

RHODES UNIVERSITY SHORT COURSES

INCLUSIVE EDUCATION



Name: _____

Where to access Funda Wande materials

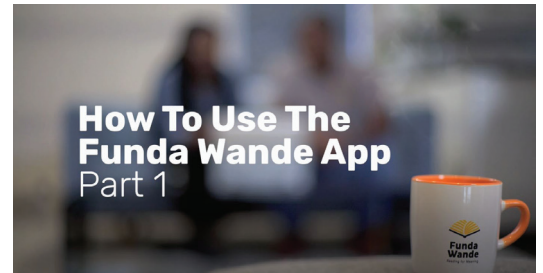
• The **Funda Wande Reading for Meaning** Course for teachers is available on the Funda Wande APP:
funda.fundawande.org

A **video** showing how to get onto and navigate this APP is available at: <https://www.youtube.com/watch?v=LObE1HEuoGA>

– **PDF versions of the APP** (with text and reference to videos on youtube) are available on Funda Wande’s website: <https://fundawande.org/learning-resources>

– **Videos** can be found on the Funda Wande youtube channel: https://www.youtube.com/channel/UCdbzR2fVsW5AtaQY_WYbvHw

– **Other supporting materials** such as the Vula Bula stories (in 6 languages) and Funda Wande lesson plans (in isiXhosa and English) are available on the Funda Wande website: <https://fundawande.org/learning-resources>



Funda Wande Course Modules

1. CAPS Reading Activities
2. Emergent Literacy
3. Teaching Decoding
4. Teaching Vocabulary
5. Teaching Comprehension
6. Teaching Writing and Handwriting
7. Teaching EFAL in Foundation Phase 1
8. Teaching EFAL in Foundation Phase 2
9. Developing a Culture of Reading
10. Inclusive Education
11. Reading Assessment and Remediation
12. Planning and Progression

Logging in to the Rhodes Course on the Funda Wande App.

1. Connect to the internet via mobile phone, pc or tablet

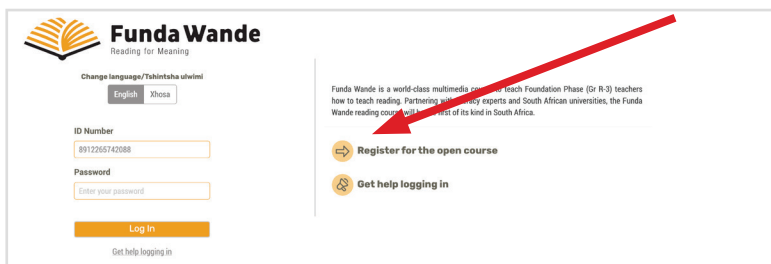


2. Use Google chrome and insert the following link

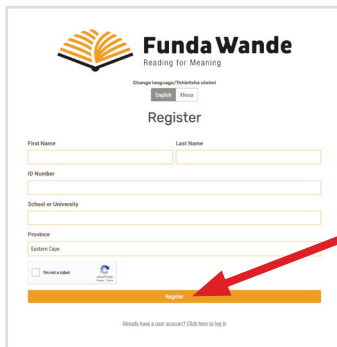
<https://funda.fundawande.org/login/>



3. If this is your first time, first register for the open course.



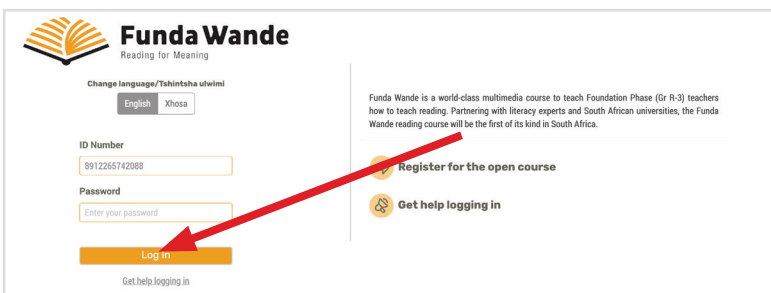
4. Fill in the registration form and press the orange 'register' bar.



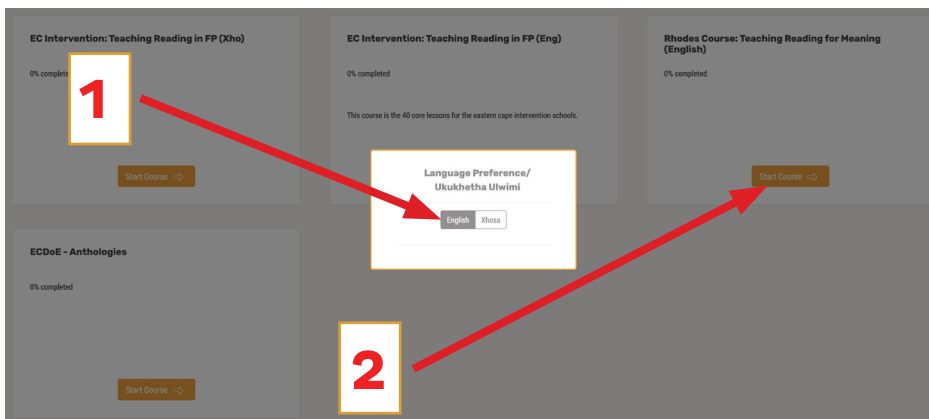
5. You will know you have successfully registered if you see this. Click on 'Go to Login'.



6. Anyone who is registered can log in on this page. Type in your ID Number and use the same ID Number as your password. Press 'Log in' to proceed.



7. Choose English and then start the Rhodes Course



Inclusive Education

10.1

What is Inclusive Education?

8 lessons in this unit



L1:
What is
Inclusive
Education?



L2:
Barriers to
learning



L3:
Processes
for dealing
with
barriers



L4:
When and
how does
Inclusive
Education
take place?



L5:
Promoting
Resilience



L6:
Differentiation



L7:
Find out
more



L8:
Review



L1: What is Inclusive Education?

Outcomes

- Define Inclusive Education and how it differs from Special Education.
- Understand that inclusive education means making it possible for all children to learn.

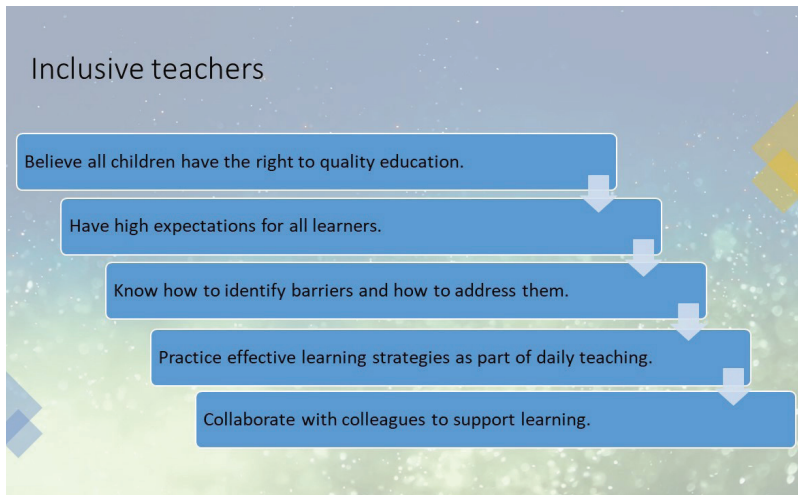
Inclusive education is not only about helping children with obvious disabilities but about helping ALL children to learn effectively.

This includes learners who are struggling and learners who are excelling.

What does it mean to be an inclusive teacher?

An inclusive teacher may have learners with different social, emotional, cultural or language needs in her class, but she makes sure they all succeed in learning.





Watch **video 232** in which the teacher talks about her understanding of Inclusive Education (IE).

While you watch, notice what she says about her beliefs and what she knows about including learners with diverse needs.

What does she do to include Khaya?

Reflection

- What are your personal beliefs about inclusive education?
- What do you know about strategies to support struggling learners?
- What do you want to learn about being an inclusive teacher?

 **L2: Barriers to learning**

Outcomes

- Understand and identify barriers that interfere with learning.
- Understand the different types of barriers.
- Understand how important it is that learners feel safe and respected in the classroom.

What are the different kinds of barriers that affect learning?

- 1. Barriers within the system** (Education Department, school structures and management, teachers, lack of resources or infrastructure).
- 2. Socio-economic barriers** (poverty, violence, discrimination, racism, sexism, hunger, health issues...). These often lead to emotional barriers.
- 3. Internal barriers** (sensory or intellectual disabilities like ADHD, Down Syndrome, deafness, dyslexia, sight problems, autism, anxiety disorders, physical disabilities).



Activity 10.1

Based on what you saw in the video, answer the following questions by clicking on either **Yes** or **No**

- Teachers must show care and compassion.
 - Yes
 - No
- Teachers must follow the tracker strictly for all learners.
 - Yes
 - No
- It is important to keep careful records of learners with difficulties.
 - Yes
 - No
- Teachers need to assess and regularly check the progress of each learner.
 - Yes
 - No
- Inclusive teachers make time to work with struggling learners.
 - Yes
 - No
- Grade 3 teachers only need to teach the Grade 3 curriculum.
 - Yes
 - No

POOR SOCIO-ECONOMIC CONDITIONS CAN CAUSE SEVERE LEARNING BARRIERS.



Not all barriers are the same!

