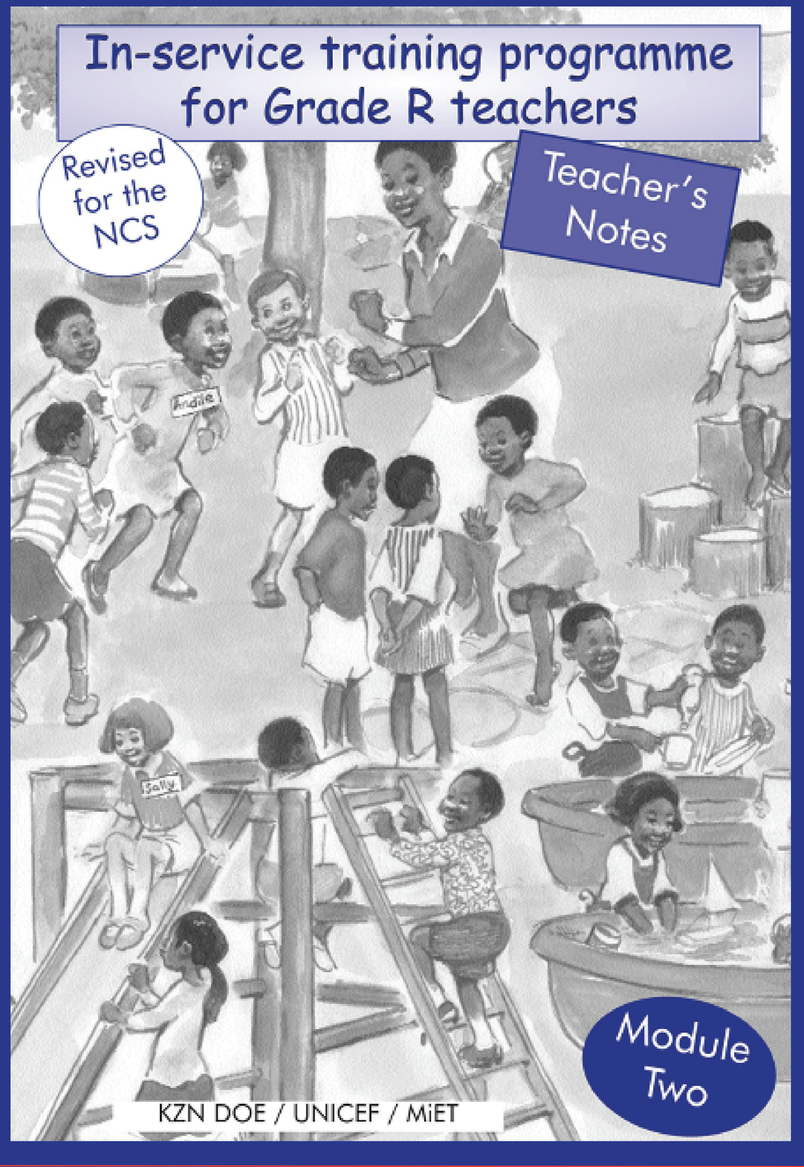
Posters
a. Small group activities
b. Whole class activity
c. Individual choice activities
d. The ideal outdoor area
e. Inclusion of all learners in the Grade R class

Early Childhood Development

# In-service training programme for Grade R teachers

Revised for the NCS

Teacher's Notes




Module Two

KZN DOE / UNICEF / MiET

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# Outcomes for MODULE TWO

Teachers will expand their understanding of teaching and learning in Grade R by being able to:

- make appropriate additions to their current indoor learning environment
- set up an appropriate outdoor environment according to their circumstances
- make their own resources out of waste material
- use effective strategies to assess the learners, including learners with special educational needs (LSEN)
- prepare and use a system of record keeping
- report accurately to parents on their children's growth and development
- design strategies for maintaining contact with parents and the community
- demonstrate new techniques and ideas in managing and organising
    - Whole class
    - Small group
    - Individual choice times
- explore and use strategies to grow and develop personally and as a teacher


