

FET Educator Assistant Orientation Manual

PRESIDENTIAL
YOUTH
EMPLOYMENT
INITIATIVE (PYEI)
IMPLEMENTED AS
THE BASIC
EDUCATION
EMPLOYMENT
INITIATIVE (BEEI)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



PRESIDENTIAL
EMPLOYMENT
STIMULUS

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1. Background and Introduction

The Basic Education Employment Initiative (BEEI) forms part of Government's priority interventions to expand public employment, creating decent jobs, reducing youth unemployment, alleviating poverty in communities, support livelihoods, and retaining existing jobs. The BEEI forms part of the Presidential Youth Employment Initiative (PYEI). It also responds to the economic impact of COVID-19, and seeks to support job creation and expand support for vulnerable households.

The Department of Basic Education (DBE) in collaboration with Provincial Education Departments (PEDs) implemented the BEEI from 1 December 2020 to 30 April 2021. In Phase 1, the BEEI contributed a sizeable number of employment opportunities as part of the Employment Stimulus Programme (PESP).

Through the BEEI, about 200 000 Education Assistants (EAs) and 100 000 General School Assistants (GSAs) were placed in public schools across the country. Youth between the ages of 18 and 35 were placed in public schools across the provinces. Altogether, close to 320 000 young people benefited from the employment opportunities created through this initiative. The appointment of the youth assisted in addressing challenges in schools arising out of the COVID-19 outbreak in South Africa and the subsequent national lockdown. EAs supported educators in the classroom and encouraged the love for reading among learners while GSAs assisted in ensuring that teaching and learning took place in a safe and conducive environment, in compliance with COVID-19 protocols.

The implementation of the BEEI provided an opportunity to address systemic challenges and to begin to move towards a post-COVID-19 future, through addressing COVID-19 academic disruptions; responding to challenges such as infrastructure maintenance and provisioning of psychosocial support for learners. The BEEI also provided the sector with an opportunity to promote ICT integration in the classroom,

which has become imperative, as observed throughout the time when the country was in lockdown, with teaching and learning taking place through virtual platforms.

The objectives of the BEEI are to achieve the following:

- a) capacitate schools to manage the impact of COVID-19 on schooling, whilst supporting the Basic Education Sector as it repositions and re-imagines the future beyond COVID-19;
- b) to ensure that school infrastructure is maintained through the provision of GSAs; and
- c) save SGB-funded posts at fee-paying schools and posts at government subsidised independent schools.

The orientation manuals for FET Curriculum Educator Assistants have been revised and strengthened to incorporate the lessons learned during the first phase.

The objectives of the orientation manual is to guide the orientation of the EAs in the following areas:

- How to assist with remediation as part of the learning loss recovery programme.
- How to support the implementation of Reading Across the Curriculum.
- Orientation of EAs to assist in the provision of career information.
- Subject specific orientation: Detailed guidance to educators on how to best benefit from the EA's to support teaching and learning.

EAs involvement and role in schools can contribute to the improvement of learner performance.

SECTION A: GENERIC FOCUS AREAS FOR ORIENTATION OF EDUCATOR ASSISTANTS

Under the guidance of the educator, the EAs will be orientated to assist in generic aspects as described in this section.

2. Remediation

Since the outbreak of the pandemic, South Africa, like all countries the world over were faced with unprecedented learning losses due to extended school closures, sporadic closures of schools due to infections, the phased in reopening of schools, introduction of rotational time tabling models due to social distancing protocols to name a few. The impact on learning are estimated to be as high as 75% in some grades.

When learners struggle with academic concepts, schools try a variety of intervention tactics. Remediation strategies are one type of intervention. Effective remediation involves identifying the learner's needs, providing intervention and evaluating learner outcomes. Successful remediation adjust the instruction based on the learner's response to the intervention.

Remedial programmes are designed to close the gap between what learners know and what they are expected to know, i.e. they reteach core skills. They offer extra support to help learners to catch up with their peers. Remedial programs are expanding in many places because so many learners faced learning challenges during the COVID-19 pandemic. These programmes tend to be most helpful to learners with gaps in their learning because of frequent absences or trouble with focus.

The main goal of remediation is to assist a learner who has fallen behind academically to 'catch up' with their peers. Remediation seeks to build on the missing skills. Through remediation activities or lessons, educators assist a learner to improve his/her skills through direct instruction. Remedial instruction is focused on the specific concepts with which the learner struggles.

Whilst remediation is a specialist skill, **EAs can assist educators** in implementing or monitoring remediation programmes. Below follows a few remediation strategies that can be employed by EA's.