Barriers are things that hamper or prevent children from learning effectively

Barriers can be temporary, or more permanent.

Barriers can be visible or harder to identify.

Barriers can be mild, some more serious.

Barriers can be relatively simple to improve, others require more time and specialised knowledge.

Early detection of barriers is critical to achieving success.

As soon as teachers notice that a learner is struggling, they need to identify the barrier through relevant assessments and put support in place as soon as possible

What does Special Needs refer to?

Special needs refer to learners who have specific needs which cannot be addressed by the classroom teacher alone.

Severe needs require specialist knowledge. For example: severe forms of dyslexia.

Signs of dyslexia include:

- Letter reversals (confusing b and d)
- putting letters in the wrong order (reading 'felt' as 'left')
- elisions (reading 'cat' for 'cart'); spelling words as they sound
- reading very slowly and hesitantly
- reading with poor comprehension
- poor handwriting.

Learn more about this in Module 11: Assessment and remediation.

What do physical barriers refer to?

Physical barriers for learning include poor eyesight and poor hearing. These need to be addressed as soon as possible.

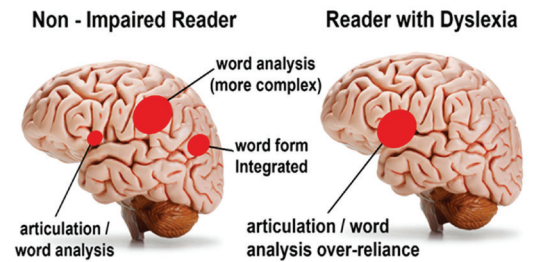
Watch video 234, where the teacher notices that one of the learners is struggling to see properly.

See what she does about it.

Reflection

- Think about a learner who had/has learning barriers.
- What did you do to support the learner?

HOW A READER WITH DYSLEXIA PROCESSES TEXT IN THE BRAIN.



THE TEACHER IS WORKING WITH STRUGGLING LEARNERS.



Inclusive Education

Barriers to learning

Physical Barriers to learning

Eyesight

234

WATCH NOW

Activity 10.2

Click True or False.

- 1 Barriers are things that hamper or prevent effective learning.
 True
 False
- 2 Some intrinsic challenges such as dyslexia or autism require support from a trained remedial teacher.
 True
 False
- 3 Teachers need to be observant and aware of any changes in their learners' behaviour or achievement.
 True
 False
- 4 If Grade 3 learners do not know their letter sounds, they must go for Special Education.
 True
 False
- 5 Since teachers are not trained as special needs teachers, they cannot support struggling learners in their classroom.
 True
 False



L3: Processes for dealing with barriers

Outcomes

- **Understand barriers** and how they present in the classroom.
- **Know the process** of identifying a barrier, assessing what is required to address it and designing an intervention to improve it.
- **Understand your own beliefs and knowledge** about including all learners in the classroom.

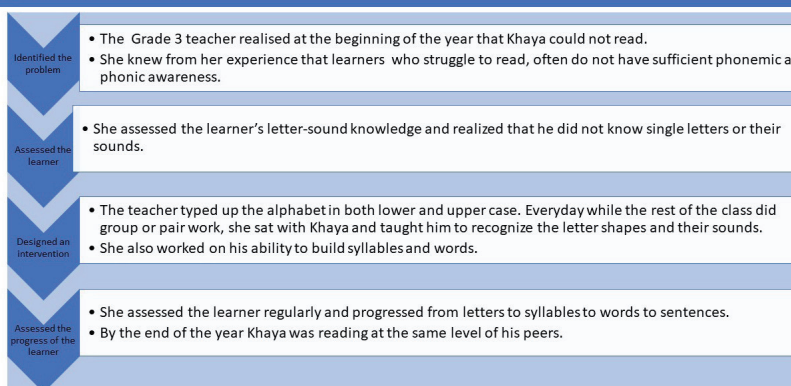
What process do I follow?

A process needs to be followed to ensure that struggling learners get the right kind of support.

Incorrect diagnoses are made when teachers do not assess the problem correctly and jump into an intervention too early.

What process did the teacher in the first video you watched follow to support Khaya?

The process the teacher followed when she realized that Khaya could not read.



Process of identifying and supporting learners with learning barriers

- 1. Identify** the problem/barrier.
- 2. Assess** with appropriate form of assessment to have confirmation of the problem.
3. Design **an intervention** and schedule it in your lesson planning.
- 4. Assess regularly** to record progress.

Watch **video 230**, where the teacher discusses an incident that occurred with her learners.

A YOUNG LEARNER STRUGGLING TO READ



A TEACHER TALKING ABOUT INCLUSIVE EDUCATION



THE TEACHER SHOWS THE ALPHABET STRIP FOR SUPPORTING KHAYA'S LETTER-SOUND KNOWLEDGE.



Inclusive Education
Processes for dealing with barriers

Supporting socio-emotional development
How to handle bullying

230

WATCH NOW

Learners cannot learn effectively if they are afraid or anxious. Emotional barriers hamper learning.

Notice how calm and in control the teacher is.

Reflection

– **Think back** to a successful intervention that you implemented for a struggling learner.

– **Remember how good** it felt to know that you had helped this learner.



L4: When and how does Inclusive Education take place?

Outcomes

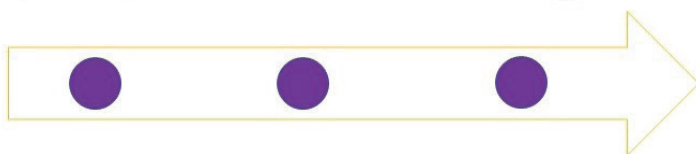
– **Understand when** Inclusive Education takes place.

– **Understand how** it fits into the school day.

– **Understand what forms** are needed in an inclusive classroom.

BEFORE
When you are
planning

AFTER
While you are
assessing



DURING
While you are
teaching

When do teachers do inclusive education?

– **When planning** for the week, teachers should include group, pair and individual work for the learners, which will free them up to work with individual learners requiring more support.

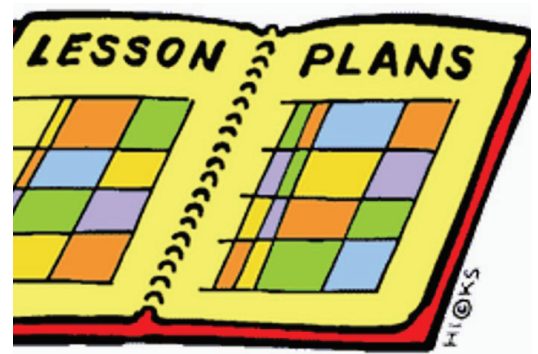
– **Short (+-15min) regular slots** are more effective than once a week for a longer period.

– **Find and make time** (before school, during break, after school) to support learners requiring extra assistance.

Activity 10.3

Click True or False.

- Interventions must be based on assessments.
 True
 False
- Emotional barriers are not as important as physical barriers.
 True
 False
- Early detection of barriers results in more effective improvement.
 True
 False
- Teachers must not only identify barriers; they must also teach learners how to deal with them.
 True
 False
- Teachers who do not know how to deal with a barrier must talk to their Head of Department, or a more experienced teacher or Curriculum Advisor.
 True
 False



A TEACHER COMPLETES A SPECIAL NEEDS ASSESSMENT FORM (SNA).



Which forms help the teacher to support struggling learners?

- **Class lists** with several columns for various assessments.
- **Anecdotal records** for individual learners.
- **Comprehensive rubrics** to make assessments easy.
- **Weekly lesson plans** (based on tracker) and notes for learners who require support.
- **Support Needs Assessment (SNA1)**. You will learn more about the forms and policies in Unit 3.

Watch **video 233**. In this video, a teacher completes the necessary forms to apply for Departmental support for a learner in her class who has severe learning problems.

This learner has not progressed despite the teacher’s intervention.

Notice how the teacher gets support from her colleague to complete the form requesting further support from the Department.

Reflection

- Do you know the background information of all your learners?
- Knowing their home circumstances may assist you in identifying possible barriers.

L5: Promoting Resilience

Outcomes

- Be aware of your own beliefs around inclusivity.
- Understand the critical importance of the emotional aspect in learning.
- Understand the importance of resilience in learners.
- Understand how teachers can build resilience in learners.

Introduction

Teachers’ beliefs about how children learn affect how they teach.

Strong relationships between teachers and learners based on care and respect, support learning.

Research has shown that such relationships are significant in building learners’ resilience, i.e. their ability to recover from setbacks.



Activity 10.4 True or False?

- 1 Inclusive teachers consider how to involve all learners in their class while planning, assessing, and teaching.
 - True
 - False
- 2 Inclusive teachers select diverse stories that will appeal to the different learners in her class.
 - True
 - False
- 3 Inclusive teachers keep accurate records of all learners including those who have learning barriers.
 - True
 - False
- 4 Teachers can only support struggling learners after school.
 - True
 - False
- 5 Inclusive teachers direct most of their daily lesson to the level of the weakest learners in the class.
 - True
 - False

THE TEACHER HAVING FUN WITH LEARNERS.



A TEACHER ENCOURAGES A LEARNER TO BUILD WORDS FROM SYLLABLES.



Activity: Self-assessment

Do this self-assessment to check your attitudes to inclusion. Answer honestly as it is only when we acknowledge areas that need improvement, that we can improve.