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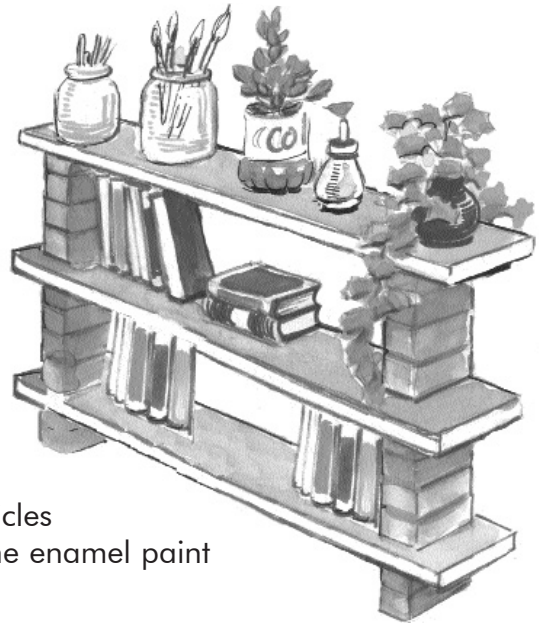
# Improving the Grade R classroom

In the last module we learnt how to set up a Grade R classroom. Now let's look at ways of improving that classroom.

## Making shelves

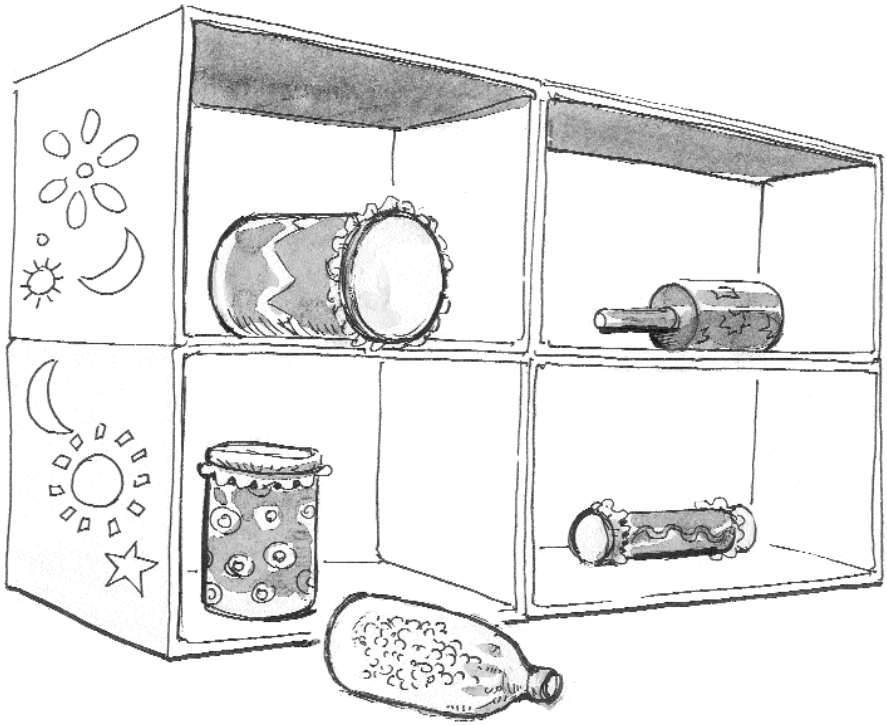
### Shelves made of planks and bricks



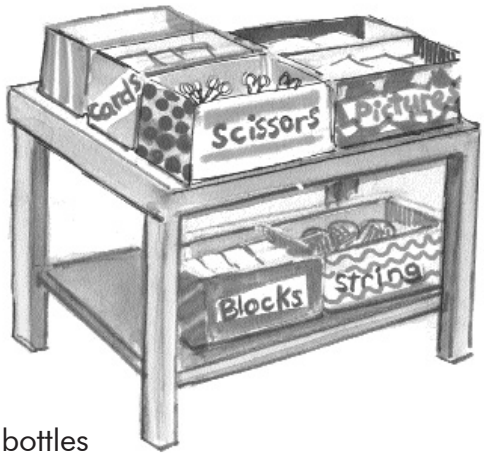
- Each shelf should be at least two bricks high
- There can be up to three shelves on top of one another
- Unbroken bricks should be used if possible
- Planks should be smoothed down with sandpaper to make sure there are no splinters

