

INTRODUCTION

Dear Teacher

We are pleased to present you with your brand new **Oxford Teacher Toolkit** – packed with invaluable information to help you excel in all aspects of teaching in the Foundation Phase. This practical guide has been developed by subject and curriculum experts and is packed with the curriculum information you need to know.

This toolkit consists of the following sections:

- **Teaching tools for every teacher** – including guidance on keeping up with the curriculum and teaching in multilingual classrooms
- **Encouraging responsible behaviour in your classroom** – including guidance and tips on classroom management, dealing with bullying and providing counselling to your learners in crises
- **Being the best teacher you can be** – including tips for staying sane despite your workload, and ways to make your own school an optimal environment for learning and teaching
- **Getting practical with planning and assessment** – including tips on preparing a good lesson plan, practical ideas for informal assessment, and a guide to the Annual National Assessments

The **Oxford Teacher Toolkit** is one of the many ways in which we're committing to support you to deliver excellent results. Combine this toolkit with the knowledge and skills you will have gained from informative Oxford Teacher's Academy workshops and seminars, and your CAPS-compliant Oxford books, and you have a recipe for guaranteed success in your Foundation Phase classroom.

We hope that you find this toolkit useful and that it contributes to your own professional development, as well as the performance of your Foundation Phase learners.

Warm regards

The Oxford Team

CREATING AN INCLUSIVE ENVIRONMENT FOR EVERY LEARNER

All learners are different – create a classroom environment to suit them all.

1

Learners learn differently

Learners process information differently. It is essential that teachers use a variety of teaching methodologies to reach every learner in the classroom. This variety will accommodate the various learning styles and ways in which individual learners best process information.

2

Learners learn at different paces

Some learners need longer than others to process new ideas, consolidate their understanding and complete tasks. It is essential to provide these learners with the opportunities and time to complete these tasks. Learners who finish their work first are often a disruption to others in the class. Dealing with them appropriately is very important.

How to deal with learners who have finished their work

Step 1:
Acknowledge their success in finishing their work and congratulate them.

Step 2:
Give them another task to do.

Option 1:
Ask them to create their own word search using the important words in the activity.

Option 2:
Have a box of activities related to the topic which are fun but still educational, e.g. crossword puzzles, mini comprehension.

Option 3:
Ask them to assist someone else in the class who may be struggling.

3

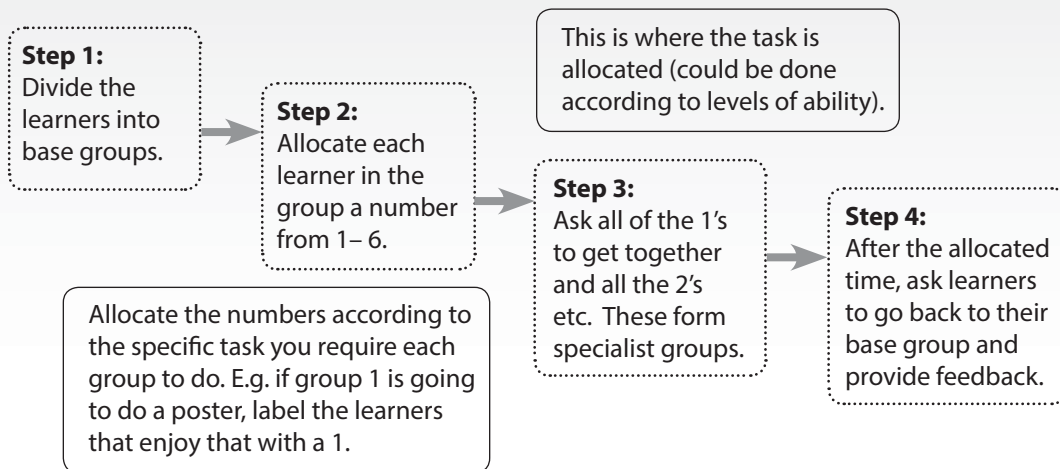
Learners' levels of understanding

Learners grasp knowledge in different ways. It is essential to ensure that learners process knowledge and understand what they learn, rather than just learning things off by heart. This should also be reflected in the level of teaching and assessment. Learners should be encouraged to use the knowledge and skills that they have to reflect, synthesise, analyse and provide their own interpretations.

Learners have different personalities

Although learners have different personalities, they need to be encouraged to work together in a supportive and controlled environment. Learners should be shown that although they are different, they could learn so much from one another. Group work is an excellent way to establish these co-operative relationships. Groups should be carefully established. The jigsaw method is an excellent way to facilitate group work.

Learners are forced to participate and the work is evenly divided amongst the group members. Group work is also a very good way to divide the class into different levels of ability.



Learners must develop skills

Every learner has natural talents and abilities. These should be encouraged and acknowledged. Skills should always remain more important than knowledge.

Every subject requires learners to acquire and develop different skills. It is essential that learners are guided through the process of developing skills while learning content.

Learners must remain interested

Learning should be fun. If the learning process is not fun and interesting to the learners, they will not be motivated to learn. This is applicable to the method of teaching as well as the materials and resources used to teach. Relevant and appropriate examples should always be used.

KEEPING UP WITH THE CURRICULUM

Although the Curriculum and Assessment Policy Statements (CAPS) is not a new curriculum, but an amendment to the National Curriculum Statement Grades R-12 Subject Statements, it does still lead to pressures and changes that may not have existed before.

FIVE TIPS TO KEEPING UP WITH THE CURRICULUM

1. Skills are more important than content.
2. Quality is more important than quantity.
3. Learners need to be taught according to their context and abilities.
4. Mastering key skills is more important than completing the curriculum.
5. Learners that are struggling should be identified and continuously monitored.

Diagrams, pictures and tables illustrate concepts clearly and can be used during teaching to support the teacher in the teaching and learning process.

What to do if . . .

- A learner or group of learners is not able to grasp the necessary content when the Annual Teaching Plan indicates that one should move onto the next section.
- There is in your opinion, as a teacher, a very important section that is necessary for the learners to grasp and it is not in the curriculum.
- It is stated in the Annual Teaching Plan that an assessment should take place, however you have not completed the work with the learners yet.
- You can foresee that there is not going to be enough time to complete the curriculum.

In ALL of the cases stated above, it is essential that the teacher use their professional judgment in consultation with their Head of Department. Every education situation is unique, however whatever decision is taken **MUST** be in the best education interests of the learner.

Two valuable questions to answer:

1. Is the decision in the best interests of the learner?
2. Does the learner need these skills to progress to the next concept or grade?

Taken from *English for Success Grade 4 Learner's Book*

TOOLBOX

The **Toolbox** can help you become an independent and successful learner. It has been organised alphabetically to help you find your way around it quickly. Sometimes, an entry will direct you to another closely related convention, for example, if you look up antonyms, you will be directed to synonyms. If you want to find exercises to practise them, use the Index at the back of the book to direct you to exercises.

An **abbreviation** is a shortened form of a word or a phrase. Types of abbreviation:

- the initials of the words are used (Republic of South Africa – RSA)
- when the word is shortened (*January* – *Jan.* or *Mister* – *Mr*) A full stop is used if the last letter of the abbreviation is not the same as the last letter of the original word.

Many dictionaries contain abbreviations in the general list or at the back of the dictionary.

An **acronym** is a special abbreviation when the initials make a “word”: HIV/Aids – HIV is an abbreviation and Aids is an acronym.

Abbreviation



Acronym

TEACHING IN A MULTILINGUAL CLASSROOM

A new language policy proposed: Incremental Introduction of African Languages (IIAL) Pilot Project

- ◇ The learner's home language should be the language of learning and teaching (LoLT) until at least the end of Grade 6.
- ◇ Learners should study three languages, one being an African Language at First Additional Language level (FAL). This means that learners will take two FAL subjects.
- ◇ Learners may select two languages at Home Language level.
- ◇ Progression requirements: 50%–59% for Home Language and 40%–49% for one of the two required FALs.

Implications for schools

- In schools where multiple languages are spoken, providing home-language tuition for everyone could be difficult.
- Timetable adjustments will need to be made to fit in the teaching of a third language:
 - Grades 1 and 2 will need an extra 2 hours per week
 - Grade 3 will need an extra 3 hours per week
 - Grade 4 to 12 will need an extra 5 hours per week
- Budget implications: new textbooks plus up-skilling teachers or appointing new ones

How to make the IIAL work for you

- ✓ Get training
- ✓ Develop materials for learners
- ✓ Share information and resources

Implications for teachers

- Existing teachers will be used to implement the pilot project.
- Many have little or no knowledge of the language required.
- Teachers may have to travel between schools to teach (share resources).
- Teachers will need to accommodate the assessment of the addition FAL.
- Ongoing training and support is needed.
- Teacher workloads will increase.

When will the IIAL affect YOU?

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026

LANGUAGE AND LEARNING IN MULTILINGUAL CLASSROOMS

Teachers in our culturally diverse and language-rich country cannot avoid the reality of multilingual classrooms where linguistic diversity exists amongst learners and/or amongst learners and teachers.

Challenges facing multilingual classrooms

- 1 Most teachers are only able to use one or two languages with some degree of proficiency
- 2 In many cases these languages may not be the language of learning and teaching at the school
- 3 Teachers struggle to communicate clearly to the learners
- 4 Teachers feel ignored, undervalued and marginalised
- 5 When the teaching environment is predominantly teacher talk, pressure is placed on learners who understand the medium of instruction to act as classroom translators
- 6 The communication barrier prevents learners from linking new knowledge with relevant life experiences

Ways to deal with multilingualism in the classroom

Classroom management

- Invite community members to translate materials, collaborate in activities or run reading groups
- Employ tri/bilingual teaching assistants to support both teacher and learners
- Use team-teaching effectively and sparingly
- Prepare – multilingual classes need more preparation than others
- Arrange desks in small groups to encourage discussions

Resources

- Use classroom walls – word walls and multilingual labels, posters and environment print
- Start a book corner offering fiction and non-fiction books
- Create a resource and media corner

Dictionaries are excellent resources!