Self-assessment

- Do I believe that all learners in my class are able to learn and succeed?
- Do I label learners?
- Do I talk about learners negatively in front of them?
- Do I go to class unprepared?
- Do I assess learners regularly to ascertain their progress?
- When learners have difficulties, do I assume it is the learner's problem or do I reflect critically on my teaching?
- Do I place learners in groups and keep them in that group the entire year?
- Do I treat ALL learners with respect and compassion?
- Do I have high expectations of all learners?
- Do I praise and encourage learners daily?
- Do I make learning enjoyable?
- Do I often provide each learner with an opportunity to experience success?
- Do I take a genuine interest in learners and make time to listen to them?

What is resilience?

- **Resilience** refers to the ability to recover quickly from difficulties and 'bounce back'.
- **Resilient people are flexible** and can adapt to changing situations.

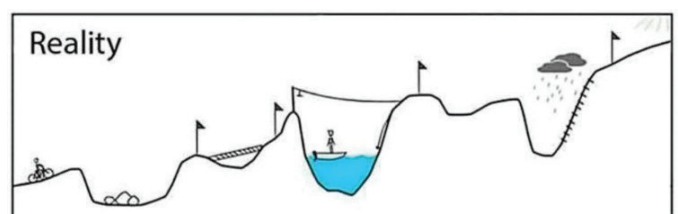
Why is it important for learners?

Learners who live in poverty and poor socio-economic circumstances are more likely to drop out of school.

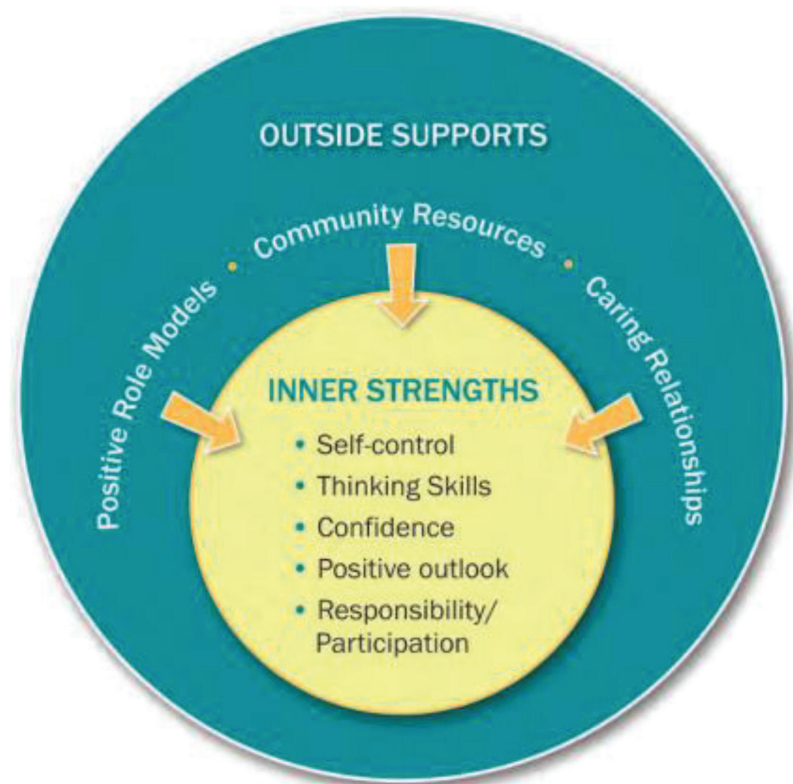
Research has shown that the more resilient the children are, the better chance they have of coping and thriving, despite poor circumstances.

Teachers play an important role in building learners' resilience.

THIS FLOWER IS SURVIVING IN HARSH CONDITIONS.



Which outside supports develop learners' internal resilience?



What can teachers do to build learners' resilience?

– **Build caring, consistent** relationships with the learners.

– **Be a positive role model** in terms of your appearance, your behaviour, your consistency.

Build learners' self-control and self-regulation.

Develop children's thinking skills.

Develop their confidence.

Support learners to have a positive outlook.

Watch **video 35**. The teacher listens to learners talking about their drawings.

Notice how she:

– **Sits** at their level.

– **Listens** to them.

– **Praises** them.

– **Suggests** ways to improve.

Reflection

– Think about how you behave in the classroom – are you a positive role model?

A TEACHER GIVING FRIENDLY AND GENTLE ADVISE.



Activity 10.6

True or False?

1 Helping learners set goals enables them to develop thinking skills.

True

False

2 Providing clear rules and encouraging learners to follow them helps learners become self-regulated.

True

False

3 Greeting learners warmly by name and listening to them encourages self-regulation.

True

False

4 Encouraging learners not to give up improves their outlook on learning.

True

False

5 Being a positive role model is about the teacher dressing smartly.

True

False

– What would you like to change about your relationships with your learners? How can you do this?

L6: Differentiation

Outcomes

- **Understand that all learners** need to get to the goal (be able to demonstrate knowledge of a concept or skill) but they do not all get there at the same time.
- **Understand how differentiation works.**
- **Understand that differentiation is not a single strategy** but the use of various strategies.

Introduction

A key part of teachers' work is to teach complex skills and concepts in a way that makes them understandable to all learners.

This requires teachers to scaffold the learning process.

That is, **they provide support** (like the rungs in the ladder) to enable the learners to reach the goal.

Some learners understand the concept quickly (go from start to finish in a leap).

Others need more support along the way (step by step). This is where differentiation comes in.

What is differentiation?

It is a responsive form of teaching that allows all learners to access the same curriculum but with different

- entry points
- learning tasks
- outcomes.

THE TEACHER SETS DIFFERENT TASKS FOR EACH GROUP.



THE SUPPORT THAT TEACHERS OFFER IS SIMILAR TO SCAFFOLDING AT A BUILDING SITE.



1	2	3	4
Adjust the learning process	Adjust the learning product	Adjust the learning environment	Adjust the content or texts
Example: Allow some learners to begin the activity while the teacher scaffolds the concept or skill further with the rest of the class.	Example: Ask some learners to write a paragraph on their understanding of a story. Ask others to make a drawing with a caption.	Example: Work with a smaller group while the rest of the class are meaningfully engaged.	Example: Ask some learners to summarise a longer text and work with other learners on summarising a more basic text.

Four ways of differentiating to support learners

Watch **video 231**, where the teacher has learners with different abilities.

Watch how she differentiates the activities at each table.

Reflection

- Reflect on how you differentiate for learners who have different abilities.
- Have you learnt any new ideas from this lesson that you want to try?

L7: Find out more

1. Read 'Academic resilience and building effective readers' by McTigue, et al. (2009) Academic resilience enables learners to read successfully. This article looks at how important socio-emotional development is for reading success.

Academic Resilience and Reading: Building Successful Readers

Erin M. McTigue, Erin K. Washburn, Jeffrey Liew

In order to foster early reading success among young students, teachers should consider literacy skills and socioemotional development in concert.

As she prepares for parent conferences, second-grade teacher Ms. Warren (all teacher and student names are pseudonyms) considers her students' growth from August to December. She notes that two students, Donte and Walter, had nearly identical scores on the year's initial reading screening—placing them at the primer level. However, four months later, Donte is reading firmly at the second-grade level, while Walter has made slower progress and is reading at about the late first-grade level. The two boys started at the beginning of the school year in the same reading group but even by October, Donte's progress had outpaced Walter's, and when Ms. Warren reorganized groups, she moved Donte to a more challenging group. She revisits the saddest results in the initial screening for clues that may clarify their disparate progress but finds no explanation.

Ms. Warren's anecdotal records of their behaviors in reading class, however, do reveal a potential explanation. Her notes from September document Walter's chronic mumbling in his oral reading that seems intentional—to conceal potential miscues. On another day, when pressed to read more audibly, he resisted her requests to independently try to decode unknown words. In contrast, her notes about Donte reveal that he approaches reading group with enthusiasm and confidence. He frequently asked to read "harder" books, and when reading aloud, he added much expression to the base text. Ms. Warren concludes that these personality differences appear to be propelling Donte forward with his risk-taking approach while, in turn, Walter's anxiety seems to limit his growth. She undertakes the goal of more carefully observing Walter and her other struggling readers for indications of resilient thinking. She also sets the goal of helping all of her students increase their self-efficacy.

When considering the question "What factors in preschool are most important for predicting later reading success?" teachers will likely cite alphabetical knowledge and phonological awareness. Much research indicates that these skills are indeed critical to the early reading process, but another important set of contributing factors—the personality factors—are often overlooked. We maintain that language and alphabet skills are a necessary—but insufficient—condition for early reading success. When directly comparing the contributions of personality traits to phonological awareness in predicting kindergarten students' reading success, recent evidence shows that personality traits may be more important (Niemi & Poskiparta, 2002). We do not intend to minimize the contribution of phonological awareness in early reading, but rather, we advocate that literacy skills and socioemotional development should be considered in concert. To this end, Johnston (2005) recently advocated that future literacy screenings should include measures to assess resiliency and self-efficacious beliefs. While academic resiliency "cannot provide the skills required to succeed...it can provide the effort and persistence required to obtain those skills and use them effectively" (Pajares, 2005, p. 345).