### Shelves made of boxes

- Cardboard boxes last much longer if they are painted with enamel paint
- The boxes can be stuck together to form cubicles or shelves by pressing them together when the enamel paint is still wet



# Storage




Materials needed in the classroom can be stored:

- on open shelves (see above)
- in cupboards
- in wooden boxes on wheels that close and lock

Materials can also be stored in smaller containers like:

- cardboard boxes that have been painted or covered in some way (shoe boxes, shirt boxes, beer can boxes, fruit boxes, used cartons from shops etc.)
- plastic bottles with wide mouths
- the bottom half of plastic one- or two-litre cool drink bottles that have been cut in half
- egg boxes (see design for scissors holder using egg boxes)
- wine sleeves that have been cut down and painted

Labels (pictures and words) can be stuck on to the containers. These tell the learners what is in the containers and help them to sort and classify.

Storage containers can be placed wherever they are needed in the room.

The teacher also needs storage for her own resources out of the reach of the learners e.g. top shelf of a cupboard.

Materials that are used regularly by learners should be stored so they are tidy and easy to reach and use.

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# Floor covering

The floor should be swept and washed regularly.

The following can be used for floor covering in the Grade R classroom:

- a large carpet for the central area, for whole group activities e.g. story time
- off-cuts of carpet from carpet factories or shops that can be cut into small mats for individual learners to use
- blankets that can be put out and then folded up again after an activity
- small plastic sheets (PVC heavy-duty plastic) used on the carpet to make different work areas, or used on the floor to mark different activity areas around the classroom e.g. block corner
- mats made of plaited plastic bags used anywhere in the classroom where learners sit on the floor
- reed and/or grass mats also used for small groups of learners sitting and working on the floor
- anything that prevents learners from sitting on a cold floor e.g. clean newspapers, sacking, etc.

# Making papier maché

## How to make papier maché

1. Tear the egg boxes or wine sleeves into small pieces and soak in water.
2. After a few days, drain the excess water.
3. Mash the soaked material with a stone on a hard surface until it is all broken down.
4. Knead the papier maché, gradually adding the glue until it becomes a smooth mixture. Do not make it too watery.

### What you need:

Egg boxes or wine sleeves
Water
Small packet of wallpaper glue (Make the wallpaper glue by following the instructions on the packet)
Bucket or similar container
Stone

## What to do with papier maché

- Cover a plastic object (like a yoghurt container), adding any extra bits that are needed e.g. a handle for making cups. Wait for it to dry. Finally paint it with poster paint and then varnish it.
- Model an object with the papier maché e.g. an apple. Allow it to dry. Then paint it with poster paint and varnish it when the poster paint is dry.

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# Making a birthday chart

A birthday chart is used to display the learners' birthdays. It is very important for learners to know their date of birth. Throughout life they will be asked to fill in their birth date in many different situations. In the Reception Class, each child can be made to feel special as his or her birthday arrives, even if birthdays, as such, are not part of the child's culture.

## Instructions:

- There must be a separate picture for each month.
- The pictures should follow a common theme e.g. Toys – each month could be a different toy.
- The pictures for the months must be arranged from left to right so that January is on the far left and December on the far right (this encourages a left to right eye-movement which helps with reading). These pictures can be separate from one another (i.e. not drawn on one big page) as this may make it easier to stick the whole chart on the wall.
- Each month must have its name written below in lower case script but with a capital letter to start e.g. November.
- There should be place on or around the pictures to stick up the names of the learners whose birthday is in that month.