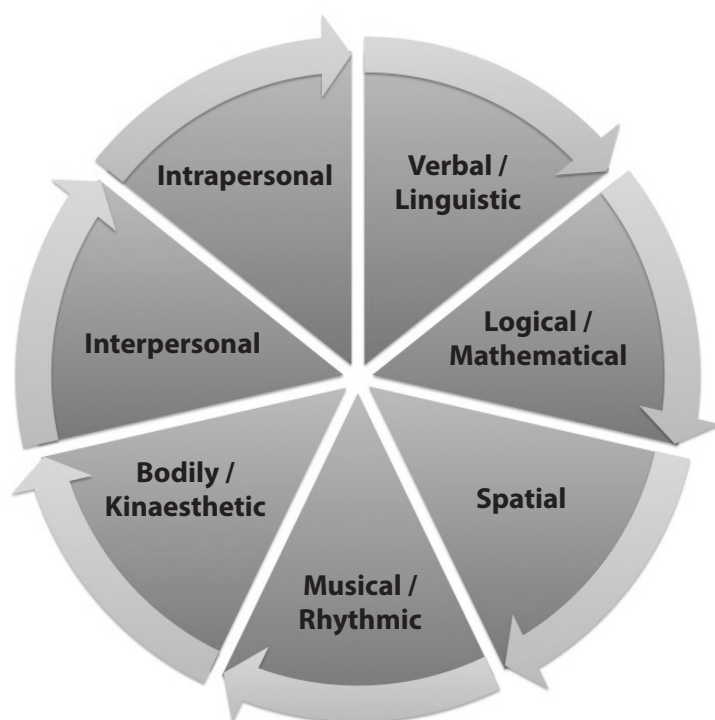
Dictionaries help learners to:

- ✓ Pronounce and spell words
- ✓ Understand the meaning of different words
- ✓ Understand the grammar of the language
- ✓ Expand vocabulary – synonyms and antonyms
- ✓ Be more self-efficient

MULTIPLE INTELLIGENCES: AN INTRODUCTION

Every class has a diverse group of learners who are all unique and who learn in different ways. It is essential to understand how each learner learns optimally and effectively.

Howard Gardner's multiple intelligences explains how we all learn differently and therefore different classroom techniques need to be applied. A teacher cannot apply all the multiple intelligences to every lesson, however, they can ensure that they use a variety of methods to reach every child.

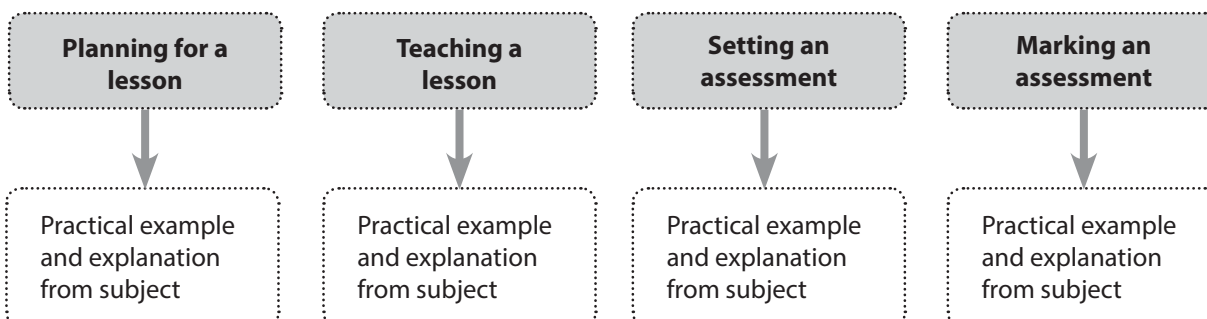


Gardner's multiple intelligences can be used as an excellent tool to identify a good lesson. A good lesson includes at least four multiple intelligences in its teaching and learning.

INTELLIGENCE	LEARNING CHARACTERISTICS	CLASSROOM ADAPTATIONS
Verbal / Linguistic	Thinks in words. Likes reading, writing, listening and speaking. Does well with books, dialogues, debates and presentations.	Panels, buzz groups, brainstorming, discussions, question and answer, reading and story telling
Logical / Mathematical	Likes reasoning. Likes to organise and interpret data; does well at maths & science problem-solving, analysis, reasoning, cause-effect.	Reasoning, problem-solving, cause-effect, analysis (debate, Zopp activity, etc)
Spatial	Thinks in images. Likes drawing and observing. Does well at mind-mapping, puzzles, graphics and poster charts.	Gallery walk, poster chart, drawing, mind-maps
Musical / Rhythmic	Thinks rhythmically and in tunes. Likes music, songs and dance. Often taps and hums. Raps.	Rap, song
Bodily / Kinaesthetic	Thinks through sensations. Likes sport, drama, movement, physical. Role play, simulations, games and sports.	Role play, drama, simulations
Interpersonal	Thinks best with others. Likes co-operative and group activities. Good at interactive, people-centred activities. Likes co-operation activities, partners, pairs, teams and win-win competitions.	Co-operative learning activities (Jig-saw, pairs, etc) competitions
Intrapersonal	Thinks best alone. Likes individual self-paced and managed activities. Reflective and quiet. Likes thinking, visualization, meta-cognition, journal writing.	Question and answer
Naturalistic	Creating an understanding and meaning through the real world: excursions and research, field trips, site visits, job-shadowing, empirical research	Excursions, empirical research, job-shadowing, simulations, site visits

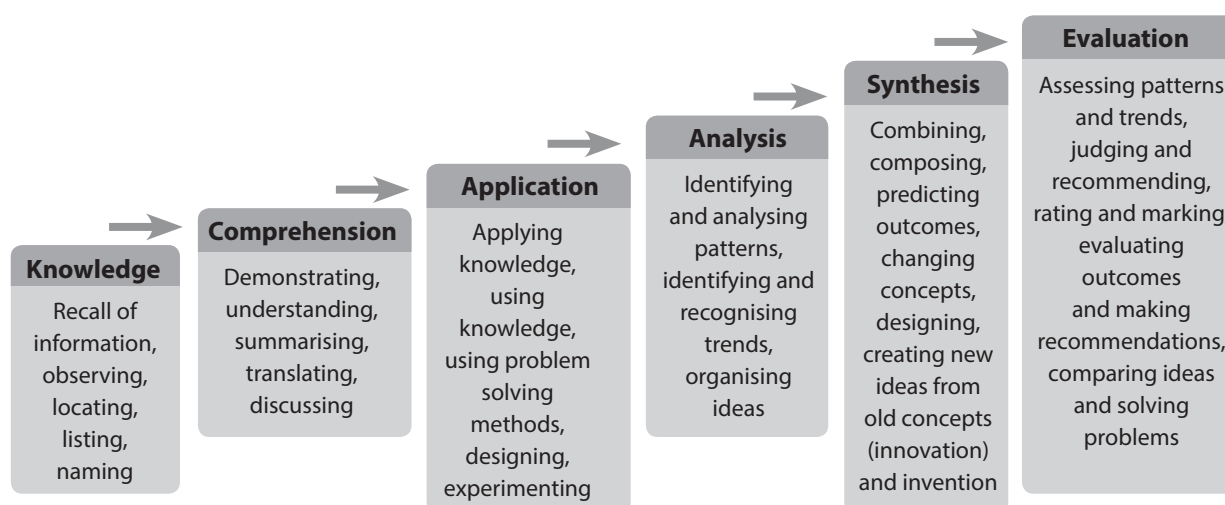
COGNITIVE LEVELS OF THINKING: BLOOM'S TAXONOMY

Bloom's Taxonomy has been used for years in the field of education and is mostly referred to in assessment. There are four important times when Bloom's Taxonomy should always be applied.



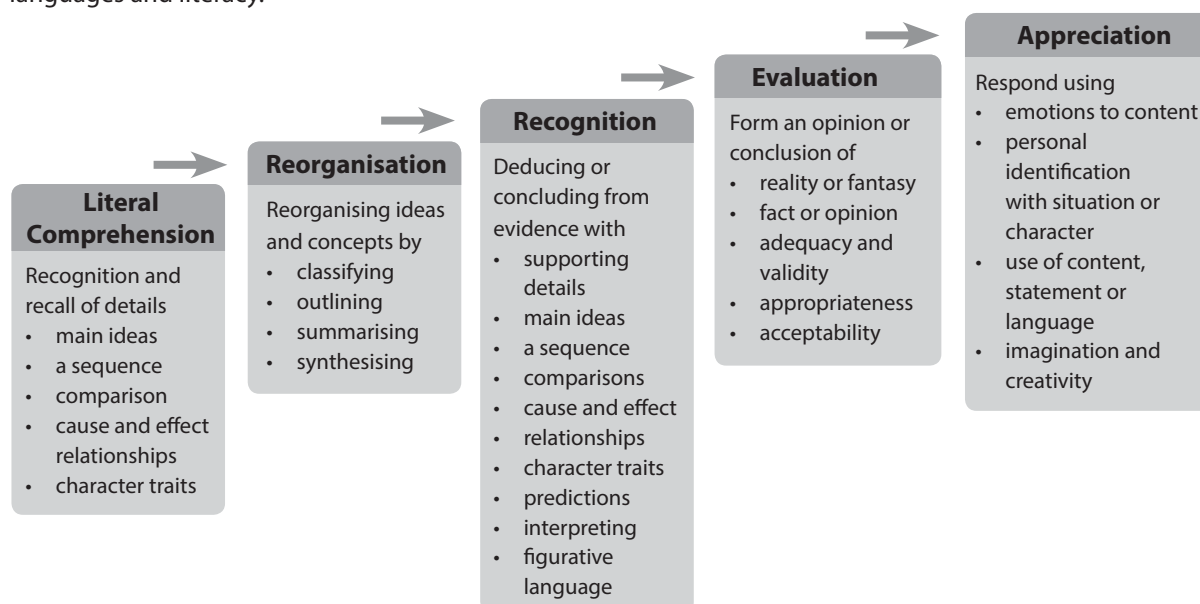
BLOOM'S TAXONOMY

Bloom's Taxonomy is like a building block for every learner. Learners need to grasp the easy and lower steps before they get to the higher steps. Every aspect of teaching and learning should aim to target all of these levels.



