Implementing White Paper 6

Inclusive Learning Programmes

Participant's Manual

Version Two
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Implementing White Paper 6
Inclusive Learning Programmes
Participant's Manual
Version Two
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List of Abbreviations

DBST	District Based Support Team
FM	Frequency Modulation (this refers to hearing aid technology)
ILST	Institutional Level Support Team
ISP	Individual Support Plan
LOLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Materials
NGO	Non-Government Organization
OBE	Outcomes-Based Education
SASL	South African Sign Language
SGB	School Governing Body
SMT	School Management Team
SSRC	Special School as Resource Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization

Introduction

This is the second of two manuals aimed at assisting the implementation of Education White Paper 6, entitled *Special Needs Education: Building an Inclusive Education and Training System*, in South Africa. The Department of Education, in conjunction with provincial education authorities, engaged in a large-scale programme to field-test new ideas and practices towards a system of education that can include all learners, regardless of their diverse needs.

These manuals are designed to help the various people who are involved in the emerging Inclusive Education system in our country. This obviously includes educators and professionals who work for the education departments, but it also includes parents and community caregivers who are considered part of the overall learning systems. Crucially – and this will become clear across both the manuals – teachers play a pivotal role in the new Inclusive Education system.

This second manual is about Inclusive Learning Programmes. This covers ways in which we can differentiate the curriculum, and adapt the environment and the materials in the classroom, to suit the needs of all learners. The manual is intended to help to mediate the *Guidelines for Inclusive Learning Programmes*[i]

Most users of the current manual are likely to encounter it in the context of a Department of Education training programme. However, the manual is also written in such a way that you can use it for self study. If you work with the manual in your own time, do the activities carefully, and reflect on them and discuss them with your colleagues at school or in a district office, then you will also be able to learn much more about Inclusive Education philosophies and practices, and how they are being implemented in South Africa.

The primary purposes of this manual are:

1. to provide contents and a structure for training programmes that will be targeted at teachers and other professionals in all schools (including special schools and full-service schools) and district offices;
2. to help develop an overall understanding of the basic principles, organizational and operational requirements and delivery strategies associated with Inclusive Education;
3. to provide a resource for educators and specialized support personnel to use in their work with learners who experience barriers to learning.

Learning Time

Each manual is written for 40 hours of notional learning time:

- The activities in the manual provide for 20 hours of training time which is conducted over three days.
- In addition to this training time you are expected to do approximately five hours of reading, in preparation for and between training sessions.
- The manual also provides portfolio assignments that you are expected to carry out in your own time. These assignments should take about 15 hours in total, and

are an opportunity for you to consolidate your learning. You can expect support from DBST members and designated district officials in doing these assignments.

Design of the manual

As you work through this manual, you will see that it is built on the idea that new understandings depend on, and arise out of, activity. Its contents will work best if you *engage systematically in the activities* that are set out for you here. If you don't do the activities, you will miss out on the most important part of the learning pathway has been designed for you. The learning approach in this manual follows a learning cycle in which activities are central.

You probably know quite a lot already about Inclusive Education, and we would like to build on that knowledge. There are activities that ask you to think differently about what you know, or do a task that gives you a new experience. But, in order to learn from an activity, you need to think about and discuss what you have learned. After each activity there are ideas and comments which should help you in this discussion and reflection. As you explore further, you not only learn new things, you also have more questions. It is these questions that frame the next activity. The cycle (or, if you like, the spiral) is repeated:

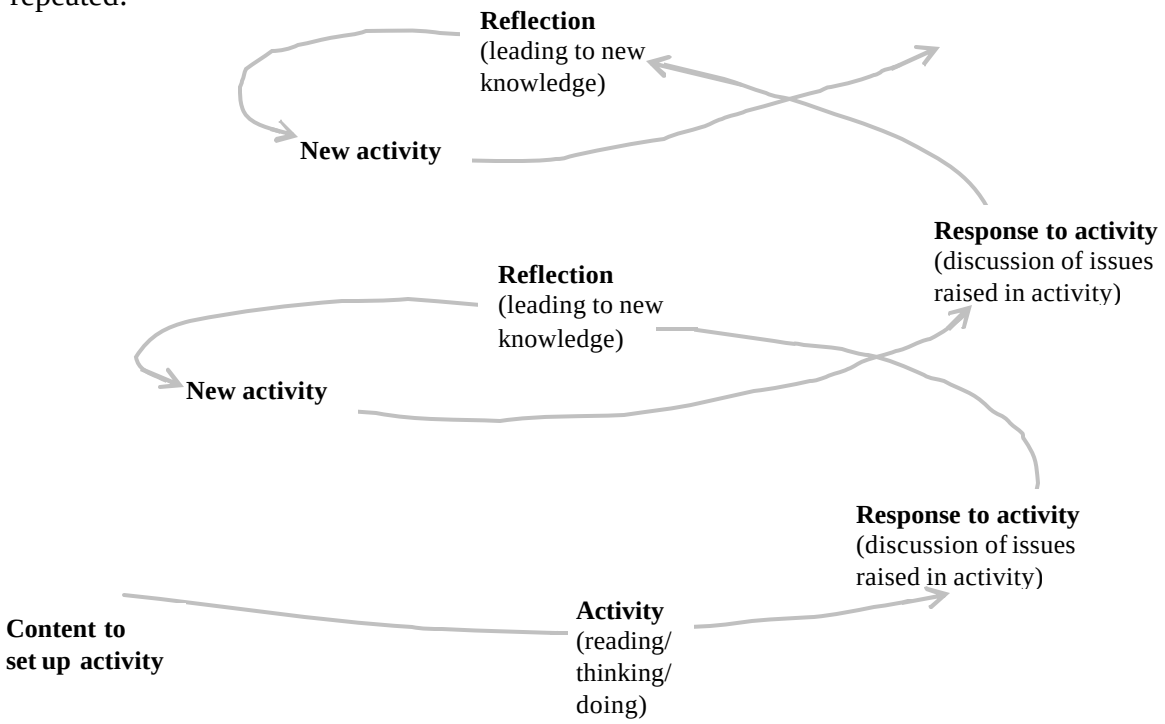
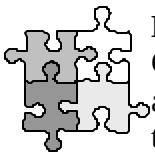


Diagram of a spiral showing how 'Content to set up activity' leads to 'Activity', which leads to 'Response to / discussion about activity', which leads to 'Reflection' on activity. A new cycle then begins with a 'New Activity'.

Finally, at the end of a number of cycles, the end of a unit is reached – by which time you will have had a chance to achieve the outcomes set at the beginning.

Each section has a key portfolio task that will help you to draw together the learning through all the activities in the units that make up the section. Your lecturer may or may not decide to use this key assessment task for formal assessment purposes.

The following headings (with associated icons) guide you through the learning process:



Learning Activities:
Certain activities in the Manual are essential learning tasks. It is important that you apply your mind to each one of these tasks, and answer the set questions. In the training sessions, your facilitators will ask you to spend time doing all of these tasks. Follow instructions given for the activity carefully and write down any other comments or ideas that come to mind as you learn. These are designed primarily to help you learn something new, to acquire a new understanding about something.

Reflection:
Opportunities to think about and discuss what you have done and what you have learned from the activities. When you learn something new, in a learning activity or a group discussion, you need an opportunity to reflect on what you have learnt, and to make sure you understand it. These sections of the manual are written to help you to consolidate your new understandings.

Stop, think and discuss:
At various points in the Manual, we ask you to stop and take some time to reflect on a particular point. During the training sessions your facilitator may ask you to discuss these with your colleagues in a small group. But they are most useful for when you are reading or studying the Manual on your own. Try to link the issue raised with what you have read, with what you have already learnt about Inclusive Education, with your own previous experience, and so on. The purpose of these activities is to help you consolidate your understanding of a particular point before moving on in the Manual.

Portfolio Assignments:
These are activities that bring together the ideas and material in the section. You will carry them out in your own work environments, after the completion of training. In certain circumstances they may be used by your trainer, mentor or an assessor for assessment purposes. At the end of each Portfolio Assignment there is an assessment grid that indicates the criteria for each task.

Study Time:
Next to each learning activity in this Manual, there is an estimate of the time you should reasonably be spending when you do it. For each unit, we also provide an idea of the notional time needed to complete all the activities and reflections. The idea is that in each unit, the essential activities (not including 'Stop, Think and Discuss') will take up about two-thirds of the notional time. This allows time for extra reading and discussion that you might want to do.

[i] Department of Education, South Africa, *Guidelines for Inclusive Learning Programmes*, 2005

INCLUSIVE LEARNING PROGRAMMES

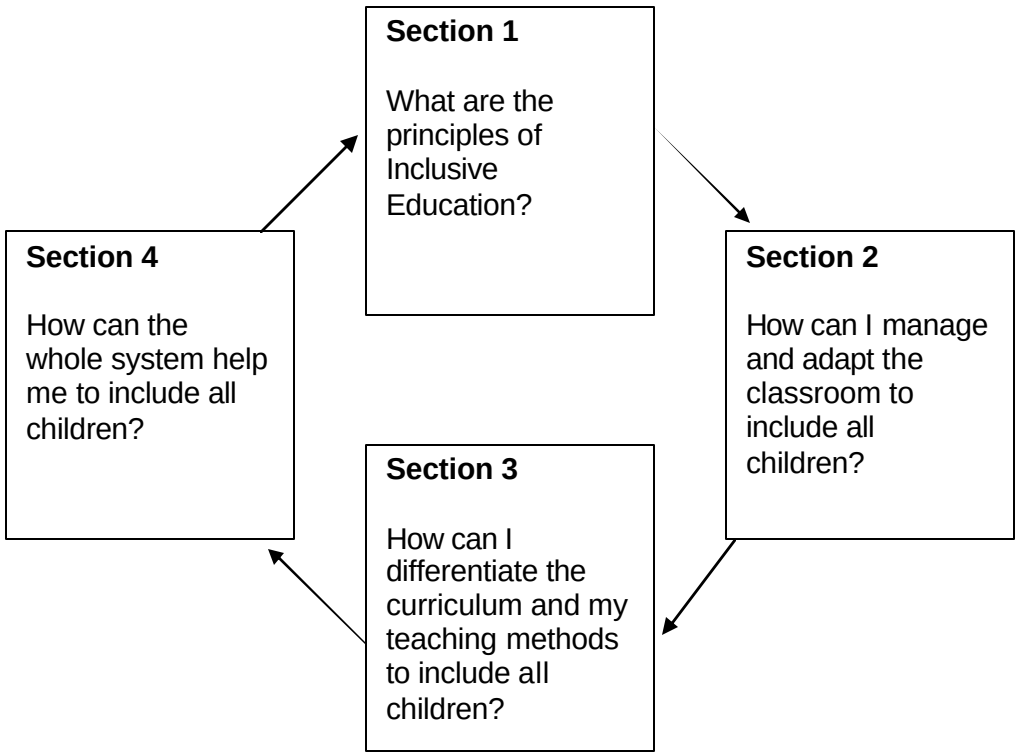
In the first manual, Screening, Identification, Assessment and Support, you were introduced to the concept of barriers to learning and the process of determining the level of need and accessing the appropriate levels of support for addressing barriers to learning.

In this manual we are going to look at how learners who have particular learning needs can be included in the classroom by ensuring that:

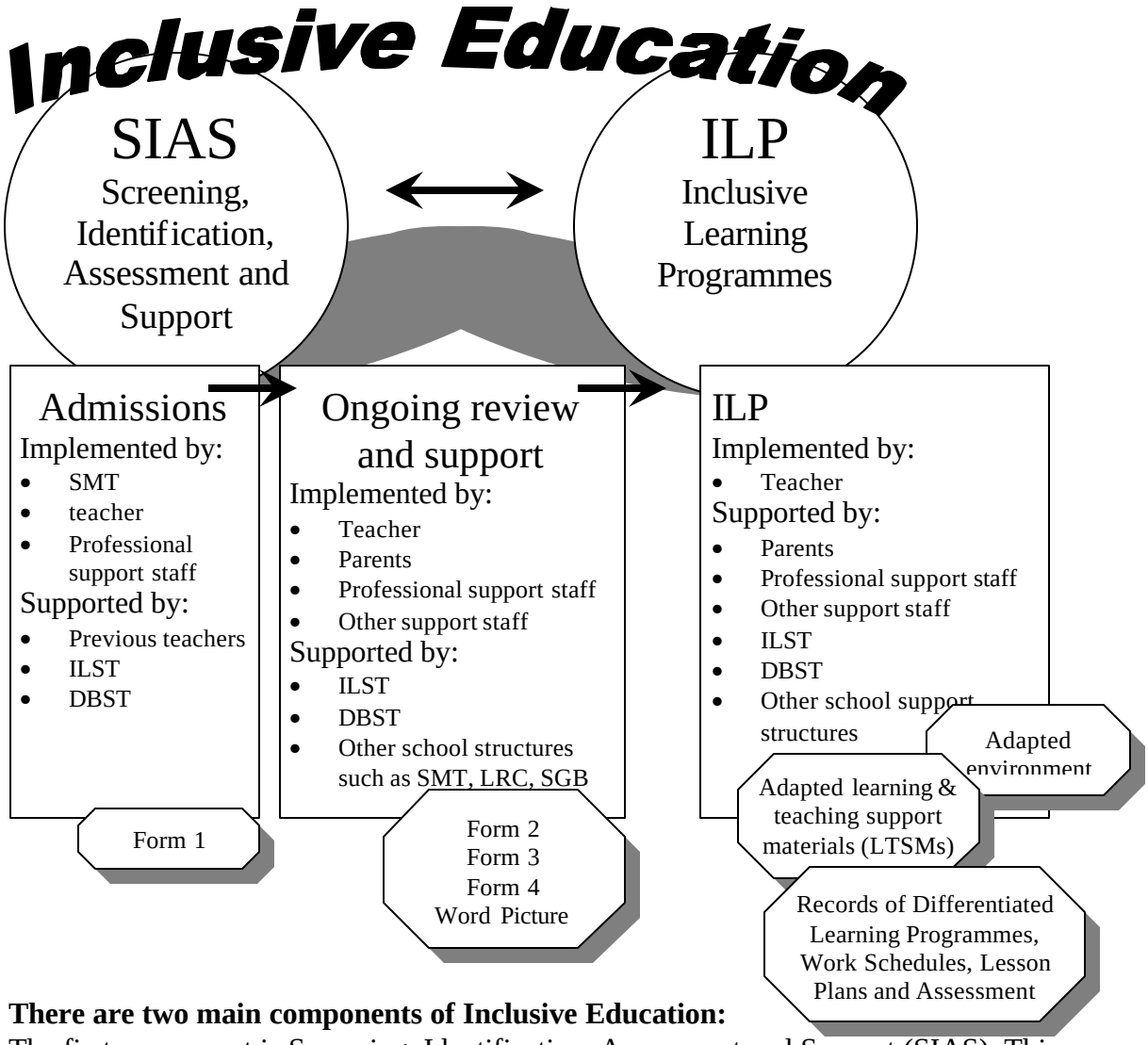
- the classroom environment (physical and psycho-social) is suitable to their needs.
- the teaching strategies employed and the design of the curriculum includes all learners.
- the support networks in and outside of the school are in place.

On the following page you will see a diagram that outlines how Inclusive Learning Programmes fit into the whole system of Inclusive Education.

Each section of this manual explores the answers to the following questions about Inclusive Learning Programmes:



In order to answer these questions you will work with a number of Case Studies, including those of Dineo, Nomvula, Xoliswa, Bashir from the Screening, Identification, Assessment and Support Manual. They are summarized at the end of this Manual, as Appendix A, for your ease of reference.



There are two main components of Inclusive Education:
The first component is Screening, Identification, Assessment and Support (SIAS). This involves gathering information about a learner for admission to school, and in an ongoing way. SIAS allows us to assess barriers to learning, the level of support needed by learners and the type of support required and available in the school.

- Admissions are implemented by the SMT, the teacher, and professional support staff; and supported by previous teachers, ILST and DBST. Form 1 is used for recording.
- Ongoing review and support and screening, identification and assessment for learners in school, is implemented by teachers, parents, professional and other support staff; and supported by ILST, DBST and other structures such as Admissions Committee, SMT, LRC, SGB. Forms 2, 3 and 4 are used to record ongoing review and support needs and provision.

The second component is teaching, assessment and support through Inclusive Learning Programmes (ILP). This helps to inform the ongoing SIAS strategy.

- It is implemented in the classroom by the teacher with support of the parents, professional support staff, the ILST, the DBST and other school structures.
- The environment and learning and teaching support materials (LTSMs) are adapted. Learning Programmes, Work Schedules, Lesson Plans and Assessment Strategies are differentiated and recorded.

SECTION 1:

THE CURRICULAR PRINCIPLES OF OBE, THE NCS AND INCLUSIVE EDUCATION

Unit 1: Comparing the principles of OBE, the NCS and Inclusive Education

Unit Outcomes:
By the end of this unit, participants will:

- understand the relationship between the OBE and Inclusive Education

Assessment Criteria:

- Explain the similarities between the principles of Inclusive Education and the key principles of OBE and the NCS
- Reflect on your own classroom and your own teaching practice in relation to these principles

Recommended training time for this Unit:
60 minutes (1 hour)

Before we look at curriculum issues for the effective implementation of Inclusive Education, let's examine curriculum reform that has already happened in our country and how this change is linked to the principles of Inclusive Education.

At the heart of Curriculum 2005 and OBE is the emphasis on the value of building a culture of learning and teaching that offers a quality education for ALL learners, by responding to the needs of ALL learners.

> "Curriculum 2005 is probably the most significant curriculum reform in Southern African education of the last century. Deliberately intended to simultaneously overturn the legacy of apartheid education and catapult South Africa into the next century, it was an innovation both bold and revolutionary in the magnitude of its conception. As the first major curriculum statement of a democratic government it signalled a dramatic break from the past." (Review Committee on C2005, 2000, p.9)

In 1997, Outcomes Based Education (OBE) and Curriculum 2005 (C2005) were phased into the Foundation Phase. Teachers were trained and began trying to implement these new ideas in their everyday classroom practice.

On the basis of feedback from teachers who were trying to implement OBE and C2005, the National Department of Education set up a Review Committee that made some key recommendations to simplify and streamline C2005. So, they kept the best aspects of C2005 and developed a simpler and stronger curriculum called the Revised National Curriculum Statement, now called the National Curriculum Statement (NCS). The NCS covers all schooling from Grade R to Grade 12. So our job is to ensure that Inclusion

happens in both General Education and Training (Gr R-Gr 9 GET) and in Further Education and Training (Gr10-12 FET).

The NCS remains firmly based on OBE principles and practices. Let's remind ourselves what the 5 key principles of the NCS are[i]:

INFORMATION SHEET 5 PRINCIPLES OF THE NCS	
The Principle	**Why this principle?**
Social Justice, a Healthy Environment, Human Rights and Inclusivity	This principle supports the values of the Constitution and the Bill of Rights. This principle ensures that the NCS addresses the goals for **social transformatio**n, as set out in South Africa's Constitution. In particular, this principle emphasises the importance of human rights, social justice and inclusivity. In doing this the curriculum is sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS. You will find these issues addressed in all Learning Areas. However, this principle does not only address immediate social issues, it also addresses longer term environmental, development and sustainability issues. It aims to ensure that South Africa's natural resources will be used wisely, so that all South Africans, and future generations, will have access to a healthy environment, clean air, water and food. This principle encourages educators and learners to explore the *relationships between* human rights, a healthy environment, social justice and inclusivity. For example, learners may explore the social justice effects of polluted air, or they may explore the issues of exclusion that are associated with human rights violations. All Learning Areas have addressed **human rights, social justice, a healthy environment** and **inclusivity** through the Learning Outcomes and Assessment Standards. This principle was included to ensure that the **process of learning** is seen to be as important as the **content.**
Outcomes-based education	The Critical and Developmental Outcomes and the unique features of the Learning Areas were used as the departure point, and a 'design down' approach was used to identify the Learning Outcomes and Assessment Standards. **This means that all Learning Outcomes and Assessment Standards work towards enabling learners to achieve the Critical and Developmental Outcomes.** Adopting an outcomes-based approach also allows for creativity and innovation on the part of teachers, who can interpret the outcomes differently in different contexts.

	Different methods can be used to achieve the same outcomes. Outcomes-based education accommodates and responds to diversity. The outcomes-based approach also allows all learners to develop and achieve to their maximum ability, and allows for participation in learning. It encourages active learning approaches.
A high level of skills and knowledge for all	This principle establishes an expectation that all learners will be offered opportunities to develop a high level of knowledge and skills. This principle was included to ensure that educators aim to provide for **high quality education for all learners.**
Clarity and accessibility	This principle was included to ensure that all educators in South Africa can use the NCS easily. The NCS has clear design features. It is available in all official languages and will be available in Braille.
Progression and integration	This principle ensures that the curriculum sets out progressively more demanding, deeper and broader expectations of learners. Learning gets progressively more complex from grade to grade, and from phase to phase. Integration is necessary to ensure that learners experience the Learning Areas as being linked and related. This allows for expanded opportunities for learning.

