

**Grades 4-9
Languages
and
Mathematics:
InterSen
Phases EA
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. Introduction

Congratulations for being appointed as an Educator Assistant (EA). As a member of the school community, you will be playing an important role of supporting teachers and learners in the classroom, library and the entire school environment. As an EA, you are expected to provide a "friendly face" for many learners, and also serves as a key link between the learners, teachers and other personnel at school.

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 Educator 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 Curriculum Educator Assistants have been revised and strengthened to incorporate the lessons learned during the first phase of the project.

The objectives of the orientation manual are 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 the foundational skill of learning to read in the Foundation Phase (Grade 3) to reading to learn in the Intermediate and Senior Phases.
- Orientation of EAs to sensitise learners about careers, from a young age.
- Subject specific orientation: Detailed guidance to educators on how to best benefit from the EA's to support teaching and learning.

It is envisaged that at the end of Phase 2 of the BEEI project, you will have played a positive role and contributed to an improved performance in learning outcomes, sensitised them about career choices and assisted them to cope with emotional distress.

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. Supporting learners who are experiencing barriers to learning

There are different types of barriers to learning and development, that place learners at risk of dropping out or negatively affect their performance. For example:

- **Systemic barriers** include policy gaps; inappropriate curricula; situational issues (for example, long distances to schools; overcrowded classrooms); inaccessible environments; provisioning issues (for example, shortage of subject advisors for some subjects).
- **Societal barriers** include issues such as poverty; negative and harmful attitudes; late admissions; violence and crime; impact of COVID-19.
- **Pedagogic barriers** include inappropriate teaching, learning and assessment methods; insufficient or inappropriate support for educators.
- **Intrinsic barriers** include neurological, sensory, physical and cognitive barriers within learners.

As and EA, your role is to work with your supervising teachers to recognise and accommodate the diverse needs of learners, adapt to their different learning styles and provide access to quality education for all learners through the appropriate use of resources and support programmes. In order to support a learner who is experiencing a specific barrier to learning, teachers must develop an individual support plan for that learner. The aim of the individual support plan is to provide a structured support plan to address or minimise the impact of the barrier that the learner may be experiencing so that a learner can perform at their best. There are two types of individual support plans, namely:

- Individual support plans designed to address educational/learning barriers (for example, difficulties in literacy or numeracy); and

- Individual support plans designed to address psychosocial barriers (e.g. poverty, child abuse, substance abuse, bullying and so on).

An individual support plan could include the following:

- Personal particulars of the learner
- Description of relevant barriers to learning and development, including enabling factors and the identified support needs
- The time frame or duration of the individual support plan
- Person responsible for implementing the individual support plan
- The planned intervention strategy
- Measurable objectives
- Additional resources required to implement the individual support plan
- Review to determine whether the strategy was successful, or whether alternative support is necessary.

There are five steps that must be followed when developing an individual support plan, namely:

- **Get detailed information from all possible sources:** The more varied and detailed your information, the better your capacity to pinpoint the issues and focus your support strategies effectively. You can draw, for example, on the following: your or your supervising teacher’s observation book or journal; talks with teachers who have taught the learner; interviews with the learner or their parents or caregiver; assessments of all kinds; learner profiles (SNA1 and 2); specialist reports from previous interventions.
- **List the type of action required:** Use the SNA: ISP form and list the type of support required for the learner to perform at their best.
- **Develop a SMART individual support plan:** A SMART individual support plan should be:
 - **Specific** about the barrier or concern identified, the target and achievement criteria to set and the intervention strategy to use. For instance, “*Jabu generally responds to requests but never to orders*” instead of “*Jabu is uncooperative*”; “*Zama recognises only about 20% of high-frequency words*” instead of “*Zama is a weak reader*”; “*Hendrik will be able to use three*

techniques to perform written and mental calculations with whole numbers” instead of “*Hendrik will improve his maths skills*”.