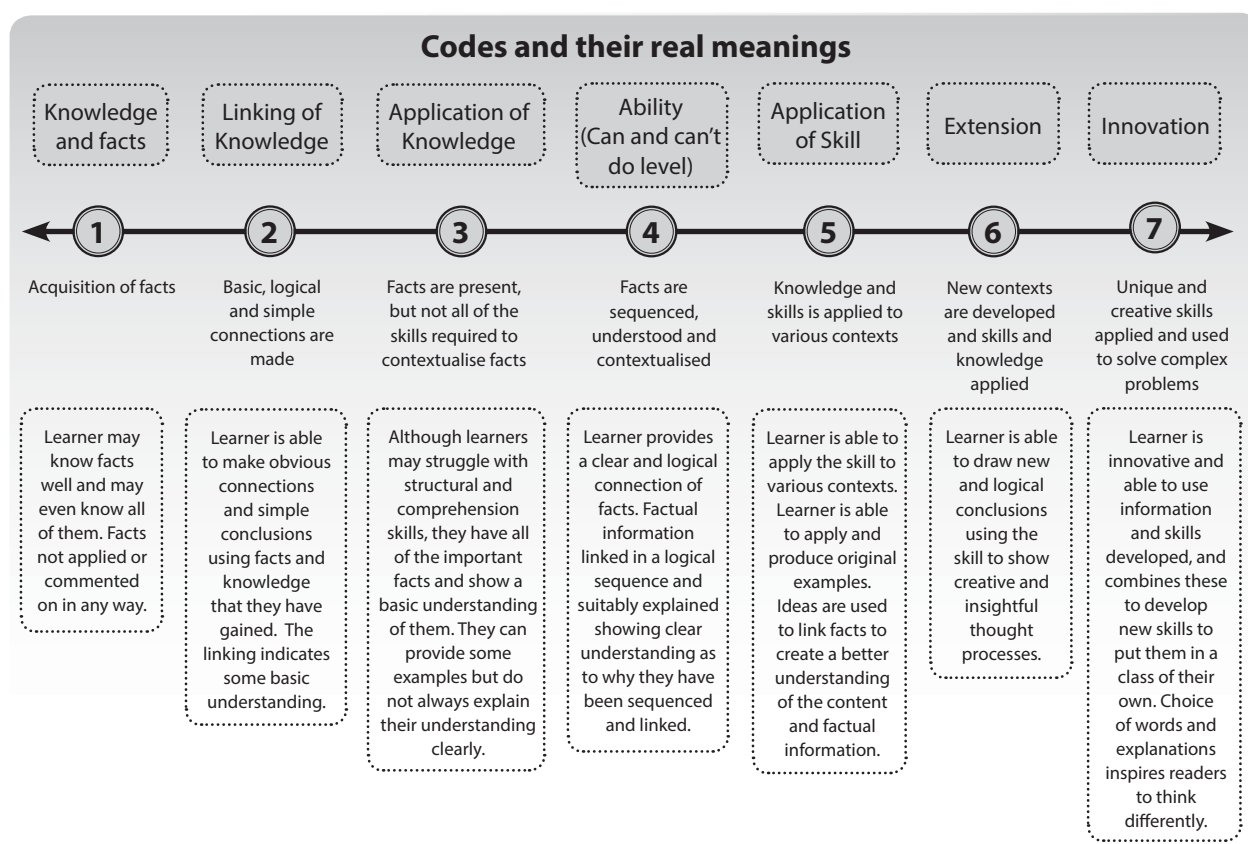
COGNITIVE LEVELS OF THINKING: BARRETT'S TAXONOMY

Barrett's Taxonomy was originally developed to describe and assess the different levels of reading comprehension. It assists teachers in developing assessment, however, it is relevant in all aspects of teaching and learning. It consists of five different levels of reading comprehension and can easily be adapted for assessing listening, speaking and writing. This taxonomy is particularly useful when teaching and assessing languages and literacy.

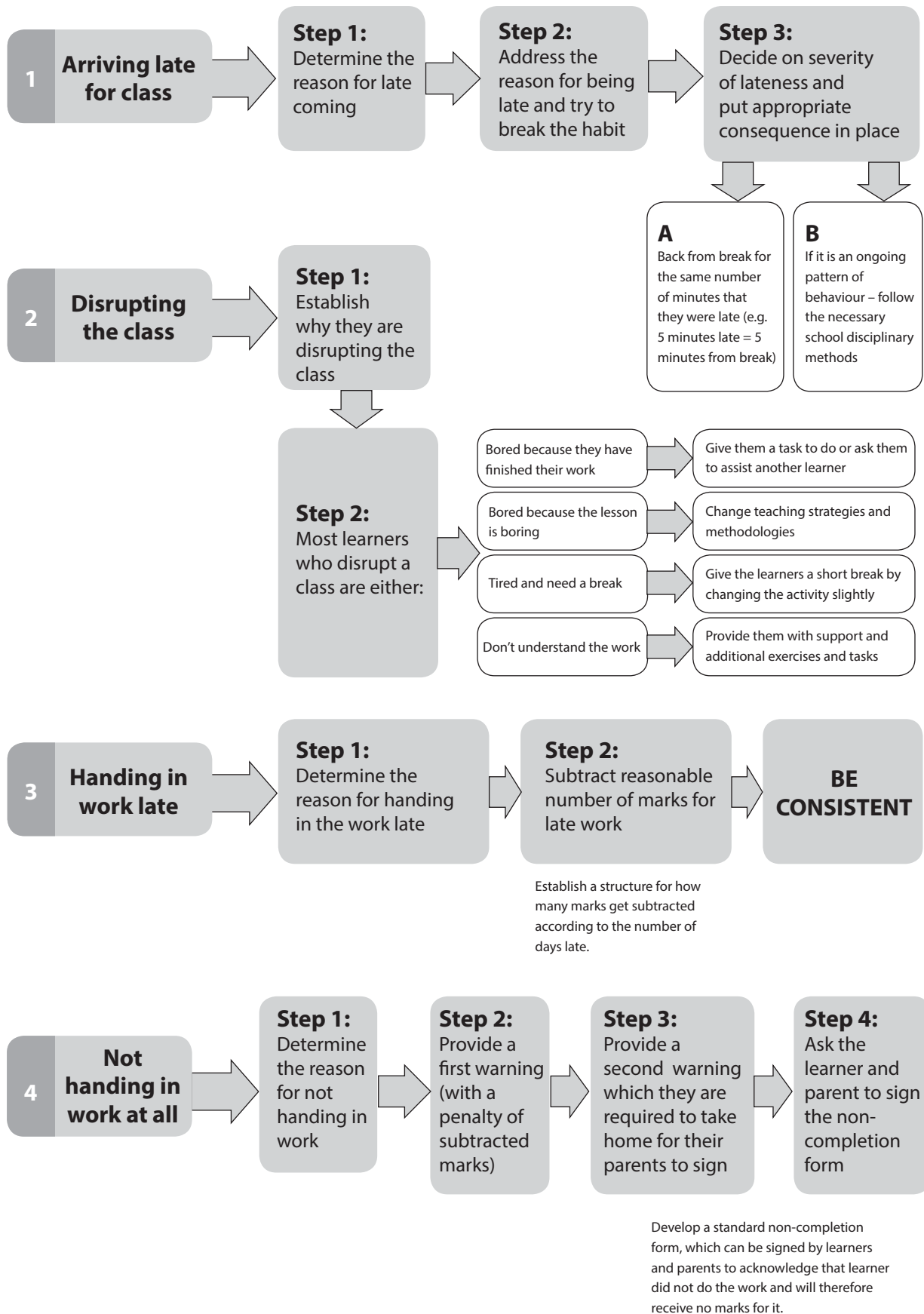


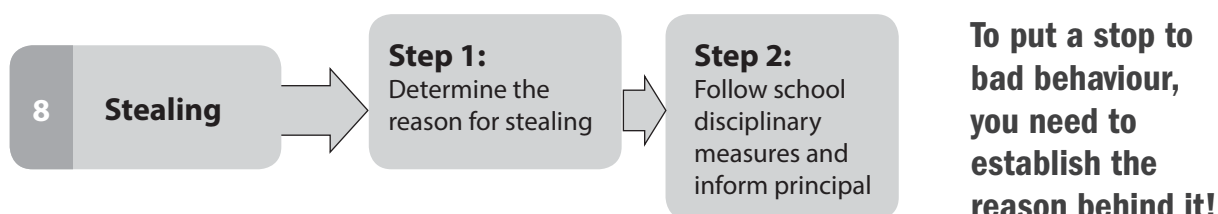
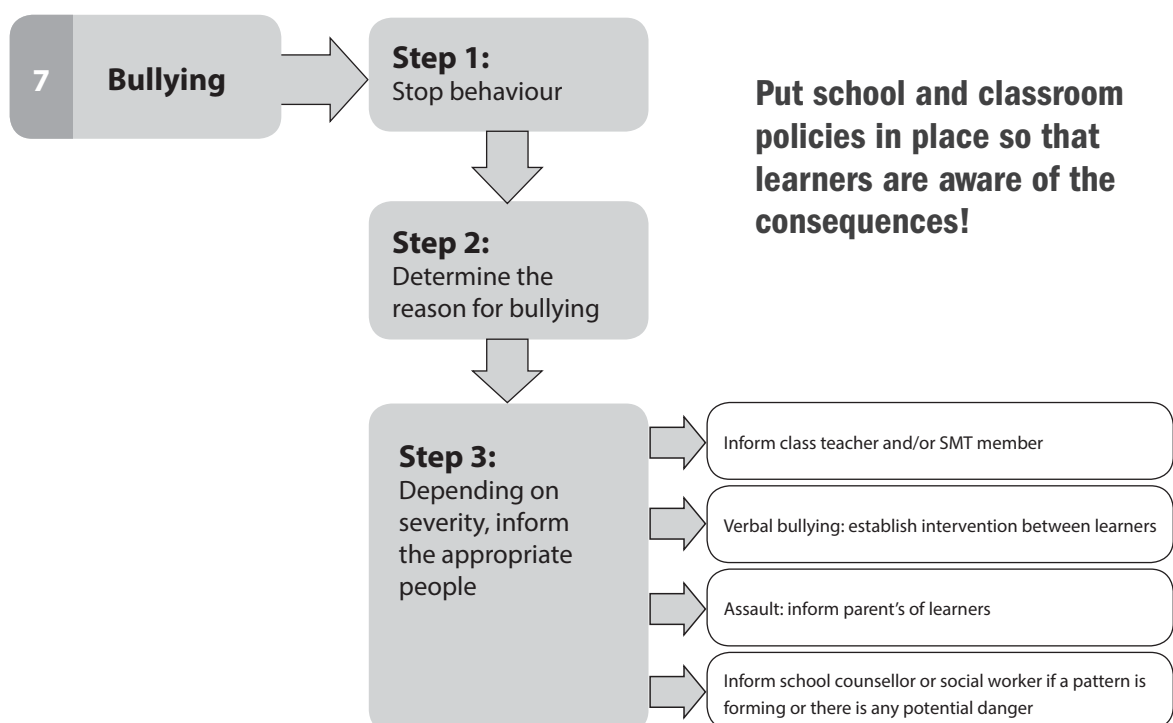
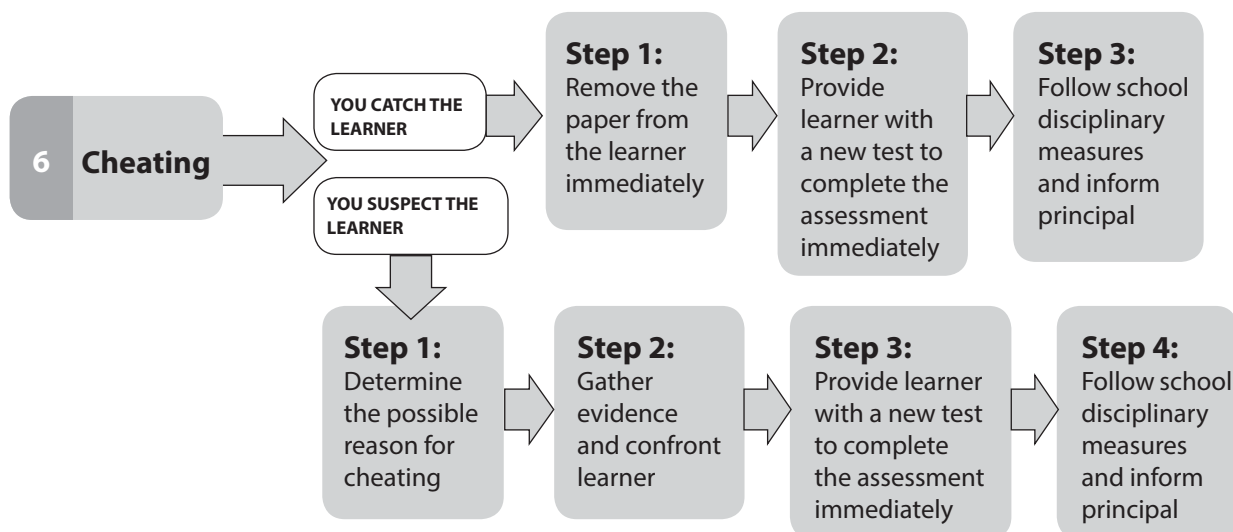
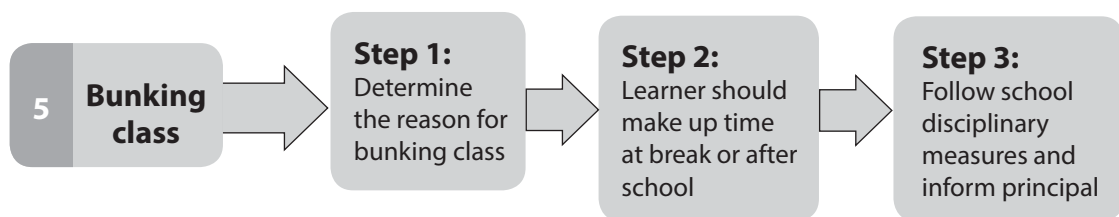
USING CODES TO DETERMINE LEVELS

