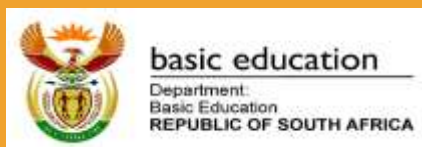


FOUNDATION PHASE EDUCATOR ASSISTANTS ORIENTATION MANUAL 2021



PRESIDENTIAL
EMPLOYMENT
STIMULUS

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

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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*”.
 - **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.
 - **Achievable**, which means that the individual support plan must pursue realistic targets, which means that the targets must not be too high to achieve.
 - **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.
 - **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 of 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:

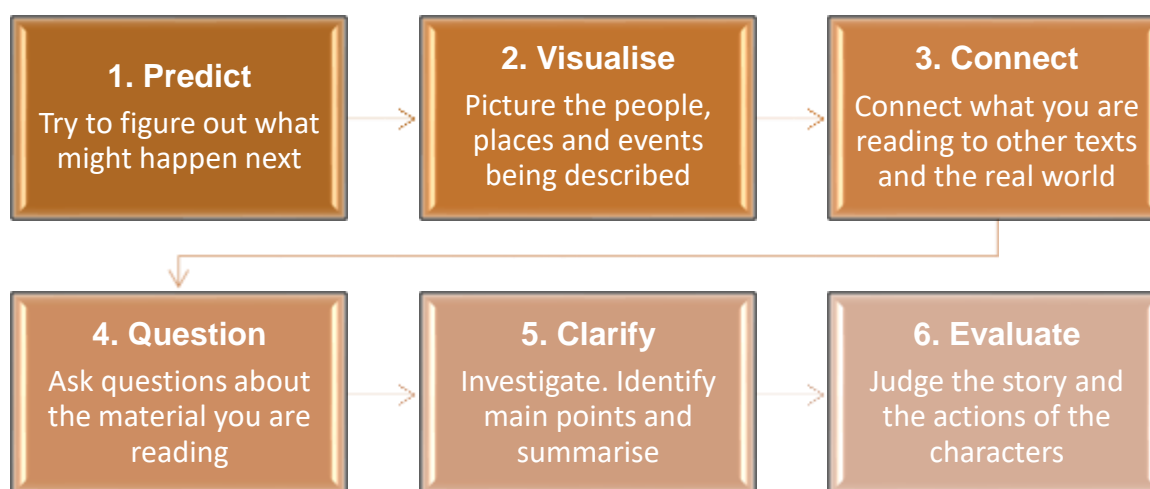
- it is in addition to normal lessons, rather than instead of them;
- short sessions of about 30 minutes; and
- regular sessions.

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

The following career activities, which could also be linked to literacy are suggested:

Start with typical careers that learners are exposed to (in their community, on TV)

- *What do firemen do?*
- *What values should someone who wants to be a firemen/fireperson have?*
- *What is the work of the police?*
- *What attitudes do you think makes a great policeman/ woman?*

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?*

Learners could be given a task to draw or find a picture of someone working

- *What kind/type of work is the person in the image/picture doing?*
- *What do you like about this work?*

Play

Play could also be used to concretise career education. This could include the use of toys that are relevant to the subject matter. Learners can be given a task to role-play some of the careers that they have been exposed to above.

SECTION B: FOUNDATION PHASE – GRADE 3 EDUCATOR ASSISTANT MANUAL

The kind of early teaching and learning received from parents, Gr R to 3 Educator Assistants and Educators in the Foundation Phase determine how a learner learns and relates in school and life in general. A Foundation Phase learner in Grade 3 develops all the key elements of emotional intelligence namely: confidence, curiosity, purposefulness, self-control, connectedness, capacity to communicate and co-cooperativeness.

6. The Grade 3 Educator Assistant is a very special person

A Grade 3 EA characteristics are as follows:

- Loves the younger learners and is a caring person.
- Energetic and builds learners' confidence.
- Provides security and gives individual attention and emotional support.
- Asks for help if needed.
- Watches the learners all the time.
- Assists the teacher to make some resources.

An inspired and informed EA will be one of the most important factors influencing learning improvement and achievements in the Grade 3 class.

The Grade 3 Educator Assistant's core duties and responsibilities

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular class and teacher. The EA will be expected to engage in class teaching with the teacher of the class. This will include knowledge of the curriculum, organise extra and co-curricular activities

with the teacher, **administration, communication, and** educational disciplinary aspects. It will be acknowledged from the EA:

- to be a class teacher assistant;
- to establish a classroom environment with the teacher, which stimulates positive learning and actively engages learners in the learning process;
- to assist the teacher with the curriculum subjects taught: e.g. Home Language, First Additional Language, Mathematics and Life Skills;
- to assist the class teacher to identify aspects which require special attention and to assist in addressing them;
- to accommodate the educational and general welfare of all learners in the class;
- to take care with the stock and equipment/resources which is used and required;
- to attend grade meetings with the teacher in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school; and
- to collaborate with teachers and EAs of other schools in organising and conducting extra and co-curricular activities.

