

# PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

**Orientation of Educator Assistants  
Languages  
Grades 4-9**



# Preamble

- Educator Assistants (EAs) introduced to:
  - relieve the administrative duties of the teacher
  - help the teacher to focus on content
  - learn while supporting the teacher
- The teacher
  - remains in charge and accountable
  - should ensure that the EA is provided with all the necessary policy and curriculum documents
  - should hold the EA by a hand

# 1. Orientation to CAPS/Recovery ATP

The following package of support to be provided to the EA:

- Curriculum and Assessment Policy Statement (CAPS):
  - Home Language;
  - First Additional Language; and
  - Second Additional Language.
- Annual Teaching Plan (Grades 4-9);
- Annual Teaching Plan for Multi-Grade class (where required)
- Workbook, reading books and textbooks used by the school (Grades 4-9);
- English Across the Curriculum; and
- Any other relevant resources (e.g. Planners & Trackers, Curriculum Tracking Tools, Annual Teaching Plan Guide, School Assessment Plan, Reading Norms & Standards Document, etc.)
- Furthermore, the EA should be provided with
  - The Language in Education Policy;
  - The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statements Grades R-12;
  - National Protocol on Assessment and
  - The Policy on Screening, Identification, Assessment and Support (SIAS).

## 2. Classroom Management

- The EA should assist in classroom management by:
  - marking the class register on a daily basis;
  - keeping records/registers of subject attendance;
  - following up with parents when learners are absent;
  - filing correspondence from parents and doctors' certificates;
  - assisting in the distribution of LTSM resources (e.g. textbooks, exercise books, workbooks, posters, wall charts etc.) provided to learners at the beginning of the year.

# 2. Classroom Management...

## During the Lesson

- The EA:
  - ensures that learners follow the teacher's instructions;
  - distributes worksheets or any other resources to be used by the subject teacher during the lesson;
  - establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing;
  - observes, monitors and supervises class activities and raises the teacher's awareness of the need to intervene and troubleshoot where and when necessary;
  - helps the teacher to assign roles to group members, ensures that all participate and reports instances of dominating to the teacher;
  - circulates during the group sessions to offer guidance, records anything of note and brings it to the attention of the teacher;
  - assists learners during class discussions and group work by providing clarification where necessary;
  - supports learners with reading activities;
  - aids learners with skills of writing essays, transactional texts or paragraphs;
  - guides and supports learners (under the supervision of the teacher) for each writing piece through the following steps: pre-composing, planning, drafting, editing & proofreading, presenting & sharing;
  - lends a hand to learners with dictionary usage and
  - supports the teacher to ensure that activities are completed within specified timeframes.

# 2. Classroom Management...

## During the Lesson

- During the execution of the lesson, the EA:
  - supports the teacher with managing class activities as follows:
    - Jigsaw: Helps the teacher to divide the class into groups, supervises Home and Expert groups, supports the teacher to guide discussions and monitors how learners teach their section;
    - Buzz groups: Supports the teacher to create a non-threatening learning environment in which learners can freely share ideas with a partner, pair, small group or a third party;
    - Pairs: Assists the teacher to get two learners to work as pairs, ensures that the two are fully engaged, that interaction with each other takes place, checks and consolidates their learning;
    - Brainstorming: Supervises and guides learners as they generate as many ideas as possible in a given timeframe on a given topic, issue or situation and ensures that everything is recorded;
    - Questions and answers: As the teacher poses questions to learners, the TA notes learner responses to questions, checks understanding and gauges learner progress for post lesson reflection with the teacher;
    - Gallery walk/ Inter-group activity: Guides learners under the supervision of the teacher to:
      - gather information on a given topic;
      - display their work;
      - engage in a gallery walk;
      - nominates one member to stay with the displayed work;
      - share information.

# 2. Classroom Management...

## After the Lesson

- The EA:
  - collects resource materials or learner books for control, marking, comments on learner performance and signature by the subject teacher;
  - provides learners with notes to help summarise the lesson where necessary;
  - notes the learners with content gaps for assistance during intervention classes;
  - ensures that learners who are learning through the medium of an additional language are supported in accordance with directives given by the teacher;
  - supervises informal tasks/ workbook activities/ enrichment activities/ remedial work/ home work for reinforcement;
  - meets regularly with the teacher to reflect on the progress of learners' content knowledge and skills acquired in preparation for the formal tasks and
  - encourages Additional Language learners to write diary entries about the lesson content as part of expanded opportunities to write.



# 3. Supervision of Curriculum Activities

## The EA should...

- keep a file to record all the curriculum activities assigned to him/her by the school.
- help with the development of teaching plans and resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades.
- be involved in the implementation of the Subject Improvement Plan Activities/ remedial activities/ scaffolding activities for learners at risk i.e. retained and progressed learners such as:
  - Information Gap Activities: these are usually pair activities in which one learner has information the other needs;
  - Information transfer activities: these are done in pairs or groups and involve transferring information from a picture or diagram to a written or spoken text or other way round;
- help prepare the relevant material and resources for teaching and learning, e.g.
  - interesting video clips or texts from social media, adverts , cartoons 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.