Reinforcement (Re-teaching):

Re-teaching is one method of remediation. Educators present the information to the learner again. At its core, re-teaching is about **flexible instruction that is responsive to learner needs**. Re-teaching is used when a learner simply needs more exposure to the subject before he is able to internalise it. Re-teaching is not a sign of failure or ineffective instruction. Instead, it is evidence of an educator's ability to differentiate instruction to meet the needs of all learners. Educators should expect to re-teach and should plan accordingly so that the time and the resources are available to do so successfully. EAs can assist educators by supervising the additional activities/ exposure provided by the educator.

Re-teaching does not mean repeating a lesson for a learner who didn't get it the first time. It definitely does not mean presenting the same lesson again in a louder voice. Re-teaching involves presenting new or previously learned content using a new method or approach.

There is no one-size-fits-all approach because it's going to be tailored to what your learners need. However, effective re-teaching programs use the same research-based principles.

With an effective re-teaching program, educators should:

- **break down concepts that are difficult for learners** - If you want to diagnose what is causing a learner to struggle with a concept, you need to break the concept down into steps or teachable skills to figure out where he or she is struggling.
- **present the content in a new way** - there is no right or wrong way to re-teach as long as data is used to inform the re-teaching strategy.

- **create learning targets/goals for the learners, and assess progress** - Once an area of need has been identified, create goals or learning targets should be created for learners. Creating goals will help learners with shared goals, provide them with a focus for the re-teaching or intervention, and provide the educator with a baseline for progress monitoring.

With the assistance of the educator, the EAs can assist in the above.

Alternative instructional strategies:

Some learners may require alternative teaching strategies for remediation. These strategies are often based on learners' individual learning styles. Educators can include EAs in these strategies. For example, if the learner does not comprehend content from an educator on the parts of speech, the educator might have him/her work with an EA to make a poster on parts of speech using pictures cut from a magazine. If a learner is a kinaesthetic learner, he/she will learn concepts better with hands-on activities. Remediation often includes multiple teaching styles to reach learners with various learning styles.

Task analysis:

Task analysis is the process of breaking a skill into smaller, more manageable components (mini-goals). Once a task analysis is complete, it can be used to teach learners a skill that is too challenging to teach all at once. Educators can remediate the skill by teaching these components in sequence. Task analysis helps the educator to see what part of the process is causing difficulty for the learner.

The list can provide educators with a good starting point to determine which particular steps are more complex and need to be learned and which can be learned more easily or are already in the learner's repertoire. The important goal for educators is to find those activities that learners can do, teach what they can learn, and provide appropriate adaptations as needed.

Educator assistants can assist by supervising learners practicing the process of task analysis to a complex problem.

As in implementing any teaching strategy, educators need to incorporate well-established principles of teaching with each step, such as clear directives, repetition, and feedback. Modeling and prompting (full and partial) are important, as is the fading of prompts for independence. Although there is a necessary order for some steps, some steps can be taught out of order or in a different order. Repetition of steps and routines in order, however, is important for many learners, and performing one step can cue in the next step in the sequence (e.g., first we do this, then this, then this).

Additional practice:

Learners may require additional practice to master skills. This is another form of remediation. EAs can play a supervisory role while learners practice to master particular skills.

One-on-one classes/assistance:

One-on-one classes is another way of remediation where an individual learner receives more attention and support. It is focused at closing learning gaps. It is typically one learner with one educator. Under the guidance of the educator, EAs can assist with this, e.g. assisting individual learners with homework.

The classes can take place during lesson time, or outside school hours. Research evidence suggests that one-on-one classes is most effective when:

- it is in addition to normal lessons, rather than instead of them;
- short sessions of about 30 minutes; and
- regular sessions.

The following needs to be kept in mind when planning one-on-one classes:

- The specific needs of the learner inform the intervention of the learner.
- Educators should be flexible and adapt their teaching to meet individual learner needs, to tackle misconceptions and address critical learning gaps.
- Educator and learners should have opportunities for regular assessment and feedback. They should reflect on learning, negotiate the next steps, and redefine targets where necessary.

3. Reading across the Curriculum

Reading across the Curriculum (RAC) is a component within Language across the Curriculum (LAC). Refer to the *Strategy for Teaching English Across the Curriculum* for detailed examples per subject.

RAC, also called content literacy or active reading, is defined as "the ability to use reading and writing for the acquisition of new content in a given discipline" (McKenna & Robinson, 1990). Discipline-based instruction in reading and writing enhances learner achievement in all subjects. Studies show that reading and writing across the curriculum are essential to learning. A refocused emphasis on reading as the process of getting meaning from print to be used for analysis, synthesis and evaluation, in the context of critical literacy across the curriculum could potentially address the difficulties of learners, the goals of educators and the needs of the nation for an educated, informed, fully participatory democratic population (Horning, 2007)

RAC includes developing learner's reading skills, thus enabling them to cope with learning in content subjects. The adoption and implementation of RAC means in effect that every educator in the school should accept it as part of his/her responsibility to develop the learners' reading, writing, and speaking ability in and through the subject or activity for which he/she is responsible.