The Grade 3 subjects

Why do I as an Educator Assistant need to know the Grade 3 curriculum?

Although it will not be expected from you to do the teaching, it is important for you to have a knowledge of what learners are taught and how assessment is administered. This will enable you to assist learners with homework, or to complete classroom activities.

The content (knowledge, concepts and skills) of the Grade 3 Subject contained in the National Curriculum Statement (NCS) has been structured

in the Curriculum and Assessment Policy statement (CAPS). This CAPS provides teachers with:

- An introduction containing guidelines on how to use the Foundation Phase document.
- Content, concepts and skills to be taught per term.
- Guidelines for time allocation.
- Requirements for the Formal Assessment Activities and suggestions for informal assessment that were replaced with the Section 4 Addendums in 2019.
- Lists of recommended resources per grade.

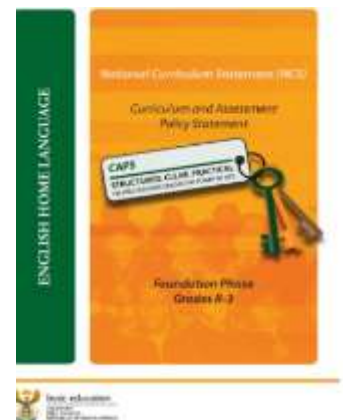
Home Language

What is a Home Language?

A **home language** is a **language** (or the variety of a **language**) that is most commonly spoken by the members of a family for everyday interactions at **home**. Also called the family **language** or the **language** of the **home** or the Mother tongue language. **Mother tongue** is the in-born **language**, which a baby has already familiarized even **in the** gestation of **mother** before it was born.

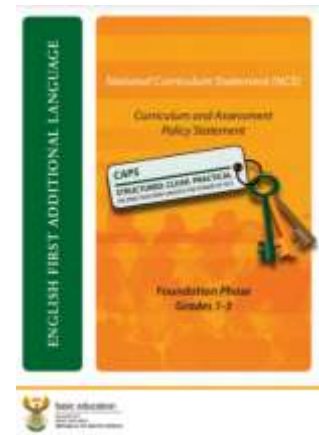
In the Foundation Phase, the skills in the Home Language curriculum are:

- Listening and speaking
- Reading and phonics
- Writing and handwriting
- Thinking and Reasoning and Language Structure and Use which are integrated into all four language skills (listening, speaking, reading and writing).



First Additional Language

In today's progressively interconnected and interdependent world, proficiency in other languages is a vibrant skill that gives you the opportunity to engage with the world in a more direct and meaningful way - whether in your neighbourhood or overseas - while better preparing you to participate and be successful in the global economy.



The South African CAPS Curriculum states that English should become the “Language of learning and teaching” (LoLT) from Grade 4 onwards in most of the South African schools. This means that learners need to have developed a sound proficiency in speaking, listening and understanding English in the Foundation Phase, in order to acquire the level of English competency to succeed later in school and certainly in life and finding a successful career.

Home Language is much more detailed than **First Additional Language**, and requires more from the learners. In the English First Additional Language (**EFAL**) settings, where it is an ongoing challenge to provide learners with practical learning and interactive learning opportunities, interaction activities such as discussion, storytelling, role-play, writing, reading aloud and debate are seen as promising **strategies** in the Foundation Phase.

The main skills in the First Additional Language curriculum are:

- Listening and speaking
- Reading and phonics
- Writing
- Language Structure and Use (Thinking and Reasoning are imbedded in the language components).

Mathematics

Mathematics is a language that makes use of symbols and notations for describing numerical, geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and qualitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving that will contribute to decision-making.

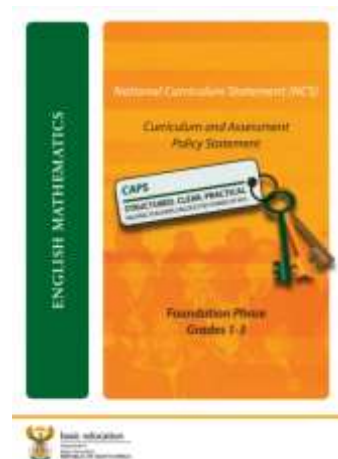
Mathematics in the Foundation Phase covers five content areas namely:

- Numbers, Operations and Relationships
- Patterns, Functions and Algebra
- Space and Shape (Geometry)
- Measurement and
- Data Handling.

Each content area contributes to the acquisition of specific skills.