In the following section, we summarize current research to provide a theoretical basis for the role of socioemotional development in reading. Next, via vignettes from a second-grade classroom, we identify six key principles for promoting students' self-efficacy

422 The Reading Teacher, 62(5), pp. 422-432
DOI:10.1080/0022025.5

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DOWNLOAD

Teaching Writing Differentiation

Differentiating Activities Teacher Activities

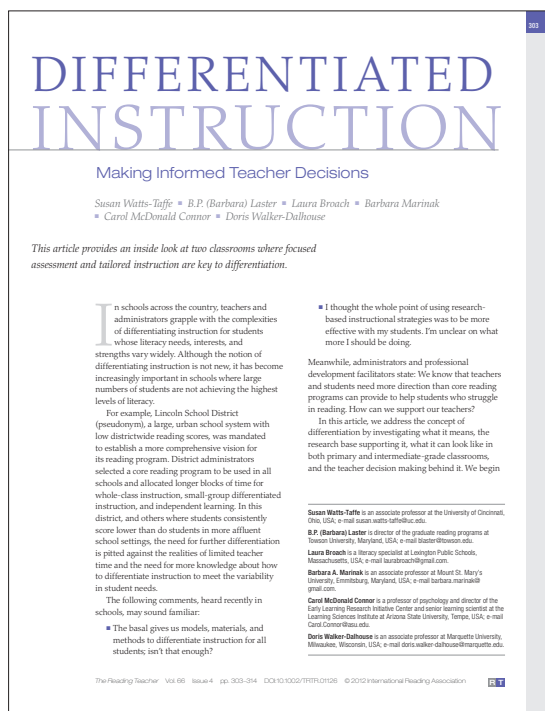
231

WATCH NOW

Activity 10.7 True or False?

- Differentiation is the same as scaffolding.
 - True
 - False
- There is only one way to differentiate and that is by giving different groups different tasks.
 - True
 - False
- Differentiated instruction must be based on assessment results and not a gut feeling.
 - True
 - False
- Group Guided Reading is a good example of differentiation.
 - True
 - False
- The teacher is differentiating if she asks learners to all do a summary but with different levels of text.
 - True
 - False

2. Read 'Differentiated Instruction' by Watts-Taffe, et al. (2012). They argue that good differentiation techniques allow all learners to experience success in literacy.



3. Follow this link to the Reading Rockets webpage on inclusive classrooms. It contains many useful ideas to promote inclusive education in primary school.
www.readingrockets.org/article/inclusive-classrooms-getting-started



L8: Review

See activity 10.8

Activity 10.8

True or False?

- 1 Inclusive education is about supporting most of the learners in your class to succeed.
 - True
 - False
- 2 A Learning barrier can be something in the school system, something that is happening in the community or some physical or emotional setback in the learner.
 - True
 - False
- 3 Caring, compassionate, and helpful teachers play an important role in building resilience in their learners.
 - True
 - False
- 4 Resilient learners cope with difficulties and keep trying even if they are struggling.
 - True
 - False
- 5 Carefully selected stories and texts can be used to prompt discussion on difficult topics.
 - True
 - False
- 6 Placing children in different ability groups is a sufficient way to support learners who are struggling or succeeding.
 - True
 - False

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Inclusive Education

10.2

Literacy in the inclusive classroom

8 lessons in this unit



L1:
The
Matthew
Effect



L2:
Reading
and
Motivation



L3:
Boys and
reading
Outcomes



L4:
Early
detection
of reading
problems
and
interventions



L5:
Assessing
for
difficulties



L6:
Writing
problems



L7:
Find out
more



L8:
Review



L1: The Matthew Effect

Outcomes

- Understand that reading is the **gateway to knowledge**.
- Understand the **Matthew Effect in reading**.
- Understand that a **poor start to reading** often means a **lifetime of struggle and academic failure**.

Why is reading key to academic success?

Learners who have not learnt to read by end of Grade 3 will struggle to read to learn.

Reading for learning is required from Grade 4 and texts become longer and more complex.

Poor reading skills are the most serious barrier to learning.

Poor readers not only lack skills, they also do not enjoy reading.

This lack of love for reading impacts on them for the rest of their lives.

The Matthew Effect

Ever heard of the biblical expression, “The rich get richer

A LEARNER READING INDEPENDENTLY.



CHILDREN ENJOYING THE READING CORNER.



and the poor get poorer”?

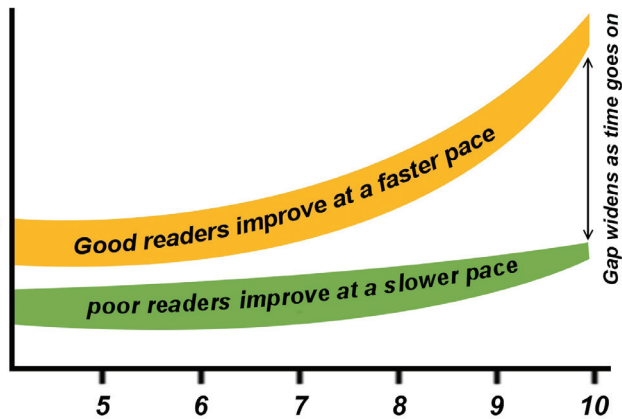
In literacy it is known as the Matthew Effect.

It refers to a **pattern of reading development**.

Learners who master early reading get better at reading as they read more, feel good about reading and keep improving.

Those who start on a weak footing read less and do not want to read, thus they keep falling further behind.

The Matthew Effect



Watch **Video 235** where the teacher is working with a small group of learners who have not yet mastered phonemic awareness.

Without **phonemic awareness**, learners will struggle to read.

Disrupting the negative Matthew Effect: While you watch, think about how this lesson is disrupting the Matthew Effect. Notice how the teacher does not move on until the learners have shown their understanding.

Reflection

Think about the huge difference teachers make when they ensure that all learners can read by the end of Grade 3.

L2: Literacy in the inclusive classroom

Outcomes

- Understand how important **motivation** is in reading development.
- Understand the importance of **self-efficacy**.
- Understand the **four main influences** on self-efficacy..



Activity 10.8

True or False?

- 1 Poor readers fall behind because they become demoralised and do not want to keep on trying.
 True
 False
- 2 The more learners read the better they become.
 True
 False
- 3 Learning to read is only a cognitive process.
 True
 False
- 4 Poor reading skills are the biggest barrier to learning.
 True
 False
- 5 The Matthew Effect in reading refers to good readers reading more and steadily improving whereas poor readers read less and fall further behind.
 True
 False



Reading abilities are linked to motivation

Negative and positive experiences influence learners' motivation.

This has long term consequences for learners' reading development.

Matthew Effect and Motivation

Learners who struggle with decoding

- Poor phonological awareness
- Find decoding difficult
- Do not develop fluency
- Word recognition takes up most of brain power
- Little brain space left for comprehension
- Reading not rewarding
- **No motivation to read**



Learners who find decoding easy

- Good phonological awareness
- Find decoding relatively easy
- Develop fluency
- Recognise words and develop automaticity
- Brain space for comprehending text
- Reading becomes meaningful and rewarding
- **Motivated to read more**



Readers' beliefs about their reading ability affect motivation

Self-efficacy refers to learners' own beliefs about their ability to succeed.

Learners with a strong belief in their ability to read, set themselves **goals and work hard to achieve them.**

Learners who have low belief about their ability to read, have **low expectations** of themselves and **inevitably fail.**



I can't do this,
I'm stupid.
I hate reading!



I can do this.
I can work out
what the word
is. This is fun.

Four things that influence self-efficacy

Experiencing
success in
challenging
tasks.

Seeing
others at
same level
succeed.

Hearing
from
important
adults that
you can
succeed.

Being
emotionally
supported
by the
teacher.

Texts for reading must be at just the right level:

– Not too hard.

- Not too easy.
- If the texts are too hard or too easy, learners will lose interest.

Watch **Video 35** where a Grade R learner stands up in front of his peers and reads aloud with confidence.

What does this tell us about his self-efficacy and motivation?

What do you think the teacher did to develop this?

Reflection

What can you do to ensure that even your weakest learners experience success in reading?

L3: Boys and reading Outcomes

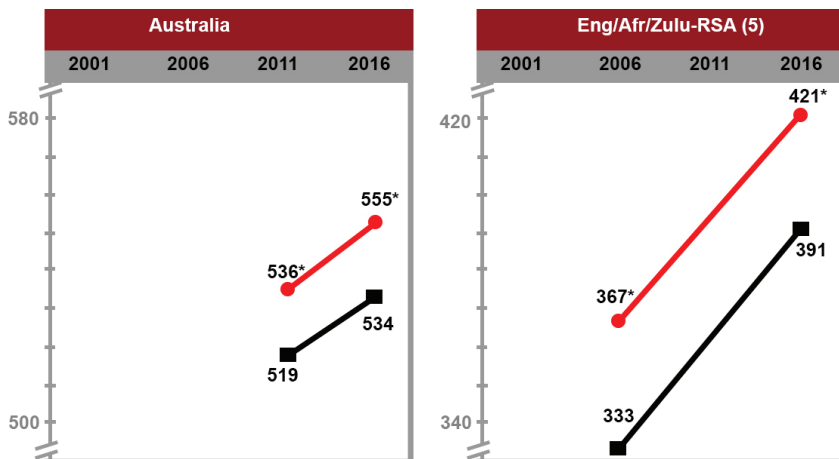
Outcomes

- **Recognise that girls outperform** boys in reading all over the world.
- **Understand the reasons** that boys fall behind girls.
- **Understand how text selection** affects motivation.
- **Learn what boys enjoy.**

Girls outperform in reading levels across the world

There is a worldwide trend of girls outperforming boys in reading.