All subject educators need to be aware of:

- the linguistic processes by which their learners acquire information and understanding, and the implications for the educator's own use of language; and

- the reading demands of their own subjects, and ways in which the learners can be helped to meet them.

Language educators should play a scaffolding role for content subjects by drawing reading materials from content subjects.

The following areas need to be addressed in each subject:

- Word recognition skills, including phonetic analysis, syllabication, and using context clues to help learners unlock unknown words;
- Comprehension of ideas, be it in narrative or expository reading, including critical and creative thinking;
- Structural analysis to assist learners in understanding the significance of word order when reading;
- Syntax, including vocabulary development, in guiding learners to attach meaning to what is being read; and
- Problem-solving and gathering information in offering solutions.

Content subject educators should:

- model the language of their subject;
- integrate language and content;
- address the issue of context – same word referring to different aspects,
- address diction – e.g. murder/assassination;
- emphasise field-specific language – e.g. prefixes: *tri-/quad-/geo-/bio-*; and
- teach word attack skills.

Learners need:

- to understand the reading process (pre-reading, during reading and post-reading); (see table below)
- background knowledge in subject areas;
- strategies for previewing texts, monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they read, and making connections and inferences;

- strategies for becoming independent readers in any context;
- to use methods/strategies that work for them;
- to locate and use information;
- to follow a process or argument;
- to synthesise and adapt what they learn from their reading;
- the technical and specialist vocabulary of subjects and how to use and spell these words; and
- to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts which are often used in a subject, e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop argument.

Before/pre-reading

Skimming and scanning to previewing text features and unfamiliar words, finding organizational patterns, predicting text content, use prior knowledge to think about the topic, setting a purpose for reading, reviewing and clarifying vocabulary, finding signal words

During reading

Find meaning using clues such as definitions, examples, illustrations, clarification, parenthetical note, comparison, elaboration, typographic and design, making notes, visualizing asking/understanding comprehension questions, using graphic organizers and study guides, identify and clarify ideas, self-question to monitor comprehension, confirming and rejecting predictions

Post reading

making inferences, explaining / evaluating writer's inferences and conclusions, drawing conclusions / own opinion, evaluating, analysing and interpreting, making comparisons **understanding text features** – titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches

Below are ***simple strategies*** that learners can use when reading:

- **Previewing and marking the text:** This involves reading the foreword, skimming the table of contents, and marking the text.
- The **SQ3R** (Survey, Question, Read, Recite and Review) method.
- **Notetaking**, using the Cornell notetaking format of *record, reduce, recite, reflect* and *review*.
- **Mapping:** A form of outlining in which the material itself generates the form or outline.
- **The vocabulary preview technique**, which teaches learners to determine the meaning of words through context, word structures, and the dictionary.
- **The read, analyse, and apply technique**, which forces the learner to think critically about what he/she has read.
- **Prediction**, which uses non-reading activities to promote learner interest in the topic.
- **Differentiating** between the *main idea and supporting evidence*.
- **Directed reading activity**, in which the instructor provides questions for the learner to consider when reading.

In content subjects, a pre-lesson that includes new vocabulary and the contexts in which the vocabulary can be used may be done to assist learners.

An example of word-attack skills that could be employed in a History lesson is demonstrated in the table below:

The word (suffix) – <i>cide</i> means ‘to kill’. As a result, the word before <i>cide</i> (prefix) refers to the subject on which the act of killing has been done. Learners should identify the bits into which the words have been divided. Look at the examples below:			
Word	Break down		Meaning
genocide	Geno + cide	Killing of (-cide) one’s race (geno-)	Murder of own race
suicide	Sui + cide	Killing of (-cide) oneself (sui-)	Murder of oneself
patricide	Patri + cide	Killing of (-cide) father (patriarch)	Murder of own father

The EAs could help enhance the above strategy (RAC), among others, by:

- Sourcing the texts and leading learners into seeing the components of the word, e.g. suffixes and prefixes.
- Identifying language concepts applicable in the field. For example, the suffix “-cide” refers to an act of killing, of taking a life.
- Differentiating concepts as used ordinarily and as subject-specific, e.g. displacement.
- Reading chunks of word problems, e.g. in Mathematical Literacy, adhering to punctuation, such that learners understand how to read such questions.
- Draw a link between subject-tasks and concepts. For example, the instructions on “how to bake a cake” follow the same guidance provided in making an experiment, as it does the short transactional text “writing an instruction” in languages.