Codes can be used to determine the levels. Codes are developed on a scale that is based on skills and levels of cognitive ability and NOT on knowledge alone. If a learner is too high up on the scale, but does not have the cognitive ability, the assessment relies too much on knowledge and recall.

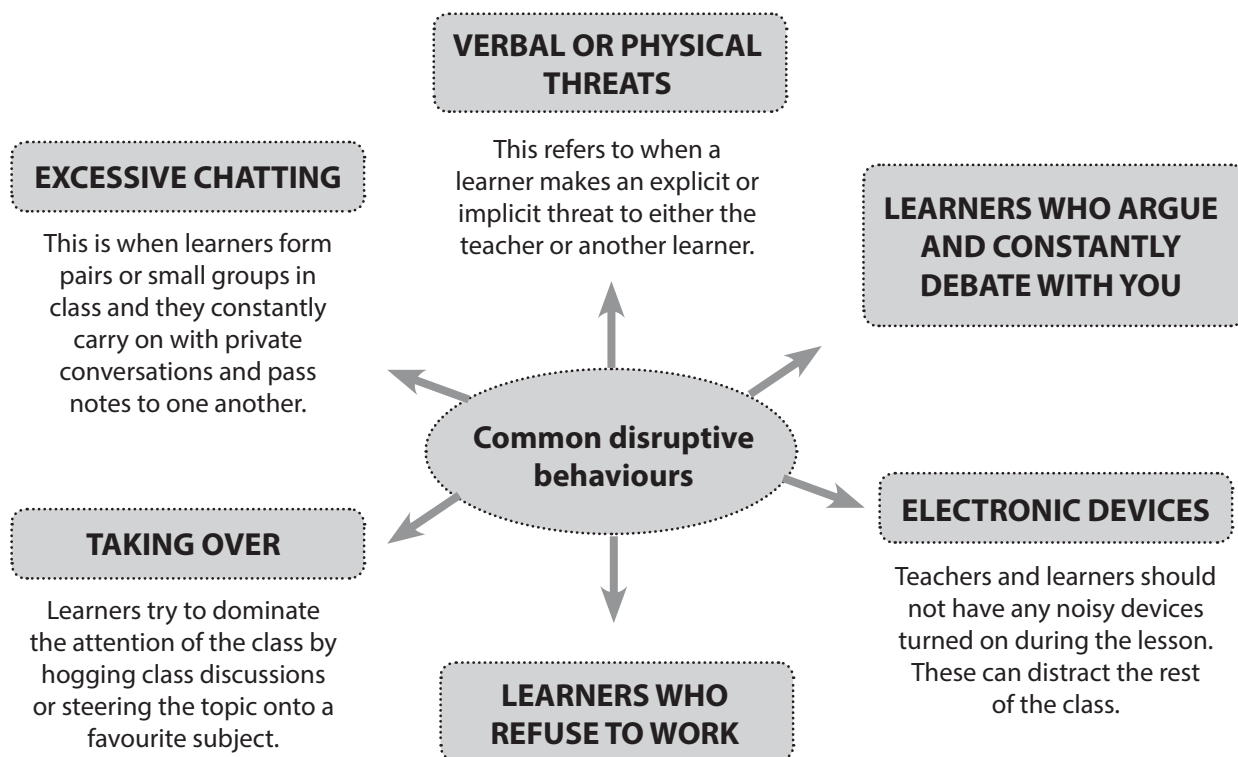


STEP-BY-STEP SOLUTIONS TO CLASSROOM PROBLEMS





GENERAL TIPS ON DEALING WITH BEHAVIOURAL CHALLENGES



DO	DON'T
✓ Address non-verbal communication	✗ Try to discipline the whole class at once
✓ Always provide the learner with a choice and consequence	✗ Ask questions instead of 'telling' by giving statements
✓ Distinguish between the primary and the secondary issue	✗ Give warnings
✓ Consistently and fairly enforce rules	✗ Be inconsistent

7 SECRETS TO ORGANISING AND MANAGING LARGE CLASSES

SECRET 1:

Planning to achieve your goal

Planning is not necessarily about paperwork and lesson plans, it is about planning and facilitating the best way to achieve your goals.

SECRET 2:

Inform the learners

Learners want to know what is expected of them.

Learners want to know what to expect for the lesson.

SECRET 3:

Timing

Be realistic about what you can complete in a particular lesson.

Be realistic about what the learners can achieve in a certain time period.

SECRET 4:

Seating plan

Make sure that your learners are sitting in a way that is conducive to learning. Certain seating plans work for certain activities and not for others.

Some learners are able to concentrate better in certain desk formations.

SECRET 5:

Be prepared

It is essential to understand your learners and your classroom environment so that you are prepared for any events that may occur or disturbances that may cause you to have to change your methodologies, timing or planning.

SECRET 6:

Routines

Every classroom has certain activities that occur all the time. It is essential to get the learners into good habits with these routines so that they cause as little disruption as possible to the teaching and learning process.

Examples of routines include reporting absentees, assessing homework, classroom rules and group work strategies.

SECRET 7:

Resources

Resources can enhance the learning process, but can also disrupt the teaching process.

A resource needs to be appropriate to the teaching and learning situation and enhance the process.

Resources need to be carefully planned for and used effectively.

ORGANISING AND MANAGING MULTI-GRADE CLASSES

The major challenge of a multi-grade class is that there are learners of different age, ability, maturity and interests. Below are some practical tips to help manage a large multi-grade class.

Classroom organisation

- ◇ Desks should be organised in small groups and not in rows
- ◇ Use display boards to pin up the learners' work
- ◇ Make sure each learner has a personal space for their things
- ◇ Assign and label specific areas in the classroom, e.g. resources for each grade

Classrooms are often short on storage. Below are some useful tips:

- Collect containers, e.g. ice-cream containers
- Label storage areas clearly
- Avoid clutter and throw away what you don't need
- Have a filing system for books/resources

Teaching methodologies

Whole class teaching

Plan only one lesson – it needs to address the average ability level of the multi-grade class.

Challenges

- ✗ Teacher centered, disinterested learners might cause discipline issues
- ✗ Does not appeal to every level of ability

When to use it?

- ✓ Storytelling
- ✓ Students news
- ✓ Music or drama
- ✓ Introduction of topics or themes

Group work

This is the most effective way to meet the needs of all the learners.

Challenges

- ✗ Learners grouped incorrectly together
- ✗ The task is not appropriate for group work

How to use it?

- ✓ Group learners according to their grade
- ✓ Provide structured tasks for each grade to complete
- ✓ While other groups are busy, the teacher has time to teach a specific grade

Individual teaching

The teacher works one-on-one with the learner.

Challenges

- ✗ Behaviour issues may arise in the rest of the class
- ✗ Difficult to spend time with every learner in the class

How to use it?

- ✓ When the rest of the class has work to complete
- ✓ Have extension activities planned for learners
- ✓ Allow older learners who have mastered a skill to assist younger learners still acquiring the skill

Routines and discipline

A lack of classroom routine and discipline often leads to other distractions and time wasted in the classroom. A well-structured classroom environment is key to enable effective learning in a multi-grade classroom.

Some examples:

- ◇ Register and absenteeism
- ◇ Checking homework diaries and writing down homework
- ◇ Handing work in to the teacher
- ◇ Bathroom breaks
- ◇ Late for class
- ◇ Formal assessment logistics
- ◇ Consequences to inappropriate actions

DEALING WITH THE DIGITAL DISTRACTION IN THE CLASSROOM

Ideas for controlling cellphone use in the classroom

1. Enforce the school's cellphone policy.
2. Allow learners the first five minutes of a lesson to check their social media or messages, and then cellphones are put away or turned off.
3. Have a basket and labels on your desk for learners to label and hand in their phones: they can collect them when the lesson is finished.
4. Establish cellphone etiquette with learners in the class.

EXAMPLE OF A CLASSROOM CELLPONE POLICY

- 1st violation: the phone is returned to the learner after the lesson
- 2nd violation: the phone is returned to the learner at the end of the day
- 3rd violation: the phone is returned to the learner at the end of the month
- The slate is wiped clean at the end of the month

In order for a cellphone policy to be effective, the teacher must get approval and support from the parents of the learners.

Using digital resources effectively in the classroom

How effectively are you using digital resources?

- ◇ Does it support the lesson?
- ◇ Is it relevant to the lesson?
- ◇ Does it enhance the teaching process?
- ◇ Will it encourage learners to think critically?
- ◇ Will it create a deeper interest in the subject?
- ◇ Will it attract the attention of the learners?
- ◇ Will it enhance the chosen methodology of the lesson?
- ◇ Are you familiar with using the technology?