Foundation Phase Mathematics forges the link between the child's pre-school life and life outside school on the one hand, and the abstract Mathematics of the later grades on the other hand. In the early grades children should be exposed to mathematical experiences that give them many opportunities "to do, talk and record" their mathematical thinking.

The amount of time spent on Mathematics has a decisive impact on learners' development of mathematical concepts and skills. The activities learners engage in should, however, not be "keep busy" activities, but should be clearly focused on the mathematics as outlined in the curriculum.



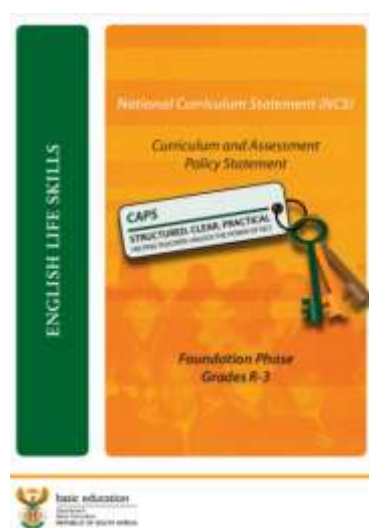
Life Skills

The Life Skills subject is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated.

In the *Curriculum and Assessment Policy Statement (CAPS)* the subject Life Skills in Foundation Phase (Grades R - 3) has been organised into four study areas:

- Beginning Knowledge,
- Personal and Social Well-being,
- Creative Arts and
- Physical Education.

Life Skills has been organised in this way in order to ensure that the foundational skills, values and concepts of early childhood development and of the subjects offered in Grades 4 - 12 are taught and developed in Grades R - 3.



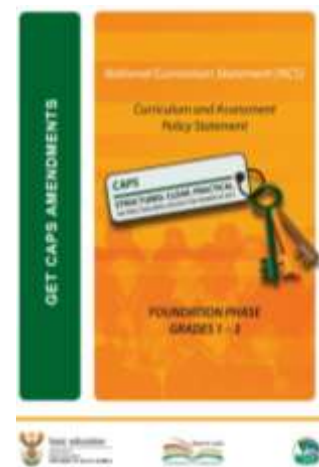
Beginning Knowledge and Personal and Social Well-being are integrated in the topics. Life Skills is a cross cutting subject that should support and strengthen the teaching of the other core Foundation Phase subjects namely Languages (Home and First Additional) and Mathematics.

The Life Skills subject is aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. Through Life Skills learners are exposed to a range of knowledge, skills and values that strengthen their:

- physical, social, personal, emotional and cognitive development;
- creative and aesthetic skills and knowledge through engaging in dance, music, drama and visual art activities;
- knowledge of personal health and safety;
- understanding of the relationship between people and the environment;
- awareness of social relationships, technological processes and elementary science.

Other Beneficial Documents

- 2021 Recovery Annual Teaching Plan
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum
- Statements Grades R-12
- The National Policy on Assessment
- GET CAPS Amendments
- The Policy on Screening, Identification, Assessment and Support (SIAS)
- The Language in Education Policy
- The English Across the Curriculum and the
- Grade 3 DBE Rainbow Workbooks.



To access these documents, go to: <https://www.education.gov.za/Home>)



The Teaching Approach of Grade 3

The Languages programme is integrated into all other subject areas. Language is used across the curriculum in all oral work, reading and writing. Many of the Listening and Speaking Language skills will be developed within Mathematics and Life Skills, which is made up of many subjects such as Creative Arts and Beginning Knowledge including Personal and Social Well-being, Natural Sciences and Technology and the Social Sciences. Themes and topics can be selected from these subject areas to provide contexts for the teaching of language skills.

The Language of Learning and Teaching of Schools

Language(s) of learning and teaching (LoLT) can be selected from any of the 11 official languages, including South African Sign language in Primary Schools. Presently, African languages are mostly used as LoLT in the Foundation Phase where learners learn critical Literacy and Numeracy skills. With the implementation of CAPS, EFAL is offered as a subject from Grade 1 in schools, where LoLT changes to English in Grade 4.

In the majority of schools in South Africa, the LoLT is not the mother tongue of the learners and has hence served as a barrier to learning performance. If the LoLT is strengthened, then it will be easier for learners to translate content knowledge and thus improve learners' Literacy and Numeracy competencies. Therefore, specifically in the Foundation Phase, the Teacher's Assistants needs to be appointed in the LoLT of the school.

How to use the assistants in the grade 3 classrooms?

A class teacher is entrusted with the **responsibility to mould and guide these EAs in order to maximise their potential** in both classrooms and extra-mural

activities. In order to attain this objective, he/she **must nurture talent and present the following responsibilities** which the EAs must execute:

- **Prepares** the classrooms for lessons.
- Ensures compliance to covid-19 protocols.
- Marks the register.
- Distributes texts, worksheets or resources for use during the lesson.
- Distributes marked learner books or collects books to control homework/assignments.
- Appraises the teacher of absence or any matter that warrants the teacher's attention.