4. Career Guidance

Career Development Services (CDS) is a government initiative coordinated by the Department of Higher Education and Training (DHET) to provide career information, advice, guidance, and counselling services.

This section has been developed for EAs who are tasked to assist learners in the Further Education and Training (FET) phase with basic career information and referrals.

Given the important role that EAs will play in supporting educators, it is important that they are aware of career services. The role of EAs will be to give basic career information and refer learners to the various platforms available to access these services.

EAs will further be directed to platforms where they can obtain additional information to supplement what will be shared in this orientation manual. These platforms will help improve their knowledge and information on career and study options available to learners.

Educators and EAs should be aware of progression routes from their subjects and how to link subject specific content to the world of work. They should consider how the subject content could be adjusted to include some relevant career related outcomes. Educators and EAs should further create both subject specific and career related

learning opportunities within regular classroom teaching and learning. Highlighting career content, topics and concepts in the classroom will allow learners to acquire and develop career management skills in meaningful contexts.

Content to be covered by EAs:

Focus	Possible EA roles (Under the supervision and assistance of Educators)
<p>Facilitate sound career planning decisions based on informed choices about Post School Education and Training (PSET) opportunities</p> <p>Timely application for admission to relevant programmes</p> <p>Applications for funding</p>	<ul style="list-style-type: none"> ● Assist educators in highlighting career topics and concepts within regular classroom teaching. ● Assist learners in recognising progression routes from their subjects and think about how they may be used in the world of work. ● Provide information about study and career-related matters, e.g. PSET opportunities, labour market, occupations in high demand, etc. ● Organise information sessions from different partners including government departments, institutions of higher learning, SETAs, employers and entrepreneurs ● Participate and assist in facilitating school visits, exhibitions and capacity building workshops ● Assist and promote the use of self-help tools and platforms, e.g. Careerhelp website, NCAP and information hub ● Source and distribute career publications ● Organize employability skills workshops and assist learners with CV drafting, letter writing, personal branding, interviews, etc. <p>NB. Also for their own professional growth and development</p> <ul style="list-style-type: none"> ● Assist with the actual applications, both for admission and funding opportunities.

The following career activities should be considered:

- **Start with typical careers that learners are exposed to (in their community, on TV etc.)**
 - *What careers are rare in your community and why?*
 - *What kinds of careers do you think will grow in demand and why?*
 - *Do you know where to find information about trends in careers?*

- **Organise career days in schools**

The EAs could also identify local resource people, such as librarians, youth workers at career centres (if any) and different professionals to share information on the work they do and allow learners to ask questions. The EAs can also ask the learners questions related to the information they have received. Inviting speakers from local institutions of higher learning, businesses and government departments might also be helpful.

- **Local career resources**

Ask learners to identify different places where they could find information on careers, study options and the world of work. You could further ask them to create a table with the name of the place, the type of information it offers and how that information can be accessed.

- **Visual presentation of different careers**

Learners can watch videos on the National Career Advice Portal, and the EAs can lead them to discuss some of the following questions:

- *What new information did you learn?*
- *What type of education and training was mentioned?*
- *What type of institutions of higher education do we have in South Africa and what qualifications do they offer?*

Resources to assist EAs in providing basic career information:

- Careerhelp Website: The website is designed to help citizens with information on study and career information.
- The Information Hub: Information Hub is an online platform, established to encourage career practitioners to obtain information, share ideas and knowledge in the field of career development services (<https://www.careerhelp.org.za/content/infohub>)
- The National Career Advisory Portal (NCAP): The NCAP is an integrated online self-help career information tool designed to facilitate informed career, subject choice, and study decisions. Videos on various careers can be accessed through this platform (<http://ncap.careerhelp.org.za>).
- Career publications: DHET has published a range of publications that the EAs can download for more information (<http://careerhelp.org.za>).
- Curriculum and Assessment Policy Statement (CAPS) for different subject
- National Policy for an Integrated Career Development System in South Africa
- Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa
- Textbooks for specific subjects

SECTION B: SUBJECT SPECIFIC ORIENTATION

5. Accounting

1. Orientation to CAPS/ATP:

The Accounting educator should ensure that an educator assistant is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:

- Accounting Curriculum and Assessment Policy Statement;
- 2021 Recovery Annual Teaching Plan (Grades 10-12);
- textbook used by the school (Grades 10-12);
- DBE subject resources (e.g. 2020 Diagnostic Report, Mind the Gap, Bright Ideas, exemplars, previous question papers); and
- English across the Curriculum Toolkit.