# Making a weather chart

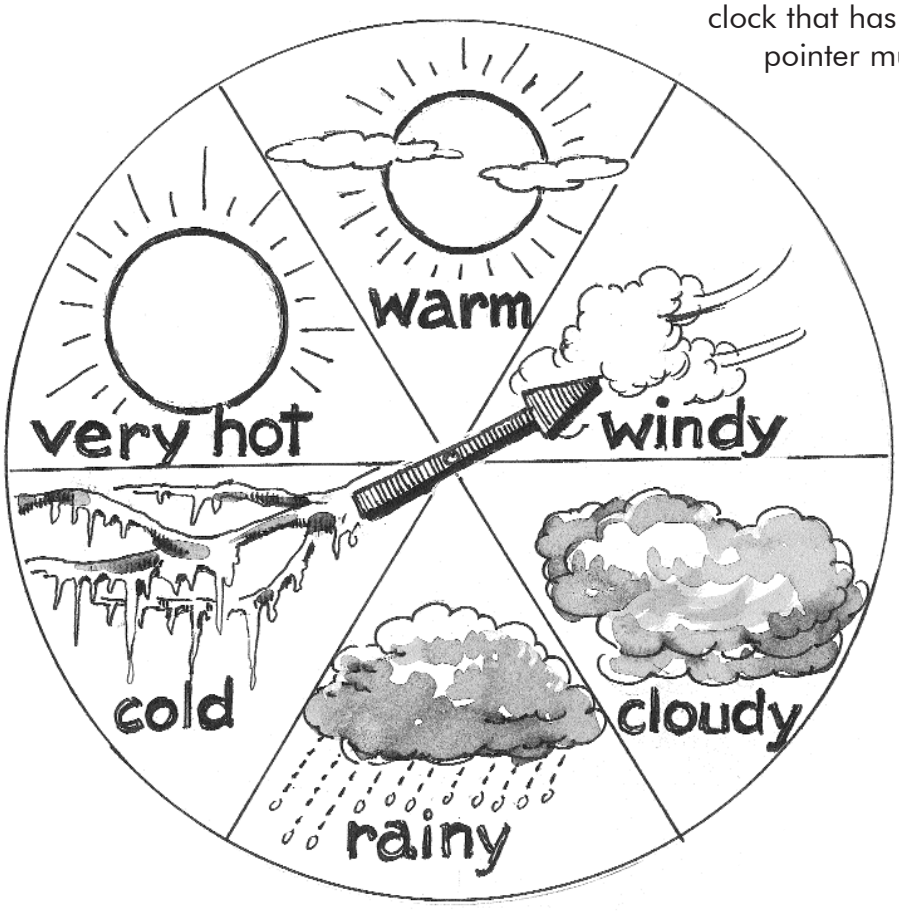
Weather charts display pictures or symbols of the weather. The learners decide what the weather is like outside and then choose a picture or a symbol that best illustrates the weather.

Below are the instructions for making one kind of weather chart:

## A clock-face weather chart

This chart looks like a large clock.

- Start off with a large circle of cardboard i.e. cardboard shaped like a clock.
- Divide the face of the clock into six equal sections.
- Write one of the following descriptions at the bottom of each section: very hot, warm, windy, cloudy, rainy, cold (do not turn the chart round as you write. When you stick your chart on the wall, it will be difficult to read words that are upside down. Each word must be easy to read.)
- Now draw a picture of the different kinds of weather to illustrate the words in each section.
- In the centre of the clock face, make a small hole. Use a paperclip to attach a 'clock hand' with a point like an arrow. This hand should be able to move and point to the different sections on the clock face, e.g. if it is windy, the learner can move the hand to point to the section of the clock that has the windy picture. The pointer must not be too loose.