# 3. Supervision of Curriculum Activities...

- Other materials that EAs can assist with:
  - collecting cartoons and advertisements from newspapers and magazines
  - a variety of texts for comprehension especially in schools where electricity and network are a challenge.
- The EA can also enhance EAC by:
  - 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.
- promote 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;
- be responsible to supervise study periods, supervise extra classes and assist learners with homework to keep learners engaged.

# 3.1 Oral Activities

- The EA supports the teacher with oral activities as follows:
  - Listening comprehension: Notes the learner's ability to understand and interpret spoken texts. Reads the text on behalf of the teacher to the class and asks a series of questions to which learners would respond orally;
  - Prepared speech within the context of the project: Helps learners to undertake some form of research or investigation as a preparatory activity. Reminds learners in support of the teacher that the spoken presentation has an introduction, body and conclusion, The EA also encourages learners to use appropriate body language and assists them with supporting resources such as visual aids;
  - Unprepared speech: Although this activity suggests no preparation, supervises learners as they jot down ideas and develop an outline for the speech;
  - Reading aloud within the context of semester 1 oral: Notes learners fluency, accuracy, pronunciation, voice projection, vocabulary, reading speed, expression and other strategies for spoken presentations and informs the teacher about observations made in order for corrective measures to be implemented.

# 3.2 Promotion of Reading

- The EA:
  - helps to set up the reading corner in the classroom;
  - supports the teacher to implement *Drop all and Read* activities weekly;
  - assists the teacher with learner preparation for participation in reading promotion competitions/ activities such as spelling bees, language festivals, readathons, creative writing competitions etc.
  - helps the teacher to administer vocabulary extension activities, oral reading fluency activities as well as reading comprehension activities to enhance reading proficiency;
  - assists the teacher with classroom management issues related to pre-reading, during-reading and post reading activities;
  - observes learners during prepared reading, unprepared reading, reading aloud, shared reading, group guided reading, independent reading, summary writing activities, notes findings and informs the teacher on the learners who are experiencing challenges in reading for remedial purposes;
  - assists with participation in national literacy promotion activities such as world book day, literacy week, library week etc.
  - helps the teacher to manage the reading card used to record books with prescribed number of pages that learners should read per day/ week for enjoyment purposes as part of the extended reading programme;
  - assists the teacher to make the class print-rich by displaying interesting newspaper and magazine articles on the classroom walls and encouraging learners to read them by asking questions about them on a daily basis.

## 3.3 Assistance with Creative Writing Project

- The EA:
  - helps the teacher to identify individuals or groups of learners to work on the project;
  - ensures that project topics are provided and helps the teacher to give learners the brief for the investigation;
  - assists the teacher to share the criteria to be used for the research, write-up and oral presentation (beforehand) with learners so that the requirements of the task are fully understood;
  - guides learners to adhere to the project time line from development until submission;
  - helps organize relevant resources for learners in both print and electronic media from the school library and elsewhere;
  - provides guidance and support to learners under the supervision of the teacher using a check list to ensure that all steps of the project have been followed before submission and
  - helps with the collection and recording of all learner projects for the grade.

## 3.3 Reinforcement of Language Structures and Conventions

- The EA:
  - assists the teacher to identify individuals or groups of learners who struggles with certain concepts of the Language Structures and Conventions;
  - reinforces the teaching of language structures and conventions as the vehicle for Listening and Speaking, Reading and Viewing, and Writing and Presenting activities.

# 4. Feedback to Learners on Assessment

- The language teacher should provide the EA with a Programme of Assessment (PoA) for the year indicating all the dates when the assessment tasks will be written.
- The EA:
  - should help the teacher with the monitoring of informal daily assessments to gauge learner's progress in the subject through observations, discussions, learner-teacher-conferences, informal classroom interactions etc.
  - should assist with the marking of informal activities and assist the teacher to provide immediate feedback to the learners;
  - can share tools for judging evidence such as checklists, rating scales, rubrics and observation sheets with learners after instructions have been given by the teacher so that learners exactly know what is expected of them in order to complete formal tasks;
  - can help the teacher to formally record learner progress (formal tasks) using the prescribed national codes;
  - should lend a hand with diagnostic analysis of SBA tasks to identify content gaps and misconceptions by learners and provide feedback to them on the findings;
  - should help to identify the learners with barriers and assist the teacher with follow up interventions where necessary.
- Also the EA may check if learners have done corrections.

## 5. Parental support to assist their children

- In collaboration with the subject teacher, the EA should provide feedback on learner performance to parents during parents' evening/meeting.
- EAs to 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.



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