These principles are reflected in the following, taken from the National Curriculum Statements document[ii]:

> 'The curriculum can play a vital role in creating awareness of the relationship between human rights, a healthy environment, social justice and inclusivity. In some countries this is done through subjects such as civics. The Revised National Curriculum Statement has tried to ensure that all Learning Area Statements reflect the principles and practices of social justice, respect for the environment and human rights as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability, and such challenges as HIV/AIDS. The Revised National Curriculum Statement adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional and physical needs of learners will be addressed in the design and development of appropriate Learning Programmes.'

Learning Activity 1

Time Needed: 60 minutes

Let's examine the similarities between the principles of Inclusive Education and the key principles of OBE and the NCS.

Step 1 – as a big group
Brainstorm the meaning of Inclusive Education, based on what you know from the training on Screening, Identification, Assessment and Support (SIAS), and from your own experience.

Step 2 - in groups
1. Choose one principle from the table above.
2. Prepare a short presentation on a flip chart paper about how that principle of the NCS applies to Inclusive Education. In your presentation you should include:
   - A brief summary of the principle and what it means
   - How that principle applies to Inclusive Education
   - How that principle will influence classroom practice

Step 3 – gallery walk
Put the presentation on the wall with all the other presentations. Choose a presenter from the group to explain the presentation. Each group shares their presentation with the others.

Reflection
When you drew up your presentation you may have included some of the following points[iii]:

How NCS principles apply to Inclusive Education, and influence classroom practice	
Principle: Social justice, a Healthy Environment, Human Rights and Inclusivity	• All children have a right to education • All learners should have equal opportunities for learning • Establish a human rights culture in the classroom • Emphasise social justice issues in context and in activities • Include activities that allow learners to contribute to creating a healthy environment • Differentiate teaching and learning to respond to ALL learners needs in the classroom and respond to learners who experience barriers to learning
Outcomes-based education	• All learners should be provided with opportunities to demonstrate their abilities to achieve the Learning Outcomes and Assessment Standards • All activities are based on Learning Outcomes and Assessment Standards • The process of learning is as important as the content of learning • A variety of teaching strategies and assessment strategies need to be used to allow for diversity in learning styles and approaches. • Activities should encourage participation in learning through active learning approaches
High level of knowledge and skills for all	• The quality of teaching needs to be high • Learners should be exposed to up-to-date information and to well planned activities • Learners should be given ample opportunity to develop a range of different skills to their full potential

	• All learners should be expected to achieve high knowledge and high skills • Teachers should have high expectations of all learners
Clarity and accessibilty	• All learners must have access to good quality LTSM which are readable and meaningfully constructed. • Language support should be provided so that learners can all understand what teachers are teaching. • Activities must be clear and easy to follow (even complex activities must be clear and easy to follow)
Progression and integration	• Teachers should make sure that all lessons are offered at the relevant level as outlined in the Assessment Standards • Activities should be designed to ensure meaningful integration.

There is a useful section in the Guidelines for Inclusive Learning Programmes which will further help you to see the connections between Inclusive Education and the NCS.[iv]

Stop, think and discuss

Think about what you can do to facilitate change in your own classroom and in your own teaching practice. Here are some points to consider:

- Allow change to be a process – know that the process of implementing anything new will always take time.
- Trust yourself and the process – don't place unrealistic expectations upon yourself, and, don't be too hard on yourself if things don't always work the first time around.
- Develop a risk-taking mentality.
- Do what you can do NOW to make a difference even if it seems like a really small step.
- Practice reflection in action – think critically about your attitudes and teaching practices in the classroom.
- Commit to continuous improvement and perpetual learning.
- Remember that it is the role of the DBST to support and facilitate this process of change towards becoming more inclusive educators and creating more inclusive classrooms.

Summary

You can see that there is a strong correlation between the principles of OBE and the NCS, and Inclusive Education. We should never lose focus on what works and what doesn't work for our different learners. The challenge is to try and see learners 'with new eyes', and to make the necessary changes and adjustments to align the teaching and learning processes in classrooms with these important principles.

To get teaching right in the classroom we have to make these values part of our teaching and act upon them. In particular "Differentiation in the NCS should not be viewed as creating a new or alternative curriculum to the NCS."[v]

Notes and References

[i] Activity and notes adapted from Department of Education, Grade 8&9 NCS Orientation Programme – Part A: Generic Section

[ii] Revised National Curriculum Statement for Grades R-9 (Schools), Overview, page 10.

[iii] Notes adapted from Department of Education, Grade 8&9 NCS Orientation Programme – Part A: Generic Section Facilitators' Manual

[iv] Department of Education, *Guidelines for Inclusive Learning Programmes*, page 9-11, 2005

[v] Ibid. page 9

SECTION 2

ADAPTING THE CLASSROOM TO INCLUDE ALL LEARNERS

Unit 2: The changed physical classroom environment

Unit Outcome:
By the end of this unit participants will be able to describe and demonstrate physical classroom adaptations for Inclusive Education.

Assessment Criteria:

- Explain why physical changes are necessary
- Reflect on physical adaptations necessary in own classroom
- Provide an environment that is physically accessible to all learners

Recommended training time for this Unit:
90 minutes (1½ hours)

2.1 Introduction

In Unit 2 we begin to think about simple physical changes one can make in the classroom to include all children. Including all learners in the classroom begins with ensuring that the environment is accessible and comfortable for all children. This may mean putting in ramps, clearing space for wheelchairs, etc. It can also mean some small changes that don't involve any real change to the classroom infrastructure. Most of these changes are about good teaching practice.

Learning Activity 2

Time Needed: 15 minutes

1. Remind yourself of the different kinds of barriers that learners can experience.
2. Discuss two reasons why we change our classrooms for learners who experience barriers.

Reflection
You know that an important idea in OBE is about managing and adapting classrooms to include all learners. This applies to all children, whether they use a wheel chair, or whether they are shy and withdrawn. For example, a child in a wheelchair has to be provided with ways of moving up and down stairs, such as ramps, and has to be given enough space in the classroom to move around. A shy child, for example, needs to be given the emotional space to function well. Learners who experience barriers and who see that teachers and the school community are making an effort to include them will be given a psychological boost. They will feel included. This is good motivation for any child!

Obviously, the changes that you need to make depend on the needs of each learner. There can be as many needs as there are learners. For this reason, we cannot discuss all the needs that exist. Instead we are going to illustrate some ideas about types of changes you

can make to the physical environment to accommodate needs that you may observe in your classroom.

2.2 Including learners who experience physical, visual and auditory barriers

Let's begin by looking at some examples of how some real children were included in ordinary schools.

Learning Activity 3

Time Needed: 30 minutes

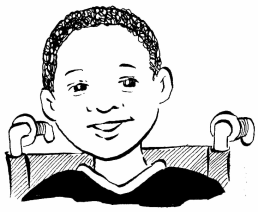
Each of these case studies illustrates different ways that the environment can be changed to include learners experiencing physical barriers. Some of the changes are mentioned in the case study, others are not.

1. Read the case studies carefully.

Case Study 1

Brenda was born blind. She grew up in a town that had a school for visually impaired learners and so could attend primary school. She is a bright girl and did well at school. When it was time for her to attend high school, her parents could not afford to send her to a boarding school catering for partially sighted children in Johannesburg. The local high school, however, was willing to accept her and the SGB even earmarked funds for the adaptation of the school to include Brenda and other learners like her.

Her teacher ensured that Brenda had a desk right at the front of the class and oversaw the other adaptations that had to be made of the school for Brenda. With these modifications to the physical environment, Brenda could successfully complete her schooling in an ordinary school.



Case Study 2

Siphakamile was a very active and athletic boy in Grade 12. In the afternoons, he used to ride his bicycle home from school along the dirt track in his rural village. One day, while riding home, a car that was speeding down the track hit him, catapulting him over the bonnet. Siphakamile was wearing a

backpack on his back and landed at such an angle that he suffered irreparable spinal damage and would need to use a wheelchair for the rest of his life.

After many months in hospital and under the care of medical professionals, Siphakamile decided that he was ready to return to school and start his Grade 12 year again (as he had missed the final exams due to his accident). He was, however, very anxious about going back to school as he didn't know how his peers would respond to him.

When the day finally dawned for his return, his mother brought him to school in his wheelchair. As she pushed him towards the school, he saw that something had changed. In his absence, the parents of other learners at the school had got together and had donated the concrete and other building materials and had spent their time building ramps and making other physical changes to the school so that this boy could return to school.

Siphakamile was overwhelmed and immediately knew that coming back to school was the right thing to do. From then on, he never felt excluded and went from strength to strength!

2. Complete the table and list the other changes that may have to be made for each child.

Did the learner require any accommodations in each category? If so, what kind of inclusion was necessary?	Case study 1	Case study 2
The outer school building		
The school walkways and corridors		
The classroom		
The bathroom		

Reflection

From these two case studies, you will see that through some infrastructural changes, all learners can be included. For example, ramps, toilets and wall rails. There are also many people within the community who could advise a school, such as community nurses, doctors, therapists, NGO's who work with impairments and, of course the parents of the child and the child him or herself.

It is not always obvious what other adaptations may be necessary. Read the following the case study to begin thinking about other changes.

Case study 3

Judith was in a special school for learners experiencing intellectual barriers to learning in her primary school years. She is also deaf. At the end of her Grade 7 year, her parents were told by her teacher that there was no point in keeping her in the schools because she was 'ineducable'.

Her parents approached the DBST for advice. After extensive consulting with all the role players including a local Deaf organisation several options were suggested to Judith's parents. One of these options was that she attends the local secondary school with additional support. The school agreed for Judith to join the Grade 8 class as long as she had additional support. Judith joined the Grade 8 class and also spent two afternoons a week with a Deaf tutor appointed by the district (on a roving basis). The tutor assisted Judith with her school work and with learning South African Sign Language. Her Deaf tutor also advised the school about how to adapt the classroom for Judith.

It turned out that Judith did not experience intellectual barriers to learning, but that no adaptations had been made for her deafness at the special school. Through the dedication of the staff at her new school Judith spent five happy years and matriculated well. With minimum effort, the local school had managed to include this child and minimise her barriers to learning.

Learning Activity 4

Time Needed: 15 minutes

Discuss in your groups:

1. Discuss the arrangements that the school made to include Judith.
2. What other physical changes do you think Judith's teacher would have had to make in the classroom to include her?
3. What physical changes do you think the school had to make to include Judith?

Reflection

You probably thought of many ideas. The following ideas will help you to think more about including deaf learners in a classroom:

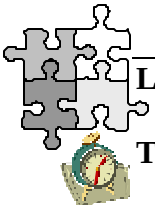
Classroom adaptations for deafness

- Ensure that the light in the classroom does not obscure facial expressions and lip movements.
- Seeing all the roleplayers is key. Learners should always sit in a horse-shoe shape so that all learners and the teacher can be seen clearly, not in row. Make sure that

the deaf or hard of hearing child knows where to look. A strategy like raising a hand before speaking would give the child visual cues as to where to look.

- The learner will need extra time to read information. The learner cannot read and 'listen' at the same time.
- South African Sign Language will make the environment accessible. However SASL should be used with fluency and not used simultaneously with spoken language. The school must be aware of the role of the SASL educational interpreter in the classroom.
- Be aware that Deaf learners using a SASL interpreter will be receiving delayed information. Make sure that you give them plenty of opportunity to answer and ask questions.
- Allow the child to personally talk about strategies that she or he finds helpful (once he/she feels comfortable), such as speaking clearly and using gestures. Each child is different and some do not want anyone speaking slower or over-pronouncing words. Allow the child to lead.
- Extra noise can be problematic for children who use hearing aids. There are many interesting ways to minimise class noise… certain carpets and wall hangings can be used to minimise noise. Be aware of air conditioner noises, humming of lights, etc. Windows near roads and playgrounds may need to be closed.
- An FM system /loop system can be fitted to the class to improve hearing.
- A learner with cochlear implants needs to be included in a similar way to a hearing learner, but the level of noise in the class should be reduced. For example you can use tennis balls on the legs of chairs to minimize chair noises. The learner with cochlear implants must be seated nearer the centre of the class, away from walls.
- Having visual access to information is crucial. For example announcements made over the intercom can be posted on a notice board.
- Ringing bells, fire alarms, etc can be enhanced with a flashing light.
- Visual over stimulation (while the child is concentrating on using their eyes to learn – either through lip-reading or watching the SL interpreter) is very distracting. Depending on the age of the learner, decorations and posters can be a distraction.
- Noise and vibrations can also be a distraction. Building noises and knocking noises which cause vibrations are distracting.
- Some deaf or hard of hearing people may prefer a lip-speaker (if they are more oral and do not have access to much residual hearing)

Obviously these all differ depending on the child, but all should be considered.



Learning Activity 5

Time Needed: 10 minutes

Now think back to Case Study 1.

1. Make a list of physical changes that Brenda's teacher and the school would need to make to include Brenda.

Reflection

There were several physical changes that needed to be made to include Brenda. In the UNESCO Guide for Teachers on Understanding and Responding to Children's Needs in Inclusive Classrooms[i] there are some practical ideas on the subject.

Classroom adaptations for blindness and sight impairments.

- The needs of a blind learner are different from those of a learner with low vision.
- For a child with low vision find out from the child where the best place is for her to sit so that she can see the chalkboard. But be careful not to separate her off from the rest of the class.
- The light should not reflect on the board and you should ensure that the chalk appears clearly on the board.
- Arrange the furniture so that there is a clear passage to the desk and other facilities. Do not move the furniture without informing the blind learner.
- If the child's eyes are sensitive to the light, move him away from the window. Have him wear a peaked hat to shade his eyes or give him a cardboard screen to use for shade when reading and writing.
- Ensure the child knows her way around the school and the classroom. Teachers and sighted pupils should lead her by walking in front with the visually impaired pupil slightly behind and to one side; holding on to the guide's elbow. Warn them of obstacles such as steps and narrow doorways.
- In an inclusive classroom all steps taken to include a learner should be done with sensitivity so as not to embarrass the learner. Adaptations must be seen as part of the normal routine.

2.3 Including learners who experience intellectual barriers

The intention of this part of the unit is not to analyse the different forms of intellectual barriers, but to offer some ideas as to how children who experience intellectual barriers to learning can be included through some physical changes to the classroom environment. Here are some ideas.

Classroom adaptations

- Reduce visual distractions – keep the space clear of objects that are not needed for the lesson, and ensure there is nothing distracting behind the teacher when she is engaging with the learners. Try to reduce other distractions such as noise by gluing pieces of waste carpet or tough cardboard to the bottom of chair legs, or providing headphones to block out noise levels.
- With children who are inclined to run around, seat them by the wall with bigger children beside them. You can also assign them tasks that allow them to move

around so that this moving does not become disruptive, such as handing out papers, notebooks and materials.

- Try to recruit a volunteer who will come to the class on certain days to provide one-to-one help for the child. You can also ask the volunteer to work with the rest of the class so that you can work with the child.
- Find time to work with the child on a one-to-one basis even if only for short periods; for example, when the other children are occupied with other tasks.
- Provide a daily schedule so that the learner knows what to expect in his school day. This can be done by using line drawings to represent the different activities if the learner is still at a pre-literate level.

Learning Activity 6

Time Needed: 20 minutes

Think about a child you know who has particular needs because of intellectual barriers to learning. If you do not know of a child, remind yourself about Dineo from the Screening, Identification, Assessment and Support manual. Her Case Study is summarized in Appendix A at the end of this Inclusive Learning Programmes Manual.

1. What are this child's needs and how could these needs be accommodated with minimal environmental adaptation?
2. Discuss your ideas with a partner.

Reflection

After you have discussed with your colleague it should be obvious that learners' needs can be very different. So too must be your adaptation of the classroom to meet their needs. Let's spend a few minutes thinking about your own schools now.

Stop, think and discuss

- With a few colleagues from your school or district, think of all the changes you might have to make to better include the children who experience physical and intellectual barriers to learning at your school. Also think of examples where you could make these learners feel more included!
- Discuss examples of adaptations that you have made to your classroom, in all the time that you have been teaching. Perhaps the way you arranged the chairs, or the way you wrote on the blackboard. Talk about why you made these changes. Were these changes always only for children who were experiencing barriers to learning?
- How do you think you can get more information about adapting your teaching and learning environment and materials?

Reflection

You will have discovered from your discussions that aspects of Inclusive Education, such as adapting the classroom and differentiating the curriculum even, is not just about children who experience barriers to learning. It is also about our everyday teaching, and

the ways in which we make all children feel included, and give them opportunities to learn to the best of their ability.

We do not always know the best ways to adapt our classrooms so that they are well managed and inclusive of all children. And there are new ideas coming up all the time. There are many challenges around how to find a balance between individual work for children, group work, and finding the time and space to work with children in overcrowded classrooms. That is why in Inclusive Education the emphasis is on team work. Teachers within a school can share ideas, teachers from different schools can share ideas. The ILST has an important role to play in supporting teachers in making decisions about Inclusive Education, and accessing information and resources.

Summary

In this unit, you briefly looked at how the physical environment can be adapted to include learners who are experiencing barriers to learning due to physical, visual, auditory and intellectual impairments. We reflected on how these changes can be major (infrastructural changes) or minor (seating and other classroom arrangements). We also noticed how we make changes for all children, not just those experiencing barriers to learning.

Once the environment is conducive to hosting a learner with particular needs, it becomes more hospitable to each child. This however, is not enough to make such a learner feel part of the class or school in itself. It is also necessary that the psycho-social environment meets the needs of all learners. In Unit 3 we look at what this means.

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[i] UNESCO Guide for Teachers on Understanding and Responding to Children's Needs in Inclusive Classrooms, 2001.

Unit 3: Changing the psycho-social classroom environment

Unit Outcome:
By the end of this unit participants will be able to describe and demonstrate psycho-social adaptations for Inclusive Education.

Assessment Criteria:

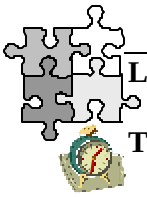
- Explain why psycho-social changes are necessary
- Reflect on psycho-social adaptations necessary in own classroom
- Reflect on and describe the role of the teacher in an inclusive classroom.
- Provide an environment that is psychologically, socially and emotionally friendly for all learners

Recommended training time for this Unit:
120 minutes (2 hours)

3.1 Introduction

In this Unit we will explore the psycho-social factors that impact on learning. Children learn best when they are in a stable and happy psycho-social climate. Teachers can manage the psycho-social environment in the classroom in a way that is conducive to children's emotional well-being. So, it is important not only to welcome learners by making physical adaptations to the classroom, but also by adapting the classroom to be a safe and comfortable emotional space for them.

3.2 Creating an Emotional Environment which is Conducive to Learning



Learning Activity 7

Time Needed: 20 minutes

Remember the story of Nomvula in the Screening, Identification, Assessment and Support Manual. Her Case Study is summarized in Appendix A at the end of this Inclusive Learning Programmes Manual.

Nomvula is a girl who has just lost her parents. She is even more traumatised by the psycho-social environment in her classroom.

1. How would you describe Nomvula's psycho social environment?
2. What influenced the psycho social environment in Nomvula's case?

Below is a list of some important emotional needs of children[i].

3. Agree with a partner which you think are the most important three in helping Nomvula.

- to feel accepted
- to play
- to know limits
- to be liked
- to feel secure
- to be forgiven
- to be disciplined
- to be praised
- to have rules
- to be respected
- to feel loved
- not to be alone
- to be listened to
- to feel encouraged

4. Think of any child in your class. Describe how you think the psycho-social environment in the classroom affects his or her learning, positively or negatively.

Reflection

As we can see from Nomvula's case, her learning difficulties resulted from problems at home and were made worse by the attitude of her teacher who lost her patience with Nomvula. Learning can be very frightening. To learn is to take risks. If we feel safe and encouraged it is easier to take risks. If we feel that we are not allowed to make mistakes we will be scared to learn. As adults we often forget that children experience life mostly through their feelings rather than through their thoughts.

Maybe you found it hard to agree on Nomvula's needs. Perhaps that was because it depends on which child you are discussing. Most children have these emotional needs at different times in their lives. It is very important to pay attention to the quiet children who never try anything on their own. It is easy to ignore them because they do not disturb our classes. However, it is they who often need most attention. Remember that children are often quiet so that they can hide learning problems they may experience. You need to observe them carefully to see what barriers to learning they are experiencing.

As we can see from Nomvula's case, children need to feel accepted and listened to and understood. Once her teacher started taking an interest in her and got to know her better by observing her, drawing up a word picture and visiting her granny, she could react more sensitively to Nomvula and try to address her emotional barriers to learning.

In your groups you might have come up with some of the following ways to make sure that children feel safe and cared for in the classroom:

- Get to know each child well - Unit 4 of the Screening, Identification, Assessment and Support Manual gave many useful tools for observing learners. However, to get to know the emotional world of the child you might ask yourself: What is this child afraid of? Is there anything he or she is angry about? When is this child disruptive? When does he or she become quiet and withdrawn? What does he or she like to do? What makes this child feel safe and happy in the world?
- Give learners a chance to express themselves and speak about their feelings Allow learners time to talk about themselves and about their feelings. Listen carefully so that they know that their feelings are important. To make it safer for learners they can talk

about their feelings in groups or during pair work. Also allow them to express their feelings through drawing, writing, dancing or music. Physical movement is especially good for expressing anger.

- Encourage caring relationships among learners - If children like Nomvula, feel that nobody cares about them they can get deeply hurt. As in Nomvula's case, they may withdraw.

