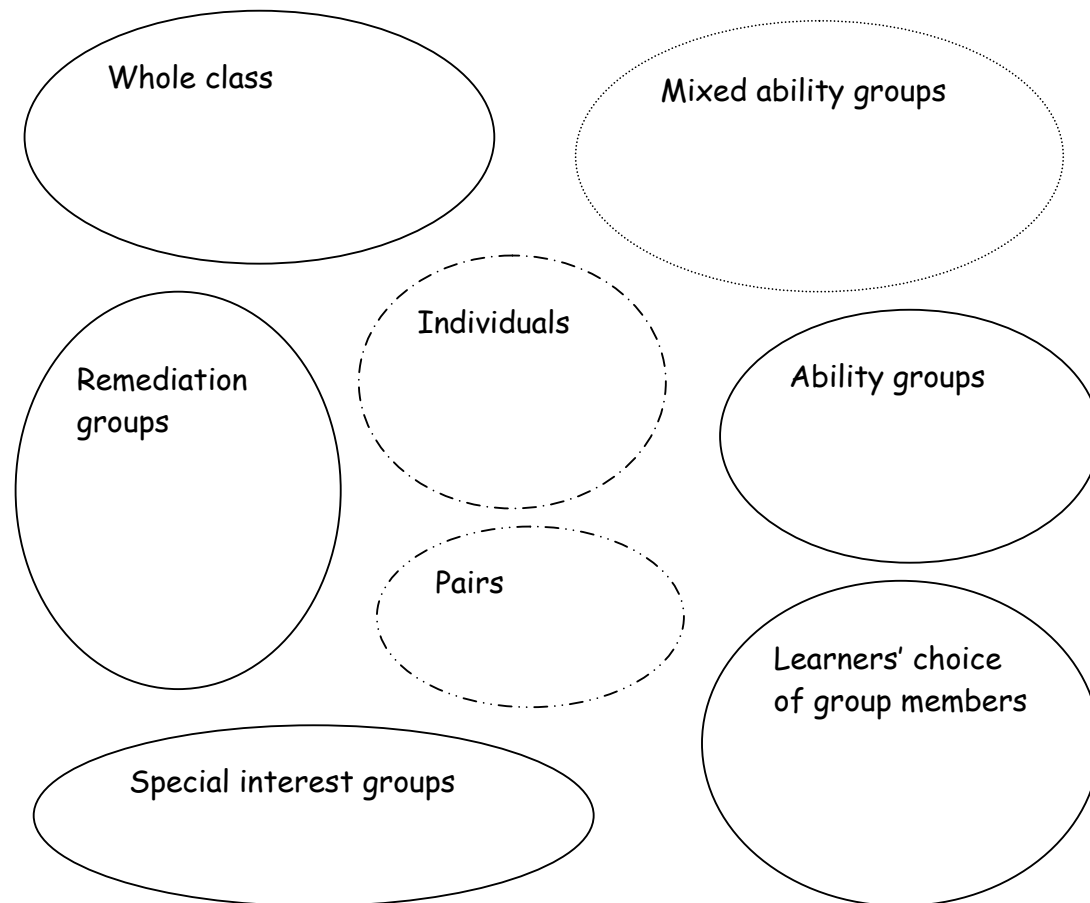
The educational value of learners' involvement in class duties:

Compare your list of duties and ideas about the educational value of service to the community with members of your group.

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 oval belonging to each grouping. Find out whether your neighbour agrees/disagrees with your decisions, and why. (Remember: some activities can be handled successfully by more than one kind of group.)

Outcome:

Participants consider the best ways of grouping learners for different learning activities, and compare their choices with partners.



The learning activities:

- A Making notes from a video on Lions.
- B Writing a poem on 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 a group 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.

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

Outcome:

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

PRELIMINARY 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 ensure that the group keeps to time limits);
 - 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 The leader must now collect further instructions from the presenter/facilitator (or turn to the Addendum on the last page of this book).