Five fatal errors

- ✗ Don't think that digital resources can entirely replace the teacher
- ✗ Don't allow the digital resources to detract from the content of the lesson
- ✗ Don't allow logistics to take up valuable teaching time
- ✗ Don't use digital resources without careful planning
- ✗ Don't over-use digital resources

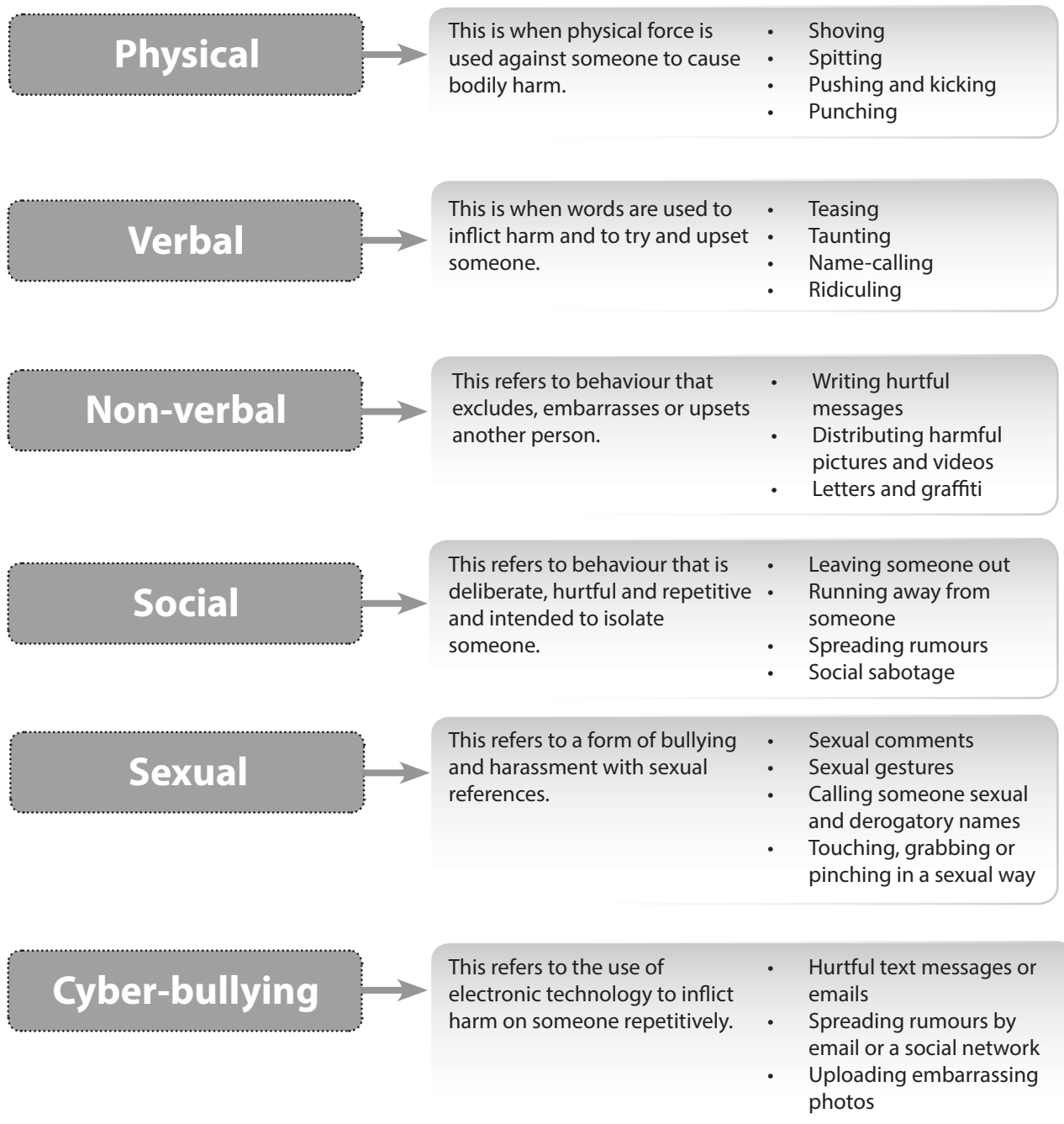
BULLYING

What is bullying?

Bullying is repeated, aggressive behaviour intended to hurt another person to gain a physical or psychological advantage. The bully uses threats, intimidation, cruelty, and/or forcing their will to achieve control over others. Girls tend to bully verbally while boys bully physically.

DIFFERENT TYPES OF BULLYING

There are different types of bullies. Many learners can be exposed to more than one type of bullying.



CYBER-BULLYING

The advancement of technology and the Internet has created a new environment for bullying to take place.

Why should we be concerned about cyber-bullying?

Incidents of cyber-bullying are occurring more frequently.

Reasons why this is so:

1. **HIDING BEHIND TECHNOLOGY** – the bully does not have to face the person being bullied so bullying is easier
2. **DIFFICULT TO MONITOR** – technology is part of everyday life, and it is difficult to identify when someone is using it wrongfully
3. **READILY AVAILABLE** – most learners have access to a cellphone or email
4. **FEAR OF CONSEQUENCES** – many cases go unreported as learners fear losing their technology

Create awareness

It is important to create awareness about cyber-bullying and guide learners on how to protect themselves.

Don't:

- X Share your password
- X Share personal information online
- X Respond to hurtful emails or messages, rather print them out
- X Upload anything online that you don't want your friends or classmates to see

Remind learners that online messages are permanent.



What signs to look out for?

Cyber-bullying can happen 24 hours a day. Because it's difficult to monitor and control, cyber-bullying often goes unpunished, allowing it to occur more frequently.

Here are some signs you can look out for:

- Learner begins to skip school or is unwilling to attend school
- Lack of interest in school work, marks drop
- Becomes more introverted and pulls away from friends and socialising
- Complains often of physical ailments
- Appears sad, teary or moody

What can you do?

Take the appropriate steps to ensure that incidents of cyber-bullying are dealt with firmly and in a timely manner.

- Deal with the incident immediately
- Ask the learner to save or print out the message or e-mail
- Determine the severity of the incident
- Discuss the incident with the perpetrator's parents
- If necessary, get the police involved

THE DO'S AND DON'T'S OF BULLYING

Preventing issues of bullying

1. You must be familiar with your school's bullying policy—if there is one. You need to be clear on these matters so you can accurately communicate the school's policies and expectations.

- When should a learner be referred?
- What incidents warrant suspension?
- What incidents warrant expulsion?

2. In addition to your school's bullying policy, you must have your own classroom policy— with steps you take when bullying occurs.

- Explain your bullying policy to your learners during the first week of school.
- Role-play bullying scenarios and practise the appropriate reactions for students to take.
- Clearly state the consequences for bullying a fellow learner.

3. Create a safe space for learners to report bullying, whether they are the victim or a witness, and a safe space for victims to heal from bullying incidents.

4. Watch your learners, especially during break, when the majority of bullying incidents take place.

DO

- ✓ Promote character and values
- ✓ Focus on the role of the bystander
- ✓ Have helpful and productive consequences
- ✓ Consistently and fairly enforce rules

DON'T

- ✗ Just state the rules
- ✗ Only focus on the bully and the victim
- ✗ Name and shame the bully
- ✗ Selectively and inconsistently enforce rules

Resolution

If bullying has occurred, a firm and consistent resolution, in line with the school's policies, must be put into action.

1. The bully must understand that bullying is unacceptable

2. They must understand that there will be consequences

3. Open, respectful communication between bully and victim should be encouraged

4. The bully should be offered counselling to work through the issues that caused them to bully in the first place

SUPPORT FOR THE TEACHER

The best way to approach bullying is to be well informed. Keep reading the latest articles and research to discover new and effective ways of addressing bullying. Familiarise yourself with the proper procedures that need to be taken so that the matter can be dealt with quickly and effectively.

Below are examples of useful websites and contact details of organisations that can offer assistance.

USEFUL RESOURCES AND WEBSITES:

Department of Basic Education – School Safety Framework document

<http://www.education.gov.za>

Becta e-Safety

<http://www.becta.org.uk>

Classwatch

<http://www.forensicsoftware.co.uk>

Digizen

<http://old.digizen.org/>

Stop Bullying Campaign

www.stopbullying.gov

www.teachsafeschools.org/bully_introduction.html

Respect me

<http://respectme.co.za>

Olweus Anti-Bullying Campaign

www.olweus.org/public/index.page

www.stopbullyingnow.com

How to teach about bullying

<http://www.stopbullying.gov/educators/index.html>

South African National Council for Child and Family Care

For child welfare and community outreach programmes

(011) 492- 2950

Child Welfare South Africa

For child protection, child care and family development

(011) 452-4110

www.childwelfareasa.org.za

Police Child Protection Units

For family violence, child protection and sexual offences

08600 10111

Childline

Aims to protect children from all forms of violence and to promote children's rights

0800 055 555

COUNSELLING YOUR LEARNERS

Teachers as counsellors

Teachers spend a great deal of time with their learners and should be able pick up on behavioural or academic signs that a learner is struggling.

In a school set-up it's important that teachers make themselves approachable and accessible to assist learners with any problems.

The three basic tips to counselling:

1. **RELATIONSHIP** – Develops a rapport with the learner
2. **CONFIDENTIALITY** – Gain trust of learner by reassuring them of the confidentiality of the conversation
3. **RECORD** – Keep a detailed record of sessions and when they occurred

Problems you might be faced with and what you can do

Substance abuse

The excessive use of tobacco, alcohol and other narcotics

The learner either has a substance abuse issue, or someone in their lives abuses substances

Child abuse

The misuse, mistreatment or violation of a child

The learner is either the victim of the abuse or is exposed to abuse regularly

Community violence

When power or violence is used to threaten or harm

The learner is either a victim of violence by the community, or is forced to join in the violence.

Bullying

Repeated aggressive behaviour intended using your strength or power to harm another learner

The learner may be the victim or the bully themselves

Eating disorders

Deliberately eating very little or throwing up after eating.

The learner could be suffering from this disorder, or be aware of someone else who is

Self-mutilation

Deliberate self-inflicted harm.

The learner either partakes in self-mutilation or is exposed to someone who does

Steps YOU can take

1 Issue arises:

- Learner approaches you, or
- You approach learner

2 Obtain all the facts:

- Get all the information from the learner
- Get info from others too

3 Assess the situation:

- What is the severity?
- Can you help the learner to come to a solution?

4 Report the case

- Report to a senior staff member if the situation is serious

5 Refer the learner

- If the learner needs extra support, refer them to school or district counsellor

SUPPORT FOR THE TEACHER

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. - Donald Quinn

Developing a rapport with your learners

Building a relationship with your learners is very important when it comes to dealing with sensitive issues. Many learners do not have a responsible adult in their lives and need someone to turn to for support and care.

Be honest, what would your learners have to say about you?