Learning Activity 8

Time Needed: 15 minutes

Remember how the other children in her class did not want to play with Nomvula?

1. With your partner discuss how the teacher could have ensured that the other children included her and made her feel more accepted.

Reflection

Probably the most important way in which to create a caring classroom is for the teacher to model caring behaviour. Because they live much more through their emotions, children are generally very aware of emotional undercurrents. In Nomvula's case it would have been easier for the children in her class to be kind and caring if they had seen their teacher behave in this way. Children also watch how we interact with our colleagues. It is therefore important to lead by example.

A 'buddy system', where one or two girls are given the responsibility to make sure that Nomvula feels included, could work well in this case.

Encourage children to praise each other if they succeed or try very hard. Celebrate successes and make sure that you show children that you really believe in them.

While many children try to hide their learning problems by being quiet other children are disruptive and difficult. They can often take up much of the teacher's time. This disrupts learning and can make shy children withdraw even more. Remember that learners learn best in a well-managed and orderly environment. It is therefore very important that you draw up a code of conduct with your learners. These rules must be few and easy to remember. Every learner must also know what will happen if they choose to break them.

It is also very important that bullying is not tolerated in your classroom and in the school. Let's explore this issue briefly.

Stop, think and discuss

Here is a case study taken from a book called Beat Bullying[ii]

Paul's Story

Paul is a Grade 7 learner at a Gauteng primary school. He started his schooling at a school where bullying took place. Then he left the school for two years before returning. Paul is an average learner who copes fairly well at school.

"The bullying started at the end of Grade 4. They began calling me names and making nasty comments about me. I felt bad. They never hit or pushed me. They just said things that were mean.

It got worse in Grade 7. They would do things where the teachers couldn't see them. It was a group of boys in my class. I would be walking form one class to another and they would make comments about my mother behind me in the line.

They always seemed to pick on me. I tried to avoid them, to ignore them, but that didn't seem to help. I even told my mother. She told the teachers. They got all the learners together and told them that this must stop. They made them write a letter to apologize to me.

The bullying stopped for about a month. But then they started again. I wasn't scared, but irritated. I had made a few friends. I just tried to ignore them. But I was losing self confidence and was very unhappy. The teachers didn't seem to care.

Eventually I told my parents that I did no want to go to school."

- Why do you think it is difficult for teachers to deal with situations like Paul's?
- What advice would you give Paul's teachers in this situation?

Reflection

In your discussion you probably mentioned that the difficulty with this kind of situation is that the boys bullied Paul when no adult was present. It could therefore not be addressed immediately and on the spot.

Good advice to the teachers would probably be:

- Monitor Paul's situation more closely after he reported the bullying in the first place and to call him in and ask how it is going.
- Encourage learners to stand up to bullying as a group or as individuals as long as it is safe to do so.
- Encourage learners to report all incidents of bullying.
- Every learner needs to know what bullying is and that it is unacceptable.
- The school needs to have a clear anti-bullying policy.
- Do role play with learners to teach them how to react in different situations of bullying.
- Teach learners conflict resolution and assertiveness skills.

There are many different ideas about how to manage children with difficult behaviour, of which bullying is just one example. Here are a couple of books that you might want to read for more information:

1. Docking, J. (1998) Managing Behaviour in the Primary School. London: David Fulton Publishers.
2. Stone, L. (1990) Managing Difficult Children in School. Oxford: Blackwell.
3. Winkler, G., Dawber, A. & Modise, M. (2001) All Children Can Learn. Cape Town: Francolin Books.

3.3 Changing the way we think about how children learn

With the introduction of OBE, we are sometimes asked to think about learners in different ways to how we saw them before.

a. Constructivist Theory

Learning Activity 9

Time Needed: 20 minutes

Look at the following picture that illustrates how differently teachers think about learning. The two teachers below are talking about their own experiences in the classroom and what works for them.

1. Can you identify any beliefs these teachers may have about learning which motivates their teaching practice?
2. Which is closest to the one you use? Why do you teach in this way?

Reflection

You probably noticed that the first teacher appears to view knowledge as a collection of facts, which she can pass on to her learners. She believes that they learn by memorizing facts and that the success of the learning process can be determined by the number of facts the learners can remember in a test. We refer to this as the behaviourist approach to teaching which sees knowledge as 'something out there', which can be transferred from the mind of the expert (the teacher) to the mind of the learner.

The second teacher believes that children learn as they explore their environment together. She believes that children learn through activity, by actively constructing their own knowledge. They make meaning of their environment through discovery and problem solving. We call this constructivism. Knowledge is seen to be made up of a combination of facts (what), conceptual understanding (why) and skills (how).

Learners are seen as ultimately responsible for their own learning. Of course this does not imply that constructivists believe that teachers no longer have to teach.

Stop, think and discuss

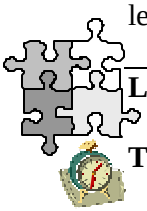
1. If we believe that learners construct their own knowledge, what is the role of the teacher?
2. How can we help children to learn?
3. In your groups discuss the links between the theories we have looked at and the OBE approach to curriculum?

Reflection

This paradigm shift about how children learn characterizes OBE. The teacher's role is to facilitate and provide opportunities for children to think and question, and make links between what they already know and new knowledge and skills. Think back to the principles of OBE and the NCS that you discussed in Unit 1. You can see that the learner is central to all the principles, whichever way you look at it. But we also know that each learner is different.

b. Learning Styles

In order to understand the learners in our classroom better we have to understand their individual learning styles. In the next activity we will explore different learning styles.



Learning Activity 10

Time Needed: 20 minutes

1. Discuss what you think we mean by learning styles, and give examples of different learning styles.
2. Do this next exercise to check your own learning styles. Read through each of the following statements and decide if you strongly agree, agree or disagree with regards to yourself. Assign yourself points for each statement as follows:

STRONGLY AGREE = 2 POINTS
AGREE = 1 POINT
DISAGREE = 0 POINTS

	STRONGLY AGREE	AGREE	DISAGREE
If you are a Linguistic Learner, you: • value books and like to talk about what you've read			
• "hear" words in your head before speaking or reading them			
• have a good memory for names, places, dates and/or trivia • enjoy word games, puns and tongue twisters			
• are a good speller			
• have a good vocabulary			
• write well			

• communicate with others in a highly verbal way			
TOTAL			
If you are a Logical-mathematical Learner, you: • are curious about how things work			
• mentally compute measurements and formulas			
• enjoy logic puzzles, brainteasers and games of strategy, like chess			
• look for rational explanations, think logically and seek logical answers			
• feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way			
• like to experiment in a way that uses higher order cognitive thinking processes			
• have a good sense of cause and effect			
TOTAL:			
If you are a Spatial Learner, you: • draw or doodle			
• read charts, maps, and diagrams more easily than text			
• enjoy artistic pursuits			
• see clear visual images			
• have a strong sense for colours			
• often have vivid dreams at night			
• enjoy taking (and looking at) photographs or movies			
• can get around easily in unfamiliar territory			
• can comfortably imagine how objects appear from different angles			
• prefer reading material that is heavily illustrated • enjoy doing puzzles, mazes and similar visual activities			
TOTAL:			
If you are a Bodily-Kinesthetic Learner, you: • are physically active and enjoy the outdoors			
• excel at one or more sports/athletic pursuits			
• find it difficult to sit still for long periods • like working with your hands			
• enjoy taking things apart and putting them back together			
• have a need to touch things when learning about them			
• are well coordinated			
• need to practice skills by doing them rather than simply reading/hearing about them			
TOTAL:			
If you are a Musical Learner, you: • sometimes hum, sing, or make tapping sounds while working			

• enjoy listening to music on radio, cassette, or CD			
• can tell if a musical note is off key			
• may play a musical instrument or sing well			
• know the tunes to many different songs			
• have a good singing voice			
• have a rhythmic way of speaking or moving			
TOTAL:			
If you are an Interpersonal Learner, you: • enjoy socializing with others			
• are sought out by others for advice and counsel			
• enjoy group games and sports			
• prefer to talk over problems with another person, rather than solving them alone			
• have at least three close friends • seek the company of co-workers both during and after hours			
• voluntarily tutor co-workers in new skills			
• show leadership ability			
• are an active member of one or more clubs, committees or other organizations			
TOTAL:			
If you are an Intrapersonal Learner, you: • are self-directed and prefer working alone			
• have high self-esteem			
• are interested in learning more about yourself			
• at times may say or do things that others have difficulty understanding			
• are strong willed and independent			
• may be a loner			
• have strong opinions about things			
TOTAL:			

3. Total up the points you scored in each section. The section in which you scored your highest points details your predominant learning style.
4. Once you have completed the activity, share your results with other people and see how similar or different you are with regards to learning styles.
5. Discuss what the implications of this could be for your teaching and the way you think about teaching.

Reflection

An important thing that you will have noticed is that you do not have only one learning style. This is because you are a creative, thinking, flexible human being. The same is true for children.

In fact, thinking about your own learning style can make you more sympathetic to learners who learn differently to yourselves or others. If you think about the old fashioned classroom in which the learners sat in rows and the teacher stood in front and spoke you can understand why many learners found it very hard to learn. It is also important to vary our teaching methodologies. This will be discussed further in Unit 5.

Stop, think and discuss

You will remember in Unit 1 how you thought about the changed role of the teacher in OBE and in Inclusive Education. Do this exercise and think again about your changing role.

Look at the table below. There are four learning styles listed.

Verbal/ Linguistic	Logical/ Mathematical	Visual/ spatial	Bodily/ kinaesthetic

Now look at the following list of learning activities and write each activity in the column appropriate to the learning style it favours.

- Conducting surveys
- Debating
- statistical research
- designing posters
- interviews
- building models
- drama
- storytelling
- teaching others
- timelines
- playing games
- collages
- flow charts
- creative writing
- painting
- puzzles
- brain teasers
- demonstrating
- mind mapping
- crafts

Learning Activity 11

Time Needed: 15 minutes

1. How do you think the role of the teacher has changed as a result of Inclusive Education and OBE?

2. How do you think you have changed as a result of OBE?

Reflection

Teachers play an all-important role in structuring learning experiences and setting up appropriate learning environments that provide quality education for all learners. Traditionally, teachers were seen as delivering and transmitting knowledge. With OBE and the NCS, the teacher's role is that of guiding and managing the learning process. The teacher has a role as a facilitator rather than as an instructor. You can see how this fits with the principles of OBE and Inclusive Education.

Instruction is the opposite style to facilitation. This lecturing-style of delivering a lesson is boring for learners as they usually have to sit quietly for long periods of time listening to the teacher.

There will be more opportunity to engage with different teaching strategies in Section 3.

Stop, think and discuss

Here is a list of characteristics which can be attributed to a teacher as facilitator and a teacher as instructor. They appear in no particular order.

Read the list and then do the exercise below.

- Guides learners
- Fails to provide problem solving opportunities
- Encourages discussion
- Expects learners to be passive
- Expects learners to take responsibility
- Asks factual questions to check for understanding of knowledge
- "Spoon feeds" learners
- Discusses outcomes and assessment with learners
- Concerned only with content
- Encourages learners to work at own pace
- Embraces learners' prior knowledge
- Sets strict time limits and expects all learners to finish at the same time
- Encourages critical reflection
- Tells learners
- Explains steps to problem solving and decision making
- Encourages passive listening
- Actively engages learners
- "Fills" learners with new knowledge
- Combines knowledge, skills, values and attitudes
- Does not share outcomes and assessment with learners
- Asks learners questions to probe for understanding
- Concerned only with the transmission of knowledge
- Explains the purpose of learning matter to learners.

Make a list with two headings – Facilitator, Instructor. Place each characteristic under one of the two headings. At the end of this activity, you should have a table which enables you to compare the characteristics of a facilitator against those of an instructor.

Summary

In this section we looked at creating classrooms that are physically and emotionally conducive to Inclusive Education. To do this you looked at different adaptations that may be necessary for

different learners. You also examined the implications of this on how you see teaching and learning.

Now that our classrooms are physically and emotionally ready to provide a safe and healthy environment for learning, let us turn to the main business of this manual. How do we differentiate the curriculum and our teaching strategies in an inclusive education system?

Stop, think and discuss

For a few moments think about these points:

- Are there any lessons about adapting your classroom and changing the emotional climate that you want to take back to your school?
- What are you already doing well? What could you improve?

Portfolio Assignment 5

This is the first part of a three part Project. The overall aim of the Project is to identify the learning needs of children in a class, and draw up a curriculum plan that will provide them with an appropriate level and extent of support for them to be able to learn effectively. You will do this step by step through the Project. Altogether the Project should take a maximum of 15 hours, spread over a number of days or weeks.

In this Project you will work with the same three children that you identified in Portfolio 1, Assignment 1 in the Screening, Identification, Assessment and Support Manual. For that Assignment you randomly chose three children from a class list. If you are a teacher or other education professional working in an institutional context you used your own class list. If you are an educator working in a district office or similar, you arranged to work in collaboration with a teacher in an institution with which you have regular dealings. You should keep the same arrangements for this Project.

Journal – Part One

Throughout the Project you will keep a journal of your thoughts, successes and challenges that you encountered while doing the Project. Each time you work on your Portfolio Assignments note down:

a. Challenges that you experienced in completing the Assignment.
b. How you solved problems that the challenges posed
c. What you think you did well in this part of the Project
d. How you think you improved from the last time you worked on the Project
e. What was useful about working with an educator from a Special School
f. What you learned from the educator in the Special School
g. What you think the educator from the Special School learned from you
h. What role the ILST should play, or played in supporting your Assignment work
i. What you think you can do to strengthen relationships between yourself and the educator from the Special School, the ILST and the DBST.

Part Two

1. Spend half an hour observing <u>each</u> of the three learners you have identified. Spread the half hour over two sessions of 15 minutes. During the observations take careful notes.
2. Copy the table and use your observations to complete each section for each learner.

Name	**Learning Style/s**	**Learning Barrier/s**	**Adaptations to Physical Environment**	**Adaptations to Psycho-social Environment**

3. Write a paragraph about each learner to explain what you have written in the table.

Assessment for Portfolio 2: Inclusive Learning Programmes

Participant's name:
Assignment 5

Please comment on progress under the relevant headings.

Criteria	**Completed successfully**	**Needed support**
Make regular journal entries recording your thoughts, successes and challenges.		
Observing 3 learners for a total of ½ hour each.		
Take comprehensive notes during the observation.		
Complete the table for each learner.		
Write a paragraph about each learner, to justify what you wrote in the table.		
Reviewer's comments		

Notes and References

[i] taken from: Winkler G. (1998) All Children Can Learn. Cape Town: Francolin Publishers
[ii] Potterton, M. CIE, 2005

SECTION 3: DIFFERENTIATING THE CURRICULUM TO INCLUDE ALL LEARNERS

In Section 2, you explored environmental adaptations that can be made to ensure all learners are included in the classroom. You thought about how each learner is different and how teachers need to respond to this difference. So you will have some answers to the questions 'What are the principles of Inclusive Education?' and 'How can I manage and adapt the classroom to include all children?'

In this section, we are going to explore the third question: 'How can I differentiate the curriculum and my teaching methods to include all children?'

To begin with we look at the basic elements of curriculum planning (Unit 4) and how and this relates to inclusive education (Unit 5). Lastly we ask you to try your hand at curriculum differentiation (Unit 6 – 7).

Unit 4: CURRICULUM PLANNING

Learning Outcome :
By the end of this unit, participants will understand the difference between learning programmes, work schedules and lesson plans.

Assessment Criteria:
- Explain the difference between learning programmes, work schedules and lesson plans
- Talk about the purpose of learning programmes, work schedules and lesson plans
- Describe the different parts of a lesson plan.

Recommended training time for this Unit:
60 minutes (1 hour)

4.1 Introduction

In Unit 1 we compared the principles of OBE and Inclusive Education. You will remember that the principles they have in common are:
- that the learners and their needs have to be at the centre of our curriculum planning, and
- that the curriculum has to be flexible enough to accommodate their needs.

However, before we can begin to differentiate the curriculum for Inclusion, it will be helpful to re-cap the general elements of curriculum design as prescribed by the NCS. We will look at the three levels of planning:
- Learning Programmes
- Work schedules
- Lesson Plans

4.2 Learning Programmes

Learning Activity 12

Time Needed: 20 minutes

Here is a sample Learning Programme offered in the *Teacher's Guide*[i] for the Intermediate Phase in the Languages Learning Area.

1. Study it and in your groups discuss the following:
   a. What is the purpose of a Learning Programme?
   b. What is the purpose of the different parts of the Learning Programme?

INTERMEDIATE PHASE LEARNING PROGRAMME

GRADE 4				
LANGUAGES LEARNING OUTCOME	ASSESSMENT STANDARDS	CONTENT/ CONTEXT/	INTEGRATIO N	RESOURCES
LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner: • understands stories told or read • answers literal questions • discusses ethical and social issues (whether something is just or fair) • uses code switching if necessary	Stories, plays, radio, shows, poems, etc. social issues.	A&C: LO2	Magazines, books, newspaper clippings
LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: interacts in additional language • acts in culturally appropriate ways • uses additional language to communicate information	Speeches, radio shows, narratives in IsiZulu.	A&C: LO2 A&C: LO2	Magazines, books, newspaper clippings, books, brochures, magazines, poems
LO3: The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.	The learner: • understands in a simple way some elements of stories. • understands, in a very simple way, some elements of poetry etc. on social issues.	Poems, stories, brochures, references on a local political figure.	A&C: LO2	Books, brochures, magazines, poems

GRADE 5				
LANGUAGES LEARNING OUTCOME	ASSESSMENT STANDARDS	CONTENT / CONTEXT	INTEGRATION	RESOURCES
LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner: • respects other learners • encourages other group members to support fellow learners	Stories, plays.	A&C: LO2	Magazines, books, newspaper clippings
LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: • interacts in additional language; • uses additional language to communicate information.	Discussions, Explanations, news, instructions, discussions, debates, explanations	A&C: LO2	Magazines, books, newspaper clippings

GRADE 6				
LANGUAGES LEARNING OUTCOME	ASSESSMENT STANDARDS	CONTENT / CONTEXT	INTEGRATION	RESOURCES
LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner: • understands stories (told or read) • understand oral instructions and directions • understands recounted events.	Stories, plays, speeches, newspaper clips, radio shows, narratives	A&C: LO2	Magazines, books, newspaper clippings
LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: • interacts in additional language • uses additional language to communicate information, and • uses additional language creatively.	Discussions, explanations, news, instructions	A&C: LO4	Magazines, books, newspaper clippings

Reflection

You probably discussed that a Learning Programme translates the NCS into phase-long plans. These plans show in detail:

- The sequence of the Learning Outcomes and Assessment Standards across the phase. This is to make sure that there is a coherent teaching, learning and assessment programme and to show progression from Grade to Grade
- The knowledge and concepts which are selected to attain the Learning Outcomes
- The context that ensures that teaching and learning is appropriate to the needs of the community, school and classroom
- The resources that are needed

4.3. The Work Schedule

Learning Activity 13

Time Needed: 20 minutes

Look at the Work Schedule[ii] for Grade 5 below and discuss with your partner:

1. What is the difference between a Learning Program and a Work Schedule?
2. What is the purpose of the different parts of the Work Schedule?

INTERMEDIATE PHASE WORK SCHEDULE

GRADE 5 Language LOs	WEEK 1 LO1 & LO2 • The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations. • communicate confidently and effectively in spoken language in a wide range of situations.	WEEK 2 LO3 & LO4 • The lear ner will be able to read and view for information and enjoyment, and aesthetic, cultural and emotional values in texts. • write different kinds of factual and imaginative texts for a wide range of purposes.	WEEK 3	WEEK 4	WEEK 5
Assessment Standards	The learner: • understands oral instructions, directions and descriptions; • understands recounted events; • respects other learners. The learner: • uses additional language creatively; • shows awareness of the way language constructs knowledge and identity and positions people.	The learner: • Understands in a simple way some elements of stories; • reads for information; • reads media texts The learner: • writes to communicate information; • writes for social purposes; • writes for creativity; • designs media texts.			
Integration	A&C: LO 2	A&C: LO 2			
Content/Context	Oral texts, songs, radio shows, short stories	Poems, stories, short stories, anecdotes, poems			
Activities	• Listening to various texts • Discussions around texts • Communicating ideas, about a particular topic, planned or unplanned	• Proofreads and corrects final version • Submits final draft and reflects on assignments of the piece			
Assessment	• Communicating ideas, about a particular topic, planned unplanned • Interaction among peers, sensitivity towards peers, turn taking	• Written pieces of personal explorative text • Written pieces of informative text • Work sheets in response to texts			
Resources	Short stories, poems, factual texts, radio and television applicable)	Books, magazines			

Reflection

Work Schedules are derived from the learning programmes. They go into much more detail and show how teaching, learning and assessment will be sequenced and paced in a particular grade.

4.4. Lesson Plans

At the point of the work schedule, however, planning is not yet detailed enough to offer information on exactly what the learners and the teacher will be doing in each lesson or series of lessons in each week. This is where the Lesson Plan comes in.