UNIT THREE - ACTIVITY 18: GENDER IN THE CLASSROOM

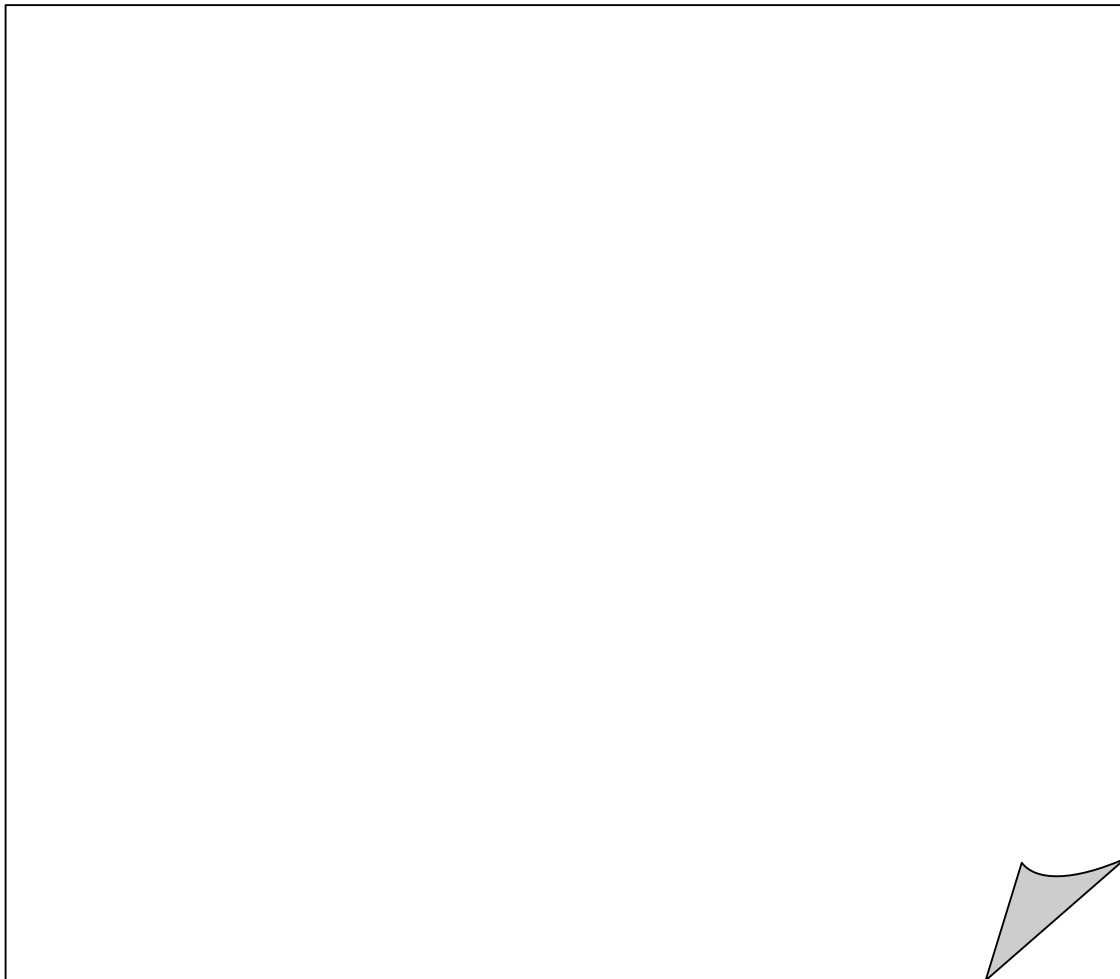
How can the practice of teaching and learning address the issue of gender representation and inclusion?

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.*

Discuss gender issues in the classroom, and brainstorm practices which avoid bias and ensure equitable treatment for both sexes. Report back to the other participants.

FEEDBACK



UNIT THREE - ACTIVITY 19: Mr Sobukwe has planned to take his combined class of Grade 6, 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 whole 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 class;*
- *Participants are sensitised to the learners' points of view.*

INSTRUCTIONS:

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 6, 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?