2. Classroom Management:

- An educator assistant should assist in classroom management by keeping the class and period register on a daily basis.
- An educator assistant should assist in keeping records of subject attendance at morning, afternoon, weekend and vacation classes and camps.
- They should also assist in the distribution of LTSM resources (e.g. textbooks, notes) at the beginning of the year and keep records of all the material distributed.
- They should assist with the safekeeping of other resources, for example, tablets, charts, etc.

3. Supervision of Curriculum Activities:

- An educator assistant should keep a file to record all the curriculum activities assigned to him/her by the school.

- They should help with the development of lesson plans and resources such as teaching aids, preparing worksheets as guided by the educator, focusing on different topics for specific grades.
- An educator assistant can also be responsible to supervise study periods to keep learners engaged and to ensure that learners do not cause any disruptions.
- The educator assistant will also be responsible for supervising group activities.
- An educator assistant can assist struggling learners who need extra support in completing their tasks during afternoon classes. They can be effectively used to assist learners with transition from Grade 9 EMS to Accounting Grade 10 by training learners to record transactions properly (in the relevant columns) in the subsidiary journals.
- The educator assistant reinforces lessons by tutoring individual learners or small groups.
- Educator assistants can be given the responsibility of marking homework with learners under the supervision of the educator.
- Educator assistants can also assist to monitor progress of learners in completing projects, case studies, etc. for example, assist them in conducting research by assessing whether the sources the learners have chosen are relevant to the topic etc.
- This will ensure that the tasks are submitted by all learners on the due date.
- Assist in providing guidance and preparing learners to participate in subject specific competitions, e.g. SAICA and SAIPA Accounting Olympiads, JSE Challenge and Allan Forbes Competition.
- They should stand in for the educator when the educator is absent.

4. Feedback to Learners on Assessment:

- The Accounting educator should provide the educator assistant with a Programme of Assessment for the year in Grades 10-12, indicating all the dates when the assessment tasks will be written.

- An educator assistant should help with the development, monitoring and supervision of informal assessment of learners in the subject.
- Educator assistants can be used as invigilators when formal assessments are administered while the educator focuses on marking scripts.
- They should assist with the marking and recording of assessment activities.
- Feedback on formal assessments should be done by the subject educator.
- An educator assistant should assist by doing a diagnostic analysis for all formal SBA to identify content gaps and misconceptions by learners and provide feedback to learners on the findings.
- They should help identify learners with barriers and design intervention strategies for extra support and remedial work in the subject.

5. Parental support to assist learners:

- The subject educator should work in collaboration with the educator assistant to provide feedback on learner performance to parents during parents' evenings.
- They can also assist by preparing the subject records needed for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

6. Business Studies

1. Orientation to CAPS/ATP:

- The Business Studies educator should ensure that the educator assistant is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:
 - Business Studies Curriculum and Assessment Policy Statement;
 - 2021 Recovery Annual Teaching Plan (Grades 10-12);
 - Textbook used by the school (Grades 10-12);
 - DBE subject resources (e.g. 2020 Diagnostic Report, Mind the Gap, Bright Ideas, exemplars, previous question papers); and
 - English Across the Curriculum Toolkit

2. Classroom Management:

- An educator assistant should assist in classroom management by keeping the class and period register on daily basis.
- An educator assistant should assist in keeping records of subject attendance at morning, afternoon, weekend and vacation classes and camps.
- They should also assist in the distribution of LTSM resources (textbooks, notes) at the beginning of the year and keep records of all materials distributed.
- They should assist with the safekeeping of other resources, for example, tablets, charts etc.

3. Supervision of Curriculum Activities:

- An educator assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
- They should help with the development of lesson plans and resources such as teaching aids, preparing worksheets as guided by the educator focusing on different topics for specific grades.
- An educator assistant can also be responsible to supervise study periods to keep learners engaged and to ensure that learners do not cause disruption.

- The educator assistant will also be responsible for supervising group activities.
- An educator assistant can assist struggling learners who need extra support in completing their tasks during afternoon classes.
- The educator assistant reinforces lessons by tutoring individual learners or small groups.
- Educator assistants can be given the responsibility of marking home works with learners under the supervision of the educator
- Educator assistant can also assist to monitor progress of learners in completing projects, case studies etc. for example, assist them in conducting research by assessing whether the sources the learners have chosen are relevant to the topic etc.
- This will ensure that the tasks are submitted by all learners on the due date.
- Assist the educator in the implementation of project-based learning by organizing co-curricular activities like Market days at schools to bridge the gap between theory and practice
- Assist in providing guidance and preparing learners to participate in subject specific competitions e.g. Financial Literacy Speech Competition, Eskom Simama Ranta Entrepreneurship Competition.
- They should stand in for the educator when the educator is absent

4. Feedback to learners on Assessment:

- The Business Studies educator should provide the educator assistant with a Programme of Assessment for the year in Grades10-12 indicating all the dates when the assessment tasks will be written.
- An educator assistant should help with the development, monitoring and supervision of informal assessment of learners in the subject.
- Educator assistants can be used as invigilators when formal assessments are administered while the educator focus on marking scripts in the mean time
- They should assist with the marking and recording of assessment activities.
- Feedback on formal assessments should be offered by the subject educator.