Learning Activity 14

Time Needed: 20 minutes

Discuss the following questions in pairs:

1. What do you have to think about when you plan a lesson?
2. In pairs look at this Lesson Plan for Grade 5 taken from the *Teacher's Guide*[iii]. Imagine that your partner is a teacher from a country where there is no OBE or the NCS. Explain each part of the Lesson Plan to them and why it is necessary.

INTERMEDIATE PHASE LESSON PLAN

LESSON PLAN		
Learning Area: Languages **Duration**: 1 week		**Grade:** 5 **Date/Week** : 2
Languages Learning Outcome: LO: 4 The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.	**Assessment Standards:** The learner: • writes to communicate information; • writes for social purposes; • writes creatively; • designs media texts.	**Integration**: A&C: LO2 Reflect on process, i.e. ability to communicate in written form
Looking Backward at: Letter writing	**Looking Forward to:** Story telling.	
Content: • Notices • Reports		
Learning activities and assessment: • Reading texts • Analyzing texts • Responding orally and in writing		
Teaching approach: Group reading, Group discussion on text, Individual notes on discussion, Individually written notice and report		
Planned assessment (recording): • Writing of formal or imaginative texts • Planned and unplanned	**Resources:** Diaries, anecdotes, stories, poems, notices and reports	
Expanded opportunities: • More challenging texts for the gifted learners • More texts for learners that have not yet achieved the outcome	**Teacher reflection:** • Outcomes achieved • What is to be repeated / remediated	

Reflection

The Lesson Plan is derived from the work schedule and provides a detailed structure for teaching, learning and assessment activities. Individual teachers prepare their own Lesson Plans to support teaching, learning and assessment in their particular classrooms. The following elements should be contained in the Lesson Plan:

Those elements already determined in the Learning Programme and Work Schedule, namely:

- The Learning Outcomes and Assessment Standards,
- The context and/or core knowledge and concepts selections for the lesson,
- The assessment tasks to be used in the lesson,
- The resources needed for the lessons, and
- Integration opportunities.
  a. The actual dates over which the Lesson Plan will stretch
  b. Conceptual links to previous and future Lesson Plans
  c. Details and sequencing of the teaching, learning and assessment activities that will make up the Lesson Plan
  d. Any particular teaching approach and method to be used
  e. Specialand important notes regarding the needs of the learners in the class for whom the teacher is preparing the Lesson Plan.

Stop, think and discuss

Imagine that you are asked to address a meeting of the SGB that comprises of SMT members, teachers, parents and learners. You have been asked to explain the various levels of planning the school undertakes in the implementation of the NCS. Use the diagram on the next page to explain the three levels of planning.

SCOPE OF THE THREE LEVELS OF PLANNING			
	LEARNING PROGRAMME	**WORK SCHEDULE**	**LESSON PLAN**
Duration	3 grades (each for a year)	1 grade / year	Determined by how long it takes to complete an activity or set of activities grouped together for teaching, learning and assessment purposes.
Grade(s) and/or Phase	Grades 4-6 = entire IP	Each grade has a separate Work Schedule	Each class teacher in a grade has his/her own Lesson Plan.
Depth of planning	Indicates WHAT: ? LOs & ASs integration and clusters (within focus LA) ? contexts ? content ? time duration (in hours)	Indicates WHAT& HOW ? name activities ? integration ? resources ? ass. plan what?, when? – how?	? Actual dates – duration ? Conceptual links to previous & future lessons ? Details for activities (teaching, learning and assessment) ? Teaching approach ? Special note to learners that need support (learning styles)

Notes and References

[i] *Teacher's Guide for the Development of Learning Programmes, Languages, page 44-46,* 2003
[ii] Ibid. page 47 - 48
[iii] Ibid, page 49, 2003

Unit 5: CURRICULUM DIFFERENTIATION

Learning Outcomes:
By the end of this unit participants will be able to explain curriculum differentiation

Assessment Criteria:
- reflect on the curricular needs of learners in own classroom
- understand and implement the concept of an Individual Support Plan
- explain and implement a differentiated work schedule

Recommended training time for this Unit:
240 minutes (4 hours)

5.1 Introduction

In the last unit, we examined the elements of curriculum planning within the framework of the National Curriculum Statement. In this unit we are going to take the process one step further and look at how to differentiate the Learning Programmes and Work Schedule so that all learners are able to participate effectively and meaningfully in their learning.

But first let us remind ourselves who we are planning our curriculum for.

5.2 Learner Diversity

Before we can begin differentiating and adapting the curriculum, we have to determine the diverse learning needs of all the children in our classroom. By compiling a learner summary we will realise that all learners have needs that have to be accommodated in the teaching and learning process, not only those learners whyom we have identified as experiencing barriers to learning.

Learning Activity 15

Time Needed: 20 minutes

1. In mixed groups, ask a teacher in your group to list the names of children in a class that he or she teaches, in the first column of the table below.
2. Discuss each child. The teacher in the group will need to give his or her opinion and describe the child. Tick the columns that you think may be appropriate for each learner. To refresh your memory about the types of barriers to learning we speak about look on page 11-17 of the *Guidelines for Inclusive Learning Programmes 2005.*

Grade:	Barriers to Learning											
Name	Visual	Hearing	Speaking	Cognitive	Physical	Emotional	Illness	Language	Poverty	Neglect	Home	Discrimination

3. Make a note of what you have learnt from this exercise.
4. Discuss your findings. Do many of your learners experience barriers to learning? Which barriers are the most prevalent?

Reflection

You know that there are children with many different personalities and characteristics in your class. In the same way you will notice that most children in your class manage well with the curriculum as you have planned it. There may be some who experience different barriers to learning, some of which may not yet be known to you. Perhaps one or two learners really struggle with an area of the curriculum because they experience more severe barriers.

Learning Activity 16

Time Needed: 20 minutes

1. Discuss how you think the above exercise can help you to plan your curriculum.
2. Discuss learners for whom you think you need you need to apply differentiation and adaptation strategies that go beyond what you do in any case when you develop your Learning Programme, the Work Schedule and the Lesson Plans. Specifically, think how you would need to make provision for differentiation strategies in the Lesson Plan.

Reflection

Some children in your class may experience barriers to learning, such as coming to school hungry. You know that when you plan a lesson for the morning you should first allow time for the child to eat something.

Even children who manage well with the curriculum have different learning styles. You will make sure that there is a range of activities in your Lesson Plan to accommodate those learning styles. Perhaps there is a child in your class who really struggles with number work, and he has to move at a much slower pace in Numeracy. You may need a different Work Schedule for him, since he will take longer to achieve the Assessment Standards.

All this is part of your regular planning as a teacher. This process of making sure that your Learning Programmes, Work Schedules and Lesson Plans meet the needs of all your learners is called curriculum differentiation.

> 'Learning, teaching and assessment strategies must be differentiated or adapted to meet the individual needs of all learners. Adequate and timeous planning and modification of existing phase long learning programmes, year long work schedules and lesson plans can ensure that all learners will learn effectively and achieve their full potential.'[i]

Let's look at the Case Studies from the manual on Screening, Identification, Assessment and Support for more examples.

Learning Activity 17

Time Needed: 20 minutes

Go back to the stories of Dineo and Nomvula (summarized in Appendix A at the end of this manual). Dineo experiences intellectual barriers to learning. Nomvula experiences emotional barriers to learning. In your group discuss the different curricular needs that Nomvula and Dineo have.

1. At what level of planning does the curriculum have to be differentiated for Dineo and Nomvula? Learning Programmes, Work Schedule or Lesson Plans?

Reflection

You probably discussed that for Dineo, the teacher will have to differentiate the Learning Programme, the Work Schedule and the Lesson Plans. This is because Dineo's teacher discovered in a base line assessment that Dineo is working at a Grade R level, even though she is a Grade 1 class. So she cannot keep up with the Grade 1 Assessment Standards, and has to work at her own pace. Since Nomvula experiences less severe barriers, the teacher will only need to differentiate the Lesson Plan, perhaps to give Nomvula more time, or to make sure that she is working in a group with other children to whom she relates well.

You will probably find that in every class there are learners who can work with the curriculum as designed by the teacher, as well as learners who require the curriculum to be differentiated to meet their needs. A wider range of strategies has to be planned by the teacher to ensure that the learners is making constant individual progress towards achieving the outcomes, while at the same time participating in the same lessons as the other learners. This kind of individual planning can make all the difference to ensure that each learner is a fully participating member of the class. It is also more manageable for the teacher – it would not be possible to develop parallel learning programmes, work schedules and lesson plans for individual learners. The main level of planning at which differentiation really applies is at the Lesson Plan level.

Stop, think and discuss

- Go back to the exercise you did in Learning Activity 15.
- Compare the summary from your group with colleagues from a different type of school (e.g. Full Service School and Special School). What do you notice?

Reflection

You will probably notice that different types of schools will have different summaries. It is important to note that the needs of the majority of learners in a Special School will be different to the needs of the majority of learners in a mainstream or Full Service School. Learners in special schools will need more pronounced adaptation and differentiation that includes a curriculum which straddles two or more grades or phases or special programme-to-work linkages. The level and type of resources and activities in the full service schools, special schools and resource centres must be true to the overall needs of the majority of the learners in those schools.

5.3 Individual Support Plan

Some learners, like Dineo, are unable to work within the confines of a differentiated curriculum, and may require what is known as an Individual Support Plan (ISP). An ISP is a plan that caters for the individual learning needs of a learner who needs substantial support. It provides a comprehensive record of the learner's learning needs, goals and progress. These learners would have been identifies through the processes of Screening, Identification and Assessment. The ISP provides one aspect of the support component of SIAS.

The ISP is a working document and should be available to and easily read by all those working with the learner.

An ISP is planned jointly by the teacher who is directly involved with the learner, the learner's parents or carers, the ILST and other significant staff who are working with the learner involved.

This is how the ISP is described in the *Guidelines for Inclusive Learning Programmes*[ii]

'This plan will be designed for learners who need additional support or expanded opportunities. The plan to support a learner will be developed in collaboration with the parents, the teachers and the Institution-level Support Team. This should not be fixed but should be reviewed on a regular basis in terms of its applicability and effectiveness. It should be applied to enhance the learner's participation in all classroom activities, taking in account all factors that may hamper his/her progress at an academic, social or emotional level. The plan should be captured in the Learner profile and used to inform the kind of ongoing support that is given to him/her by teachers in the classroom as well as by other support providers. Such a plan should never become a stand-alone programme that functions outside the scope of the curriculum planning which teachers do for all learners.'

Learning Activity 18

Time Needed: 25 minutes

Look at the template for an ISP, and the process notes, at the end of this unit.

In the SIAS Manual on page 93 you worked with this Word Picture about Nomvula.

Nomvula

Date of Birth:	Age:	School:
Teacher:	Grade:	Date of Word Picture:

THINKING SKILLS Struggles to concentrate. Hungry? Good at number work.	**PHYSICAL** Clean and neatly dressed Sometimes no snack. Why?
SOCIAL/EMOTIONAL Traumatic year caused behaviour change. Behaviour seems worse on a Monday, but improves as the week goes by. When I tell her to hurry up and complete a task she panics and starts to cry.	**COMMUNICATION** Stopped speaking
OTHER INFORMATION Both parents have died within months of each other. Given in care to extended family – moving between households. Now stays with grandmother. Nomvula loves the number game that we play first thing on a Tuesday morning. She seems to settle down to her work much better after this.	

1. Use this word picture, and other information that you might have about Nomvula to begin to develop an ISP for Nomvula. All Nomvula's information is summarised in Appendix A at the end of this manual.

When you have done what you can on the ISP discuss:

2. Why do you think Nomvula would benefit from an ISP?
3. What information do you think needs to be included in an ISP?
4. What role do you think the teacher and the ILST have in drawing up and monitoring such a plan?

Reflection

You will have noticed that the advantages of having an ISP for a learner with more severe barriers to learning can:

- Establish the learning strengths, interests and priority needs
- Facilitate a team approach to plan and implement support for learning, teaching and assessment.
- Focus on appropriate teaching strategies.
- Outline the resources needed.
- Help to facilitate the selection and differentiation of Assessment Standards.
- Draw together all assessment information.
- Be a vehicle for communicating, collaborating and reporting.
- Consider the expectations of all involved.
- Document and celebrate the learner's progress.

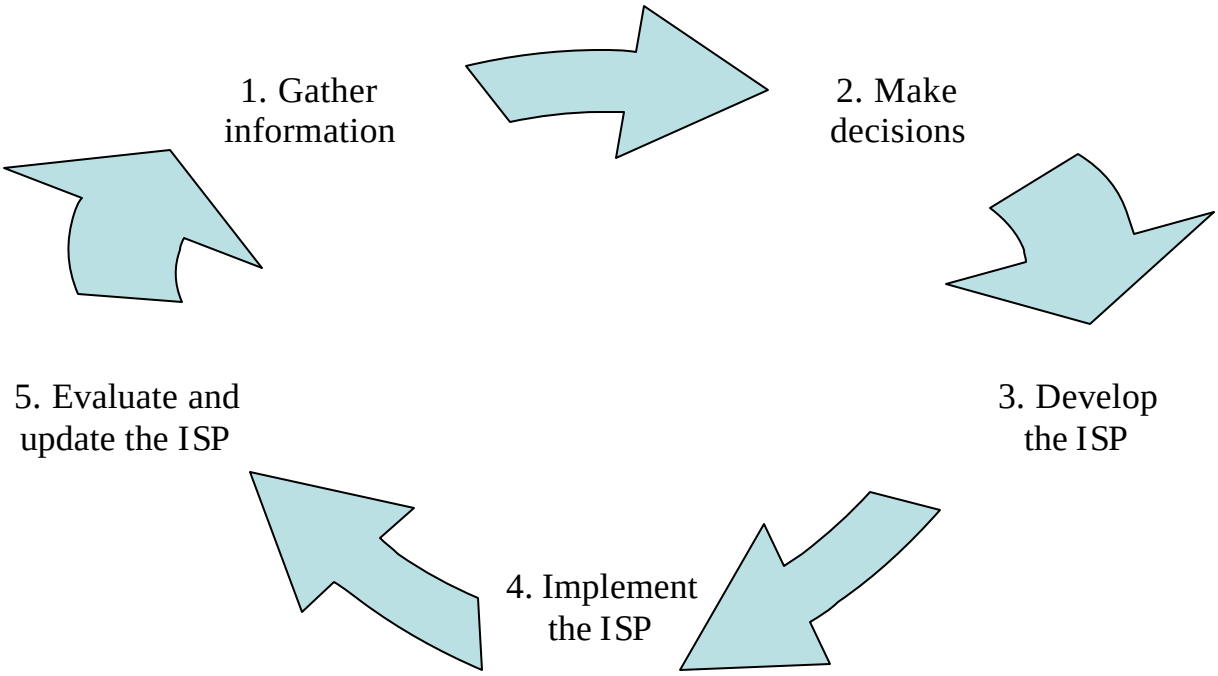
Important information to include in an ISP would be:

- The learner's interests, strengths and needs.
- Relevant medical/health information.
- The learner's current level of achievement in each of the learning programmes (learning areas).
- Specific expectations/goals for the learner.
- Differentiations that are made to:
- learning, teaching and assessment environment
- learning, teaching and assessment strategies
- Adaptations made to learning, teaching and assessment support material / devices.
- The Assessment Standards as in the NCS.
- Regular updates, showing dates, results, and recommendations.

The staff who monitor a learner's ISP would help to:

- Collect as much information about the learner as possible.
- Decide - with the learner (if possible), the learners' parents, the ILST and other teachers that are involved - on the expectations for the learner's learning for the year.
- Select Learning Outcomes and Assessment Standards and decide on differentiation strategies.

This process can be graphically illustrated as follows:



Circular diagram showing the process of developing and monitoring an ISP by gathering information, making decisions, developing the ISP, implementing the ISP and evaluating and updating the ISP

5.4 Learning Programme Differentiation

Learning Activity 19

Time needed: 30 minutes

Refer to the *Guidelines for Inclusive Learning Programmes 2005*, pages 22–29.

1. Read what is written under 2.3 about the implications of differentiating Learning Programs, work schedules and lesson plans.
2. In small groups discuss and summarise points 2.4.1 to 2.4.8
3. Report back to the big group.

Reflection

You will have read about many ideas to discuss. We have summarised them in the following way.

Straddling across phases:

"Learners who experience one or more of a range of barriers to learning may not fit comfortably within a particular phase or grade. In such cases straddling must be implemented. Straddling is when a learner or group of learners at a specific grade or level work towards attaining assessment standards from more than one grade within learning areas or learning programmes."[iii]

For example, a learner who might struggle intellectually might achieve Grade 4 level in languages and Grade 3 level in Mathematics. The same person might be gifted in the Arts and

achieve Grade 7 within Technology and Arts and Culture. If in a Special School the majority of learners need to straddle grades and phases this can be reflected in the learning programme.

Varying the number of Learning Programmes:

The number of learning programmes in the Intermediate and Senor Phases "could vary according to the needs, strengths and interests of the learners and available human and physical resources of the school."[iv] But it is still necessary for all the learning outcomes and assessment standards of all eight learning areas are covered in one way or another.

Weighting and Timing of Learning Programmes

This means how much time is allocated to a specific learning programme. The weighting of learning programmes at ordinary schools is according to the time allocations in the NCS document. However, in Special Schools and Full Service schools, some learning areas could be more heavily weighted.

Duration of Learning Programmes

While the duration of the learning programmes in ordinary schools is fixed, in other schools it can be longer or shorter. This is based on the needs of the learners.

Programmes-to-work link

Where practical learning programmes are designed the outcomes have to be recorded against the appropriate Learning Areas. For example, the outcomes of learning woodwork, manicure or building can be recorded against Learning Areas such as Life Skills, Technology, etc.

Measures for portability

One of the principles of Inclusive Education is that learners must be able to move between different schools. Learning outcomes and assessment standards that are acquired in one school are transferable o another type of school. This type of movement is called portability of learning and achievements.

Decision-making criteria around progression and certification.

The minimum requirements for achieving the GETC as spelt out in the NCS may not be compromised. However, within this flexible learner-based and learner-paced approach to the curriculum all learners will be enabled to achieve their full potential irrespective of whether the end result will be a formal GETC or not. The contexts, content and selection of Learning Outcomes and Assessment Standards for a Learning Programme should be decided upon for the duration of that Leaning Programme. In planning a 4 year long Learning Programme at a specialised learning site e.g. for Mathematics, the Learning Outcomes and Assessment Standards drawn from a range of Learning Areas should be used to guide the activities of this Mathematics Learning Programme. The Assessment Standards chosen should reflect progression and integration within and across grades/years.

This next activity should help you to put the discussion you had about these ideas in a practical context.

Learning Activity 20

Time Needed: 20 minutes

Use the guidelines given above to discuss how the following dilemma can be resolved.

Case study

Siphokazi enters school Z at 14 years of age. She has cognitive and language barriers resulting in a four year academic backlog in comparison with her age cohorts. When exposed to Panel Beating it is discovered that she is naturally gifted and can immediately be integrated into the grade 7 Panel Beating programme, whereas she needs further support at the Grade 4 level in Languages and Mathematics.

5.5 Work Schedule Differentiation

Now that you understand how Learning Programmes can be differentiated, let's move on to look at how Work Schedules can be differentiated.

Learning Activity 21

Time Needed: 45 minutes

1. Read what the Guidelines for Inclusive Learning Programmes 2005 say about differentiation and planning of Work Schedules for inclusion.v

"Differentiation and planning of Work Schedules

Work schedules … are derived from learning programmes. To compile a work schedule more aspects and more detail are added to the aspects derived from the learning programme. Work schedules need not be applied rigidly to a calendar year. If learners do not achieve all the learning outcomes and assessment standards of a work schedule within a calendar year, the lesson plans of that work schedule should be completed the following year before starting the new work schedule e.g. the teaching of prepositions forms part of the lesson plan for the last week of November. However, due to the extra time required the following grade will first cover this lesson plan the next year.

When working with learners who have severe cognitive barriers it may not be possible to complete the assessment standards of a Grade within one or two calendar years. This does not

however alter the methodology of designing down and progression. In some instances it may be necessary to spend more than a year on work which has been designed down from the assessment standards of Grade R. All assessment standards may not be achievable and so it would be necessary to select appropriate assessment standards to design a meaningful learning programme, taking into account the learners' needs and interests within the principle of high expectations.

Teachers must take the level of the learners at the beginning of a year and what the assessment standard expect as a minimum at the end of a year into consideration when they plan. Teachers must therefore "design down" (refer to designing down example of Mathematics) to ensure progression during a year so that the learners can master Assessment Standards by the end of the year…"

2. Also look at the example of 'designing down' from page 31 of the Guidelines[vi], on the following page.
3. Take one of the Assessment Standards from the Intermediate Phase Work Schedule for Grade 5 in Unit 4.3. (page 46). Now 'design down' the assessment standard by breaking it up into manageable chunks.

Example of "Designing Down" or "Breaking Down" some Mathematics Assessment Standards

An Assessment Standard is the minimum to be obtained by the end of a year.