FEEDBACK



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 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."

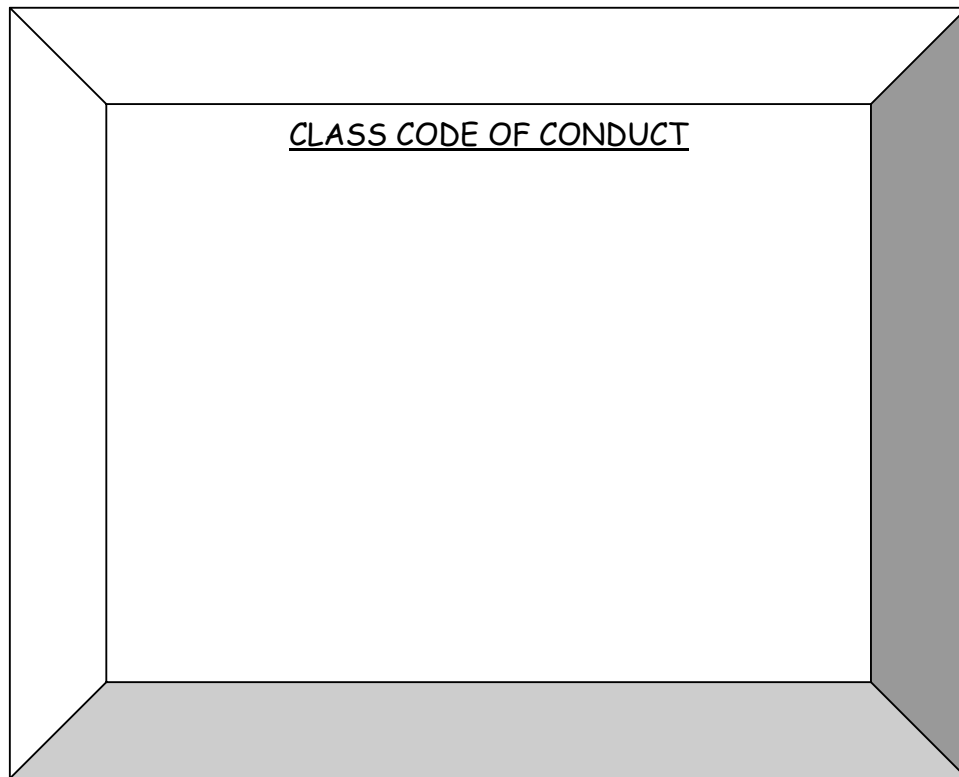
Do you agree with this statement? Why?

Outcomes:

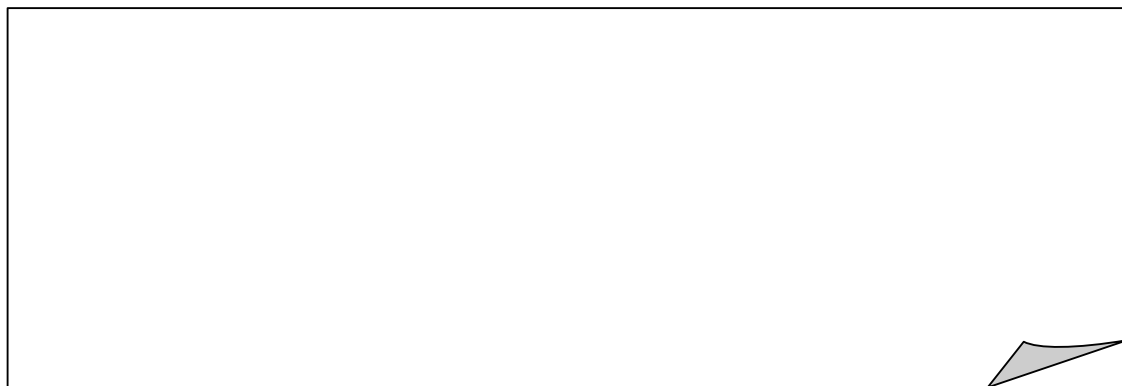
- *Participants discuss and list reasons for including / not including the learners in the establishment of a code of conduct and consequences for the classroom.*
- *Participants draw up a code of conduct for a class.*

INSTRUCTIONS:

1. 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.
2. Draw up a Code of Conduct for your class.
3. Report back to the other participants.