During the lesson:

- Maintains classroom behaviour.
- Ensures that learners follow the teacher's instructions.
- Distribute worksheets or any other resources to be used during the lesson.
- Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.
- To observe and note those learners that might be struggling during the lesson and bring them to the attention of the teacher.
- **Supports** learners and **assists** them in completing tasks.
- Assist to monitor and support group activities.
- Assist learners during class discussions and group work by providing clarification where necessary.
- To assist learners with reading activities.
- To assist learners with skills of writing – words, sentences and paragraphs.
- To assist learners with oral skills, i.e. pronunciation, etc.
- To assist learners with dictionary usage.

After the lesson:

- **Collects materials** such as Mathematic resources e.g. counters, puzzles, games, shape and colour toys, etc. that were used during the lesson and stores them.
- Provide learners with notes to help summarise the lesson where necessary.
- Identify the learners with content gaps for assistance during intervention classes.
- The EA can also be **responsible for the supervision** of study periods, provide extra classes, assist learners with homework to keep learners engaged.
- Provide informal tasks/ remedial work/ homework/ for reinforcement.

The EA can also **enhance use of cell phones/ tablets/ computers** for learning by demonstrating how learners can access helpful learning websites. **WhatsApp group chats**, monitored and supported by the EAs and teachers, could be set up for learners to discuss their work and support each other.

Multi-grade schools

Multi-grade schools are widespread in all 9 the provinces. A multi-grade school is defined as a school in which there are some classes in which learners are more than one grade and are taught by a single teacher.

Multi-grade education provides learners in rural areas with formal teaching and learning.



What is a multi-grade classroom?

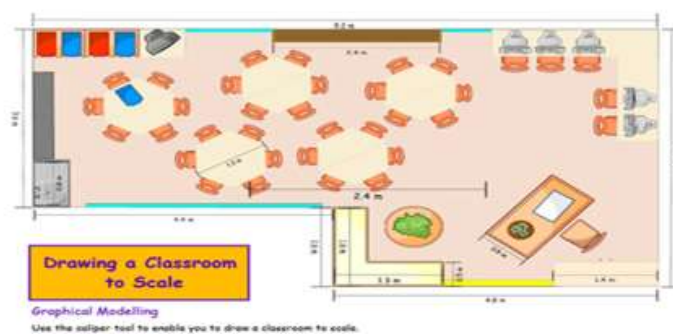
A multi-grade classroom is a class in which learners from more than one grade are taught by a single teacher.

In multi-grade classrooms, EAs should take note of the following seating arrangements:

- Learners could be seated in small groups of not more than 12.
- The number of grades in the class and ability groups, example:
Each grade can form a group if the number of learners in a grade is not very big to form a group.
- A grade can further be subdivided to form two or more groups if they are too big to form one group.
- A space should be provided where groups can sit on the carpet and do the work.

Below is an example of a seating arrangement in multi-grade classrooms:

EXAMPLE OF SEATING ARRANGEMENT



Teachers who do multi-grade teaching need special support and guidance on the curriculum.

Supervision of curriculum activities

- A EA 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 teacher focusing on different topics for Grade 3.
- 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 to enhance learning.
- The EA can also enhance Language across the Curriculum (LAC) through using texts from Life Skills to enhance understanding of the content taught during the day. Learners could be encouraged to bring own examples from newspapers and magazines of practical experiences or stories they have heard or read.
- The EA can provide emotional support where learners can confide in him/her and then try to assist directly, or seek to help the learner.
- The EA can be responsible to supervise learners when they complete homework, encourage learners to borrow books for reading, guide learners to keep track of their reading activities by using a diary.
- The EA should ensure that learners adhere to social distancing, especially when group work is done.
- The EA could provide a written report to the teacher about the general performance of learners in Languages and Mathematics.

Learner assessment

- The EA should help with the monitoring and supervision of informal assessment of learners in the subject, especially when done as homework. The EA may source additional resources to enhance performance in formal assessment activities. For example, the EA may guide learners through 'how to answer' specific questions.
- They should help identify learners with barriers and design intervention strategies with the teacher for extra support and remedial work in the subject.

Parental support to assist their children

- The Grade 3 teacher should work in collaboration with the EA to provide feedback on learner performance to parents during parents' evening.
- They can assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' books, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.
- The EA could provide parents with a brief, written report that details how learners have performed in the term and how parents can further assist learners at home.
- The EA could also provide a written report to the teacher and Departmental/ Foundation Phase Head about the general performance of learners in Languages and Mathematics.