January — December

Grade 2 LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS	1st Context	2nd Context	3rd context	4	5	6	7	8	9	10	11	12	13	14
Counts to at least 100 everyday objects reliably.		Count up to at least 34				Count up to at least 60			Count up to at least 80			Count up to at least 100		
Counts forwards and backwards in:														
ones from any number between 0 and 200;		count forward and backward in ones between 0 - 100			count forward and backward in ones between 0 - 130			count forward and backward in ones between 0 - 170			count forward and backward in ones between 0 - 200			
tens from any multiple of 10 between 0 and 200;		count forward and backward in tens between 0 - 100			count forward and backward in tens between 0 - 130			count forward and backward in tens between 0 - 170			count forward and backward in tens between 0 - 200			
fives from any multiple of 5 between 0 and 200;		Count forwards and backward in fives 0-100				Count forwards and backward in fives 0-140			Count forwards and backward in fives 0-180			Count forwards and backward in fives 0-200		

Reflection

From your reading you will have noticed that there are three important points to remember when differentiating Work Schedules for Inclusive Education:

- They do not have to be applied rigidly to a year.
- Learners can carry over outcomes and assessment standards to the next year.
- When you plan a Work Schedule you have to design down or break down the Assessment Standards into manageable steps.

Summary

In this unit we looked at the broad planning and curriculum differentiation that has to be done to include learners experiencing more severe barriers to learning. We looked at how to develop an Individual Support Plan and at the strategy of "designing down", or "breaking down" the Assessment Standards into manageable steps. At this level of curriculum planning the teacher will involve the ILST.

In the next unit we turn towards the more detailed work of differentiating lessons for inclusion.

Notes and References

[i] Guidelines for Inclusive Learning Programmes, page 23.
[ii] Department of Education, *Guidelines for Inclusive Learning Programmes*, page 6, 2005
[iii] *Guidelines for Inclusive Learning Programmes – 2005*, pp 24–25
[iv] Ibid. page 25
[v] Ibid. page 29
[vi] Ibid. page 31

Individual Support Plan

Name of Learner: **DOB:** **Plan date:** **Grade:** **Teacher/case manager:**

Parents/caretakers Contact Numbers (Home, work, cell): **Mother:** **Father:**

Remarks:

Strengths: ..... **Challenges:** …….....

....

....

A. Long Term Goals (6-12 months)	Who?	Dated Progress Report
1. 2. 3.		1. 2. 3.

B. Short Term Goals (1-3 months)	How? (Method) Who?	Dated Progress Report
1	1.	1.
2.	2.	2.
3	3.	3.

Additional Information:

.....

.....

.....

Process notes on compiling an Individual Support Plan (ISP)

STEPS

1. Write down some observations on the learner (eg. In the format of a word picture.)
2. Look carefully at the word picture to identify obvious gaps, i.e. nothing in social emotional block. Word picture must give holistic picture of learner. Detail not necessary at this stage.
3. Check for strengths and challenges.
4. Fill in gaps where possible. Team discussion can be very fruitful at this stage
5. Identify areas where you need to gather more information before starting with an ISP
6. List most important questions, e.g. "What is main barrier to reading progress?"
7. Use checklists, base-line assessments, learner portfolio, learner admission records, etc. as well as discussions with significant role players, such as previous teachers, support staff and parents, to answer questions.
8. Fill in identifying particulars on ISP and list most important strengths and challenges
9. In consultation with parents and other role players, choose the three most important goals to reach by end of year (long term goals). This means prioritising needs of the child.
10. Decide who you need assistance from to do the ISP. These people will be indicated in column two for different goals.
11. Choose short-term goals that can be attained in 2 to 12 weeks time. These goals are steps in the process of attaining your long term goals. (For example, for a child who struggles to write work you might choose a long term goal that he will be able to complete an age related task by the end of the year. Short-term goals might be 1. Learner to sit still and work for 5 minutes on one task; 2. Learner to develop pride in completed task.
12. For the short term goals fill in how you plan to attain goals. This relates to the methods you are going to use. (for example, choose tasks that interest him and are within his ability, let whole class do physical co-ordination exercises before a task to help build co-ordination).
13. Check that goals and chosen methods are SMART (Specific, Measurable, Attainable, Realistic, Time bound)
14. Regularly record and date your progress in third column. This means writing down challenges and successes.
15. Review your goals and methods if you find that you are not making progress. Check gain if they were **SMART** goals. You might need to adjust goals or methods, or re-examine your understanding of the barrier to learning or your priorities.

Specific: Avoid vague goals like *Learn to behave; Respect adults; Get parents involved.* Rather use specific targets such as *Did not fight for two days,* or *Managed to make two new friends*; *Read book on grade 3 level with understanding.*
Measurable: Make sure that you can measure progress. Specific goal setting helps. For example, *parents attendance at meetings or their efforts to talk to the teacher.*
Attainable: Guard against aiming too high. A child who is 3 years behind in numeracy will not be able to catch up in 3 months. Break down goals into easily attainable steps.
Realistic: Do not aim to work 30 minutes per day with the child if your schedule is already full. Rather try 10 minutes per day or 15 minutes twice per week.
Time bound: Do set realistic time limits for goal attainment. You can always reset limits if the child moves faster or slower.

Unit 6 DIFFERENTIATION IN PRACTICE

Learning Outcomes:
By the end of this unit, partic ipants will be able to apply differentiation and adaptation in the classroom

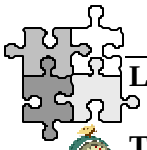
Assessment Criteria:

- Differentiate content
- Differentiate teaching strategies
- Adapt teaching materials and aids
- Differentiate Lesson Plans

Recommended training time for this Unit:
240 minutes (4 hours)

6.1 Introduction

In the previous unit we looked at how teachers and the ILST can differentiate the curriculum for learners. In this unit we look at the more detailed level of curriculum differentiation of lesson plans. Let's reflec t briefly on what you are already doing to differentiate lessons to meet the needs of your learners.



Learning Activity 22

Time Needed: 10 minutes

Brainstorm all the ways you change your lessons to accommodate the different needs of your learners.

Reflection
Curriculum differentiation at a lesson plan level requires teachers to take different actions. The most obvious of these is probably providing a range of activities to accommodate different learning styles. You may also need to change content to make it more relevant for particular learners, or vary the style of presentation to make it easier for other learners to follow and understand. The physical environment and materials may need to be adapted, and assessment strategies will be differentiated to make assessment fair for everyone.

In your discussion you probably identified all of these things. In summary you can see that differentiation happens in four main areas, namely:

- differentiating content
- differentiating teaching strategies
- adapting learning and teaching support materials, and
- differentiating assessment strategies

In this Unit we will look at the first three components of curriculum differentiation: content, teaching strategies, and learning and teaching support materials (LTSM). Differentiating assessment will be dealt with in Unit 7.

6.2 Differentiating Content

On pages 34 and 35 of the 'Guidelines for Inclusive Learning Programmes'[i] you will find the following ideas for differentiating curriculum content:

- Remember that some learners coming from different backgrounds may respond differently to a specific text.
- Even if some of them have not fully mastered English as the language of learning and teaching, they may still understand the key concepts.
- The text may not be of interest to them and this may affect their behaviour during the activity.
- Certain learners can have the skill of communicating without necessarily having mastered the language.
- The level of abstract content can be reduced.
- Setting a substitute task of similar scope and demand.
- Replacing one task with a task of a different kind.
- A more challenging or complex text can be selected for learners who need expanded opportunities.
- Shorten the tasks.
- Select texts and books that are culture sensitive.
- Provide reading materials that will interest learners and that is not too linguistically difficult to read.
- Using another planned task to assess more outcomes or aspects of outcome than originally intended.

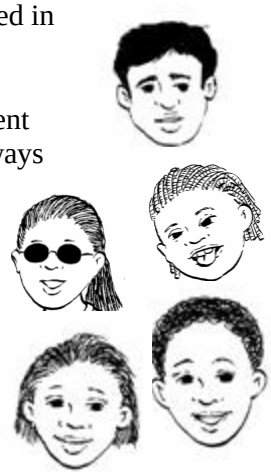
Learning Activity 23

Time Needed: 30 minutes

Throughout this Unit we are going to work with a lesson plan that has been designed for Grade 1 in the Learning Area Life Orientation. This is what the Lesson Plan looks like. Read it carefully and discuss it with a partner for a few minutes.

LESSON PLAN		
Learning Area: Life Orientation	**Grade:** 1	
Duration: 1 lesson	**Date/Week:**	
Learning Outcome: LO 3: Personal Development	**Assessment Standards:** Describes own abilities, interests and strengths	**Integration:** Languages LO 1: Listening AS: Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on what has been heard LO 2: Speaking AS: Talks about personal experiences, feelings and news Arts and Culture LO 1: Creating, interpreting and presenting AS: Engages in creative art processes: presents images of own world in various media
Looking Backward at: Expressing my feelings		**Looking Forward to:** Writing about myself
Content: My interests		
Learning activities and assessment: Discuss a picture or 'interests poster'. As a whole class and in pairs discuss what learners are interested in and what they enjoy doing most. Each learner makes a poster about one or two things they do well and enjoy. **Teaching approach:** Whole class looking at poster Small group discussion about interests Individual creative activity expressing interests		
Planned assessment (recording): Poster reflecting interests		**Resources:** Poster to discuss Paper, crayons etc for creative activity
Expanded opportunities: Some learners may be able to write down key words during discussion		**Teacher reflection:**

In small groups discuss the following questions. The Case Studies from the Screening, Identification, Assessment and Support Manual are all summarized in Appendix A at the end of this Inclusive Learning Programmes Manual.



1. Remember the story of Bashir in the Screening, Identification, Assessment and Support Manual. Bashir had difficulties hearing. Can you think of ways that the content of this Lesson Plan canbe differentiated for children who are deaf or who experience difficulties with hearing?
2. How would you differentiate the content for someone who is blind, like Brenda?
3. How would you differentiate the content for learners like Dineo who experience intellectual barriers to learning?
4. How would you differentiate the content for learners like Xoliswa or Nomvula who experience emotional barriers to learning?
5. How would you differentiate the content for learners who experience cultural barriers to learning? For example, a learner who comes from Nigeria or India?

Reflection

You probably discovered through your discussions in the activity that different children will require different changes to the content, depending on their level of need. For example, for children who experience language barriers to learning, such as a child from Nigeria, or a rural child whose home language is not English you can:

- Provide translation
- Use shorter sentences
- Don't slow your speech rate down, but rather pause between sentences. This allows the learner to process the spoken word.
- Allow the learner time to formulate the answers he may have.
- Ask the learner to repeat himself if you do not understand him
- Provide visual aids and concrete apparatus
- Avoid finishing sentences for the learners

For a child who experiences listening barriers these are some strategies you could use to differentiate the content[ii]:

- Ask the learner to repeat instructions back to you.
- Show the learner what you want him to do rather than simply telling.
- Frequently used non-verbal signs could be placed on the walls of the classroom.

There are many ideas for differentiating content in 'Guidelines for Inclusive Learning Programmes'[iii]. You should read this section as part of your own professional development.

6.3 Differentiating Teaching Strategies

In the activity above you probably noticed that most of the changes we make have to do with HOW we teach, as well as with differentiating the content. In this section we look more closely at differentiating teaching strategies for learners with different needs.

Stop, think and discuss

- Make a quick list of different teaching strategies that you use in your class.
- Can you remember a teacher who only used very limited teaching strategies when you were a child? What was it like for you?
- Do you think you vary your own teaching strategies enough?

Reflection

Teaching strategies is the way in which teachers present content and encourage skills development. No doubt you have experienced the boredom that comes with always doing the same things in class. To reach all learners, teachers have to vary their strategies. Sometimes, however, teachers aren't even aware that they have choices about strategies.

Learning Activity 24

Time Needed: 20 minutes

In the table below you can read about different teaching strategies.

1. Read through the table with a partner.

STRATEGY	HOW IT IS DONE	PURPOSE OF THE STRATEGY
Broadcast	Material is transmitted to learners through media such as radio, television, video or film.	To bring the educational experience beyond the classroom.
Drill	A piece of knowledge or a skill is practised until mastery is achieved.	To produce an automatic response or immediate recall of specific facts.
Exposition	Teacher presents material through explanation, questioning and discussion.	To transmit material as quickly and as meaningfully as possible.
Explicit teaching	Teacher teaches concepts and skills in small steps with learner practice after each step.	To teach basic skills and set areas of knowledge.
Demonstration	Teacher explains and demonstrates a skill or a piece of information to the learners who then practice it until mastery is achieved.	To promote the acquisition of new skills/content/behaviour through observation and imitation
Concept	Teacher makes use of either an inductive or deductive approach to teach learners about things that share common characteristics. A deductive approach is when the teacher identifies the concept to the class and then illustrates it with examples and non-examples. The inductive approach is when the teacher provides examples and then asks learners to identify the concept.	To help learners organise and categorise information or experience into a meaningful intellectual framework.
Structured group discussion	Teacher acts as facilitator in a learner group discussion focused around a theme.	To foster communication skills.
Guided discovery	Teacher sets a problem and helps learners investigate it.	To allow learners to develop their problem solving skills.
Small-group co-operative learning	Group of between three to eight learners work together to achieve a common goal.	
Role-play strategy	Learners explore an authentic problem through discussion or action (drama).	To help learners explore and clarify thoughts, feelings, perceptions, attitudes, and values held by themselves and others.
Open discussion	Teacher and learners discuss what they do not know.	To clarify thinking and arouse learner curiosity and develop problem-solving skills.
Imaginative strategy	Learners use their imaginations to create art, drama, music.	To promote creative thought and natural expression.

Interest-based research	Learners select the topic and conduct research and presents findings.	To motivate and engage learners in the process of research and critical thinking through allowing them to engage with topics of their choice.

2. With your partner discuss which of these strategies you use and which you would like to use more.
3. Discuss any possible disadvantages of using each strategy.

Reflection

Maybe you discussed that you prefer to use a strategy such as role-play. Many teachers do, especially in OBE. But remember that even a good strategy like this, if it is used too often, over and over again, can become boring and demotivating for learners. And one single strategy cannot possibly accommodate all the different needs and learning styles of all children.

You may have discussed that drill is not used so commonly anymore because rote learning is 'out of fashion'. But remember, that some things do have to be learned, and some children do particularly well at learning things off by heart. Don't exclude them.

We are sure that there are some strategies that you are keen and interested to try out in your classroom, now that you have more information about them.

Learning Activity 25

Time Needed: 30 minutes

Look at the Lesson Plan on page 67 of this Unit again.

1. Think about the barriers to learning, and the needs, that Bashir, Nomvula, Xoliswa and Dineo from the Screening, Identification, Assessment and Support Manual have.
2. Discuss with a partner how you would differentiate the teaching strategies for that lesson plan to suit these children.

Reflection

You are probably comfortable now with the idea that different children have different needs, and therefore will need different teaching strategies in order to help them to overcome the barriers that they are experiencing. From your discussion it will be clear that different teachers will have different ideas about how to vary their strategies.

Let's look at this in a little more detail.

a. Co-operative learning as a teaching strategy

In mainstream classes it is important that the teacher does not spend too much time only meeting the needs of learners with barriers to learning. Otherwise the gifted or ordinary learners might get bored and resentful. Use the buddy system and peer learning and teaching to avoid this. Participatory and collaborative learning allows for learners experiencing barriers contributing to tasks and activities at their own level. It also gives other learners the opportunity to contribute. Joint planning, discussion and reflection can stretch learners and add value to the learning of all participants.

Learning Activity 26

Time Needed: 10 minutes

Discuss the different kinds of groupings of learners you can have and the advantages of each.

Reflection

There are many groupings you can have in a classroom:

- Same ability groups
- Mixed ability groups
- Pairs
- Interest groups
- Co-operative expert groups – all groups are given the same topic but each learner in the group is given one part of the topic to learn and then present it to their group
- Cluster groups – learners stay in this group for longer periods for a specific reason – for example they are involved in a community project, are doing accelerated Maths, etc.

There are more ideas on effective group work in the *'Guidelines for Inclusive Learning Programmes, 2005'*[iv].

b. Looking more closely at differentiation strategies

One of the best strategies for differentiating an activity is that of the Curriculum Adaptation Ladder. The example below of a "Curriculum Ladder" is based on the Department's *'Guidelines for Inclusive Learning Programmes – 2005'*[v]. It shows how to differentiate the task that the teacher wants the learner to do according to the strengths, needs, interests and concentration span of the learner.

The Curriculum Adaptation ladder works by setting a series of questions for the teacher to ask. These questions help the teacher to decide if a particular learner can participate in a task along with his peers. In the following illustration an example of an activity has been given alongside each question.

Learning Activity 27

Time Needed: 30 minutes

1. Study the Adaptation Ladder on the next page carefully, and then explain it to a colleague. Imagine your colleague has never heard of Inclusive Education and curriculum differentiation.

The Curriculum Adaptation Ladder

	Ask.....	Example
	1. Can the learner do the same as peers?	Counting
If not can....	2. the learner do the same activity but with adapted expectations?	Fewer objects
If not can....	3. the learner do the same activity but with adapted expectations and materials?	Objects easy to pick up
If not can....	4. the learner do a similar activity but with adapted expectations?	May need extra time
If not can....	5. the learner do a similar activity but with adapted materials?	More familiar objects
If not can....	6. the learner do a different, parallel activity?	Collect similar objects into a pile
If not can....	7. … the learner do a practical and functional activity with assistance?	Play/work with a number puzzle, game, flash cards etc. assisted by a buddy or class aid.

2. With a partner, draw up a new curriculum ladder for Dineo for the Numeracy Learning Outcome 1: 'Numbers, Operations and Relationship', Assessment Standard 'Counts to at least 34 everyday objects realiably'. Go back to page 115 of the Screening, Identification, Assessment and Support Manual to remind yourself of how Dineo's teacher assessed her.

Reflection

This ladder suggests that the amount of work, the level of difficulty of the work, the level of support needed and the participation of the learner in the task must be adjusted to meet the needs of individual learners. You might remember how Dineo's teacher in the Screening, Identification, Assessment and Support manual used this technique of 'designing down' to assess where Dineo was at. Remember, her teacher began with the same Learning Outcomes as other Grade 1 learners and discovered that Dineo could only count to 8 and could only read numbers to 6. The teacher realised that this was too difficult for Dineo, so she went back to the Grade R assessment standards. She also had to think about how to present the numbers from 1-10 to Dineo to make them more accessible to her.

Stop, think and discuss

Imagine that there is a child in your class who is achieving beyond your expectations.

- How would you design the Curriculum Adaptation Ladder to suit that child?
- Re-draw the Curriculum Adaptation Ladder for this child.

Reflection

It is important that when you plan you do not forget the learner who achieves exceptionally well. For these learners the curriculum ladder can be extended upwards to plan more challenging tasks within the same Learning Outcomes and Assessment Standards.

6.4 Adapting Learning and Teaching Aids

The third accommodation that may have to be made for learners experiencing barriers is to the teaching and learning support material.

Obviously the books that we use have to take into account the learners' reading levels and support needs, such as Braille or large print etc. But we also have to think of other materials and

resources we might need. The materials need to be contextually appropriate, developmentally appropriate, and age appropriate.

We have to be careful not to think that we cannot be inclusive if we do not have money to buy the right equipment. The list below gives some interesting ideas, many of which you probably use already[vi].

Teaching Aids: These can include flash-cards to help with reading; wall charts and pictures. The time spent in making aids is worth it as they are a big help to children's learning. Moreover the aids can often be used with other children and shared with other teachers. They need not cost a lot of money as they can be made from scrap materials. Pupils can assist in making the aids. With children who have learning difficulties, you may need to use bigger print or have tactile clues to assist them.

Playthings: A range of playthings for younger children can be made from scrap materials. These include rattles, dolls, puppets, puzzles and musical instruments. Also games such as dominoes can be made larger with raised spots to help children with visual impairments or intellectual disability.

Classroom equipment: Teachers can make equipment to support children's learning. For example, placing foam rubber around pencils so that they are easier for children to grasp; making an abacus from bottle tops to help children count; or making rulers with raised or larger numbers for use by children who have visual impairments.

Classroom furniture: Children with physical impairments can have difficulty sitting. They can benefit from special chairs or standing frames that support them correctly. These can be made at little cost from papermache or scrap wood.

Mobility Aids: Various aids can be made at low-cost to help children become mobile. These include trolleys, walking frames and crutches for children with difficulties in walking and the provision of canes for blind children.

Communication Aids: Children can be given a board on which pictures, symbols or words are placed. Teachers and children can then communicate with each other using the board.

Learning Activity 28

Time Needed: 10 minutes

Refer to the Lesson Plan on page 67 again.
Discuss how you will adapt the materials for that lesson plan to include Bashir and Dineo.

Reflection

You will have noticed that you need a poster for the lesson. You may have decided that because you have a large class you need to have extra copies of the poster anyway, so that all children can see it. But you may want to make sure that Dineo has her own copy to help her to concentrate better. Bashir can see perfectly well, but he may have difficulty hearing the whole class discussion. If he does not yet have his hearing aid you will need to make sure you stand close to him when you speak, and ask the other children to speak louder so that he can hear. You can also write down what the other children say, or make a list of key words on a large chart so that he can read them.

The table below is taken from the Department guidelines[vii]. It lists some of the support equipment and support staff which would enhance successful curriculum differentiation.