- o **Measurable**, which means that the individual support plan must be constructed in such a way that you can easily identify specific achievements, improvements and developments.
- o **Achievable**, which means that the individual support plan must pursue realistic targets, which means that the targets must not be too high to achieve.
- o **Relevant**, which means that the individual support plan must address the identified needs or concerns, strengths, learning styles, etcetera, of the learner, and the targets you have set.
- o **Time-conscious**, which means it must provide a specific, limited time frame for the duration of the individual support plan as a whole. This means that you must think carefully about the timing of each intervention or action.
- **Involve relevant role-players in the implementation of the strategy:** The implementation of an individual support plan may involve your supervising teacher, the Institutional-Level Support Team (ILST) and the learner’s parents or caregiver, or it may include other educators, ILST, Learning Support Educator, social worker, health official, police, etcetera. Parents and caregivers must full and equal participants in the process. Parents have unique knowledge of their child’s strengths and needs. Parents and caregivers have the right to be involved in all meetings in the process for their child. They also have the right to ask questions, dispute strategies, and request modifications to the individual support plan.
- **Review and, if necessary, revise the individual support plan at regular intervals:** The individual support plan must be reviewed regularly to determine and address the learner’s progress or lack of progress towards goals; information gathered through any re-evaluation of the learner; information about the learner that the parents share; information about the learner that the school shares (for example, information from the teacher based on their observation of the child or the child’s class work); the anticipated needs of the child; and any other relevant matters.

3. Remediation

Your role could also include helping learners to implement strategies to manage his/her time more effectively and use more efficient learning skills when completing homework and

studying for assessments, formative and summative. As an EA, you can work with subject teachers to enhance learners' reading, writing and mathematical skills. The ultimate goal is to assist learners who are lagging behind academically to 'catch up' with learning.

Some learners may be struggling emotionally (societal barrier) because they may have lost their family members to Covid-19 and this could affect their academic performance. As an EA, you can work with the teachers to help learners deal with emotional distress and to encourage them to do better at school. Whatever strategies you put in place to assist the learners, make sure that you always consult with the relevant teachers for more guidance. Below are some of the strategies you can work with the supervising teachers on in order to assist learners to catch up on their school work:

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. Modelling 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.

4. Reading strategies

Reading strategies is the **broad term used to describe the planned and explicit actions that help readers translate print to meaning**. Strategies that improve decoding and reading comprehension skills benefit every learners and are essential for beginning and struggling readers. Below is an example of some of the Reading strategies you can implement to assist the learners to read for meaning.



5. 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 use by Educator Assistants tasked to assist learners at the Foundation Phase with basic career information.

Examples of career related activities

Career education could be assigned a dedicated time in the form of classroom activities and assignments. A specific career education task might be to ask learners to draw or find a picture of someone working; this could be titled ‘**understanding work**’ or ‘**knowledge of work**’. To concretise this, learners could be asked to explain ‘**what is work**’ and ‘**why people work**’. Learners whose immediate family members are working could be asked to share what they know about nature or type of work that their family members do. Additionally, learners can identify different settings where work takes place; activities such as these may link career education to subjects and may help to improve understanding of the world of work.

Content to be covered by EAs

Subject choices in Grade 9

The Grade 9 subject choice, is one of the most important decisions one makes in life. This decision impacts on future motivation, performance at school and tertiary studies. It also depends on what subjects are offered at the school from Grade 10. The following could be used to guide learners on subject choices

Exploring Subject choices in Grade 10 – things to consider:

- **Abilities** → what are you good at?
- **Interests** → what do you like doing?
- **Personality** → what is your disposition?
- **Values** → what are your needs?
- **Life Roles** → How you like to spend your time?

The table below can be used to guide learners about subject choices

DO's	DON'Ts
Seek further information	Do not Be satisfied with what you know
Consider your strengths & weaknesses	Do not Be influenced by peer pressure

Consider the merits & demerits of your choice	Do not compare yourself with others
Be realistic	Do not Allow others personal choices to influence your decision negatively

Organise career days

Invite different professionals to share information on the work they do and allow learners to ask questions. The EA can also ask the learners questions related to the information they have received.

Visual presentation of different careers

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

What did you see?

