

*Every child is a National Asset*

# MATHEMATICS TEACHER ASISTANT GUIDELINES



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**Read to Lead**  
A Reading Nation is a Leading Nation

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# Purpose

- To guide Mathematics teacher assistants on some of the roles they should execute at schools
- To ensure that the academic disruptions brought by COVID-19 are addressed through this opportunity
- Assistance to educators and learners will enable enhanced learning and integration of ICTs at the school
- Provide effective support services to the educator
- Contribute to increased educator productivity
- To provide administrative support to the school and assist teachers by supporting learners with their educational needs



# Introduction

- This presentation will provide Education Assistant (EA) with guidance in completing many different tasks a teacher might need help with in managing teaching and learning in schools.
- There are two categories of employed youth in schools and are divided as follows:
  - ✓ Education Assistants (EAs) who are not teachers but shall work under teacher's supervision in and out of classes
  - ✓ General Education Assistants (GSA) who shall be serving as general workers in the form of handymen mainly for school building maintenance, fixing broken windows, desks, door and other related duties.

# Orientation to CAPS/ATP

The grades 10 – 12 Mathematics teacher should ensure that a teacher assistant is provided with the following package of support to ensure that they are effective in executing the duties assigned to them in the subject:

- FET Mathematics Curriculum and Assessment Policy Statement and subject guidelines;
- Annual Teaching Plan (Grades 10-12);
- At least two textbooks per grade per grade (10 -12) used by the school;
- DBE subject resources (e.g. Diagnostic Report, Mind the Gap, set of previous question papers);
- Scientific Calculator and Mathematical instrument set
- Geo Board and EAC booklet.

# CHALLENGES IN THE EDUCATION SECTOR

- Challenges in the sector have compromised the quality of teaching and learning in that it is not possible to provide individual attention to learners.
- Dealing with large classes means that learners cannot be given adequate number of assessment tasks in order to test if they have acquired the required competencies and skills.
- When assessments are conducted, particularly informal assessment tasks, feedback is delayed. Teachers rely in most instances on learners having to mark their own tasks, or having learners marking each other's tasks.
- This has compromised the quality of feedback and remedial action.
- Perpetual under-performance of learners due to teachers being unable to deal with challenges brought about by large class sizes has created a lot of stress for teachers, resulting in many leaving the profession and a lot more facing fatigue, depression and ill-health.
- Learners who feel excluded by the system also end up creating disciplinary problems for the teacher, with many failing to progress and dropping out of the system.

# RESOURCES TO BE PROVIDED

- The education assistant should be 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);
- Examination subject guidelines for grades 10-12
- Annual Teaching Plan (Grades 4-12);
- Program of Assessments (Gr10-12)
- DBE Workbooks and textbooks used by the school (Grades 4-12);
- Any other relevant resources, e.g. Error analysis booklets, Sasol Inzalo Text books, Diagnostic Report, Mind the Gap, set of previous question papers, Scientific Calculator and a set Mathematical instrument; etc.

# CLASSROOM MANAGEMENT

- Classroom management by marking the class register on daily basis.
- Keeping records of subject attendance at intervention and remediation classes.
- The distribution of LTSM resources (textbooks, wall charts) at the beginning of the year and give records to the subject teacher for retrieval purposes at the end of the year.
- Support the teacher with technical preparation of the classroom for teaching and learning and ensure that teaching materials are available and ready for use.
- Oversee learners in and out of the classroom settings such as in the library, laboratory, school events and during lunch breaks.
- During the lesson:
- Ensures that learners follow the teacher's instructions/ Assist the educators to identify learners who don't understand the instructions or topic taught. / To give individual attention to learners who struggle to follow the educator's instructions.
- Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.
- Assist in establishing, monitoring and support of group activities e.g. in essay writing the EA may assist learners with a first draft.



# CLASSROOM MANAGEMENT

## After the lesson:

- Collects resource materials or learner books if applicable.
- Provides learners with notes to help summarise the lesson where necessary.
- Note learners with content gaps for assistance during intervention classes.
- Assists learners with provided informal tasks/ remedial work/ home work for reinforcement

# SUPERVISION OF CURRICULUM ACTIVITIES

- The Assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
- The teacher should development of lesson plans and using available resources and share lesson plans with teacher assistant.
- The teacher assistant should be given chance for inputs on the classroom activities and homework.
- They should help prepare the relevant material that will be needed for teaching and learning, e.g. teaching aids, video clips or any relevant physical aid for learners to understand the content.
- The teachers should give all problems which will be given to the learners a least a day before they are given to learners as examples, classwork and homework.
- Teacher assistant should work out those problems on his/her own and then the teacher marks them and provide feedback to him/her.
- They should be involved in the development of the School Improvement Plan, Subject Improvement Plan, target setting for the new academic year.
- They should prepare the relevant material that will be needed for teaching and learning.

# SUPERVISION OF CURRICULUM ACTIVITIES

- They should assist greatly in providing the basics skills needed for each topic to weak learners.
- They should fill the gaps on any content during extra-time.
- They can 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 TA, can be established among learners to discuss their work and support each other.
- TA 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.
- A TA can also provide emotional support where learners can confide in him/her and try to assist directly, or seek help for the learner.



# FEEDBACK TO LEARNERS ON ASSESSMENT

- The Mathematics teacher should provide a teacher assistant with a Programme of Assessment(PoA) for the year in Grades10-12 indicating all the dates when the assessment tasks will be written.
- A TA should help with the development, monitoring and supervision of informal assessment of learners in the subject. The TA may source additional resources to enhance performance in formal assessment activities. For example, the TA may take learners through ‘how to answer’ specific questions.
- TA may check if the (Informal tasks) classwork or homework is done by the learners and whether learners have written headings. Also TA may check if learners have done corrections.
- They should assist with the marking of informal assessment and recording of formal assessment activities with the supervision of the subject teacher.
- Feedback on formal assessments should be offered by the subject teacher.
- A teacher assistant should assist by doing a diagnostic analysis for all formal SBA to identify content gaps and misconceptions by learner.
- They should help identify learners with barriers and design intervention strategies for extra support and remedial work in the subject.

# PARENTAL SUPPORT TO ASSIST THEIR CHILDREN

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



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