- A educator assistant should assist by doing a diagnostic analysis for all formal SBA to identify content gaps and misconceptions by learners and provide feedback to learners on the findings
- They should help identify learners with barriers and design intervention strategies for extra support and remedial work in the subject.

5. Parental support to assist their children:

- The subject educator should work in collaboration with the educator assistant to provide feedback on learner performance to parents during parents' evening.
- They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

7. Economics

1. Orientation to CAPS/ATP:

- The Economics educator should ensure that the educator assistant is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:
 - Economics Curriculum and Assessment Policy Statement;
 - 2021 Recovery Annual Teaching Plan (Grades 10-12);
 - Textbook used by the school (Grades 10-12);
 - DBE subject resources (e.g. 2020 Diagnostic Report, Mind the Gap, Bright Ideas, Exemplars, Previous question papers)); and
 - English Across the Curriculum Toolkit

2. Classroom Management:

- An educator assistant should assist in classroom management by keeping the class and period register on daily basis.
- An educator assistant should assist in keeping records of subject attendance at morning, afternoon, weekend and vacation classes and camps.
- They should also assist in the distribution of LTSM resources (textbooks, notes) at the beginning of the year and keep records of all materials distributed.
- They should assist with the safe-keeping of other resources, for example, tablets, charts etc.

3. Supervision of Curriculum Activities:

- An educator assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
- They should help with the development of lesson plans and resources such as teaching aids, preparing worksheets as guided by the educator focusing on different topics for specific grades.
- An educator assistant can also be responsible to supervise study periods to keep learners engaged and to ensure that learners do not cause disruption.

- The educator assistant will also be responsible for supervising group activities.
- An educator assistant can assist struggling learners who need extra support in completing their tasks during afternoon classes.
- The educator assistant reinforces lessons by tutoring individual learners or small groups.
- Educator assistants can be given the responsibility of marking home works with learners under the supervision of the educator.
- Assist in providing guidance and preparing learners to participate in subject specific competitions e.g. South African Reserve Bank Monetary Policy Competition.
- Educator assistant can also assist to monitor progress of learners in completing projects, case studies etc. for example, assist them in conducting research by assessing whether the sources the learners have chosen are relevant to the topic etc.
- This will ensure that the tasks are submitted by all learners on the due date.
- They should stand in for the educator when the educator is absent

4. Feedback to learners on Assessment:

- The Economics educator should provide the educator assistant with a Programme of Assessment for the year in Grades10-12 indicating all the dates when the assessment tasks will be written.
- An educator assistant should help with the development, monitoring and supervision of informal assessment of learners in the subject.
- Educator assistants can be used as invigilators when formal assessments are administered while the educator focus on marking scripts in the mean time
- They should assist with the marking and recording of assessment activities.
- Feedback on formal assessments should be offered by the subject educator.
- An educator assistant should assist by doing a diagnostic analysis for all formal SBA to identify content gaps and misconceptions by learners and provide feedback to learners on the findings

- They should help identify learners with barriers and design intervention strategies for extra support and remedial work in the subject.

5. Parental support to assist their children:

- The subject educator should work in collaboration with an educator assistant to provide feedback on learner performance to parents during parents' evening.
- They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

8. Geography

1. Orientation to CAPS/ATP:

- The Geography educator should ensure that a educator assistant is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:
 - Geography Curriculum and Assessment Policy Statement;
 - 2021 Recovery Annual Teaching Plan (Grades 10-12);
 - Textbook used by the school (Grades 10-12);
 - DBE subject resources (e.g. 2020 Diagnostic Report, Mind the Gap, Bright Ideas Study Guide, Mapwork Booklet); and
 - EAC Toolkit consisting of:
 - FET Booklet containing lesson exemplars; and
 - DVD with digital lessons.

