

Every child is a National Asset

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

**Orientation of Educator Assistants:
Languages
Grades 10-12**



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Purpose

- Provide guidance on
 - the purpose of introducing EAs in the system
 - the role of the EA
 - demarcations
- Prepare provinces for cascade
- Guide SMTs on their responsibilities regarding EAs

Preamble

- Educator Assistants (EAs) introduced to
 - relieve the administrative duties of the
 - help the educator to focus on content
 - learn while supporting the educator
- The educator
 - 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

Orientation to CAPS/ATP

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

- Specific languages Curriculum and Assessment Policy Statement at applicable language level;
- Annual Teaching Plan (Grades 10-12);
- Literature and textbooks used by the school (Grades 10-12);
- DBE subject resources (e.g. 2022 Diagnostic Report, Mind the Gap for literature, Revision booklets, Study guides for Creative Writing and Critical Language Awareness);
- EAC Toolkit; and
- Any other relevant resources (e.g. Planners & Trackers, Curriculum Tracking Tools, Annual Teaching Plan Guide, School Assessment Plan, Reading Norms & Standards Document, etc.)

Orientation to CAPS/ATP

Furthermore, the Educator Assistant (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).

Classroom Management

- The EA should assist the educator in classroom management by:
 - striving to create a well **organised, efficiently run classroom**, where learners are clear on the routines, rules, behavioural expectations and consequences;
 - creating an **environment** that is a safe space for learning, i.e. places of respect, tolerance and fun where learners are not being cut down, reprimanded for errors, or even worse, laughed at or ridiculed;
 - giving all learners a **chance to speak** independently, even in a large class;
 - introducing an element of **play** to learning;
 - marking the **class register** on a daily basis;
 - keeping **records/registers** of subject attendance;
 - raising the educator's awareness of **learner absence** or any matter that warrants the educator's attention;
 - **following up** with parents when learners are absent; and
 - **filing** correspondence from parents and doctors' certificates;



Classroom Management

The EA assists the educator in the following way:

Before the lesson

- The EA
 - marks the register
 - distributes texts or resources for use
 - distributes marked learner books or collects books to control homework/assignments
 - appraises the educator of absence or any matter that warrants the educator's attention

Classroom Management

During the lesson

- The EA
 - ensures that learners follow the educator's instructions
 - holds mini-conferences with learners to further explain and clarify instructions given by the educator before the commencement of each activity
 - helps the educator to assign roles to learners, ensures that all participate and reports instances of dominating to the educator
 - engages interactively with learners as the educator introduces them to the theme of the day/week/ cycle
 - supervises learners as the educator activates background knowledge and make them aware that they must bring their existing knowledge to the theme;
 - guides learners during activities as the educator builds and activates new knowledge
 - establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.
 - assists with monitoring and supporting group activities

Classroom Management

After the lesson

- The EA
 - collects resource materials or learner books/ portfolios of evidence if applicable
 - ensures that classwork, homework and work book exercises are completed, dated, marked, stamped and that comments about learner performance are written for support purposes where appropriate
 - collects a sample of classwork, homework and work books for book control purposes by the Subject Head or the Departmental Head
 - encourages learners to write diary entries about the lesson content as part of expanded opportunities to write

Supervision of Curriculum Activities

Educator Assistants 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 educator focusing on different topics for specific grades
- be involved in the development and implementation of the Subject Improvement Plan, target setting for 2023
- 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.

Supervision of Curriculum Activities

- Other materials that EA 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.
- An 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 mean different things in ordinary language use and the science subjects.

Promotion of Reading

- The Educator Assistant (EA):
 - helps to set up the reading corner in the classroom.
 - supports the educator to implement Drop all and Read activities weekly.
 - assists the educator with learner preparation for participation in reading promotion competitions/ activities such as spelling bees, language festivals, readathons, creative writing competitions etc.
 - helps the educator to administer vocabulary extension activities, oral reading fluency activities as well as reading comprehension activities to enhance reading proficiency.
 - assists the educator 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 educator on the learners who are experiencing challenges in reading for remedial purposes.

Promotion of Reading

- The Educator Assistant (EA):
 - assists with participation in national literacy promotion activities such as world book day, literacy week, library week etc.
 - helps the educator 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 educator 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.
 - supports the educator 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.

Supervision of Curriculum Activities

An EA may:

- assist in Oral tasks e.g. Prepared Reading or Prepared speech.
- give encouragement to shy or slow learners in a separate class and if successful report to the educator so that the educator witnesses the oral.
- provide emotional support where learners can confide in him/her and try to assist directly, or seek help for the learner.
- also enhance use of cell phones/ tablets for learning by demonstrating and accessing helpful learning sites like the DBE, PEDs and other learning sites.
 - ✓ WhatsApp group chats, monitored and supported by the EA, can be established among learners to discuss their work and support each other.
- An EA should assist the educator with the arrangement of the Masterfile and learner's portfolios of evidence to keep them up to date and ready for Moderation.

Feedback to learners on Assessment

- The language educator should provide a EA with a Programme of Assessment (PoA) for the year in Grades 10-12 indicating all the dates when the assessment tasks will be written.
- An EA should
 - help with the development, monitoring and supervision of informal assessment of learners in the subject.
 - or may source additional resources to enhance performance in formal assessment activities. For example, the EA may take learners through ‘how to answer’ specific questions.
- An EA may check if the (Informal tasks) classwork or homework is done by the learners and whether learners have written headings.

Feedback to learners on Assessment

- Also EA may check if learners have done corrections.
- They should assist with the marking of informal assessment and recording of formal assessment activities under close supervision of the subject educator.
- An EA should assist in the control of peer assessment on editing of drafts in creative writing texts.
- An EA should, guided by the educator, 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 in reading and writing and, in consultation with the educator, design intervention strategies for extra support and remedial work in the subject.

Parental support to assist their children

- In collaboration with the subject educator, EA to 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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Thank you!

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