My teacher:

- ☐ Does not take sides
- ☐ Listens to me
- ☐ Helps me
- ☐ Believes that I am not bad and that I can change
- ☐ Believes what I say
- ☐ Respects me
- ☐ Appreciates me

Useful organisations and contact details

Lifeline

www.lifeline.co.za/training

Lifeline offers a counsellor course. The topics below are some of the topics discussed in the course:

- Victim sensitivity training
- Communication and listening skills training
- Project talk life skills programmes for children and adolescents
- HIV/AIDS awareness training
- Conflict management training

Useful websites

<http://www.familylife.org.za/>

<http://www.psychologicalcounselling.co.za/>

http://wced.pgwc.gov.za/documents/abuse_no_more/summary_document/abuse.html

TEACHING RESPONSIBLE BEHAVIOUR

Teaching HIV/AIDS through the phases

INTERMEDIATE PHASE	SENIOR PHASE	FET PHASE
<ul style="list-style-type: none"> • Provide basic education • The TRANSMISSION of HIV is a big focus here – the role of bodily fluids • Explain what happens in the body, how the immune system is attacked • Explain what an incubation period is • Explain the difference between HIV and AIDS • Explain myths about HIV/AIDS • Emphasise hygiene and life skills • Discuss that there is no cure 	<ul style="list-style-type: none"> • General and basic overview of all facts • Myths and misconceptions • Actions have consequences; understanding the risks • Virginity, chastity and purity • The effect of HIV/AIDS on communities • Discuss how learners can support and care for someone with HIV/AIDS 	<ul style="list-style-type: none"> • General and basic overview from Senior Phase • Discuss conspiracy theories and why young people believe them • Positive healthy behaviour • Evaluate attitudes and beliefs • Develop learners skills to assert their belief to abstain

4 ways to care for and support infected and affected learners

- 1 Understand your role as teacher**
 The role of a teacher has evolved. Many children do not have a responsible adult in their lives and the teacher in many cases fulfills this role.
- 2 Rights of children**
 Children need protection. Legislation states that it is mandatory for any person working with children to support and care for infected and affected learners.
- 3 Be aware**
 Teachers must be informed and inform. They need to communicate effectively with learners, classmates, colleagues, SMT and parents.
- 4 Use your heart**
 A learner must feel that you want to help them, rather than that you have to help them. The infected learner needs to feel that they are supported and cared for.

What should a school be doing?

- ◇ Make sure that all teachers are aware of and involved in the support systems in the school
- ◇ Be flexible and adapt to meet the needs of learners in difficult situations
- ◇ Establish clear guidelines, roles and responsibilities for:
 - Teachers
 - School-based support team
 - Principal
 - School governing body
 - District-based support teams
- ◇ Identify those who can help and support e.g. community-based organisations

NOTES

[illegible]

TIPS FOR TEACHER WELLNESS

1

BE AN EARLY BIRD

Arrive at school early and get down to business. Don't ease into your day. Jump in with both feet. You'll work twice as efficiently and with fewer distractions before school than you will at any other time of the day.

2

FREE YOUR MIND

Keep your room clear of needless materials. A clutter-free classroom is not only more appealing and more conducive to learning, but gloriously freeing to your mind.

3

LEAVE SCHOOL AT SCHOOL

As soon as you pull your car out of the school parking lot, your workday is over. Leave it there. Although you may have to do marking or play catch up at home, those times should be limited where possible and devoid of emotion. It is important to try, as much as possible, to leave your work frustrations at school.

4

EXERCISE

Nothing will clear your head faster or more completely than exercise. 30-40 minutes most days per week is all you need to reboot the system and enjoy better energy for teaching. Go for a brisk walk. Dance to your heart's content. Join a swim club. Whatever you do, make sure it's something you enjoy.

5

EAT FOR ENERGY

What you eat can have a startling effect on how you feel, how you look, and how much energy you have for teaching. A simple diet of smaller meals, whole foods instead of processed, and mountains of fresh and varied fruits and vegetables. Try to cut back or eliminate your consumption of sugar, white flour, and foods high in saturated fat. You won't believe how much energy you'll have or how incredible you'll feel.

6

REST

Every teacher needs down time in the evening, if only for an hour. And a good night's sleep is a must. Teaching is one of the few professions that never lets you coast through the day, even when you're not feeling well.

7

FOCUS ON ROUTINES

Everything is easier with routines. The most effective teachers rely on them heavily. When your students know what is expected of them, what to do, and how to do it well, they feel more confident and more comfortable and tend to behave better. Efficient routines reduce the need for endless discipline and explaining and dealing with misbehaviour.

USEFUL WEBSITES:

<http://www.teachingwellbeing.com>

<http://www.smartclassroommanagement.com>

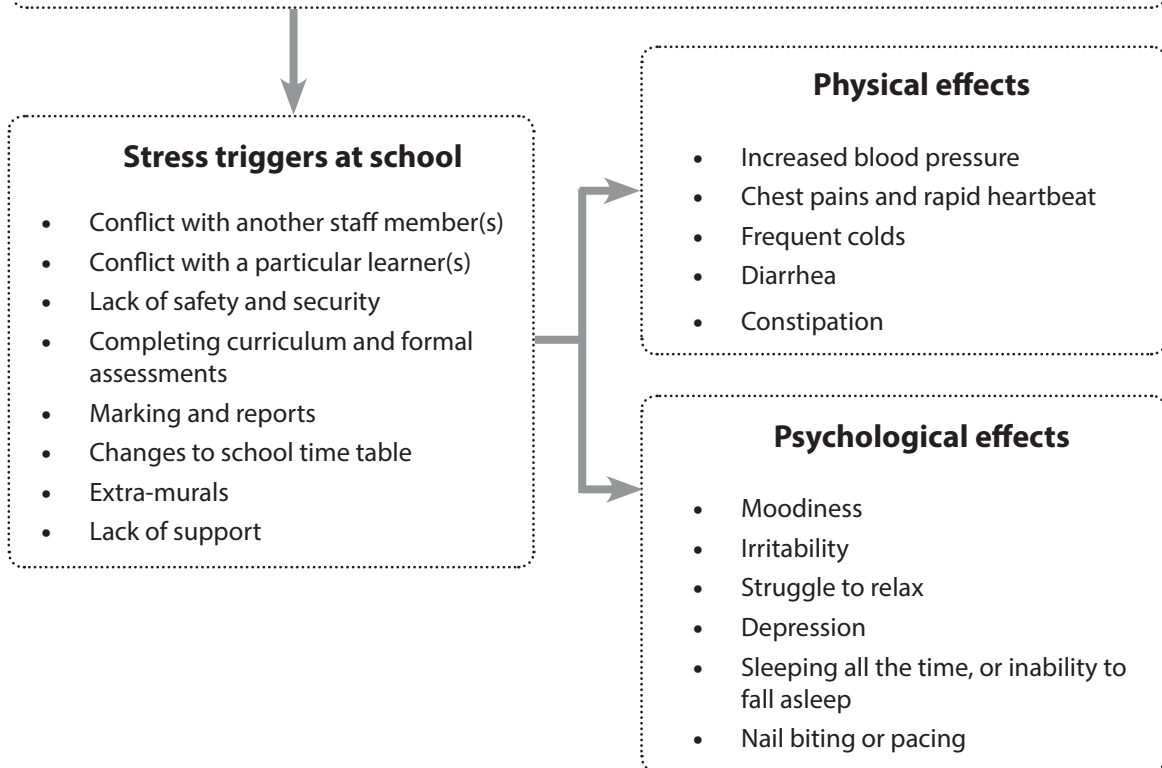
<http://www.ehow.com>

<http://www.healthyeating.net>

[Http://www.heartfoundation.org.au](http://www.heartfoundation.org.au)

STRESS

Stress is a response to a situation where one feels one is under pressure and fears one may not cope. Often teachers have to function during stressful periods.



Checklist: How stressed are you?

- | | |
|---|--|
| <input type="checkbox"/> I am constantly eating | <input type="checkbox"/> I often complain about not having enough time |
| <input type="checkbox"/> I am often short with my learners | <input type="checkbox"/> Getting stuck in traffic makes me angry |
| <input type="checkbox"/> I struggle to fall asleep at night | <input type="checkbox"/> I get angry when people do not answer their phones |
| <input type="checkbox"/> I have started getting more headaches | <input type="checkbox"/> I will complain to anyone who will listen about how much I have to do |
| <input type="checkbox"/> I drink more alcoholic beverages | <input type="checkbox"/> I moan often that I am not paid enough money |
| <input type="checkbox"/> I have started smoking, or I am smoking more often | <input type="checkbox"/> My class is getting out of control |
| <input type="checkbox"/> I feel I have to do everything myself | <input type="checkbox"/> I have panic attacks when I think of everything I still need to do |
| <input type="checkbox"/> My team doesn't support me | <input type="checkbox"/> I get spontaneous chest pains |
| <input type="checkbox"/> I just want to sleep on weekends | <input type="checkbox"/> I take my frustrations out on the people in my life |
| <input type="checkbox"/> I have stopped exercising | |
| <input type="checkbox"/> I seldom have time to relax and do things for myself | |
| <input type="checkbox"/> I have less time to prepare lessons | |

PERSONAL GROWTH AND DEVELOPMENT

Teachers need to acquire, develop and practise essential life skills in order to pass these onto their learners. These life skills assist us in making smart life choices.

Examples of essential life skills

- ◇ Knowing when to ask someone for help
- ◇ Understanding when a leader needs to step in and intervene
- ◇ Identifying stressful times and taking measures to prevent burnout
- ◇ Being able to make an informed objective decision

Life skills that teachers should acquire and model to their learners

1. **SAYING NO**
Refusal skills – firm yet polite
2. **RESOLVING CONFLICT**
Steps on how to resolve complicated situations
3. **SOLVING PROBLEMS**
Approaching problems systematically
4. **THINKING CREATIVELY AND CRITICALLY**
Developing and expanding creativity and critical thinking skills
5. **HOW TO NEGOTIATE**
A useful skill to solve problems
6. **BEING ASSERTIVE**
Knowing when and how to be assertive
7. **HOW TO SPEAK PUBLICLY**
How to effectively present in front of an audience
8. **HOW TO COMMUNICATE**
How to communicate both verbally and non-verbally
9. **SETTING GOALS**
How to choose appropriate and attainable goals
10. **MANAGING EMOTIONS**
Not getting overwhelmed and making irrational decisions

How can a teacher acquire and develop life skills?

STEP

1

Identifying the need for a skill

Knowing what your shortcomings are and accepting that you need to actively acquire a skill

STEP

2

Gaining information

Researching information about the skill that you need

STEP

3

Developing an understanding

Realising the change and impact that this skill will have on your life

STEP

4

Applying the skills

Model someone else in your life that uses this skill; practise and include the skill in your everyday life

DEVELOPING YOUR SKILLS

It is essential to decide how you would like to improve your skills and why.
You can develop and enhance your skill set by:

A

Specialising in a particular area

By specialising in a particular area, you can gain more in-depth knowledge and skills in a particular field, subject or skill that you already have and may want to improve on.

E.g. a Social Sciences teacher may want to learn more about using the Internet to teach mapwork skills.

B

Broadening your knowledge and skills

By broadening knowledge and skills, you can gain experience, knowledge and skills in a new area that you may find interesting and that will improve your daily work.

E.g. a Mathematics teacher may want to develop new knowledge and skills on remedial teaching to assist those learners in the class that struggle.