Examine the graphs from Australia and South Africa (from PIRLS report).



Activity 10.9

Choose the correct answer.

- Another word for belief in one's ability to succeed is
 - Self-efficacy
 - Self-regulation
- Experiencing success in a reading activity develops...
 - Comprehension
 - Self-efficacy
- If texts are too hard then learners will become...
 - Demotivated
 - Bored
- Texts must be set that are ...
 - Set below the reader's level so they can read easily.
 - At the reader's level with some challenge
- Learners who experience success in reading become...
 - More confident
 - More reckless

BOYS UNDERPERFORM IN READING.



The red line depicts girls whereas the **black line depicts boys**.

Notice how in both Australia and South Africa girls read better than boys do.

This is the same trend for nearly every country in the world.

What do you think are some of the causes for this?

What research tells us about boys and reading

Boys spend less time reading because, according to research:

Things boys like are not always allowed in school.

Pleasing the teacher is not as important to boys.

Predominantly female Foundation Phase teachers.

Few male role models who enjoy reading.

Boys are often physically more active than girls and do not enjoy sitting for a long time.

Male characters and male heroes are less frequent in texts.

Male characters are often villains.

Boys generally like nonfiction and books that **give them useful information**.

Can you think of any other reasons to add to the list?

Which books do boys enjoy?

Books with exciting plots and action (not too much drama and emotions)

Visually appealing books

Information books that give useful information

Books with (male) characters they can relate to

Books with humour and jokes (especially mischief and slapstick humour)

Shorter texts.

Reflection

- **Think** about the reading books in your classroom. Do they have sufficient topics that might appeal to boys?

- **What** can you do in class to encourage boys to read?

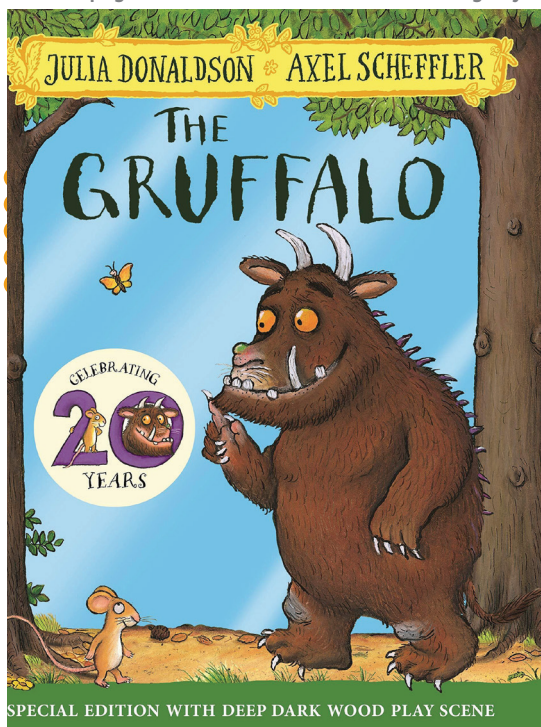
BOYS UNDERPERFORM IN READING.



Activity 10.10

Answer the questions below.

The title page of *The Gruffalo* – a favourite among boys.



Based on the covers, which three books might interest boys?

- Foxy Joxy; Grandpa Farouk's Garden; I Will Help You.
- A Very Busy Day; Auntie Boi's Gift; Dance Mhlali.
- Foxy Joxy Plays a Trick; A Very Busy Day; Grandpa Farouk's Garden.

Why are these books more likely to appeal to boys?

- They all look like they topics and characters that boys might like (building carts, playing tricks and being with Grandpa in the garden).
- They all have boys on the title page.
- They have animals and gardens.

What ideas can you think of to make *Dance, Mhlali* more attractive to boys?

- Tell the boys to imagine that it is a boy on the cover.
- Not read it to the boys.
- You could talk to them about boys also being dancers and possible show pictures of famous male dancers.



L4: Early detection of reading problems and interventions

Outcomes

- **Know the key reasons** for poor reading skills.
- **Understand the effects of poverty** and poor socio-economic circumstances on reading
- **Know the importance of early detection** of reading problems.
- **Know how essential** it is for the teacher to **intervene as early as possible**.

The socio-economic context influences the development of learners' reading skills.

Three most common warning signs of reading difficulties are:

1. **Poor phonological awareness.**
2. **Poor letter-sound knowledge.**
3. **Slow word recognition.**

Also, **learners with poor oral vocabulary** struggle with reading.

Detecting problems through observation

Teachers need to observe the following while learners are reading:

- Signs of tension and anxiety.
- Tense posture.
- Lack of fluency.
- Interpretation of punctuation.
- Frequent finger pointing.
- Word-by-word reading.
- Learner often asks to leave the room during reading time.
- Frequent rereading.
- Struggling to read silently.

NB: **You do not want the learner to feel frustrated** and become **demoralised**. You must intervene as soon as possible.

Interventions must be:

Designed according to the **'Goldilocks principle'**: Not too long, not too short, not too hard, not too easy.

BOYS UNDERPERFORM IN READING.



What can I do to ensure that I catch this learner before he/she falls?



Quality: The right kind and quality of instruction delivered with good resources.

Intensity & Duration: The right level of intensity and duration to ensure the improvement is sustainable.

Right children: The right children at the right time.

Watch **video 236** where the teacher is doing an intervention with a small group of learners focusing on their phonological awareness.

– **Notice how patiently and calmly** the teacher responds to their answers.

– **She also repeats things often.** Why do you think she does this?

Reflection

– **Are you regularly noticing warning signs** that learners may be falling behind in your class?

– **How quickly do you respond** in assessing and intervening with learners showing potential reading difficulties?

L5: Assessing for difficulties

Outcomes

– **Learn which assessments** can give insight into reading problems.

– **When designing interventions, know** how to ensure they are:

- The right quality
- The right child
- The right timing
- The right duration.

On the following page you will find a table showing how to identify literacy problems and how to assess for these difficulties.



Activity 10.11

Answer the questions based on video 236. Select the correct answer.

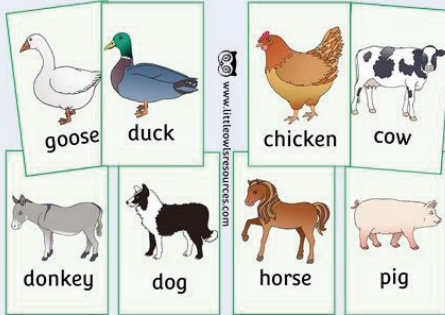
- 1 What is the ratio between boys and girls in the group?
 - There are more girls.
 - There are more boys.
- 2 Why does the teacher ask the learners to clap the syllables?
 - To check if they can hear the number of syllables in the word.
 - To check if they can count.
- 3 What aspect of reading is she working on?
 - Sight words.
 - Phonological awareness.
- 4 When the teacher asks the learners to substitute I for the first A in the word BALA, she is developing their:
 - Phonemic awareness.
 - Blending.
- 5 In this intervention is the teacher focusing on their:
 - Decoding skills.
 - Language ability.

THE TEACHER ASSESSES THE LEARNER'S EYE MOVEMENT.

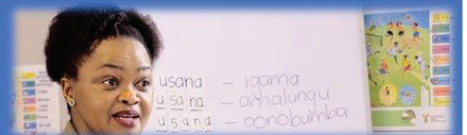


Identifying a problem and knowing what to assess

Oral competency


Signs of a problem	Assessment	Example of assessment items
<p>1. Learners cannot answer questions in their Home Language</p> <p>2. They know very few words and do not enjoy engaging.</p> <p>3. They struggle to express themselves.</p>	<p>It is important to assess their oral language ability.</p>  <p>Pictures of animals and everyday things can be used to check if learners can recognise them and name them.</p>	<p>Assess their ability to name common objects:</p> <ol style="list-style-type: none"> 1. Colours 2. Numbers 3. Animals 4. Natural items 5. Household items 6. Other everyday things.

Phonological Awareness



Signs of a problem	Assessment	Example of assessment items
1. Learners cannot tell you the individual sounds that make up a syllable or word.	Segmentation of phonemes	Say the syllable or word slowly and ask for the number of sounds they hear. You can ask them to clap or stamp the number of sounds.
2. Learners cannot tell you what the first and last sounds in a word are.	Phoneme isolation	Say a word and ask them to identify the first sound, the middle sound, and the last sound.
3. Learners cannot tell you what sound is left when you take B away from BALA.	Phoneme deletion	Ask learners to say the sound after they have taken away one of a few letters. What will the syllable BA sound like if I remove B from BA?
4. If a learner is unable to tell you the sound of a word or syllable if you replace it with a different letter.	Phoneme substitution	Listen to the word MAMA. If I put a B in the beginning instead of M what will it sound like?
5. A learner struggles to tell you what sound is made if you put two letters or two syllables together.	Phoneme blending	What will it sound like if I add the letter S and the letter A?

Letter Knowledge

Signs of a problem	Assessment	Example of assessment items
<p>1. Learners mix up their letter sounds and seem to be guessing them rather than knowing them.</p>	<p>1. Ask individuals to name letters and their sounds as you point to random letters. Do it faster and faster.</p> 	<ol style="list-style-type: none"> 1. Holding up individual letters. 2. Identifying letters in words. 3. Thinking of words that start with that letter. 4. Making the letter shape from dough or in the sand. 5. Point to where you see this letter in the classroom 6. Use both lower case and upper-case letters.