Audio equipment:	Audio-tape recorders; cassettes; batteries; microphones; dictaphones Headphones are permissible in order not to create a disturbance.
Video equipment:	Video-recorders, televisions, video cameras, cassettes; batteries; closed-circuit television
Assistive devices:	FM system; batteries for assistive listening devices
Computers: Electrical equipment:	Voice synthesiser programmes; Braille printers; Braille programmes; back-up systems; headsets / pointers Cables, power points, extension cables, adaptors,
Support services:	Braille printing services
Support staff for equipment:	Staff members who are capable of solving problems with equipment should be immediately available. Alternatively, all educators should be trained to deal with equipment.
Scribes	Learning sites need to employ a number of full-time scribes, depending on the need of the learners at the learning site. Scribes should be trained for educational purposes.
SASL interpreters	If there is a need for SASL interpreters, it means that two interpreters per class should be employed on a full-time basis. SASL Interpreters should be trained for educational interpreting Learners, who need SASL, will need it not only for assessment purposes, but also throughout the inclusive learning, teaching and assessment process. Information on available SASL interpreters should be obtained from the DST. Educators and learners should be informed of the role of the interpreter.
Tactile interpreters	Some learners need to access communication through tactile means, which can only take place by means of one-to one communication. Two such interpreters need to be employed for an individual learner.
Readers	Some learners may need a person who reads to them to be able to access written texts.

Stop, think and discuss

Think about your own school.

- What aids do you already have?
- What aids and resources do you think you might need?
- If you can't get the resources what alternative plans can you make?
- If you don't have the skills, or the staff required to fulfil the functions in the table above, how can you gain the skills needed to operate equipment and/or perform the functions yourself?
- Whose responsibility is it to identify gaps and access resources?

Reflection
Many schools in South Africa are still under resourced, and it may take a while for resources to be readily available. But we cannot afford to wait for resources before we attempt inclusive education. You probably discussed many different alternative ways of getting access to at least some of the resources that you need in the classroom. The most important one, and probably the one that you should explore as a first step, is notifying the ILST in your school. Remember their primary role in Inclusive Education is of supporting the teacher.

6.5 Developing Lesson Plans

Now that we have thought about the kinds of changes we might have to make to the content, our teaching strategies and the learning aids and materials, we can look more carefully at how to develop Lesson Plans.

We must make it clear that we are not planning different lessons for different learners but that we have one lesson with different methods of learning, teaching and assessment.

a. Developing a lesson to accommodate diversity - the three-step process

We suggest the following three steps to develop your Inclusive Lesson Plan.

Step 1: Identify the underlying SKVA's
Begin by identifying the skills, knowledge, values and attitudes (SKVA's) that you want to achieve. This will focus your mind on the actual purpose of the lesson.

For example:

Learning Area: Life Orientation: Grade 2
Learning Outcome 3: Social Development: The learner will be able to demonstrate understanding and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions
Assessment Standard 2: Identifies, draws and colours the South African flag.
The SKVA from AS2: Identifying, Drawing, Colouring

This will also help you to clearly communicate to your learners what they are expected to achieve at the end of the lesson.

Step 2: Determine your teaching strategies
A lesson cannot be presented in one way to all learners. In Unit 3.3 we spoke about the different learning styles and in this unit we have looked at different teaching strategies. Our Lesson Plans have to show how our teaching strategies are going to help children to overcome barriers to learning. We need to vary our strategies according to the learner's learning styles, levels of thinking and participation. Remember that we have to extend each learner – so we cannot just let learners with barriers to learning spend their day colouring in. This is of course closely linked to the children's learning activities. For example, in a lesson about flags, learners who have a strong linguistic style of learning, can do a literature review on flags and explain to the other learners what they have learnt about flags in the literature. Learners with a strong logical, mathematical style could analyze the patterns on the flags and the relationship between them, and learners with a strong musical / rhythmical style could compose a song about the South African Flag. And then, of course, you could rotate these activities so that all children have the opportunity to experience and be challenged by different activities. Also notice that the different activities provide opportunities to assess different assessment criteria as well.

Step 3: Decide on the Assessment Standards which will determine the learning activities
Allow and encourage learners to demonstrate their attainment of SKVA's in terms of their own abilities. Use different forms of assessment to assess learner performance. Equal value should be attached to all forms of assessment. For example, written work is not more valuable than oral or artistic work. (See Unit 7 on assessment.)

Learning Activity 29

Time Needed: 15 minutes

You are going to work with the Lesson Plan format from page 67 again. We have reproduced a blank copy below.

1. Think about how you would record differentiated content and teaching strategies, and adapted resources.
2. What changes would you make to the format of this lesson plan so that you could record your changes easily?
3. Fill them in on the blank plan, or re-draw the Lesson Plan format that you would prefer.

LESSON PLAN		
Learning Area: **Duration**:		**Grade:** **Date/Week**:
Learning Outcome:	**Assessment Standards:**	**Integration:**
Looking Backward at:	**Looking Forward to:** .	
Content:		
Learning activities and assessment:		
Teaching approach:		
Planned assessment (recording):	**Resources:**	
Expanded opportunities:	**Teacher reflection:**	

Reflection
When you looked at this lesson plan you saw that there is no room for recording differentiation. Obviously, this generic lesson plan needs to be re-designed.

We thought of changing the lesson plan in the following way. It has place on it for all the issues that need to be reflected. You may have come up with a different, but equally acceptable plan. You might want to spend a few minutes discussing issues that arise for you. One way or the other you now have a template for a lesson plan that accommodates diversity.

<table>
<tr><th colspan="5">LESSON PLAN</th></tr>
<tr><td colspan="3">Learning Area: Life Orientation
Duration: 1 lesson</td><td colspan="2">Grade: 1
Date/Week:</td></tr>
<tr><td>Learning Outcome:</td><td>Assessment Standards:</td><td colspan="3" rowspan="2">Integration:</td></tr>
<tr><td>SKVAs:</td><td>Differentiated Assessment Standards:</td></tr>
<tr><td colspan="2">Looking Backward at:</td><td colspan="3">Looking Forward to:</td></tr>
<tr><td colspan="2">Content:</td><td colspan="3">Differentiated Content:</td></tr>
<tr><td colspan="2">Learning activities and assessment:</td><td colspan="3">Differentiated Learning activities and assessment:</td></tr>
<tr><td colspan="2">Teaching approach:</td><td colspan="3">Differentiated Teaching approach:</td></tr>
<tr><td colspan="2">Planned assessment (recording):</td><td colspan="2">Resources:</td><td>Adapted Resources:</td></tr>
<tr><td colspan="2">Expanded opportunities:</td><td colspan="3">Teacher reflection:</td></tr>
</table>

Learning Activity 30

Time Needed: 25 minutes

In Unit 3 you reflected on the different barriers to learning children in your classroom experience. Refer back to that activity to help you.

1. Use the revised Lesson Plan template above and plan a lesson for any grade and in any learning area. Make sure that you accommodate diversity on your lesson plan.

Summary

In this unit we looked at how to develop our Lesson Plans for differentiated teaching. We also looked at the three ways in which we can differentiate the curriculum to meet our learners' needs. These are:

- differentiating the curricular content
- differentiating the teaching strategies
- adapting the learning and teaching support materials

In the next unit we need to look at differentiating assessment strategies.

Stop, think and discuss

- Spend 10 minutes writing down as many ways of differentiating as you canthink of. Try not to look back.
- Now think about your own lesson planning. What are you already doing well? What could you improve?

Notes and References

[i] Department of Education, Republic of South Africa, 'Guidelines for Inclusive Learning Programmes', June 2005
[ii] Ibid, page 51, June 2005
[iii] Ibid, pages 48-87
[iv] Ibid. page 94-97
[v] Ibid. page 36
[vi] UNESCO, 2001, Understanding and Responding to Learners' Needs in Inclusive Classrooms. UNESCO, Paris.
[vii] Ibid, page 99

Unit 7: INCLUSIVE STRATEGIES FOR ASSESSMENT

Learning Outcomes:
By the end of this unit, participants will understand how assessment strategies can be differentiated for inclusion

Assessment Criteria:

- Reflect on how learning is assessed
- Differentiate assessment strategies
- Talk about who takes responsibility for assessment in Inclusive Education

Recommended training time for this Unit:
180 minutes (3 hours)

7.1 Introduction

In this unit we will be looking at differentiating assessment to ensure that all learners are included and assessment is fair. Remember that inclusive assessment strategies can not be separated from learning and teaching. For example, Dineo, was assessed by her teacher so that she could find out what Dineo could already do and differentiate her teaching strategies to suit her abilities.

Inclusive assessment strategies can not be limited to formal assessment situations. They have to be included in every day learning and teaching. Different types of assessment activities should take into account differences in the learner's strengths and learning styles.

Learning Activity 31

Time Needed: 15 minutes

In your group brainstorm how inclusion will affect assessment. Think about the different barriers to learning and try to imagine how they could influence assessment.

7.2 Flexible Assessment

The NCS guidelines provide for flexible assessment practices which allow learners to work at their own pace and to show their competence in a variety of ways. But how does this work, practically, in the classroom situation?

Learning Activity 32

Time Needed: 30 minutes

In the last activity in Unit 6 (Activity 30) you planned an inclusive lesson. Look back at the teaching and learning strategies you used and then see how many ways you can think of in which the learners would be able to show you that they understood the concept. In other words, write down the assessment tasks.

Reflection

The important thing to remember is to focus on the outcome that you want to assess. In the above exercise learners could demonstrate their understanding through, for example, writing, drawing, telling or demonstrating, etc. You probably thought of a number of other strategies they could use. If, however, the outcome to be assessed was spelling, then drawing and demonstrating would not be appropriate responses. Written and verbal answers would be acceptable.

Equal value has to be attached to all forms of assessment and, needless to say, all assessment practices should be in line with the NCS guidelines.

Allowing learners to demonstrate their understanding in different ways is one characteristic of flexible assessment. Another aspect mentioned in the NCS is allowing learners to work at their own pace.

Stop, think and discuss

In the two pictures below each teacher is saying something different about assessment. Think about the differences in the teachers' approaches to assessment.

Reflection

The main thing these pictures demonstrate is the difference between criterion-based assessment, where the child is measured against her own abilities in relation to the standard, and norm-based assessment, where learners are compared with each other. You can also see that the first approach is more positive, and builds confidence and encourages perseverance.

Initially, assessing a learner in relation to the rest of the class could have diagnostic value because it could allow you to identify learning difficulties and modify your teaching strategies accordingly. However, as a general rule, if we are going to allow learners to move at their own pace it is important to assess progress against the outcomes expected for each individual child rather than in relation to the other members of the class. In order to do this it is necessary to

identify the SKVA's you want to achieve and then to ensure that these are clearly stated to the learners.

But now we are left with the question: How do we do this for a class with 40 learners? When we analyzed the learner summaries of our class in Unit 5.2, we saw that in an ordinary or Full-service school, probably the majority of learners can follow the standard curriculum. The extent and the nature of the differentiation will vary according to the learner's strengths and barriers. Perhaps only one or two learners would need an Individual Support Plan.

7.3 Inclusive Assessment Strategies

Another way in which assessment can be structured to cater for individual learner's needs is by differentiating it according to the level of support the learner needs.
Remember that:

- Different types of barriers will have to be addressed through different methods of assessment.
- A specific barrier might require more than one change.
- Some learners might experience more than one barrier.

Think of the barriers you reviewed in the Unit 2. Some of the barriers your learners might be faced with include:

- Visual barriers
- Communication barriers
- Physical barriers
- Cognitive barriers
- Social and environmental barriers
- Auditory barriers

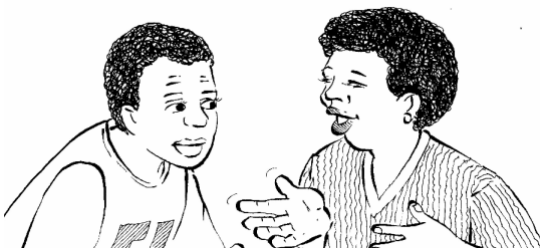
All of these require different assessment strategies and different levels of support to allow learners the same opportunities for success as their peers. In order to determine the nature and extent of support in terms of assessment, each learner will have to be assessed individually. This may sound intimidating but it is simply an extension of continuous assessment (CASS) which you already carry out as part of your everyday duties.

Learning Activity 33

Time Needed: 40 minutes

Read the following three case studies.[i] Each learner has different barriers to learning.

Case study 1
Sinethemba has come to your school for the first time after losing the hearing in one ear, very suddenly, from a viral infection. The hearing in the other ear is not very good. She can hear you when you speak in a small group or on a one-to-one basis but when there is a lot of noise around her with many people talking, she can't hear anything. She speaks normally because she has heard the spoken word for most of her life.



Case study 2

Bradley was born with cerebral palsy. He is not able to control the muscles of his body or his face. As a result is has very jerky bodily movements and his speech is very indistinct. He uses a head stick attached to a headband to type on a computer. This computer has a software programme that can speak the sentences he has constructed out loud. He is a very bright child and has a wonderful sense of humour. He gets stiff and sore if he sits in one position for a long time.

Case study 3

Abongile is often disruptive in class and has difficulty sitting still. He does not have many friends at school and lacks self-confidence. He is easily distracted, has a very short attention span and has a problem in focusing his attention on one thing at a time. He is not good at working with pen and paper but is intelligent and often supplies the correct answers to questions when asked verbally.

1. Working together in your groups, try to determine what sort of support each learner might need when being assessed. You can categorise the type of support required for each learner according to the following table.

	Physical environment	Assessment tasks
Sinethemba		
Bradley		
Abongile		

Reflection

You will have realized that all three learners would have very different needs which would have to be accommodated to ensure a fair assessment of their capabilities.

For example:

- Sinethemba could be seated near the front of the classroom, where she can best use the residual hearing she possesses; Bradley would need an environment which is easily accessible to him in his wheelchair. He will need to be repositioned if the assessment takes a long time so that he does not get sore and stiff. Abongile would need to be seated away from any potential distractions
- If the task is given orally, it could be reinforced for Sinethemba by supplying her with a written version, whereas Abongile would benefit from having the task broken down into smaller chunks or being allowed to work in shorter units of time. Bradley will be allowed extra time to type his answers.

Learning Activity 34

Time Needed: 20 minutes

Each group chooses one of the following barriers to learning.

- Visual barriers
- Cognitive barriers
- Social and environmental barriers
- Communication barriers

1. Make a list of inclusive strategies for assessment.

Reflection

Here are some other strategies for supporting your learners in assessment. You will probably have identified many more in your group discussions:

Some learners may need to write in a separate venue so that an educator or trained person assists them to become settled, and to structure the task and time allocation.

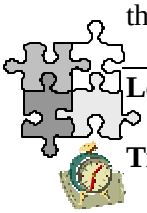
- Some learners may need minimised visual distractions in the environment.
- Tasks / activities could first be demonstrated to learners and they could be provided with a checklist.
- Detail or important information could be emphasised through colour coding or isolation.
- For some learners drawings could be embossed or made in such a way that learners can feel them in order to respond.
- Visual or auditory reminders could be given indicating the amount of time left for activities.
- When directing questions to your class as a whole these should be suitable for the different levels to allow maximum participation of all learners

You can read more ideas in the 'Guidelines for Inclusive Learning Programmes – 2005'[ii].

In addition to an accessible and appropriate environment and a flexible approach to assessment tasks, some learners need specialist support to make sure that they are not disadvantaged during assessment. Bradley's wheelchair is a good example and Sinethemba would probably benefit from an assistive listening device.

7.4 Who Takes Responsibility for Inclusive Assessment?

Of course, teachers have to take main responsibility for assessment in any teaching and learing process. But schools also need to have an assessment team which is responsible for determining the policy and procedures, and providing any necessary support to the teachers.



Learning Activity 35

Time Needed: 15 minutes

1. Discuss who you think should be members of the assessment team. Why?

Reflection

This team should consist of the ILST and whoever else is responsible for assessment in the school. The assessment team could be trained by the District Based Support Team (DBST) and staff from Special Schools. The team will take decisions on:

- Which learners must have access to inclusive strategies for learning, teaching and assessment
- The materials and equipment needed and the practical arrangements
- The monitoring and reporting of the process of assessment at the school.

The next section of this manual will look further at the roles of different people within the system, with a particular emphasis on their role in supporting or implementing curriculum differentiation and adaptation.

Summary

In the SIAS manual you explored the idea that assessment against the NCS can be used as a base line assessment. In this unit you explored the ideas behind using assessment in an ongoing way to support Inclusive Education. You saw that for assessment to be inclusive it needs to:

- Be flexible
- Adopt a wide range of assessment strategies

You know that assessment will be the primary responsibility of the teacher, but as with other aspects of Inclusive Education there needs to be constant support and monitoring by others in the inclusion networks.

Stop, discuss and think

Spend 10 minutes writing about what you have learnt in Section 3. You have discussed ideas around inclusive curriculum, curriculum differentiation, curriculum adaptation and inclusive assessment strategies. Try not to look back or think for too long, just make a list of all the things that you remember.

Portfolio Assignment 6

This Assignment is a continuation of Assignment 5.

Part Three

1. Choose a Lesson Plan that you have already planned. Write a paragraph about each of your three learners. In your paragraph:
2. Explain whether you think you need to develop an Individual Support Plan for that learner, or differentiate an existing Lesson Plan.
3. Justify your decision for each learner by referring to examples of Learning Outcomes, Assessment Standards and learning activities from your Learning Programme, Work Schedule and Lesson Plan.
4. Remember also to discuss your decision in terms of differentiating content or teaching and assessment strategies, and adapting the environment and materials.

Work in pairs or groups of three for the next questions. Your pairs should consist of one full-service educator and one special school educator. You may also have an educator from a district office in your group.

5. Draw up a differentiated Lesson Plan for at least one of the learners. Use a Curriculum Adaptation Ladder to show how you thought about the differentiations. Use the new Lesson Plan template from page 77 of the ILP Manual to draw up your plan.
6. Draw up an ISP for at least one of the learners. If none of the three learners from the full-service school needs an ISP, work together to draw up an ISP for a learner from the special school.

Journal

Don't forget to complete your journal for this part of the Project.

Assessment for Portfolio 2: Inclusive Learning Programmes
Assignment 6

Participant's name:

Please comment on progress under the relevant headings.

Criteria	**Completed successfully**	**Needed support**
Make regular journal entries recording your thoughts, successes and challenges.		
Decide whether your learners require an Individual Support Plan or differentiation of an existing Lesson Plan		
Justify your decision by referring to examples of Learning Outcomes, Assessment Standards and learning activities from your Learning Programme, Work Schedule and Lesson Plans.		
Justify your decision by referring to the need to differentiate content, teaching strategies and/or adapting the environment and materials		
Draw up a Lesson Plan using a Curriculum Adaptation Ladder and the new Lesson Plan template from page 77 of the ILP Manual		
Draw up an ISP		
Reviewer's comments		

Notes and References

[i] adapted from *Addressing Barriers to Learning and Development* by the Eastern Cape DANIDA Consortium.
[ii] Department of Education, ' Guidelines for Inclusive Learning Programmes – 2005', pages 103–106

SECTION 4: UNDERSTANDING THE ROLE OF STRUCTURES IN CURRICULUM DIFFERENTIATION

Unit 8: MANAGING THE INCLUSIVE SCHOOL

Unit Outcomes:
At the end of this unit, participants will understand the importance of management and support within Inclusive Education.

Assessment Criteria:

- understand the changing roles of management and support within the vision of inclusive education
- understand, manage and support curriculum differentiation towards inclusion

Recommended training time:
90 minutes (1½ hours)

8.1 Introduction

As we have seen from Section 1 of this manual, inclusion is another shift in the way we think about learning and teaching, and ethos (the spirit and attitudes) we have about learning and teaching, which requires a deep transformation of our entire schooling system. Not only does the role of the teacher change, but transformation happens at every level of the system.

8.2 Leading Change

Learning Activity 36

Time Needed: 15 minutes

Read the passage [i] below. In your groups discuss what the implications of this might be for the leadership and management of your school and/ or district.

> "Inclusivity deals with a number of social justice and human rights issues, and at the same time taps into the rich diversity of our learners and communities for effective and meaningful decision making and functioning for a healthy environment. Schools are encouraged to create cultures and practices that ensure the full participation of all learners irrespective of their cultures, race, language, economic background and ability. All learners come with their own experiences, interests, strengths and barriers to learning which need to be accommodated.
>
> In developing Learning Programmes, educators and other curriculum developers will need to pay attention to these principles and to find ways of developing teaching, learning and assessment activities and providing Learning and Teaching Support Materials that offer learners opportunities to explore these principles."

Reflection
The Inclusive Education strategy is especially meaningful to a country like South Africa, which has had a history of intense exclusion, separation and intolerance of diversity. It is a celebration of diversity. However, creating a more inclusive, compassionate and just system is not something that can be forced on those who have to implement it. Especially since teachers and schools have recently had to deal with so much change already.

Transformation is a process that requires time and continuous reinforcement and support from strong leadership and management structures. The principal, the SGB and the SMT have to make sure that everybody at the school understands the reasons behind making the school more inclusive. They also have to act as a role model for inclusivity. In other words, to be able to lead you need to have a personal interest and belief in the ethos of inclusion. Management needs to "walk the talk" of inclusion.

Stop, think and discuss

- Think about people you know who have managed to lead change, someone who has persuaded people to change their ideas and practices. Write down the qualities and features that made them a successful leader.
- What specific qualities do you think are necessary for leading inclusion?