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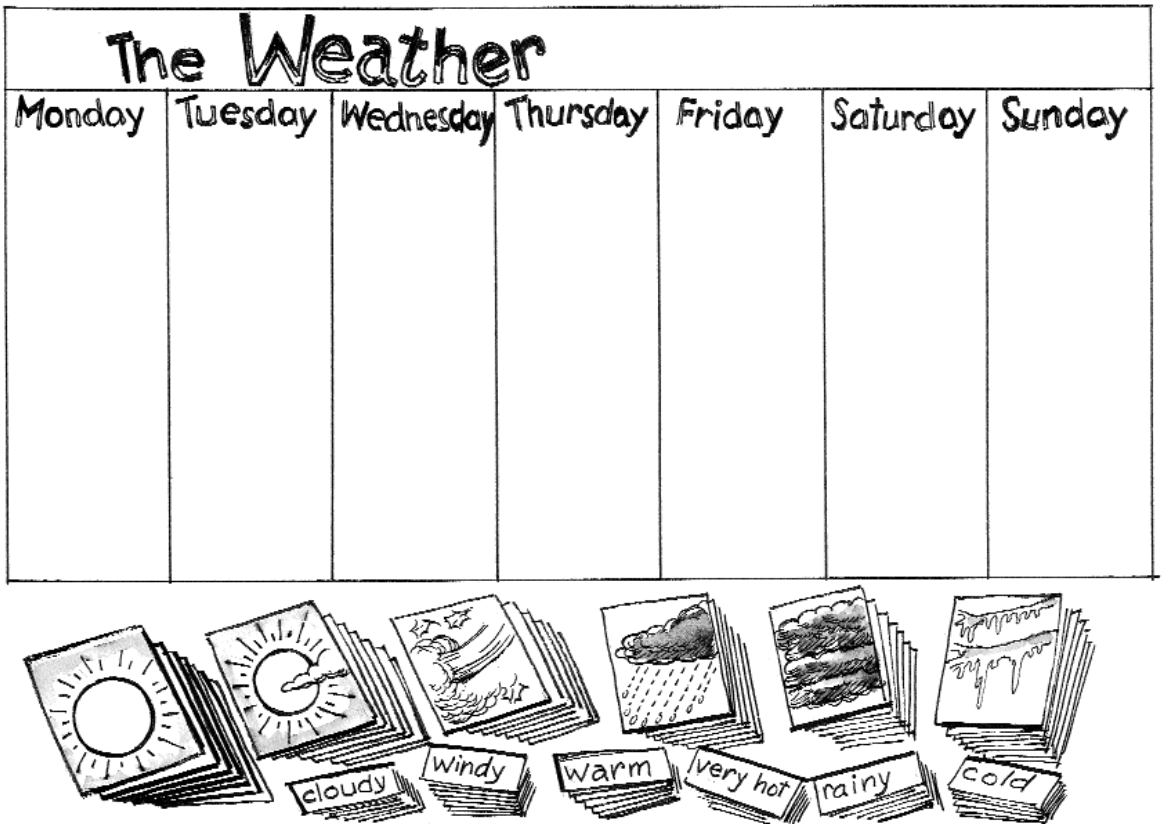
## A weather board

This weather board gives the learners a chance to see how the weather changes over the week, because the little pictures and the words are left on the board until all the days have been filled. The learners also have to identify which day it is each day.




### Instructions:

- Start off with a large rectangular piece of card.
- Write 'The weather' as a heading at the top.
- Now divide the card into seven columns across and write Monday, then Tuesday, then Wednesday etc. from left to right at the top of each block.
- Now make sets of cards that will fit into the seven columns with pictures or symbols that represent very hot, warm, windy, rainy, cloudy, and cold (you will need seven of each type as it might rain for seven days!)
- Make another set of cards with the words very hot, warm, windy, rainy, cloudy and cold written on them (once again you will need seven of each).
- Each day, the learners will find the correct small card to put in the correct block e.g. if Wednesday is a very hot day, learners must find the card with a sun on it to put into the block that says Wednesday. Then learners must find the card with the word that matches the picture or symbol, and put that card in the same space e.g. the word very hot will be put under the picture of the sun in the Wednesday block.

# Safety in the Grade R classroom

## Safety measures in a Grade R classroom would include:

- ensuring that the physical environment is safe e.g.
- no broken windows
- no dangerous floors (slippery, holes in floors)
- no unattended imbawula (in winter)
- no exposed electrical wires

- ensuring that cleaning fluids, poisons (e.g. for rats), medicines etc. are stored safely and learners are made aware of their dangers

- ensuring that class rules for safe behaviour are set in place

## Safety measures for outdoors would include:

- having the outdoor area fenced if possible

- making sure there are no sharp objects on the ground e.g. nails, broken glass

- making sure that the apparatus is strong and stable (won't fall over or break)

- making sure there are no dangerous splinters on the wooden apparatus

- making sure there are rules for safe behaviour e.g. not standing too close to the swings, taking off slippery shoes when climbing