Assessing individual learners is the only accurate way to be sure that each learner has phonemic **awareness, oral language** competence and **letter knowledge**.

This can be done **informally** through **observations and questions, quick checks**.

It can also be done formally with a standardised assessment such as EGRA (Early Grade Reading Assessment).

The right quality and Intensity

Prepare a variety of tasks that are fun and appropriate.

For the right child

Ensure that you are supporting the specific knowledge gaps of each learner.

The right timing.

Start the intervention as soon as possible! Catch them before they fall.

The right duration.

Ensure that you continue the intervention until the assessments indicate the gap has been filled.

Watch video 116 Part 2 where the teacher works with a group of learners who are struggling with phonemic awareness.

– After having assessed the learners’ Phonological Awareness this teacher designed **several activities** to support the learners fill in gaps.


– **Notice which** tasks she uses to support the development of phonemic awareness.



Decoding
Phonological & phonemic awareness

Teaching Phonological and Phonemic awareness

Part 2: Identifying, deleting and substituting syllables in words



116

WATCH NOW

Reflection

– **Most of learners not meeting normal development benchmarks:** If you find that most of your learners have poor letter-sound knowledge and phonemic awareness

– **How would you manage this** and ensure that the few who do have knowledge can continue to progress?

L6: Writing problems

Outcomes

- **Handwriting problems: Understand how to support** learners with handwriting problems.
- **Learn the correct pencil grip.**
- Learn about **correct writing posture.**
- **Learn about the CAT method** of letter formation.
- **Highlighter:** Learn about the **use of a highlighter** to support spatial problems.

On the following page you will find a table showing how to identify writing problems, possible causes and ways of assisting the learner.

Activity 10.12

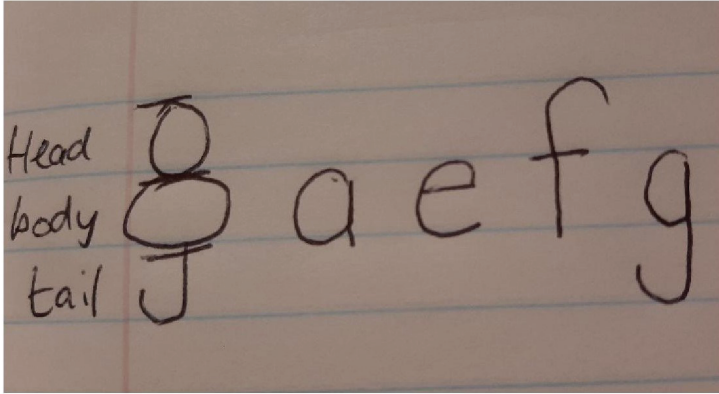
True or False?

- 1 Baseline tests are important to inform the teacher about the starting level of each learner.
 True
 False
- 2 As soon as teachers suspect a learner might be showing signs of reading difficulties, they must organise an intervention.
 True
 False
- 3 If learners cannot identify letters and their sounds, the teacher must practise phonemic awareness.
 True
 False
- 4 The teacher must decide upfront how long the intervention must last.
 True
 False
- 5 During interventions teachers should work with individuals, pairs, or small groups.
 True
 False

A LEARNER WITH POOR POSTURE AND PENCIL GRIP.



Handwriting barriers

How the problem presents	Possible causes	Possible strategies
Learner struggles with the curves and twists.	Poor pencil grip, fine motor skills Possibly posture.	Demonstrate correct grip and remind learner to check each time. Encourage learner to sit up straight with lower arms on the desk and feet on the floor. Use pencil grip devices or an elastic band. Fine motor skills can be developed with games like Pick up Sticks and cutting, colouring in...
Learner struggles to write between the lines.	Hand grip, Fine motor and spatial challenges.	The use of a highlighter or a DOT help the learners focus where to place their pencils.
Learners make letters too small or too big.	Fine motor and spatial challenges.	A highlighter can mark the top of the line and the bottom of the line to help focus the writer.
Learners do not know which letters should start above the line or go below the line.	Fine motor and spatial challenges.	<p>Teaching learners about the Cat method.</p>  <p>Teach learners which letters use a body only, which use a body and head and which use a body an tail.</p>
Do not have consistent spaces between words/letters.	Many learners struggle with this initially.	Allow learners to use their index finger of other hand as a space marker between words. You can use a piece of string between letters.

Left-handed and right-handed learners

Place left-handed learners on the left side of a desk, so that their elbows do not bump into those of their neighbours.

Watch video 237 where the teacher supports two learners who are struggling with forming their letters.

- Watch how she uses simple techniques to assist the boys.
- What do you think is the purpose of the elastic band?
- Why don't you try it out with your learners who have poor pencil grip?

L7: Find out more

1. Read the article by Spear-Swerling, L. (2006) on the importance of teaching handwriting. She discusses the importance of developing speed and legibility in children's handwriting.

<https://www.readingrockets.org/article/importance-teaching-handwriting>

Spear-Swerling, L. (2006). The Importance of Teaching Handwriting. Reading Rockets.org.

<https://www.readingrockets.org/article/importance-teaching-handwriting>

2. Watch this video showing a teacher supporting a learner to read multi-syllabic words.

3. Read the following article by Pinnell (2006) which



A LEFT-HANDER SITTING ON THE INSIDE OF A RIGHT-HANDER.



Inclusive Education

Literacy in the inclusive classroom

Supporting handwriting development

237

WATCH NOW

Activity 10.13

True or False?

- 1 Sitting posture affects learner's ability to form letters correctly.
 True
 False
- 2 Teachers must explicitly teach learners how to hold their pencils correctly.
 True
 False
- 3 Lines with big spaces and big pencils support early writers with pencil grip and keeping in the lines.
 True
 False
- 4 Using the CAT idea assists learners to form letters that go above or below the line.
 True
 False
- 5 The letters 'h', 't', 'b' and 'e', all go above the line (cat's head).
 True
 False

expands on the concept that Reading is a right, not a privilege. The writer highlights the importance of getting all learners reading and writing continuous text DAILY. She also talks about the importance of making reading and learning a joyful, exciting activity.

Pinnell, G.S. (2006) Every child a reader: what one teacher can do. The Reading Teacher Vol. 60, No. 1 September 2006.

Distinguished Educator

Every child a reader: What one teacher can do

Gay Su Pinnell

Teachers recognize that individuals use literacy differently and that some students are more proficient than others. But regardless of students' individual strengths, teachers have the same goal: to help all students make literacy a true part of their lives. With few exceptions, every child can become literate. In making this assertion, I draw on my experiences with the many reading teachers who have been my colleagues in implementing Reading Recovery (www.readingrecovery.org), a large and effective early intervention effort, as well as the Literacy Collaborative (www.literacycollaborative.org), a comprehensive approach to improving literacy achievement in grades K-6.

Educators are always looking for fresh initiatives, searching for ways to help children learn to read. Yet most new ideas fail, sometimes before they are truly tried. A major reason for this is that most good ideas are implemented within unstable environments (Lyons & Pinnell, 2001). There are constant changes in administration, and teachers and students come and go. Every new administrator has a new idea or approach. But as each new direction is taken (often without examining what has already been accomplished), teachers soon learn not to invest much time or effort. After all, whatever is happening will probably go away. A sense of powerlessness prevails.

If you are discouraged, you are like a huge number of elementary teachers in the United States. Achieving widespread success takes massive, coordinated effort, but many teachers find themselves in situations where they have little say in the overarching decisions that influence their teaching lives. Still, there are daily decisions that

teachers can make to benefit students, and by uniting these efforts teachers can make a difference.

We teachers all need a sense of self-efficacy, a feeling of competence and power. Otherwise, we can become discouraged and depressed, which does not help our students. Self-efficacy requires action rather than passive acceptance. The following are guiding principles for teaching that I have learned from my colleagues over the years. All eight require action.

1. Learn about learning

Understanding learning is the only true foundation for sound teaching. No matter how good the materials, the program, or the instructional approach, teaching will miss the mark if it is not based on a coherent theory of learning. The word *theory* simply refers to the set of understandings that a teacher holds and believes about how children learn. Everything teachers do in the classroom proceeds from this set of beliefs and understandings, whether they are conscious of it or not. That is why just about every study of instruction shows that the one factor that makes a difference is the teacher. Developing a coherent theory takes years and is never truly finished because teachers are always learning more.

Let's look at one teacher as an example. Carol (pseudonym), who currently teaches third grade, has also taught kindergarten and second grade, and for two years she was a Reading Recovery teacher. For the last several years, she has been using a workshop approach to literacy teaching. Through studying the research in graduate classes and par-

DOWNLOAD

Activity 10.14
True or False?

- 1 Three common signs of reading difficulties are poor phonological awareness, poor letter knowledge and slow word recognition.
 - True
 - False
- 2 Learners who come from poor socio-economic contexts are likely to have little access to print which puts them at a disadvantage.
 - True
 - False
- 3 It is critical to catch reading problems as early as possible.
 - True
 - False
- 4 Boys out-perform girls in reading.
 - True
 - False
- 5 Handwriting is about getting learners to write neatly.
 - True
 - False
- 6 Learners with poor phonemic awareness struggle to identify and manipulate sounds.
 - True
 - False
- 7 If reading problems are not caught early, they can result in long term academic failure.
 - True
 - False
- 8 The duration of an intervention depends on the progress made by the learner.
 - True
 - False
- 9 Left handers and right handers can sit next to each other without a problem.
 - True
 - False
- 10 Reading support is most effective if given in small groups, pairs or individuals.
 - True
 - False

L8: Review

See activity 10.14

Inclusive Education

10.3

What is available to support teachers?