- *What did you like?*
- *What values stood out for you?*
- *Are there values and attitudes you would like to add to the ones we discussed earlier?*

Finally, encourage learners to not work towards getting a mark that is the minimum mark. Encourage them to work towards achieving at least 50% and more in all the subjects.



6. SECTION B: INTERMEDIATE AND SENIOR PHASES EDUCATOR ASSISTANT MANUAL

6.1 EDUCATOR ASSISTANT ORIENTATION GUIDE: LANGUAGES GRADES 4-9

Orientation to CAPS/Recovery Annual Teaching Plans (ATPs):

The language teacher should ensure that a Teacher Assistant (EA) is provided with the following package of support documents to ensure that they are effective in executing the duties assigned to them in the subject:

- Curriculum and Assessment Policy Statement (CAPS):
 - Home Language;
 - First Additional Language; and
 - Second Additional Language.
- 2021 - 2023 Recovery/ Revised Annual Teaching Plan (Grades 4-9);
- 2021 Annual Teaching Plan for Technical Occupation – Languages Year 1-4;
- 2021 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).

6.2 Classroom Management:

The Educator Assistant (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.

6.2.1 Before the lesson, the EA:

- distributes texts or resources (e.g. worksheets) provided to learners for use per activity;
- distributes marked learner books or collects books for the Departmental Head/ Subject Head to control class work, homework, workbook activities and simply to track curriculum coverage;
- checks if homework/ assignment previously given is done, if not, establishes the reasons why not and appraises the teacher accordingly;
- raises the teacher's awareness of learner absence or any matter that warrants the teacher's attention.

6.2.2 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;

- lends a hand to learners with dictionary usage and
- supports the teacher to ensure that activities are completed within specified timeframes.

Also, as the teacher executes/ delivers a 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.

Note:

6.2.3 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.

6.3 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 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 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.

6.4 The Educator Assistant (EA) can also:

- enhance English Across the Curriculum (EAC) through using texts from content subjects to enhance understanding of the content taught during the day by engaging learners in discussions about the content dealt with during the lesson. For example, the lesson on how to write instructions, which use imperatives, could be enhanced through citing experiments in Natural 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 for sharing purposes. 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.

6.5 Feedback to learners on Assessment:

- The language teacher should provide the EA with a Programme of Assessment (PoA) for the year in Grades 4 - 9 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.

6.6 Parental support to assist children:

The EA should:

- provide feedback on learner performance to parents during parents' evening;
- assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' assessment scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.
- assist in noting down feedback from the parents during the meeting with the teacher on development of the learner.

6.7 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.

6.8 Promotion of reading can assist with the following activities:

- help to set up the reading corner in the classroom;
- support the teacher to implement Drop all and Read activities weekly;
- assist the teacher with learner preparation for participation in reading promotion competitions/ activities such as spelling bees, language festivals, readathons, creative writing competitions etc.
- help the teacher to administer vocabulary extension activities, oral reading fluency activities as well as reading comprehension activities to enhance reading proficiency;
- assist the teacher with classroom management issues related to pre-reading, during-reading and post reading activities;
- observe 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;
- assist with participation in national literacy promotion activities such as world book day, literacy week, library week etc.
- help 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;
- assist 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.

6.9 Literature Study

Reading of prescribed Literature Genres

The EA:

- supports the teacher to ensure that learners read the prescribed literature genres for semester 1 (i.e. Poetry, Folktales and Novel) and semester 2 (i.e. Poetry, Short stories and Drama) for the purposes of formal text study in set work.

Figurative Language and Rhetorical Devices in Literature Texts:

- supports learners after direct instruction and explanations by the teacher by giving them additional exercises and practice under the supervision of the teacher on figurative language and rhetorical devices as they appear in different texts, e.g. simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement.

Poetry

- supervises learners under the watchful eye of the teacher as they do Information Gap Activities where one learner has information the other needs on distinctive elements of poetry such as: figures of speech, imagery, rhyme, refrain, rhythm, alliteration, word choice (diction), sound devices, tone, rhetorical devices, emotional responses, lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment.