2. Classroom Management:

- An educator assistant should assist in classroom management by marking the class register on daily basis.
- An educator assistant should assist in keeping records/register of subject attendance, intervention and remediation classes.
- They should also assist in the distribution and record keeping of LTSM resources (textbooks, maps, globes, wall charts) provided to learners at the beginning of the year. At the end of their employment term, educator assistants should hand over these records to the responsible subject educator for retrieval purposes at the end of the year.
- Assistance before the lesson starts:
 - All the teaching aids to be used during the lesson by the educator should be assembled and made ready (e.g. white or black board is cleaned, chalk or white board pens are available, smart board & electric gadgets are connected, etc.).

- Ensure that learners have taken out their workbooks or classwork books or note books or textbooks; to prepare them for teaching and learning.
- Assistance during the lesson:
 - Distribute worksheets, topographic maps or any other relevant material to be used by the subject educator;
 - Help learners to orientate maps during map work periods;
 - Help with formulas for calculations and tracing papers for GIS layering;
 - To observe and note those learners that might be struggling during the lesson and bring them to the attention of the educator.
 - Assist learners during class discussions and group work by providing clarification where necessary.
 - Provide alternative answers regarding theory, map work and GIS questions
 - Assist in consolidating a glossary of terms to assist learners understand difficult concepts in Geography.
- Assistance after the lesson:
 - Provide learners with notes to help summarise the lesson where necessary;
 - Note the learners with content gaps for assistance during intervention classes;
 - Provide informal tasks/ remedial work/ home work/ for reinforcement; and
 - Collect learners' books for control and signature.

3. Supervision of Curriculum Activities:

- An educator assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
- They should help with the development of lesson plans focusing on different topics for specific grades.
- They should be involved in the development of the School Improvement Plan, Subject Improvement Plan, target setting for 2021.
- They should help prepare the relevant material that will be needed for teaching and learning, e.g. ensure that relevant number of topographic maps are

available for a map work lesson in a Geography classroom or book a computer lab for GIS lessons.

- An educator assistant can also be responsible to supervise study periods, provide extra classes, assists learners with homework to keep learners engaged.

4. Feedback to learners on Assessment:

- The Geography educator should provide the educator assistant with a Programme of Assessment (PoA) for the year in Grades 10-12 indicating all the dates when the assessment tasks will be written.
- An educator assistant should help with the development, monitoring and supervision of both informal and formal assessment of learners in the subject.
- They should assist with the marking and recording of assessment activities.
- Feedback on formal assessments should be offered by the subject educator.
- An educator assistant should assist by doing a diagnostic analysis for all formal SBA to identify content gaps and misconceptions by learners.
- They should help identify learners with barriers, design intervention strategies and offer extra support and remedial classes in the subject.

5. Parental support to assist their children:

- The subject educator should work in collaboration with the educator assistant to provide feedback on learner performance to parents during parents' evening.
- They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

9. History

1. Orientation to CAPS/ATP:

- The History educator should ensure that a educator assistant is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:
 - History Curriculum and Assessment Policy Statement;
 - 2021 Recovery Annual Teaching Plan (Grades 10-12);
 - Textbook used by the school (Grades 10-12);
 - DBE subject resources (e.g. 2020 Diagnostic Report, Bright Ideas); and
 - EAC Toolkit consisting of:
 - FET Booklet containing lesson exemplars; and
 - DVD with digital lessons.

2. Classroom Management:

- An educator assistant should assist in classroom management by marking the class register on daily basis.
- An educator assistant should assist in keeping records/registers of subject attendance, intervention and remediation classes.
- They should also assist in the distribution and record keeping of LTSM resources (textbooks, maps, globes, wall charts) provided to learners at the beginning of the year. At the end of their employment term, educator assistants should hand over these records to the responsible subject educator for retrieval purposes at the end of the year.
- Assistance before the lesson starts:
 - All the teaching aids to be used during the lesson by the educator should be assembled and ready (e.g. white or black board is cleaned, chalk or white board pens are available, smart board & electric gadgets connected, etc.).
 - Ensure that learners have taken out their workbooks or classwork books or notebooks or textbooks; to prepare them for teaching and learning.

- Assistance during the lesson:
 - Distribute worksheets, historical sources or any other relevant material to be used by the subject educator during the lesson.
 - To assist learners with skills of writing an essay or paragraph.
 - To assist learners with skills of analysis and interpretation of historical sources.
 - To observe and note those learners that might be struggling during the lesson and bring them to the attention of the educator.
 - Assist learners during class discussions and group work by providing clarification where necessary.
 - Provide alternative answers regarding source-based or essay questions.
 - Assist in consolidating a glossary of terms to assist learners understand difficult concepts in History.
 - Assist in designing historical timelines to help learners understand and remember historical events.
- Assistance after the lesson:
 - Provide learners with notes to help summarise the lesson where necessary.
 - Note the learners with content gaps for assistance during intervention classes.
 - Provide informal tasks/ remedial work/ home work/ for reinforcement

3. Supervision of Curriculum Activities:

- An educator assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
- They should help with the development of lesson plans focusing on different topics for specific grades.
- They should help prepare the relevant material that will be needed for teaching and learning, e.g. ensure that a map or globe or visiting the archives to gather primary or secondary sources (whether textual or visual).
- An educator assistant can also be responsible to supervise study periods, provide extra classes, assists learners with homework to keep learners engaged.