5 lessons in this unit



L1:
Available support for severe barriers



L2:
Support within the school



L3:
Including parents and guardians



L4:
Find out more



L5:
Review



L1: Available support for severe barriers

Why is this important?

Some learners need more support than the teacher can give on her own.

There is support available from government departments, but you must know where to find it.

Knowing where to find help and which forms and processes to complete, speeds up the chances of getting assistance for learners with special needs.

1. The SIAS document

This document refers to Screening, Identification, Assessment and Support. It is the most important policy for Inclusive Education.

The policy declares that all children with learning barriers must be able to access inclusive, quality, and free education.

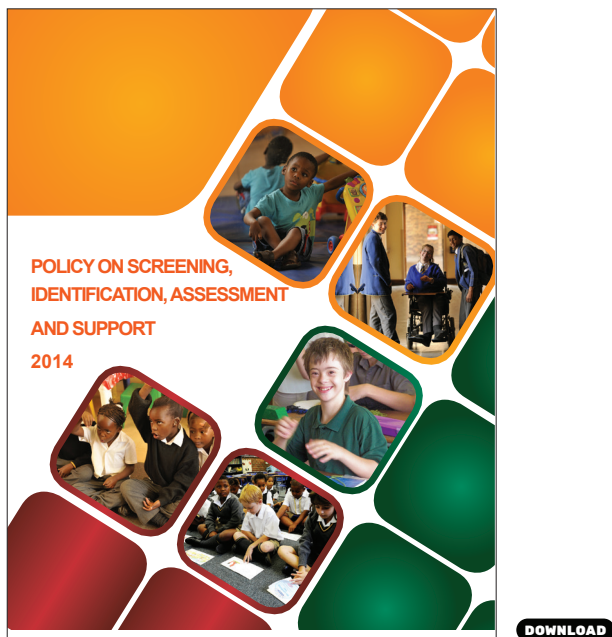
It explains all the support levels, processes, roles, and responsibilities as well as **all the forms** needed to obtain Departmental support.

A MEETING OF THE SCHOOL-BASED-SUPPORT TEAM.



You can find this document at:

www.education.gov.za/Programmes/InclusiveEducation.aspx.



2. Education White Paper 6 – EWP6 (2001)

The **White Paper** outlines how the education and training system must transform itself to:

- **Create a caring and humane society.**
- **Accommodate the full range of learning needs.**
- **Put mechanisms in place** to make this happen.

The White Paper talks about **mainstreaming** and **integrating** learners into ordinary schools.

Full- Service Schools are schools where learners with disabilities and learning barriers are included with all other learners.

These schools get extra financial support and equipment to ensure that a range of learner needs are met.

You will find the policy at:

www.vvob.org/files/publicaties/rsa_education_white_paper_6.pdf



3. National School Nutrition Programme

Children cannot study if they are hungry and underfed.

The National School Nutrition Programme ensures that a healthy meal is available for **all learners at least once a school day**.

The policy document for the programme:

- Explains procedures each school should implement.
- Explains the funding of the meals.
- Explains the staff employment needed to implement the policy.
- Stresses the importance of washing hands before and after meals.
- You will find the policy at:

[www.education.gov.za/Programmes
NationalSchoolNutritionProgramme.aspx](http://www.education.gov.za/Programmes/NationalSchoolNutritionProgramme.aspx)

4. SA-SAMS

What is SA-SAMS? This is the system that DBE schools use to manage all their data. It is where all marks are captured, learner information is stored, school finances are recorded, etc.

Where is it used? In each school's administrative office, using laptops provided by the Department.

Who uses SA-SAMS? The administrative clerk and/or the principal and teachers.

Why is it used? Its main purpose is to capture accurate information that can be used at a national level to understand what is happening in the education system. It produces averages, summaries and statistics for policy development and support.

When is it used? Daily with weekly, monthly, and termly submissions to the DBE.

How can it help a teacher? It can provide summaries, averages, absentee records, and academic records to help teachers understand learners' needs and record support provided.

Find it at

www.thutong.doe.gov.za/Default.aspx?alias=www.thutong.doe.gov.za/administration

Watch Video 238, where you will hear the Principal of a school talking about the SA-SAMS system.

Listen for why this system is critical for obtaining support for learners with special needs.

Why is it important that the system is connected to the district and national office?

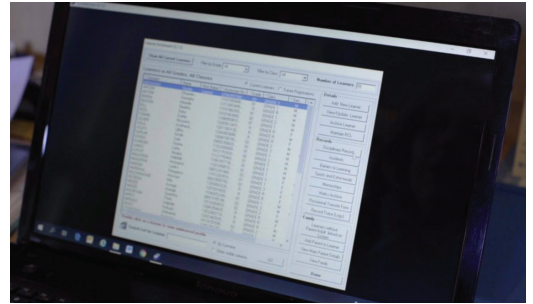
Discussion

Key information about the learners SA-SAMS captures important information about learners, including their absenteeism, their class marks, their progress reports, promotion decisions, and parent information.

LEARNERS EATING THEIR DAILY LUNCH.



THE SA-SAMS PROVIDES CLASS LISTS WHERE ABSENTEEISM CAN BE CAPTURED.



Inclusive Education

Available support for severe barriers

SA-SAMS

238

WATCH NOW

Activity 10.4

True or False?

- The SIAS document provides necessary information and explains processes on Inclusive Education.
 True
 False
- Full-service schools include learners with severe disabilities and provide staff, programmes, and equipment to support these learners.
 True
 False
- School nutrition is not part of Inclusive Education.
 True
 False
- It is Government policy that all learners, regardless of disabilities or barriers, must be able to access free, quality education.
 True
 False
- The School Nutrition Policy states that it is compulsory for all learners to eat a meal at school.
 True
 False
- The SA-SAMS system is important for capturing accurate data which is relayed to the District and National Office.
 True
 False

When making a case for a learner with special educational needs (LSEN) the teacher needs to have all this information available.

Having information linked to the district and national office is important as the national office makes decisions about staffing and resources based on information on SA-SAMS.

Reflection

- Were you aware of the policies around Inclusive Education?
- Which of the policies do you think you will find most useful?



L2: Support within the school

Outcomes

- Learn about internal structures and support for Inclusive Education.
- Learn essential acronyms used in Inclusive Education.
- Learn what support can be offered by the district.
- Recognise that collaboration with colleagues is key to supporting learners with mild or severe barriers.

Which Acronyms should I know?

- **SBST** – The **s**chool **b**ased **s**upport **t**eam is made up of school management, the learner's teacher, teachers with expertise or interest one of whom will act as SBST coordinator, the LSA, parents and local community members with expertise.
- **DBST** – The **d**istrict **b**ased **s**upport **t**eam (sometimes referred to as CBST – Circuit Based Support Team) found in the ESSS (Educational and Social Support Services) department at any District Office.
- **LSA** – The **l**earner **s**upport **a**gent who assists with the basic needs of vulnerable learners and then monitors and supports these learners.
- **SIAS** – The policy for **s**creening **i**dentification **a**ssessment and **s**upport.
- **SNA 1 + 2** – **S**upport **n**eeds **a**ssessment 1 + 2
- **DBE** – **D**epartment of **b**asic **e**ducation

A TEACHER ASSESSES THE EYE MOVEMENT OF A LEARNER.



A SPECIALIST FROM AN NGO WORKS WITH A GROUP OF LEARNERS.



What is the purpose of the school-based support team (SBST)?

– **Learner not improving with intervention:** When class teachers have assessed learners, designed and implemented interventions, and the learners are still not progressing, they need to take it to the SBST.

– **The School Based Support Team** is made up of school management, the learner's teacher, teachers with expertise or interest, one of whom will act as SBST coordinator, the LSA, parents and local community members with expertise.

– **Collaborative decision** Together the SBST will hear the learner's case and decide on the next action required.

t
Watch Video 239. In this video, you will see the teacher report to the SBST.

Why do you think it is necessary for her to do this?

What is the next step she must take to help the learner?

Discussion

The teacher has intervened with this learner and yet he has not improved. This suggests that there is a more serious problem which requires specialised support.

She must now complete the second SNA form which escalates the case to the district level.

Now **Watch Video 240**, where you will hear a social worker talking about her responsibilities for learners.

She talks about three situations in which she would intervene. What are they?

Discussion

Bullying: The social worker says that if a learner is always unhappy, then she would interview him or her to find out the cause/s. She mentions a few possible causes, including being bullied at school, at home or in the community.

The teacher: She also mentions that a possible cause could be the teacher. Teachers often label learners which demoralises them.

Domestic violence: She talks about domestic violence and financial concerns that impact on a learner's ability to perform well at school.

Reflection

– **Why is it important to know that you are not alone when dealing** with a learner who is not responding to your intervention?

– **Do you know what support your district offers to support learners with special needs?**

THE SCHOOL BASED SUPPORT TEAM MEETS TO DISCUSS A LEARNER WITH SPECIAL EDUCATIONAL NEEDS (LSEN).



Inclusive Education

What is available to support teachers?