Drama

- organizes small group activities in collaboration with the teacher where learners peer-teach the following elements of drama to one another to enhance their understanding of Drama as a genre after direct instruction by teacher:
 - ✓ Characterization
 - ✓ role of narrator/persona/point of view
 - ✓ theme and messages
 - ✓ background and setting – relation to character and theme
 - ✓ dramatic structure: plot, subplot (exposition, rising action and climax)
 - ✓ mood and tone
 - ✓ ironic twist/ending
 - ✓ stage directions
 - ✓ link between dialogue/monologue/soliloquy and action

- ✓ dramatic irony
- ✓ time line.

Novel, Short stories and Folklore:

promotes print-rich classes by supervising learners as they make charts/ posters to define the following elements of **Novel, Short Stories and Folklore** in order to enhance their understanding of these genres:

- ✓ genre and types
- ✓ plot, subplot (exposition, rising action, conflict, climax, falling action/anticlimax, denouement/ resolution, foreshadowing and flashback)
- ✓ conflict
- ✓ characters
- ✓ characterization
- ✓ role of narrator
- ✓ messages and themes
- ✓ background, setting and relation to character and theme
- ✓ mood, ironic twist/ending
- ✓ suspense and surprise.

6.10 Examples of question types

- supports the teacher by giving the learners additional practice in typical Literature Genre Question Types (from previous Question Papers) provided by the teacher which covers the following:
 - ✓ Knowledge questions: E.g. *What happened after ...? Can you name the ... Describe what happened at...Who spoke to ...? What is the meaning of?*
 - ✓ Comprehension questions *Who was the key character ...? Can you provide an example of ...? Can you explain in your own words?*
 - ✓ Application questions *Can you think of any other instance where? Do you remember we were looking at metaphors – how would you explain the metaphor in this line?*
 - ✓ Analysis questions *How was this similar to ...? How was this different to ...? What was the underlying theme of ...? Why do you think....?*

- ✓ Synthesis questions *We've learnt different views about John – can you put them all together and describe his character? What kind of person is he?*
- ✓ Evaluation questions *How effective is? Can you think of a better way of? Which of these two poems do you prefer? Why?*

6.11 Writing: Creative and Transactional

The EA can support the teacher by writing some useful information (supplied by the teacher) about the Writing Genre on the chalk board: i.e.: CAPS description of genre; audience; purpose; tense to be used; required length of text; resources required e.g. Word Boxes with details about useful Vocabulary; Verbs list; Adjectives list; Adverbs list; list of Linking words and Punctuation required for the specific genre (whatever is applicable);

Writing process - Planning

- assists the teacher by encouraging the learners to bring to class examples of the text to be created: (e.g. advertisements that they have cut out of magazines and newspapers if the lesson is about advertisements.);
- assists the teacher by handing out writing frames, flow charts etc. (provided by the teacher) that will guide learners during the writing process;
- moves around the class to encourage groups of learners as they use mind maps as their planning strategy as instructed by the teacher;
- displays the criteria list in class that learners must use to guide them and that will be used to assess their writing after it has been explained by the teacher.

Drafting

- assists the teacher by going around the class and let the learners write and read out their lead sentences, supporting sentences and closing sentences of their first attempt and encourage the learners by saying something positive about each of them;
- goes around the class to remind the learners (under the instruction of the teacher) to vary their sentence length, because this will help to make their writing interesting;

- encourages the Writers by praising them and by reading good phrases to the class as instructed by the teacher;
- provides learners who need extra support an opportunity to turn and chat to learners who are more proficient.

Editing & Revising

- assists the teacher by supervising the learners as they self-edit/ peer-edit their narratives using the checklist provided by the teacher;
- ensures (with the teacher) that learners make the necessary improvements as suggested by their writing partner.

Rewriting and Presenting

- supervises the learners as they write the final text (as instructed by the teacher) after the self-edit/ peer-edit has been taken into account;
- helps the teacher to collect the final drafts, after learners have shared them with their peers;
- assists the teacher to display selected samples of completed examples on the class walls to remind other learners that writing is fun.