4. Feedback to learners on Assessment:

- The History educator should provide the educator assistant with a Programme of Assessment (PoA) for the year in Grades 10-12 indicating all the dates when the assessment tasks will be written.
- An educator assistant should help with the development, monitoring and supervision of both informal and formal assessment of learners in the subject.
- They should assist with the marking and recording of assessment activities.
- Feedback on formal assessments should be offered by the subject educator.
- An educator assistant should assist by doing a diagnostic analysis for all formal SBA to identify content gaps and misconceptions by learners.
- They should help identify learners with barriers, design intervention strategies and offer extra support and remedial classes in the subject.

5. Parental support to assist their children:

- The subject educator should work in collaboration with an educator assistant to provide feedback on learner performance to parents during parents' evening.
- They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

10. Languages (First Additional and Home Languages)

1. Orientation to CAPS/ATP:

- The language educator should ensure that the educator assistant is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:
 - Specific languages Curriculum and Assessment Policy Statement at applicable language level;
 - 2021 Recovery Annual Teaching Plan (Grades 10-12);
 - Literature and textbooks used by the school (Grades 10-12);
 - DBE subject resources (e.g. 2020 Diagnostic Report, Mind the Gap for literature, Revision booklets, Study guides for Creative Writing and Critical Language Awareness); and
 - EAC Toolkit

2. Classroom Management:

- The educator assistant (EA) could assist the educator in the following ways:
- Before the lesson:
 - Marks the register
 - Distributes texts or resources for use
 - Distributes marked learner books or collects books to control homework/assignments
 - Apprises the educator of absence or any matter that warrants the educator's attention
- During the lesson:
 - Ensures that learners follow the educator's instructions;
 - Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing; and
 - Assist monitor and support group activities.
- After the lesson:

- Collect resource materials or learner books if applicable

3. Supervision of Curriculum Activities:

- An educator assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
- They should help with the development of lesson plans and resources such as teaching aids, preparing worksheets as guided by the educator focusing on different topics for specific grades.
- They should be involved in the development of the School Improvement Plan, Subject Improvement Plan, target setting for 2021.
- They should help prepare the relevant material that will be needed for teaching and learning, e.g. interesting video clips or texts from social media that can be used in any language aspect taught. For example, a video clip on parliamentary debate as a pre-activity for argumentative writing, and to highlight persuasive techniques. Contemporary language use like ‘a family meeting’ whenever the President is addressing the nation can be used as pre-activities for teaching figurative and literal references, as well as the issue of context.
- An educator assistant can also enhance EAC through using texts from content subjects to enhance understanding of the content taught during the day. For example, the lesson on how to write instructions, which use imperatives, could be enhanced through citing experiments in Physical Sciences, or sharing a recipe in Consumer Studies. Learners can be taught Word attack skills which could enhance concept formation as advocated in the EAC. Learners could be urged to bring own examples from newspapers, practical experiences or stories they heard shared. A lesson on homonyms can be followed by examples like ‘displacement’, which means different things in ordinary language use, and the science subjects.
- An educator assistant can also enhance use of cell phones for learning by demonstrating and accessing helpful learning sites like the DBE, PEDs and other learning sites. WhatsApp group chats, monitored and supported by the

EA, can be established among learners to discuss their work and support each other.

- An educator assistant can also provide emotional support where learners can confide in him/her and try to assist directly, or seek help the learner.

4. Feedback to learners on Assessment:

- The language educator should provide the EA with a Programme of Assessment (PoA) for the year in Grades10-12 indicating all the dates when the assessment tasks will be written.
- An educator assistant should help with the development, monitoring and supervision of informal assessment of learners in the subject. The EA may source additional resources to enhance performance in formal assessment activities. For example, the EA may take learners through 'how to answer' specific questions.
- They should assist with the marking and recording of assessment activities.
- An educator assistant should assist by doing a diagnostic analysis of SBA tasks to identify content gaps and misconceptions by learners and provide feedback to learners on the findings.
- They should help identify learners with barriers and design intervention strategies for extra support and remedial work in the subject.

5. Parental support to assist their children:

- The subject educator should work in collaboration with the EA to provide feedback on learner performance to parents during parents' evening.
- They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.