The School Based Support Team

239

WATCH NOW

What is available to support teachers?

The School social worker

240

WATCH NOW

Activity 10.13

Read the following case study and answer the questions that follow by selecting Yes OR No.

Mrs Nombembe is a Grade 2 teacher. She noticed at the beginning of the year that one of her learners, Khali, was very withdrawn and remained in class at break. She also sometimes wet her pants when she became very anxious. Her teacher kept anecdotal records of each incident. She had also attempted talking to Khali in private, but Khali kept saying she was fine. Mrs Nombembe was concerned and spoke to her Head of Department who suggested that she examine Khali's Personal File and take her case to the School Based Support Team meeting the next week.

- 1 Was Mrs Nombembe right to speak to her Head of Department about Khali?
 Yes
 No
- 2 It was appropriate to keep anecdotal records about Khali because the teacher needed evidence for the SBST.
 Yes
 No
- 3 Mrs Nombembe was wrong to have accessed Khali's personal file.
 Yes
 No
- 4 It was too early to take this case to the SBST.
 Yes
 No
- 5 Issues and learners discussed at the SBST will be recorded and kept confidential. However, if it is a confirmed case of abuse it must be reported to the Police.
 Yes
 No



L3: Including parents and guardians

Outcomes

- Understand the importance of including parents/ guardian when a learner has a problem,
- Understand that while parents are sometimes the cause of the problem, they can also be extremely helpful in sorting it out.
- Understand that parent interviews need to be professional and confidential. If information needs to be shared, the teacher must inform the parent/ guardian.
- All meetings and interviews with parents must be noted and records kept.

Watch **video 241** where the teacher has **invited Khaya's mom to meet** with her after school.

As you watch, consider the following:

- **Why does the mom ask** why the problem has only been picked up in Grade 3?
- **Why is it relevant** to ask if there were any **problems with his birth or during the pregnancy?**
- **Why does the teacher show the mom the LAZY 8** that Khaya has drawn?
- **Why do you think a parent or guardian needs to sign a form requesting further support for their child?**

Discussion

The mom asks why the writing problem was not picked up earlier as the learner is already in Grade 3. It should have been picked up in Grade 1.

Pregnancy or birthing problems can cause neurological damage to the baby, which can result in learning problems.

The teacher shows the mom the Lazy 8 to illustrate how severe Khaya's problem is when compared to the other learners in the grade.

Parents need to give signed consent for any intervention that will occur with their child.

Reflection

- **How often do you communicate with the parents or guardians** of your learners?
- **What are your beliefs about parents** and their involvement at school?



What is available to support teachers?

Teacher meeting the learner's parent to discuss a problem

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Activity 10.14

Multiple choice:

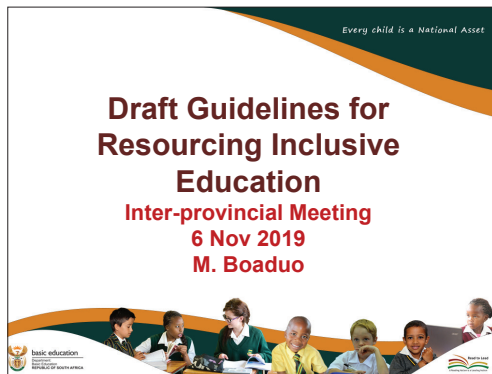
- Teachers must try to involve parents/ guardians as much as possible because:
 - They want to support their children.
 - They can provide more insight into the causes of learning problems.
 - Both a and b are correct.
- If the teacher suspects child abuse it is essential to:

Contact the parents urgently.
Report it to the Police.
Report it to the school management and SBST.
- All interventions and special support for learners should have the parents' permission because:
 - It is their right to know what is happening with their child.
 - The teacher and school are legally bound to get permission for any extra support they are providing for the learner.
 - Both a and b are correct.

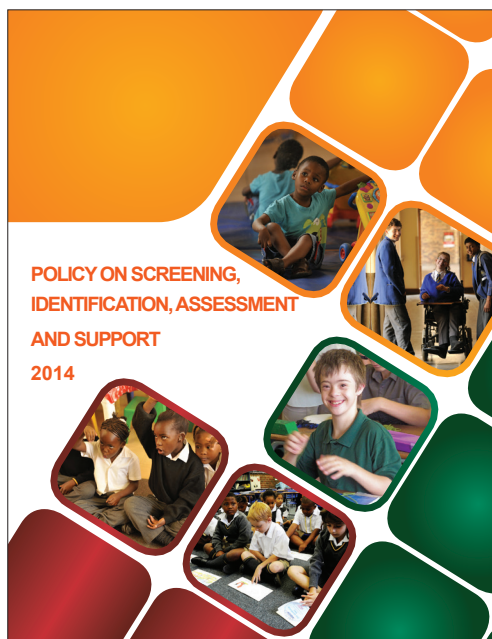


L4: Find out more

1. The guidelines for resourcing Inclusive Education (Department of Basic Education) clearly outline what resources should be provided at Ordinary schools, Full -Service schools and Special Needs schools. The guidelines also provide a list of district support for IE.
<https://funda.fundawande.org/wp-content/uploads/2020/09/Guidelines-for-Resourcing-IE-Nov-2019-1.pdf>



2. The Full SIAS policy clearly describes how to screen, identify, assess and support learners with learning barriers. It also provides all the necessary forms to complete when requesting external assistance.
<https://funda.fundawande.org/wp-content/uploads/2020/09/POLICY-ON-SCREENING-IDENTIFICATION-ASSESSMENT-AND-SUPPORT-2014->



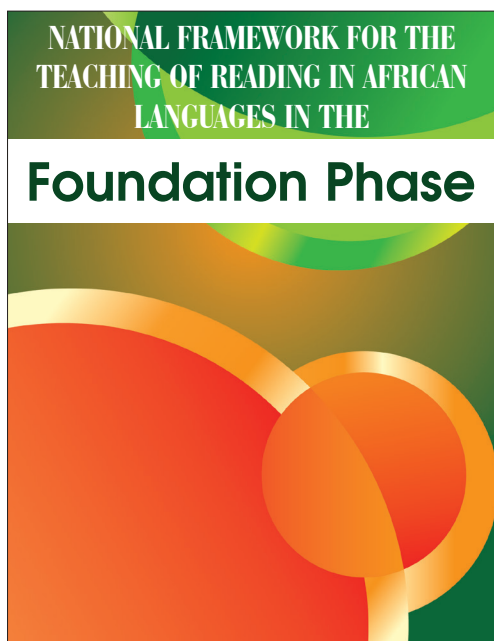
[Final-Draft-2-1-1.pdf](#)

3. The National Framework for Teaching of Reading in African

Languages has excellent resources. Key sections are:

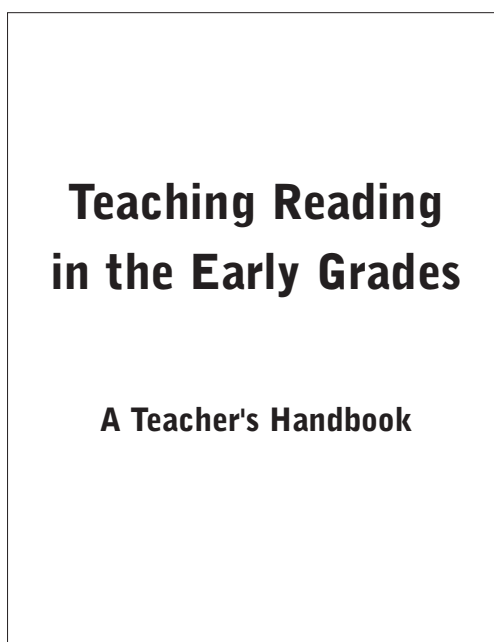
- Benchmarks on number of words learners should be able to read at each level (p.44)
- Stages of reading development (pp 91-94)
- Enablers of reading (105-112)

[https://funda.fundawande.org/wp-content/uploads/2020/09/National-Framework-for-the-Teaching-](https://funda.fundawande.org/wp-content/uploads/2020/09/National-Framework-for-the-Teaching-of-Reading-in-African-Languages-in-the-Foundation-Phase-2020-5-2.pdf)



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[of-Reading-in-African-Languages-in-the-Foundation-Phase-2020-5-2.pdf](https://funda.fundawande.org/wp-content/uploads/2020/09/National-Framework-for-the-Teaching-of-Reading-in-African-Languages-in-the-Foundation-Phase-2020-5-2.pdf)



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4. The Teaching Reading Guide has good diagnostic tools and checklists for identifying struggling readers (Unit 4).



L5: Review

See activity 10.15

Activity 10.15

True or False?

- The SIAS document refers to the Screening, Identification, Assessment and Support of learners needing extra support.
 - True
 - False
- Full-Service schools can expect extra financial and capacity support for learners with special needs.
 - True
 - False
- The SBST is an external school structure to support teachers.
 - True
 - False
- There is both National and District support for learners needing it.
 - True
 - False
- The school Deputy or Head need to give permission for a Special Needs Assessment 2 (SNA2) to be completed.
 - True
 - False
- Special Needs schools are different from Full-Service schools.
 - True
 - False
- It is essential to involve a parent or guardian of a learner requiring extra learning support.
 - True
 - False
- If a teacher's intervention has not supported a learner sufficiently, there is nothing more that the teacher needs to do.
 - True
 - False



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Reading for Meaning