The EA should ensure that a rubric with genre specific criteria is pasted in the learner's classwork book for future use.

6.12 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.

6.13 Reinforcement of Language Structures and Conventions

The EA:

- notes and records all the Language Structures and Conventions that learners have difficulty with during listening, speaking, reading and writing processes in context in each two-week cycle and brings it to the attention of the Languages teacher;
- guides learners under the supervision of the teacher on appropriate and correct use of Language items covered in each two-week cycle;
- selects (in collaboration with the teacher) some of the items learners have difficulty with and gives them weekly practice as follows:
 - ✓ Weekly explicit teaching by the teacher using the time set aside as required;
 - ✓ Short informal weekly tests conducted under the supervision of the teacher;
 - ✓ Additional exercises done under the supervision of the EA from the DBE workbook, prescribed Textbook, Question Papers and other....

Note:

- All the activities done by the EA should take place under the supervision of the teacher;
- The EA is not required to teach and to mark formal assessment tasks, but to play a supportive role and be a helping hand for the teacher in the classroom.

MATHEMATICS: INTERMEDIATE AND SENIOR PHASES

7. TEACHER ASSISTANT GUIDE: MATHEMATICS GRADES 4, 6, 7 and 9

7.1 Orientation to CAPS/ATP:

The mathematics teacher should ensure that Educator Assistant (EA) is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:

- Curriculum and Assessment Policy Statement (CAPS):
- Annual Teaching Plan (Grades 4, 6, 7 and 9);
- Annual Teaching Plan for Technical Occupation – Mathematics Year 1-4;
- Workbooks and textbooks used by the school (Grades 4, 6, 7 and 9);
- English Across the Curriculum; and
- Any other relevant resource, e.g. Error analysis booklets, Sasol Inzalo Text books, 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; and
- The Policy on Screening, Identification, Assessment and Support (SIAS).

7.2 Classroom Management: To be done under the guidance of the teacher

The EA could assist the teacher in the following way:

7.2.1 Before the lesson:

- Supports the teacher with technical preparation of the classroom for teaching and learning and ensure that teaching materials are available and ready for use.
- Marks the register
- Distributes worksheets or resources for use

- o Distributes marked learner books or collects books to control classwork/homework/assignments
- o Apprises the teacher of absence or any matter that warrants the teacher's attention

7.2.2 During the lesson:

- o Ensures that learners follow the teacher's instructions.
- o Distributes worksheets or any other resources to be used by the subject teacher during the lesson.
- o Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.
- o Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.
- o Monitors and supports group activities.
- o Assists learners during class discussions and group work by providing clarification where necessary.
- o Summarises notes as the teacher teaches to facilitate learner support afterwards.

7.2.3 After the lesson:

- o Collects resource materials or learner books if applicable.
- o Provides learners with notes to help summarise the lesson where necessary.
- o Notes the learners with content gaps for assistance during intervention classes.
- o Provide after school support to learners, such as homework and remedial work for reinforcement
- o Provides one-on-one assistance to struggling learners

7.3 Supervision of Curriculum Activities:

- A teacher 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 organising resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades.
- They should **help** prepare the relevant material that will be needed for teaching and learning, e.g. resource material, worksheets, etc.

- The EA can also enhance EAC through using texts from content subjects to strengthen the understanding of the concept in the context of mathematics. For example, face in humans and face in 3-D objects.
- The EA can also enhance the 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.
- The EA can also provide emotional support where learners can confide in him/her and try to assist directly, or seek help the learner.
- The EA can also be responsible to supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.

7.3.1 Feedback to learners on Assessment:

- The Mathematics teacher should provide a EA with a Programme of Assessment (PoA) for the year in Grades 4-9 indicating all the dates when the assessment tasks will be written.
- The EA 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 data capturing, record keeping and filing of assessment activities.
- The EA 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 for extra support and remedial work in the subject.

8 Parental support to assist their children:

- The subject teacher 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.