Reflection

You have probably discussed that good leaders believe strongly in what they do. They would need to be passionate, and have the trust of their staff. They might also have to be able to:

- be good at problem solving and finding solutions
- make everybody feel part of the change.
- build a collaborative and supportive school team as everyone shares the same values
- be able to respond to challenges in the environment
- understand internal and external factors affecting the school's life
- promote systemic change in all aspects of the school's life

The involvement of management in curriculum differentiation is important for two reasons. Firstly, it has to play a crucial role in creating a positive learning environment and inclusive culture. Secondly, management plays a vital role in initiating, supporting and monitoring curriculum differentiation in the school.

8.3 Creating an Enabling Environment for Curriculum Differentiation

If you think back to Section 2 where we discussed the adaptations that have to be made to the physical and emotional environment of a school, you can see that one of the roles of management is to ensure that their schools are places that are psychologically and physically safe and positive and that the available resources are well managed.

It is important that everybody at the school - teaching and support staff and learners - feels welcomed, valued and supported. A school needs to be a place that is caring and psychologically safe, where diversity is celebrated and everybody is made to feel welcome.

There are four important principles of inclusive management and support at school level. These are:

- An inclusive school is a physically safe and welcoming place.
- A positive atmosphere and culture of the school is created.
- There is participation and shared responsibility.
- Management **has high expectations of all teachers and learners**.

Let's discuss what these mean in practice.

Learning Activity 37

Time Needed: 25 minutes

Discuss how schools could implement each of the above principles in practice.

Reflection

We all know the difficulties of putting policies and principles into practice. Perhaps you included some of the following ideas in your discussions:

- The most outstanding physical feature of an inclusive school is that it is a **physically safe and welcoming** place. This requires that some physical adaptations have to be made to include learners with certain physical disabilities. This can often be done with minimum effort and resources (as was explored in the second unit). Schools can also be made more welcoming by attending to small maintenance jobs immediately and by keeping them clean. This might be something as minimal as oiling door hinges or replacing windowpanes immediately. Everybody should also be on the lookout for safety risks such as broken glass, dangerous electrical wires, and sharp edges where children could hurt themselves. Management that takes pride in their school clearly communicates a positive message to all visitors, learners and staff members.

- A **positive atmosphere and ethos** of the school is created when a school's management is prepared to consider and respond to the needs of everybody, equally, without the use of physical force, harassment or discrimination. A positive resolution of conflict and the effective management of responsibilities and discipline are essential. At the very basis of this, is the development of an ethos where management, teachers and learners make decisions and work together. As inclusive managers, we are challenged with the task of building communities based on a commitment to equality, mutual respect and responsibility, and supporting the development of responsible social citizens.

- The **use of participation and shared responsibility** in the decision-making processes can be a very powerful means of building an inclusive school. If we develop a spirit of participation, responsibility and self-discipline within our school, (rather than one of obedience and control), we will be fostering a spirit of co-operation and collaboration among all at our school. Democratic strategies help develop a group moral awareness and a sense of belonging. Emphasis is on shared standards, agreements, values and commitments – management, educators and learners developing a social and moral constitution together, that spells out what is right and good, what each member of a school can expect from others, and what each member must give in return.

- It is also important that **management have high expectations for all teachers and learners** . People, in general, are more likely to strive to meet expectations when they sense that others truly believe in their potential for excellence, and have expectations that are consistent with this belief. It is necessary for management to model values of respect for all, and the acknowledgement and appreciation of the contributions of all. We all learn from role models around us. If management model these values and qualities, teachers and other support staff will in turn model these to learners. We must never underestimate the powerful role observing the attitudes and behaviour of important other people has in shaping who and what their learners become.

Learning Activity 38

Time Needed: 20 minutes

Let us look at how inclusive our schools are.

1. In your school groups, use the code to check how the environment of your school meets the expectations of inclusion.

Code
4 – Exceeds the requirements
3 – Satisfies the requirements
2 – Partially satisfies the requirements
1 - Does not satisfy the requirements

1.	Creating a positive learning environment	Code
1.1 1.2	Are children made to feel valued? Are teachers supported and valued?	
1.3	Are the classroom activities learner-centred?	
1.4	Are learners who are poor made to feel valued?	
1.5	Do the extra curricular activities cater for a wide range of interests and abilities?	
1.6	Are the interests and needs of girls and boys catered for equally?	
	Does the classroom layout encourage learner-centred learning?	
1.7	Do we value and protect the rights of all our learners?	
1.8	Do all learners get treated fairly at my school?	
1.9	Do we do our best to eliminate discriminatory practices?	
2.	**Creating a safe environment**	
2.1	Are the playgrounds safe for younger and older children?	
2.2	Are the classrooms safe for all children?	
2.3	Are all areas of the school safe for children?	
2.4	Are there safe places for children who have to wait for long hours at the end of the day?	
2.5	Are minor maintenance jobs regularly done to ensure safety of children?	
2.6	Are all areas of the school clean and hygienic?	

3.	Creating a welcoming environment	
3.1	Do the administrative buildings look welcoming?	
3.2	Do the classrooms look welcoming?	
3.3	Are parents made to feel welcome and valued?	
3.4	Are other members of the community made to feel welcome and valued?	
3.5	Do assemblies reflect the interests of everybody?	
3.6	Are parents who are poor valued the same way as rich parents?	
3.7	Do we keep the grounds neat and well-maintained?	
3.8	Do we apply the school discipline policy consistently?	
3.9	Is our school discipline policy based firmly on democratic values?	

4.	Materials and resources management	
4.1 4.2	Is there a system to ensure that learners receive support material on time? Are learner support materials carefully controlled and looked after?	
4.3	Do we have a system of collaboration and teamwork with our colleagues?	
4.4	Do we collaborate in lesson planning and share resources?	
4.5	Do we work in collaboration with parents?	
4.5	Do we use the resources and skills from our community?	
4.6	Do we all share in decision-making processes at our school?	
4.7	Do we all feel appreciated and acknowledged for the contribution we make to our school?	
4.8	Do we all take our professionals roles and responsibilities seriously?	

2. Now reflect on these points:
   a. Identify those aspects of your school life or curriculum that need to be improved.
   b. Decide which three areas (in order of priority) most need to be improved on in your school.
   c. How could your school become more creative at solving your problems?
   d. What role could the ILST play in this?

8.4 Support and Monitoring of Curricular Differentiation

All management functions at a school should be aimed at ensuring that quality teaching and learning is realised. In other words, the management of the curriculum is the most important function of any school management. This is especially true for implementing an inclusive curriculum.

One of the main functions of the ILST is to support and monitor curriculum differentiation. But before we look in detail at the role of the ILST, it is useful to see what the general management implications for curriculum differentiation might be.

Stop, think and discuss

- Skim through Section 2 of this manual again.
- In the first column of the table below write down the key issues of curricular differentiation and adaptation. We have given three examples. You can add more.
- Next to each one, in column 2, write down what you think are the main implications of these for institutional management.

Key issues of Curriculum Differentiation	Implications for management
e.g. Planning Individual Support Plans	
a.	
b.	
c.	

d.	
e.	
f.	

- How positive is your school about change?
- What do you think would be the main challenges for the management of your institution in differentiating the curriculum for inclusion?

Summary

To make Inclusive Education work management will need to take the initiative to lead and manage changes. An important role of management is to create an enabling environment, and to support and monitor curriculum differentiation.
White Paper 6 acknowledges that schools will need continuous support:

- Within the schools themselves, this support will come from the Institutional Level Support Team (ILST).
- From the side of the Department, support will come from the District Based Support Teams (DBST).
- The chain of support for Inclusive Education will also be strengthened by Special schools, which are to be restructured to act as Resource Centres.
- Selected schools will be converted into Full-Service schools which can in turn provide support to neighbouring mainstream schools.

All of these structures will be explored in the next unit.

Notes and References

[i] *Teacher's Guide for the Development of Learning Programmes, Languages, page 6,* 2003

Unit 9: THE NETWORK OF SUPPORT

Unit Outcome:
By the end of this unit, participants will understand the role of different structures and institutions in managing and supporting curriculum differentiation towards inclusion.

Assessment Criteria:
Describe the specific roles of the Institutional Level Support Team (ILST), Special Schools as Resource Centres, Full-Service schools, and the District Based Support Team (DBST)

Recommended training time for this Unit:
120 minutes (2 hours)

9.1 Introduction

In the Screening, Identification, Assessment and Support Manual we looked at the roles and responsibilities of the support structures for inclusion. In this unit we will be looking at these structures more closely to see what role they can play in supporting curriculum adaptation and differentiation.

Stop, think and discuss

- To refresh your memory, quickly list at least three key roles of the ILST, the DBST, the Full Service School and the Special School as Resource Centre in implementing Inclusive Education.

Reflection
The implementation of inclusion necessitates a network of support, where everybody supports each other at all levels of the system. Special Schools as Resource Centres directly support to Full Service schools and these, in turn, support ordinary mainstream schools. This system of support has to be driven and supported and modelled at the district level and is formalised through the establishment of the ILST at school level, and the DBST at district level.

We will now look in more detail at the role of each of these in supporting curriculum adaptation and differentiation.

You will have remembered that the ILST has an absolutely crucial role to play in Inclusive Education. The implementation of inclusion takes good management and leadership. In the end, it can be measured by the quality of learning and teaching that takes place in the classrooms; by the quality of care and respect evident in all the relationships in a school; by the welcoming appearance of the school; and by the willingness and confidence of the staff to reflect on themselves and be open to growth. White Paper 6 suggests that, at school level, this task of making a school more inclusive is managed and supported by the Institutional Level Support Team (ILST).

You know that in general the role of the ILST can be summarised as follows:

a. The general role of the ILST

Co-ordinating learner, educator, curriculum and institutional development at the school.

a. Identifying the barriers to learning at learner, educator and institution level.
b. Developing strategies to meet these needs.
c. Drawing in resources.
d. Building the capacity of the staff for inclusion.
e. Ensuring sustainability of inclusion at the school.

Now let's look specifically how the ILST can support curriculum differentiation.

b. The role of the ILST in managing and supporting curriculum differentiation

Stop, think and discuss

In your school groups look at the table below. Go back and read relevenat sections of this manual to help you if necessary.
Discuss the ideas that we have written down as the Role of the ILST in curriculum differentiation.
Add more ideas to suit the ILST at your school.

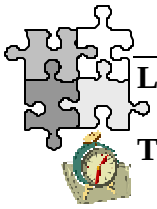
The Role of the ILST in Curriculum Differentiation	
Issue	**Role of the ILST**
1. Accommodating learners who experience physical, visual and auditory barriers (2.2)	• Liase with organisations which deal with disabilities. Invite them to the school to look at the physical adaptations and to speak to staff about the educational and emotional needs of learners experiencing such barriers. • Ensure that the physical environment is adapted. •
2. Accommodating learners who experience intellectual barriers (2.3)	• Liase with organisations which deal with intellectual barriers. • Be available to teachers who need support. •
3. Creating a physical environment that is conducive to learning (3.1)	• Organise a clean up day/ gardening day to make the environment more friendly. •
4. Creating an Emotional environment conducive to learning (3.2)	• Ensure that learners accept and welcome those experiencing barriers and hose who are different to the them. Celebrate difference and diversity. • The ILST models warm and accepting behaviour. • The ILST monitors behaviour at the school such as bullying. If there is a problem set up a meeting with the staff to address it. •
5. Changing the way we think about how children learn (3.3)	• Organise staff to observe one another's lessons and discuss teaching and learning styles. • Inivite smeone to talk about the cognitive development of your learners. •

6. Learner profiles (5.2)	• Help teachers draw up learner profiles. •
7. Individual Support Plans (5.3)	• Be part of the development of an ISP. • Encourage co-operation between teachers in a phase. •
8. Work schedule differentiation (5.4)	• Be part of the process. •
9. Differentiating lesson content (6.2)	• Encourage teachers to plan thei lesons together and to share ideas on differentiating tasks and designing down. • Invite someone form the DBST to help with designing down. •
10. Differentiating teaching strategies (6.3)	• Provide a space where teachers can share teaching strategies around different learning styles. • Invite staff from another type of school to share ideas. •
11. Learning and teaching aids (6.4)	• Provide a forum for teachers to discuss and share learning and teaching materials. •
12. Differentiating Lesson Plans.	• Provide a space where teachers can share ideas for differentiation. • Invite staff from another type of school to share ideas. •
13. Inclusive assessment strategies. (7.3)	• Invite disabled organisations to talk about assessment needs of learners with specific. • Invite someoen formthe DBST to discuss Assessmet Strategies. •

- Discuss what you think will be the most difficult aspects of curriculum differentiation for the teachers at your school? (Think about issues such as changing teaching strategies, flexibility, coping with diversity, planning and assessment.)

Reflection

You will probably notice that the main function of the ILST is to facilitate discussion and access to information. It is important that the ILST does not see itself as doing the work of teachers but as supporting the work that teachers do. The ILST also plays an important role in motivating teachers and driving the vision of inclusion at the school.



Learning Activity 39

Time Needed: 25 minutes

Read the following case study about curriculum differentiation.

Case Study

Mrs Xaba has been teaching at Sisonke Primary for only four months. Before that she taught at a small farm school with multigrade classes of about twenty children. At Sisonke she has a class of 53 Grade 3s. The principal has noticed that she is shouting a lot at the children and that there is often a lot of noise coming form her classroom. She is also always late with handing in assessment sheets and lately she has been off ill a lot. The principal can see that she is very stressed and calls Mrs Xaba into the office.

When he asks her how she is doing Mrs Xaba bursts into tears. The principal pours her a glass of water and Mrs Xaba pours out her heart to him. She tells him that she is not coping. She has been on a short course on differentiated learning and has grouped her maths class according to ability. The slow learners take up almost all her time and the fast ones are finished so quickly and are bored and disrupt the class. 'I can't keep up with all the different preparations I have to do for the different group.'

Reading is worse. There are three children who cannot read at all yet. "I can't see how they were allowed to pass into Grade 3," sighs Mrs Xaba.

But the worst are the overaged learners. Every time she turns her back on them to help another group they get up to mischief and incite the other boys as well. Another boy just walks around all the time and never listens to her. She has shouted at him often but he just carries on. There is another child who just seems to sleep all the time and when you shout at her she cries. Mrs Xaba knows that she shouldn't be shouting so much but she doesn't know what to do.

1. Discuss how Sisonke's ILST could help Mrs Xaba.
2. Think about your own ILST. What training and support would your ILST need to be able to function effectively in supporting and building inclusive capacity in your school?
3. How good is the feeling of collegiality, co-operation, teamwork and collaboration at your school? How could these be improved?

9.2 The Role of the DBST in Managing and Supporting Curriculum Differentiation

Learning Activity 40

Time Needed: 20 minutes

You can either be in specific interest groups (DBST, Full Service School or Special School), or in mixed groups for this activity.

Look again at the Case Study in Activity 39. Keep in mind the role of the ILST in curriculum differentiation. Answer these questions:

1. What is the role of the DBST in curriculum differentiation for Mrs Xaba?
   a. What support can the nearby Special School as Resource Centre provide for curriculum differentiation for Mrs Xaba?
   b. What curriculum differentiation support can the DBST in your district give to your school whether it is a Full Service School or a Special School as Resource Centre?

Reflection

You may have realised that although the DBST does not get involved directly in curriculum differentiation in any particular school, nonetheless the various roles that the DBST plays in Inclusive Education indirectly supports curriculum differentiation. Look at the role of the DBST, broken down into the following categories, and see how these roles support curriculum differentiation.

Central co-ordinating role. There is a complex network of support for inclusion. The main role of the DBST is to provide integration. This means:

- Co-ordinating with other departments and service providers.
- Mobilising existing community resources such as NGOs and DPOs.
- Linking schools with formal and informal support systems in the community.

Create and develop structures such as the ILST. It is the duty of the team to ensure that every school, including Special Schools and ordinary schools have a well functioning and effective ILST.

Assess the level of support needed by a learner. The DBST, in consultation with the parents or guardians and other stakeholders, will verify the levels of support that a learner will need, and what type of school she or she will go to.

Monitor and make available the support needed in terms of curriculum and institutional development. The DBST will provide curricular and organizational development to schools and will help to plan and implement support programs for individual learners. They will offer this curricular support through training, consultation, mentoring and monitoring.

Identify the resources that are required and available. For example, the DBST can organise the sharing of movable assistive devices.

Facilitate the admissions of all learners to schools. The DBST will be responsible to ensure that ALL learners are admitted to school and that they receive the necessary support. It is accountable for tracking all learners who have applied for admission and has to control the waiting lists kept by schools. No learner should be out of school because an arrangement for providing support could not be made.

The DBST will:

- Prioritise the placement of learners who fall in the range of high and very high needs.
- Verify the initial screening done by the ILST of a school.
- Respond to applications within three weeks.
- Set in motion the provision of the necessary support.
- Play a role in capturing data from schools.

9.3 The Role of Full Service and Special Schools in Managing and Supporting Curriculum Differentiation

Learning Activity 41

Time Needed: 25 minutes

In your groups look at the following Case History and discuss the questions:

> Thandi is deaf. She has been in a school for the deaf up to Grade 8. South African sign Language is her first language and she struggles with lip-reading. She is very gifted academically and wants to become an accountant. The school for the Deaf does not offer accountancy as a subject. After much consultation with the relevant role players the DBST has decided that she should continue with her studies at the school for the Deaf. However she will attend the accountancy classes at the neighbouring full-service school with a SASL interpreter.

1. What is the role of the Full Service School in curriculum differentiation for Thandi?
   a. How could staff at the nearby Special School help Thandi to adapt? How long do you think she will need support for?
   b. How can the Special School support the ILST and teachers at her new school to differentiate the curriculum?

Reflection

You know that a Full Service School is an ordinary school that has been specially equipped to address a full range of barriers to learning. In the initial implementation stages of Inclusive Education these Full Service schools are envisaged as models of institutional change which reflect effective inclusive cultures, policies and practices.

A Full Service school will receive additional resources and training so that it can become a model of inclusion in its community and to the schools around it. While it is not expected to address all barriers to learning immediately, the Full Service School needs to explore and address the challenges of curriculum differentiation in everyday school life.
It needs to do this by:

- building the capacity of its staff towards effectively catering for learners who need moderate levels of support
- using non-professionals towards meeting needs of learners
- using the DBST for support

The following example of how a special school can operate as a resource centre in its district, to provide support to a school like Thandi's, may be close to what you discussed:

The special school has specialised skills available among its staff and has developed learning materials to assist deaf learners. There may also be Sign Language interpretation facilities available at the special school. The professional staff, as part of their role in the DBST, could identify local Deaf people to run training workshops in their district for other educators on SA Sign Language,

Deaf culture, and on how to provide additional support in the classroom to deaf learners. The school could also set up a 'helpline' for teachers or parents to telephone in with queries.

Guidelines from the Department give some clarity on the role and function of special schools as resource centres, but each situation will be different. The main role of Special Schools in curriculum differentiation can be defined as:

- Act as a resource to the surrounding school community
- Be a resource for teachers and schools in their 'cluster'
- Play a role in training teachers in mainstream / ordinary schools
- Provide education services and support to learners and ex-special school learners who have been mainstreamed
- As part of DBST, provide specialized professional support in curriculum, assessment, instruction and learning materials development.

In addition to providing critical education services to learners who require intense levels of support, the role of special schools, as part of the DBST, will include providing particular expertise and support, such as professional support in curriculum, assessment and instruction, to neighbourhood schools, with an initial focus on 'full-service' schools.

The role also includes providing appropriate and quality educational provision for those learners already in special schools, secure care or specialised programmes. Special schools as resource centres would also provide comprehensive education programmes for life-skills training and programme-to-work linkages.

To be able to offer this kind of support, Special Schools will need to be upgraded. Staff will need to be orientated to their new roles and resources will need to be upgraded to provide quality services to learners with high intensity needs.

Learning Activity 42

Time Needed: 20 minutes

By now it should be clear that the network of support between the different role players in Inclusive Education is not clear-cut, or hierarchical. Discuss the following questions in specific interest groups, or in mixed groups.

1. How could the DBST support the Full Service Schools in their role of providing curricular support for mainstream and Special Schools?
2. In what ways could Full Service Schools support curriculum differentiation in neighbouring mainstream schools and in Special Schools?
3. What support can Special Schools as Resource Centres give to DBSTs and ILSTs?

Reflection

With the support of the DBST, the Full Service School will be at the forefront of establishing an effective and responsive ILST and support other schools towards the same end.

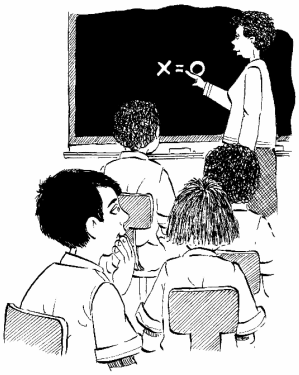
Another important role is to support neighbouring schools towards becoming more inclusive. This could take the form of:

- sharing and exchanging resources such as facilities, information and skills
- advising and assisting teachers form neighbouring schools on preparing materials and classroom arrangements (Teachers from neighbouring schools could be invited over to sit in on lessons that are differentiated and to look at classroom arrangement)
- ILST could meet with these structures from neighbouring schools to share problems and examples of what has worked well, and discuss options and solutions to issues that arise from addressing barriers to learning
- supporting neighbouring mainstream schools to sustain and develop inclusion.