Some ideas:

Didactic skills

- ◇ Assessment
- ◇ Teaching methodologies
- ◇ Classroom management and planning

Leadership and management skills

- ◇ Problem-solving
- ◇ People management
- ◇ Policy and procedures

Communication and organisational skills

- ◇ Discipline
- ◇ Conflict resolution
- ◇ Time management

Where do I start?

Institutions that offer training and courses

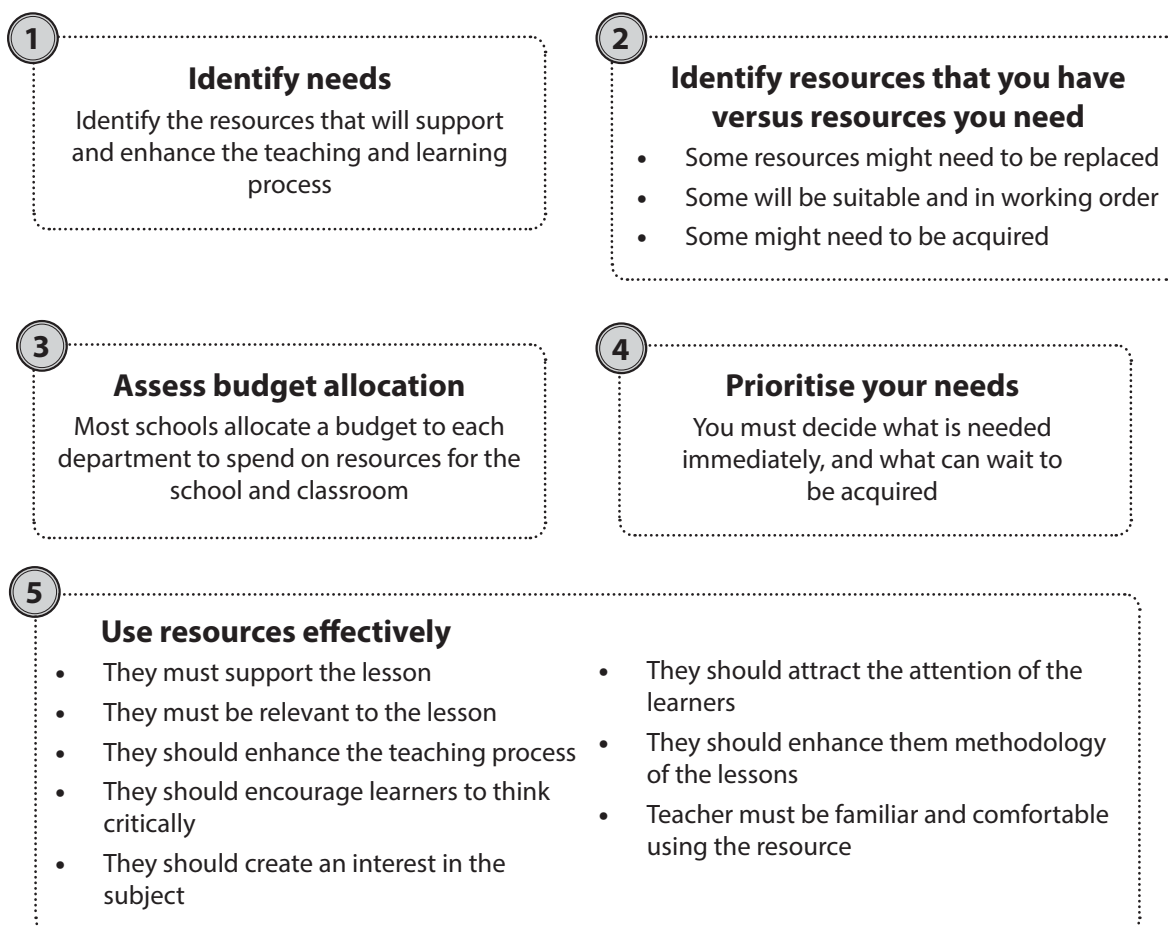
- Universities of Technology
- FET Colleges
- Universities
- ETD P SETA
- Unions
- Private organisations
- NGO's
- Internet: Online courses

Websites to visit for more information:

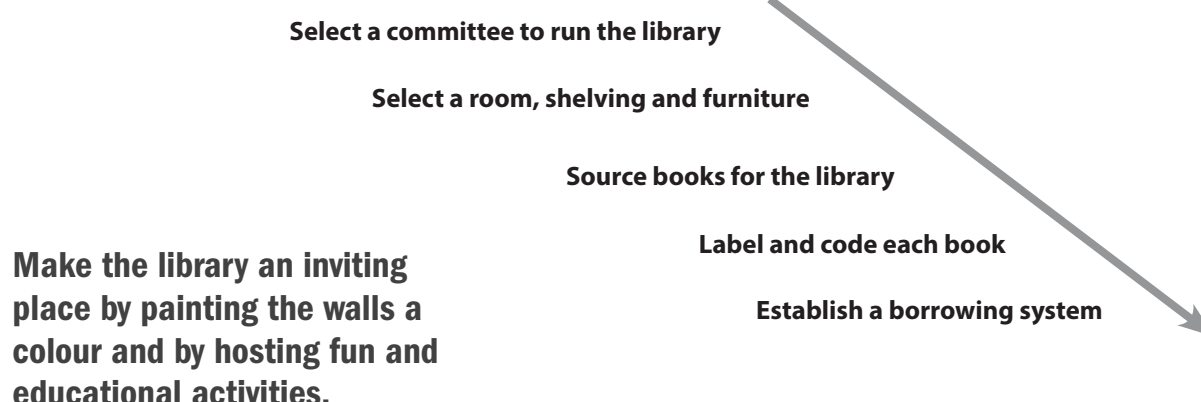
- <http://www.education.gov.za/Educators/HEIShortCoursesforEducators/tabid/791/Default.aspx>
- Teacher union websites
- South Africa Council for Educators (SACE)
www.sace.org.za

RESOURCING YOUR SCHOOL

Steps to managing your school's existing resources



Steps to starting your own school library



For a comprehensive guide to starting your school library, visit <http://www.oxford.co.za/page/schools/teaching-resources/1286464-Free-Downloads>

ESTABLISHING PROJECTS TO GENERATE INCOME

Ideas to create extra income for your school

- ◇ Hold a market day open to parents and the community where all or a percentage of the profit goes to the school
- ◇ Sell tickets to events like fashion shows and talent contests
- ◇ Appeal to parents and the community to donate prizes and hold a school raffle
- ◇ Use talents and skills of the learners to generate other funds

Identifying resources that can be developed:

A good example is a vegetable or fruit garden on the school property.

Why is a school garden a good resource to develop?

1. It develops practical skills
2. It develops responsibility in the teachers and learners
3. It provides a useful resource
4. It could generate a profit
5. It could easily be linked to curricular activity
6. Produce can go to learners, staff and ground staff

How to go about applying for sponsorship or a donation:

Do your research

Make a list of potential businesses to approach and research each business.

Decide what you want to ask for

Do you want cash, volunteers, a service, advice, products, or expertise?

Prepare your written material

A formal letter printed with an explanation requesting a donation or sponsorship.

Letter before personal request

This allows the business time to contemplate their contribution.

Specify recognition

Most businesses will hope to get recognition or publicity for their contribution.

ROLES AND RESPONSIBILITIES OF ALL ROLE-PLAYERS

What are the roles and responsibilities of the role-players?

Learners

Roles

- Attend school regularly and on time
- Participate in learning opportunities
- Active participation in school activities
- Behaviour according to the code of conduct
- Obey all school policies

Responsibilities

- Respect the teachers and other learners of the school
- Maintain a safe learning environment
- Complete homework and formal assessment activities

Teachers

Roles

- Primary provider of information
- Facilitate the learning process
- Manage the classroom and resources
- Work as part of a co-operative team

Responsibilities

- To be prepared and plan for the lessons
- Accommodate all learners' needs in the class
- Common law duty of care for learners (in loco Parentis)
- Ensure the safety of learners
- Report child abuse

Parents

Roles

- Support the school, teachers and management decisions
- Reinforce the school's code of conduct
- Pay school fees, where applicable
- Assist the school where possible

Responsibilities

- Ensure that learners get to school on time
- Encourage learners to participate fully in school activities
- Provide academic support
- Attend school functions and meetings

Department Head

Roles

- Curriculum planning and preparation
- Assessment planning and preparation
- Determines preferred strategies for teaching and subject
- Organises departmental meetings
- Provides resources to educators in department

Responsibilities

- Keeps up to date with curriculum changes
- Follows the curriculum and assessment standards
- Be a role model to other educators in the department

Grade Head

Roles

- Facilitates grade level planning and assessment
- Organises student and grade activities e.g. camps and outings
- Monitors academic and behaviour performance of all learners in the grade
- Direct link to management for teachers

Responsibilities

- Effective leader
- Up to date with the curriculum
- Provides support for teachers
- Reports back to principal on any issues

Principal

Roles

- Staff management
- Sets educational goals for the school
- Manages and reinforces discipline in the school
- Public spokesperson for the school
- Assures adherence to curriculum and policies
- Supports and guides school expenditure

Responsibilities

- Shapes the vision of the school
- Supports and motivates
- Models leadership skills
- Performance management
- Creates an enabling learning environment

School Governing Body

Roles

- School policy development e.g. admissions and language policies
- Determines which religious practices the school will follow
- Develops and adopts a code of conduct
- Decides on disciplinary procedures
- Controls and manages the school property

Responsibilities

- Improves and maintains the quality of education through the mission statement
- To encourage learners to participate fully in school activities
- To provide academic support
- To attend school functions and meetings

Districts

Roles

- Provide support and resources to principals and teachers
- Ensure that schools in districts operate in an environment conducive to learning
- Promote professional development

Responsibilities

- Hold schools accountable for their academic performance
- Informs the public in a transparent way

PREPARING AN EFFECTIVE LESSON PLAN

Lesson plans are about the planning process that a teacher goes through to plan the lesson.

Be aware of the context

The context of the teaching environment is very important.

Even if the teacher has prepared a fantastic and interactive lesson, learning still may not take place effectively.

The learner has to be 'switched on' mentally and display psychological attention to the lesson for effective learning to take place.

Awareness needs to be shown by the learners and the teacher for an effective learning process to occur.

Create an interactive environment

One of the most effective teaching tips is to include the learners in the learning process.

Practise 'learn by doing': teaching learners skills, not just knowledge.

Learners learn best through practice. Practical sessions should not be lengthy or content driven, but rather shorter and often.

The best way to get learners to remember or understand something is to practise, and to do it often.

Structure the approach

Learners' attention spans are limited, and their capacity to retain information is limited as well, so be selective in the information that you choose for each lesson.

Make sure that you pay attention to ORDERING; your lessons must flow in a logical sequence.

Remember, learners will remember and recall the information you teach in the order that you teach it.

Don't include too much

It's important that teachers do not transfer their own stress about completing the curriculum to their teaching.