REPORT BACK



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.*
- *They consider how this affects the school and class timetable.*

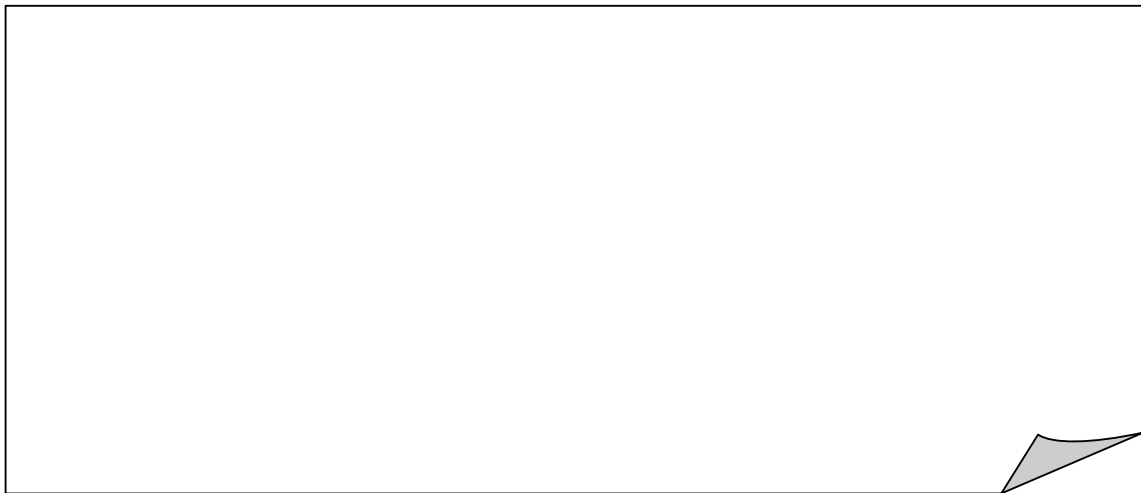


Think about

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

LIST ADVANTAGES / DISADVANTAGES

THIS AFFECTS TIME-TABLING BECAUSE



UNIT THREE - ACTIVITY 22: THE PROBLEMS OF LARGE CLASS TEACHING

Outcomes:

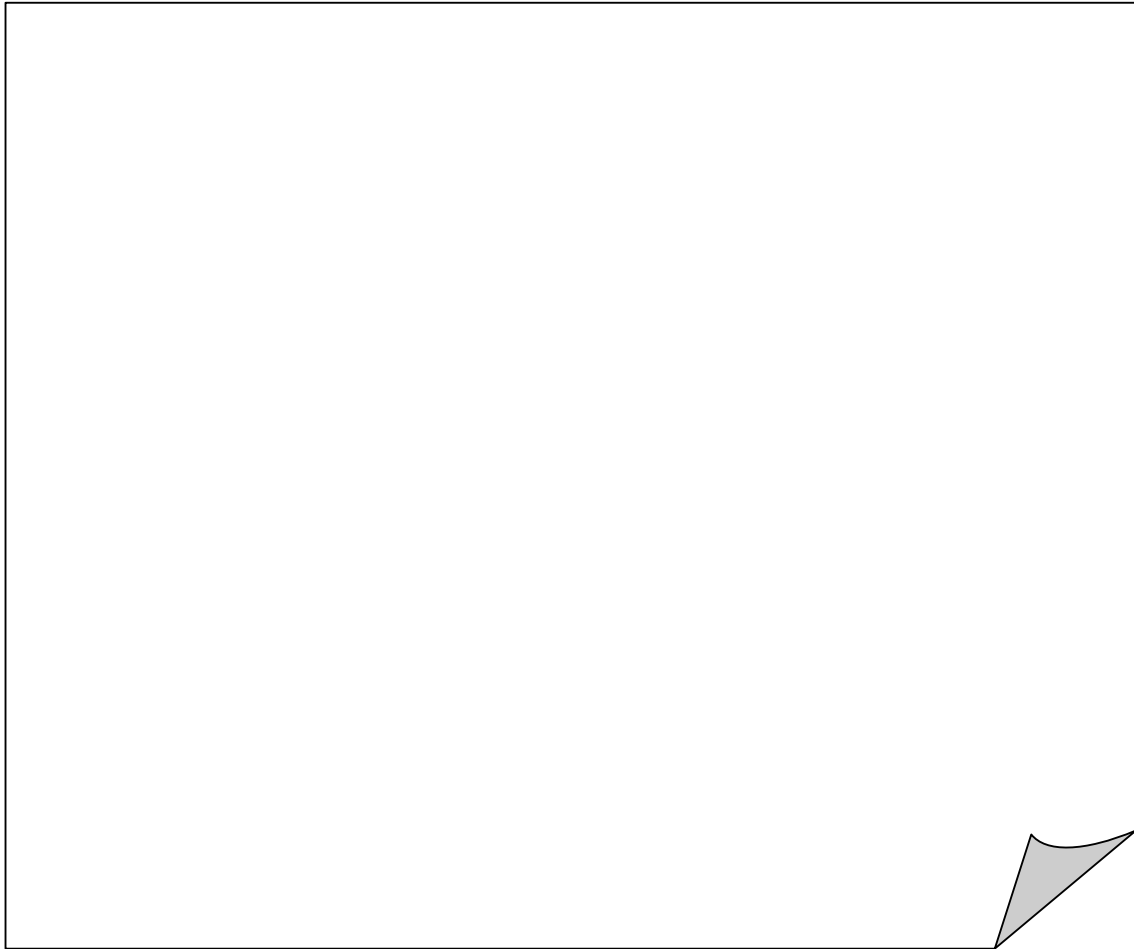
- *Participants discuss and list problems*
- *They suggest solutions.*

INSTRUCTIONS AND PROCESS:

1. Each group is given ten cardboard strips each.
2. Participants discuss and list the ten worst problems on the strips.
3. The problems from all the participants are clustered in related groups on the wall.
4. The facilitator restates the gist of each cluster as a question - e.g. "How can one prevent" and asks participants for suggestions.
5. The suggestions for managing a large class are written on differently coloured cardboard by scribes and stuck up on the wall next to the problems.



WORK SPACE



UNIT THREE - ACTIVITY 23: REVIEW AND REINFORCE CLASS MANAGEMENT

Outcome:

Participants review class management by evaluating statements on a checklist, first as individuals and then as groups.

INSTRUCTIONS:

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

I = Important

U = Unimportant or Untrue

| E | I | U | STATEMENT | 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 on them. | | | |
| | | | 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, several times. | | | |

ACTIVITY 24: WHOLE-SCHOOL REVIEW ACTIVITY: As the Head of Hondeberg Primary School, Ms Renge has to manage the shift in curriculum from Foundation phase to Intermediate Phase. The Head of their neighbouring High School, Ms Smith, has to manage the introduction of OBE into the school, as well as the change of curriculum in Grade 8 of Senior Phase. What are the important considerations for them to bear in mind regarding learners, teachers, curriculum planning, school management and planning? What advice would you give them to manage *change* in each of the above ?

Outcomes:

- *Participants reflect on what they have learnt about managing change in a school, particularly about Macro-planning.*
- *They consider the shift from grade 3 to grade 4, and from grade 7 to grade 8.*
- *They draw up brief notes for each of the school principals.*

INSTRUCTIONS

In pairs, make brief notes about the things each principal needs to consider in implementing relevant change in her school. Share these with the group.



ADDENDUM

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.