Full Service Schools have had considerably more exposure to NCS and OBE curriculum issues than many Special Schools. So there are many teachers who can work together with Special Schools.

The emphasis in this network of relationships needs to be on what each role player's strengths are, and how those can best be put to use in the transition to Inclusive Education. Inclusive Education can only be implemented through a network of support, where everybody supports each other – Special Schools give direct support to Full Service Schools and these, in turn, support ordinary schools. All of this has to be driven and supported by the district. This system of support is formalised through the establishment of the ILSTs and the DBSTs.

The emphasis on the reliance of all school leadership and management structures on the DBST for support is clear. With the challenge of transforming all schools into inclusive schools, there is a very real need for leadership and management structures within all schools to be appropriately, effectively and meaningfully supported in their journey towards becoming the kind of institutions and support structures envisaged in the WP6. This is not a simple journey of transition. Schools cannot be expected to embrace and implement inclusion on their own, nor can this transition be accomplished overnight.



Stop, think and discuss

'For inclusion to work there need to be supportive and collegial, cooperative relationships between districts and schools; different schools in an area; a school and its community and within the school itself. Inclusion is about relationships.'

- Discuss this statement and then do a SWOT analysis of your school or DBST's ability to be instrumental in curriculum differentiation for inclusion.
- In what ways would your school / DBST need to develop so that it could be a model of inclusion?

Summary

Management and support go hand in hand. The DBST needs to support the leadership and management structures of schools in focusing on priorities, and setting realistic and achievable objectives. They need to help to build schools' confidence in their ability to problem solve, work collaboratively, and achieve an objective towards overall transformation. Priority should be given to building strong, positive relationships with teachers, ILSTs, the Special Schools as Resource Centres and Full-Service schools.

This does not mean to say that we should leave everything up to the DBST. A network operates best with the participation of all its partners. At different levels of the system different partners will need to take more prominent roles in supporting and managing the implementation of Inclusive Education.

Appendix A

Case Studies from Screening, Identification, Assessment and Support Manual

Xoliswa used to live with both her parents in the Eastern Cape. Both her parents are living with HIV. However, when her parents separated, her mother moved to Cape Town. Xoliswa now lives there with her mother in a very poor and densely populated suburb. Xoliswa's father still lives in the Eastern Cape and rarely sees his daughter. Her mother has a sleep-in job as a domestic worker. She rents a small room in the back yard of relative strangers. Xoliswa stays alone in this room during the week. Her mother has arranged for her meals to be provided by the landlord. Her mother returns home at the weekends.

Xoliswa attends the school around the corner from her home. She is in Grade 4. At 11 years, she is a little old for her grade. This school has about 750 learners and 22 staff members. The teacher/learner ratio ranges from 30 – 50 learners per teacher. Staff are struggling to cope with the many learning and developmental needs of their learners, especially since they have so many learners in their classes. Many learners are poor and come from communities with high unemployment. Many of the teachers consider that certain children have disabilities of some kind, and do not consider it their job to help these particular children.

Xoliswa misses her friends and father, and finds it very hard to integrate and feel at home in this new school. She did not do very well at her last school either, but at least she had a few friends there. Her teachers think she has intellectual problems, and tend to not bother with her much in class, especially since she rarely does class work or homework. What little work she does seems to suggest that she does not read or write well. Her classmates pick up on the teachers' attitudes, and tend to ignore her, or even abuse her verbally. Xoliswa's demotivated and quiet, withdrawn behaviour also contributes to the way her teachers ignore her.

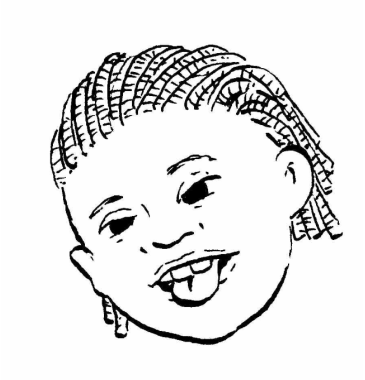
Xoliswa misses her father considerably. She got on very well with him, and they did a lot of things together. Xoliswa's mother had been close to her before the move, but since the move, she has become extremely worried about their financial situation and her responsibilities. Since she is away from Xoliswa during the week, she is often not emotionally available for Xoliswa.

Xoliswa, in the meantime, goes straight to school and straight home, and often sits for hours doing nothing. Her mother promises to buy a TV but in reality, they are so poor it is unlikely they can afford one for years. Xoliswa is demotivated, distressed and lonely. She finds it very hard to do her homework and so she often does not.

At school things are not much better. Her teacher does not understand her and largely ignores her. She considers her 'mentally retarded' and not able to read or write very well. Xoliswa does not feel understood or supported by her. In fact, though her reading and writing skills are not grade appropriate, they are only about one year below her grade level, and she only needs more practice to become better.

This lack of understanding and acceptance increases her anxiety at school, which means she is unable to concentrate much in the class.

Since she is alone, she does not bother too much with her appearance. Her hair is often unkempt and she neglects personal hygiene. Her appearance can put people off, so she has no friends yet. However, there is one girl in her class who seems to be as lonely and as unhappy as herself, and they are slowly drawn together. She does sometimes wander over to where the younger children are playing, and is starting to make friends with a couple of children.



Dineo is a little girl who is 7 years old. She lives in rural Mpumalanga. Dineo lives with Tebogo, her older brother, who attends the local primary school, her mother and father, and her grandmother. Dineo's father works as a policeman, and her mother does not go out to work. She sometimes cooks for weddings in the community.

Dineo was born with an identified condition known as Down Syndrome. This means that she has certain physical and intellectual features that will affect her throughout her life and which mean that she will find it difficult to learn many things at school.

Dineo was born with a heart condition that may affect her general health. She may have low energy and be unable to keep up with other children on a physical level. She has regular chest and ear infections, especially during the winter months. Her ear infections will prevent her from hearing properly while the infection is present in her ears. If the infection is left untreated, then she may develop a serious hearing loss. Although there is a community clinic, it takes Dineo and her mother the whole day to get there and back for her to receive treatment. Dineo's parents have been taking her to the clinic regularly since she was born.

Dineo is able to walk, run and climb with no difficulty. She can also feed and wash herself, and her mother is teaching her some simple chores such as sweeping the kitchen, and feeding the chickens.

She cannot count, and cannot go to the shop on her own because of a limited concept of money.

Dineo is a sociable child. She loves other children, and plays happily with the young children around her home.

She cannot read, but knows the words to many songs, which she loves to sing to her parents. She does speak, but people outside the family find it difficult to understand what she says.

Dineo's parents have an understanding of Down Syndrome, but her grandmother does not understand why Dineo is the way she is. She blames the father's side of the family for the fact that Dineo is 'different'. She is embarrassed about Dineo and is reluctant to go on outings with the family, as she does not want people to notice Dineo. She will not let Dineo help her around the house and does not approve of Dineo's mother teaching the child household chores. She is putting a lot of pressure on Dineo's parents not to have another child.

Dineo's parents understand Down Syndrome, and know a great deal about her difficulties. They have tried to explain what they know about Down Syndrome to the teacher, and to the other family members. They are very loving parents and do their best for her. Her father takes her to school every day on his way to work, and her mother helps when she can with the running of the school.

After Dineo was born the clinic sister identified that she had Down Syndrome. She knew that this syndrome can cause developmental delay and therefore she arranged for regular visits to the clinic by the mother. She recorded all her findings about Dineo on the Road to Health card and kept a record of the support offered to her. This included periodic consultations with the doctor about her heart condition and medication and treatment for ear infections as well as visits by the community based rehabilitation worker to help with her physical and intellectual development. At the age of three the community rehabilitation worker suggests that Dineo go to the local crèche. The health care worker shares all her information with the crèche teacher.

Dineo entered Grade One in her local school, the same school that her brother attends. Dineo's mother and father are quite anxious about this move, as they know that it is a big change for Dineo, and they are not sure how she will adapt. They are concerned that the new teacher may not know anything about Down Syndrome, let alone how to work with her. They want to make the change as easy as possible for Dineo, and as positive as possible for her new teacher. The new teacher has noted that Dineo needs support in expressive and receptive communication and in some activities of daily living. She has also spent the first few weeks of term observing Dineo in the classroom and playground. She has requested a meeting with the ILST to help her plan for Dineo and her parent's needs. She has asked for Dineo's crèche teacher to be present at the meeting.

Dineo is not a difficult child to handle in class, as she is sociable and willing to cooperate, and listens to what is asked of her. These are her strengths. Mrs. Orkney feels that if she was given work at the appropriate level Dineo could benefit from her experience in Mrs. Orkney's class.

Mrs. Orkney's task now is to get a better understanding of the level at which Dineo can experience success, and to work towards providing her with appropriate work at that level.
Mrs. Orkney knows that Dineo cannot count, and she decides that because this learning area is very important in the Foundation Phase, she will assess this first.

Numeracy
Mrs. Orkney looks at the National Curriculum for Numeracy, Learning Outcome 1: "Numbers, Operations and Relationships". She decides to work through the Assessment Standards for Grade 1 with Dineo, to set tasks for her so that she can assess her performance.

Assessment Standard:
"Counts to at least 34 everyday objects reliably"

Mrs. Orkney collects 34 little blocks from her cupboard and puts them in a pile in front of Dineo. She asks Dineo to count them for her.
Dineo can only count to 8 and gets confused beyond that

"Knows and reads number symbols from 1 to at least 100 and writes number names from 1 to at least 34"

Mrs. Orkney puts some number cards from 1 to 25 in front of Dineo and asks her ''show me the number 10 Dineo, the number 25, give me the number 14, put number 6 on the desk", and so on.
Dineo cannot do this task above number 6.

Mrs. Orkney realizes that these Assessment Standards are too difficult for Dineo. She now knows that she will have to go back to the Assessment Standards for Grade R to work with Dineo.

She gets Dineo to do tasks with the Assessment Standards at the Grade R level so that she can confirm that this level is appropriate for Dineo.
"Counts to at least 10 everyday objects reliably"

Mrs. Orkney collects pencils from around the room and puts them in a pile in front of Dineo. She asks Dineo to count them for her.
Dineo can still only count to 8 and gets confused beyond that.

She also assessed Dineo on some other Assessment Standards:

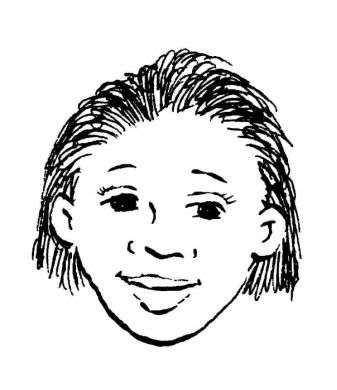
"Knows the number names and symbols for 1 to 10".

Mrs. Orkney puts the numbers 1 to 10 on little cards in front of Dineo, and asks her to "show me the number 4 Dineo, the number 2, give me the number 5, put number 1 on the floor", and so on. Dineo copes well with this task. She can recognize numbers 1 to 6 consistently.

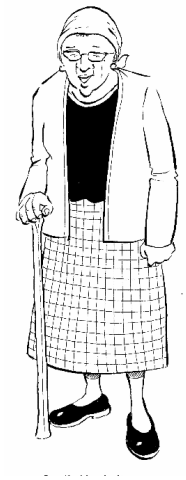
"Orders and compares collections of objects using the words 'more', 'less' and 'equal'."

Mrs. Orkney puts a pile of 2 bottle tops in front of Dineo, and then a pile of 10 bottle tops in front of herself. She asks Dineo "show me who has

more bottle tops, you or me". Then Mrs. Orkney asks "show me who has less bottle tops, you or me". Then she gives herself and Dineo both 5 bottle tops and asks "do we have an equal number of bottle tops Dineo?" Dineo is able to show Mrs. Orkney who has more and less, but does not understand the word 'equal'.



Nomvula is a little girl in Grade Two. When she started school, she was a chatty, outgoing and active child with many friends. Her work was satisfactory and she fitted into the school context well. However, she has had an extremely traumatic year because both her parents died within months of each other. She was given into the care of her extended family and has spent the last year moving from one household to another, as her extended family were unable to support her.



She now stays with her grandmother who is a pensioner, and does not have a good relationship with her granddaughter. Because she has been moved around such a lot, Nomvula has no constant friends and is very lonely. Nomvula has stopped speaking. She no longer enjoys the easy, boisterous relationships she used to have with her peers. The other girls have told the teacher that they feel awkward with this quiet, withdrawn person who refuses to participate in their games. Her schoolwork has definitely suffered. Her teacher loses patience with her and often shouts at her in frustration, as she remembers how Nomvula used to respond with enthusiasm and joy. She has asked Nomvula's grandmother to come to the school to discuss her behaviour but the grandmother hasn't cooperated. Nomvula comes to school clean and neatly dressed, but she often does not bring a snack, and gets very tired towards the end of the day.

Her teacher has commented in her observation book:

'When I tell her to hurry up and complete a task she panics and starts to cry.'

'Nomvula loves the number game that we play first thing on a Monday morning. She seems to settle down to her work much better after this.'

Nomvula's teacher interviewed her grandmother one afternoon after school, and discovered that she is very worried about her granddaughter. She can see that she is unhappy but does not know what to do about it. She is relying on the school to help her. She told the teacher that she does not feel comfortable in a school because she cannot read or write. She feels that it is the teacher's job to 'make Nomvula learn'. She feels that Nomvula is still very sad about her parents' deaths; they came as a big shock to the little girl, and she does not understand why they died. She also tells you that Nomvula often does not speak to her. She was particularly close to her mother and her grandmother has noticed her looking at a photograph that she has of her mother. Nomvula's

grandmother is also worried that Nomvula is growing quickly and that soon she will not be able to handle her at home. She is also very worried about what will happen to Nomvula when she dies, as she is very old now, and "no-one else wants her". The grandmother is angry that Nomvula's aunts and uncles will have nothing to do with her. They will not even give her a little money to help look after Nomvula. She says that she is struggling financially at the moment, as she does not receive any support, and her pension is too little.

Nomvula's teacher was not able to visit her home. She and her grandmother were currently staying in a two-roomed shack in the backyard of a relative while waiting for a new place to stay.
During an interview with Nomvula, her teacher realized that she is a very sad little girl. She wishes that her mother were still alive to be with her. She is in tears as she tells her teacher this, and says that she does not know what to do.

Since Nomvula's primary needs seems to be in the area of behaviour and emotions, her teacher decides to begin understanding her better using the Life Orientation learning area. She is also very aware that her behaviour and emotions are impacting on her ability to work in the class and that she cannot isolate the one area from the other.

Nomvula's teacher begins by asking her questions about her body. She asks her what she and her grandmother do to take care of themselves every day. She knows that Nomvula might not be eating well, so she is sensitive to this in her conversation with the child. Nomvula responds to this conversation without any difficulty at all.

Nomvula's teacher gets her to draw a picture of herself, and to tell her all about it, describing the drawing's physical as well as emotional features, for example "is Nomvula happy today in this picture?" and "does Nomvula ever feel sad?"

Nomvula draws a picture of herself and her mother, but the picture of her mother is very small. Nomvula is able to describe all her own physical features in detail without any difficulty. Nomvula tells her teacher tells that she is very sad that she does not have a mother and father. She says that she wishes that her mother were living with her, because it is hard to live without her mother. She is also sad that she is living with her grandmother and has no friends to play with at home. She wishes that she could be like other children with their mothers and fathers. She starts to cry in this discussion.

“Demonstrates appropriate behaviour in conflict situations”.

Nomvula's teacher reminds her of an incident that occurred in class last week, when a group of her friends tried to ask her to play with them at break and Nomvula shouted at them and told them to go away and leave her alone. The teacher asks her to tell her about what happened at that time.

It becomes clear in the discussion that Nomvula does not know how to tell other children that she is feeling bad and needs to be on her own.

Nomvula's teacher has learned from this assessment that Nomvula is a little girl who can grasp the facts of a situation, but who needs support in dealing with the emotional side of her life. She realizes that she will have to pay close attention to the way other children relate to Nomvula, especially those girls that she used to be close to, and that she will need to work on group dynamics in the classroom. She decides that she will make dealing with bad feelings the focus of her work with the class as a whole, and this will address the issue of helping Nomvula to express her feelings to her friends.

Because Nomvula is a little older, her teacher may also ask her to begin to think about her own learning and behaviour, a simple form of self-assessment.

For example the teacher may ask her to write down on a little sheet what it is that makes her sad in school and angry with her friends in school. She may ask her to write what she does when she feels sad and gets angry with other children.

Even though these questions are not easy for Nomvula to answer, her teacher may get a little more insight into the emotional barrier that Nomvula is experiencing in this way.

Bashir is a little boy who has been in school for one year, and who is making less and less progress as the work gets more challenging. At the beginning of this year in Grade 2 his parents expressed great concern about him to his teacher. They feel that at this stage, and at 8 years old he should be doing better, and they are worried that something is not right.

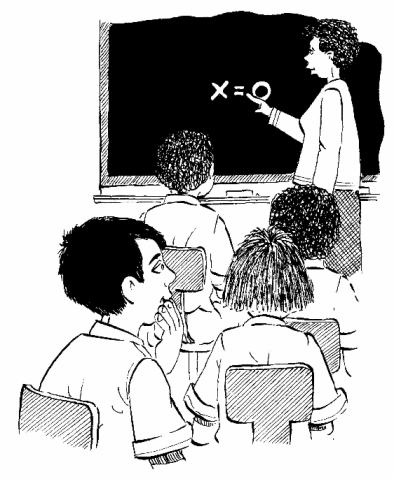
His previous teachers report that he seems to be a clever little boy, but that it is clear there are many days when Bashir does not seem to be following what is happening in class. He has not done well on his assessments, but has been promoted because he is obviously capable, and is underachieving.

When his Grade 2 teacher consulted his Grade1 teacher about him, that teacher reported that he does much better when he is sitting at or near the front of the class, and when he has a clear view of the teacher. She reported that he is very visually aware, and notices even little things that happen in the classroom very quickly.

Bashir's previous teacher noted that he has great difficulty reading. His current teacher Mrs. Kotwal has noted that sometimes he does not seem to hear what people are saying and she suspects that he might have a hearing problem which is having an impact on his learning. She discusses her concern with the parents and they meet with the ILST. At this meeting Bashir's mother is requested to take him for a hearing test at the local hospital and they provide her with a letter which gives detailed observations of his behaviour at school. The audiologist gives the results of this hearing test to Mrs. Kotwal. The tests show that Bashir has a moderate hearing loss in both ears, which is having a profound effect on his speech and language development, and his functioning in the learning environment. It takes two months from the time of referral to the audiologist to the time when the hearing aid is fitted.

She noticed during her classroom observations that Bashir loves drawing and he pays attention to detail. He enjoys concrete work with numbers. He can copy well from the board or another book, but does not enjoy writing on his own, and cannot write sentences that make sense. In a group he often works with another child, and seems to get clues from other children as to what to do. He tries very hard to do everything, but does at times get extremely frustrated when he does not understand.

His speech is difficult to understand, and his voice has a strange quality to it. His vocabulary is not as good as his peers, and his sentences are limited in length.



Mrs. Kotwal notices that Bashir watches her closely all the time, and loses interest when she works on the chalkboard. He often tries to imitate what she says to him, but does this quite poorly. She notices that when the class works with pictures and diagrams, Bashir responds more positively. Working visually is one of Bashir's strengths.

As part of her screening process, Mrs. K collected information from other sources. She read all his previous reports and portfolios of work, and comments that his teachers had made. She asked the parents to bring her any information that they had got from the doctors that they had taken Bashir to. She read there that Bashir had achieved all his motor milestones as a baby and a toddler, but that his speech and language development had been delayed. Otherwise he had been in general good health.

In an interview with his parents, Mrs. Kotwal got to know that Bashir is the middle child of 3, and that his siblings were very good with him. His mother said that they often understood him when she or his father didn't, and would help him when they all played together.

A home visit revealed that Bashir's family is much loved and very well cared for. The extended family in the form of his grandmother and aunts live with him and his immediate family, and they share his parents concern about his poor progress at school. His grandmother thinks that he is 'lazy or stupid' and says that he gets it from his father's family. She is short tempered with him when she supervises homework, but knows that he is a clever boy. Bashir is not given any responsibilities at home; everyone else in the family does things for him. He loves television, but never listens to music.

An interview with Bashir helped the teacher to understand that Bashir really hates reading, but that art is his favourite learning area. He told her that he loves his mother and father and that he plays a lot with his sisters. The conversation also confirmed for the teacher that his speech and language is not at the same level of his peers in the class.

The speech therapist/audiologist, Miss Ndlovu, visits Bashir's school and gets a full report on the child from the ILST, teacher and parents. She then spends time with the child and observes him in the classroom. She reviews his school work and gains an idea of his family situation. She also gives him some tasks to do that will tell her more about his language abilities. From this process she concludes, amongst other things, that:

- *Bashir need to get used to wearing his hearing aids*
- *He needs to learn how to look after them properly*
- *He needs a language enrichment programme*
- *He needs learning support to catch up with his reading*
- *The classroom environment needs to be changed so that it is less noisy and he needs to be positioned in a certain way*
- *His parents and teacher need to know how to speak to him clearly*