Often when teachers are under pressure they resort to 'chalk and talk' style teaching, which is the least effective form of teaching.

Learners do not respond well to content-dense lessons; they might not retain much of the information.

What should be included in a lesson plan?

A lesson plan should be useful and practical for the teacher using it, and must therefore be structured in a logical way for that particular teacher. The look of the lesson plan is not important, but rather what is included.

1

Aim of the lesson

The aim, goals or objectives outline the purpose of the lesson and what you want to achieve. This is taken from the actual curriculum and should include knowledge, skills, values and attitudes.

2

How to teach the lesson

The structure of the lesson and how the lesson is actually going to be taught is the most important part of the lesson plan. This should include how the teacher is planning to teach the knowledge, skills, values and attitudes. This should be written in such a way that anyone else could pick up the lesson plan and see how to teach the lesson.

3

How to assess the lesson

Teachers need either an informal or formal assessment method to determine whether teaching and learning was effective in the lesson. This may be in the form of homework, a couple of questions asked, a quiz or any other method that may help the teacher to determine whether the learners understand the content and can carry out the skills taught.

4

Differentiation

In every class, there are going to be learners who grasp the concepts and skills quicker than others. These learners need to be kept busy so that they do not become a behavioural problem, or become bored and lose interest. These extension activities or processes need to be determined. Similarly, learners who take longer to grasp the concept or acquire the skills of the lesson may need additional support.

5

Reflection

Reflection should be done after the lesson. This allows teachers to make notes on what didn't work and consider possible improvements to avoid making the same mistakes when repeating the lesson or similar lessons. This should only be a couple of rough notes rather than a long, time-consuming process.

Lesson time should be divided up into 4 sections:

- **Contact time:** the time indicated on the timetable.
- **Logistics time:** This is the time taken up for logistics, discipline, settling down, etc.
- **Interactive time:** This is the actual time spent on teaching and learning where the teacher interacts with learners.
- **Action time:** This is the time spent by learners carrying out tasks or discussing concepts (often forms part of interactive time).

LESSON PLAN TEMPLATE

Subject: <input style="width: 90%;" type="text"/>	Grade and class: <input style="width: 90%;" type="text"/>
Date: <input style="width: 100%;" type="text"/>	Teacher: <input style="width: 100%;" type="text"/>
Aim of the lesson: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Methodology </div> <div style="width: 45%;"> Assessment </div> </div>	
Estimated time	What is going to be done:
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This allows one to structure the timing of the lesson carefully. Be practical when planning this. </div>	<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This section is the most important, and includes teaching methodologies, activities and planned interaction. </div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Extension activities and processes </div> <div style="width: 45%;"> Support activities and processes </div> </div>	
Homework	Reflection
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This is a good reminder of what the learners were given for homework. </div>	<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> Use this as a future reminder of what worked or didn't work in the lesson. </div>
Additional notes	
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This is a useful section to add aspects like interventions for certain learners, who might have been absent and what was possibly not completed. </div>	

Look at the subject-specific lesson plans in Sections 6 and 7 for an alternative way of structuring your lesson plans.

PRACTICAL IDEAS FOR INFORMAL ASSESSMENT

DESK EMOTIONS

- Get each learner to create their own happy/sad face
- During the day ask learners to adjust their faces when they understand the concept

TRUE/FALSE CARDS

- Each participant has two cards (true and false)
- A question is asked
- Participants think about the answer
- When indicated to, hold up the correct answer

GROUP BOARDS

- Each group has sticky notes and a group number
- A question is asked
- Groups think about the answer and reach group consensus
- They have 2 minutes per question
- Each group identifies a runner
- Runner comes up and places sticky note on correct space
- Notes are folded in half
- Scores will be allocated
- The winning team receives a prize

FINGER TIME

Learners use a show of fingers as a scale, with 1 being the lowest and 5 the highest.

5. I know it so well I could EXPLAIN it to anyone.
4. I can do it ON MY OWN.
3. I need some HELP.
2. I could use MORE PRACTICE
1. I'LL GET THERE

ASSESS THE LEARNERS WHILE THEY ARE HAVING FUN!

TPS: THINK PAIR SHARE

- Learners **THINK** about the scenario / information and formulate you own ideas and opinions
- They **PAIR** up with someone else / other
- They **SHARE** their ideas and opinions and listen to each others ideas and opinions

THUMBS UP

Learners indicate their understanding with a:

- Thumbs up: fully understand can move on
- Thumbs sideways: need a little support and possibly more time to grasp information
- Thumbs down: please explain again

CHOOSING THE BEST TEXTBOOK FOR YOUR CAPS CLASSROOM

When selecting a textbook, there are two important aspects to consider. While the learner's book is the most important, the teacher's guide contains valuable information and guidelines on planning, methodologies, assessment and subject related tools.

Use the checklist below to select the best textbook.

Learner's Book

Structure and layout

- Is it visually attractive?
- Is it appealing to the learners?
- Is the font size appropriate for the grade?
- Is it easy to find things in the book?
- Does it have a contents page?
- Does it have headings and subheadings?

Content and language

- Is the level of language used appropriate?
- Can the weaker learners understand the language?
- Is the level of language appropriate for the stronger learners?
- Does the language used support the learning process?
- Is all of the main CAPS content, concepts and skills included?
- Is the content structured from known to unknown?
- Is the content written in an interesting way?
- Does the content enable learners to apply concepts and skills in different situations?

Illustrations:

- Are the illustrations clear?
- Do the illustrations support the text?

Activities:

- Are the activities clear?
- Are there enough activities for each lesson for each day?
- Do the activities show progression through the year?
- Is there a variety of activities?
- Are the activities scaffolded for the weaker learners?
- Are the activities on the appropriate level for the grade?
- Do the activities exclude any bias?
- Do the activities stimulate critical thinking?

Teacher's Guide

Structure and layout

- Is there a contents page?
- Does the Teacher's Guide correlate directly with the Learner's Books?
- Is there progression from one term to the next?
- Is the terminology the same as in the CAPS document?
- Are there sufficient guidelines for teachers on how to complete the assessment tasks?
- Are there model/suggested answers for all of the questions?
- Are there sufficient guidelines for assessment?
- Is the weighting of the assessments according to CAPS?
- Are there guidelines on teaching methodologies?
- Are there planning guidelines?

Extras

- Are there additional ideas that can be used in your teaching?
- Are there formal assessment tasks included that could save you time setting your own?
- Is the planning comprehensive and does it follow CAPS guidelines?
- Are there sufficient additional activities for those learners that struggle with difficult concepts?
- Do the teaching guidelines give you new ideas for your teaching?

Some hints:

1. A thick book is not necessarily a better book!
2. Good illustrations make a difference.

AM I ON THE RIGHT TRACK?

A checklist for every teacher

HAVE I INTEGRATED THESE AIMS INTO . . .	PLANNING	TEACHING METHODOLOGY	ASSESSMENT	HOMEWORK AND PROJECTS
Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.				
Work effectively with others as a member of a team, group, organisation and community.				
Organise and manage myself and my activities responsibly and effectively.				
Collect, analyse, organise and critically evaluate information.				
Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.				
Use science and technology effectively and critically, showing responsibility towards the environment and health of others.				
Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.				
Reflect on and explore a variety of strategies to learn more effectively.				
Participate as responsible citizens in the life of local, national and global communities.				
Be culturally and aesthetically sensitive across a range of social contexts.				
Explore education and career opportunities.				
Develop entrepreneurial opportunities.				

THE HOME LANGUAGE ANNUAL NATIONAL ASSESSMENTS

?

What are the English Home Language ANA's?

A **standardised national assessments** for English Home Language administered annually by the Department of Education.

?

How does the English Home Language ANA help improve Literacy?

Literacy is the ability **to read for knowledge, write logically, communicate verbally and think critically**. By testing the learners' basic literacy skills the ANA's help to determine learners **level of performance** and monitors progress made by the learners.

?

What are the English Home Language ANA results used for?

The ANA's help **identify learners who need assistance**. The ANA's also help teachers assess if their **classes measure up against the system**. Results are NOT used for progression and promotion purposes.

?

Who sets the English Home Language ANA's?

All assessments are developed by **competent subject experts and teachers** selected by the DBE.

?

Who marks the English Home Language ANA's?

The **teacher** does all the marking. Each teacher will receive a memoranda provided by the DBE.

?

What are the learners tested on in the English Home Language ANA's?

Learners are tested on the literacy **skills that they have acquired during the year**, as well as **accumulated skills and knowledge** from previous years.

?

How to prepare the learners for English Home Language ANA's?

- Cover the curriculum
- Exemplar papers from previous years
- Useful websites
- **Textbooks**

THE FIRST ADDITIONAL LANGUAGE ANNUAL NATIONAL ASSESSMENT

?

What are the English First Additional Language ANA's?

A **standardised national assessments** for English Home Language administered annually by the Department of Education.

?

How does the English First Additional Language ANA link to improving Literacy?

Literacy is the ability **to read for knowledge, write logically, communicate verbally and think critically**. By testing the learners' basic literacy skills the ANA's help to determine learners **level of performance** and monitors progress made by the learners.

?

What are the English First Additional Language ANA results used for?

The ANA's help **identify learners who need assistance**. The ANA's also help teachers assess if their **classes measure up against the system**. Results are NOT used for progression and promotion purposes.

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?

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The **teacher** does all the marking. Each teacher will receive a memoranda provided by the DBE.

?

What are the learners tested on in the English First Additional Language ANA's?

Learners are tested on the literacy **skills that they have acquired during the year**, as well as **accumulated skills and knowledge** from previous years.

?

How do you prepare the learners for English First Additional Language ANA's?

- Cover the curriculum
- Exemplar papers from previous years
- Useful websites
- **Textbooks**

THE MATHEMATICS ANNUAL NATIONAL ASSESSMENT

- ? **What are the Mathematics ANA's?** → A **standardised national assessments** for English Home Language administered annually by the Department of Education.
- ? **How do the Mathematics ANA's link to improving numeracy?** → Literacy is the ability **to read for knowledge, write logically, communicate verbally and think critically**. By testing the learners' basic literacy skills the ANA's help to determine learners **level of performance** and monitors progress made by the learners.
- ? **What are the Mathematics ANA results used for?** → The ANA's help **identify learners who need assistance**. The ANA's also help teachers assess if their **classes measure up against the system**. Results are NOT used for progression and promotion purposes.
- ? **Who sets the Mathematics ANA's?** → All assessments are developed by **competent subject experts and teachers** selected by the DBE.
- ? **Who marks the Mathematics ANA's?** → The **teacher** does all the marking. Each teacher will receive a memoranda provided by the DBE.
- ? **What are the learners tested on in the Mathematics ANA's?** → Learners are tested on the literacy **skills that they have acquired during the year**, as well as **accumulated skills and knowledge** from previous years.
- ? **How do you prepare the learners for ANA's?** →
- Cover the curriculum
 - Exemplar papers from previous years
 - Useful websites
 - **Textbooks**