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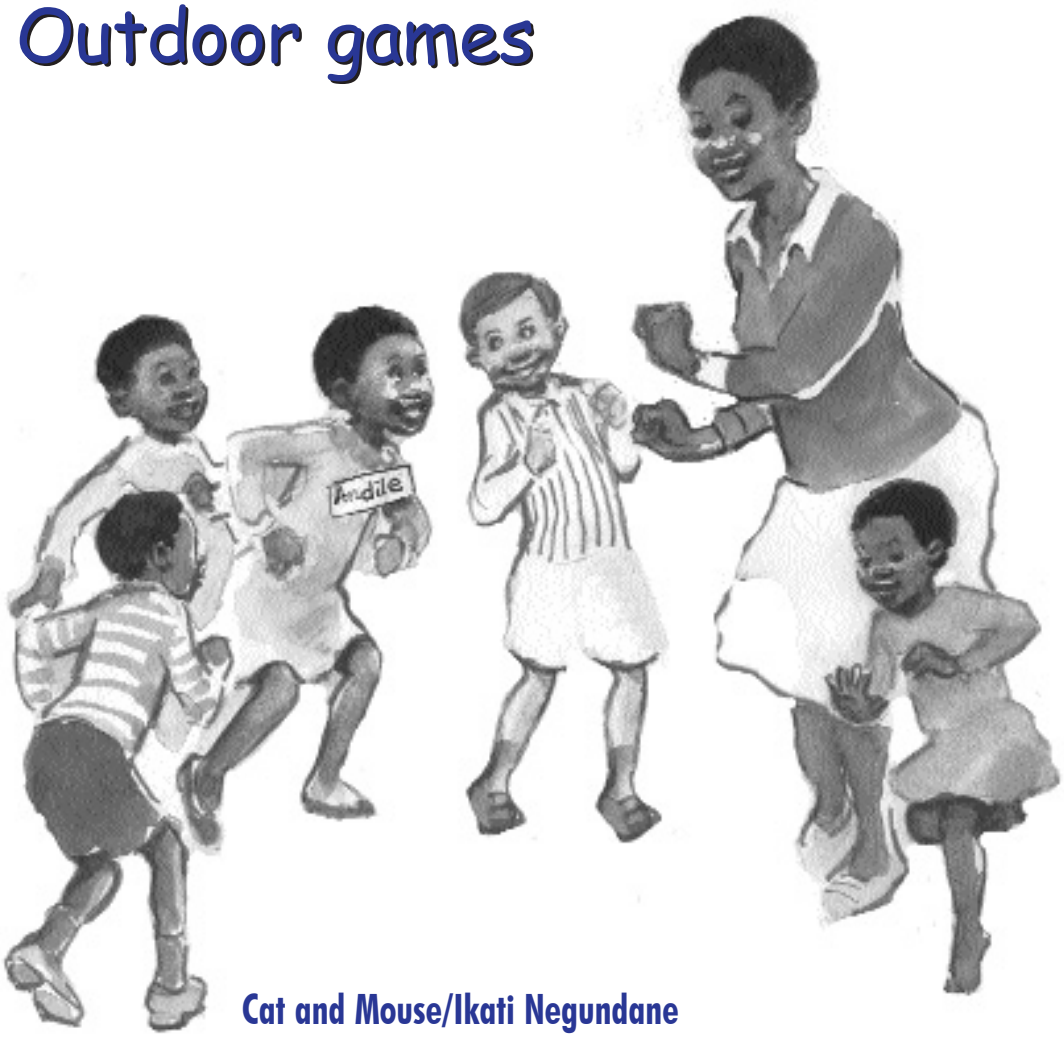
# Outdoor games




## Cat and Mouse/Ikati Negundane

To play this game, children make a big circle all holding hands. The teacher chooses one learner to be a cat and one the mouse. The cat goes on the outside, the mouse on the inside. Children let the cat in or out of the circle by raising their hands up or down. If the cat catches the mouse, the teacher chooses a new mouse. The game continues so that many have a turn.

Note: if the teacher makes the caught mice sit out, she should give them something else to do to keep them occupied, or include them back in the game.

## Ngiyaphuma la

Learners stand in a circle holding hands. The teacher chooses one learner who will stand inside the circle. The learner inside the circle tries to leave the circle by forcing his/her way through the children's arms. When he tries to leave he says 'ngiphuma la' and the others respond 'zinsimbi'. This goes on until he finds the weak link and escapes. The next learner is chosen until many have had their turn.

# The outdoor play area

The outdoor play area should ideally include some sort of apparatus or space to provide for the following:

- balancing
- swinging and hanging
- climbing/clambering
- eye-hand co-ordination (like catching and throwing)
- eye/foot co-ordination (like kicking)
- games
- water and sand play activities
- creativity using many different materials

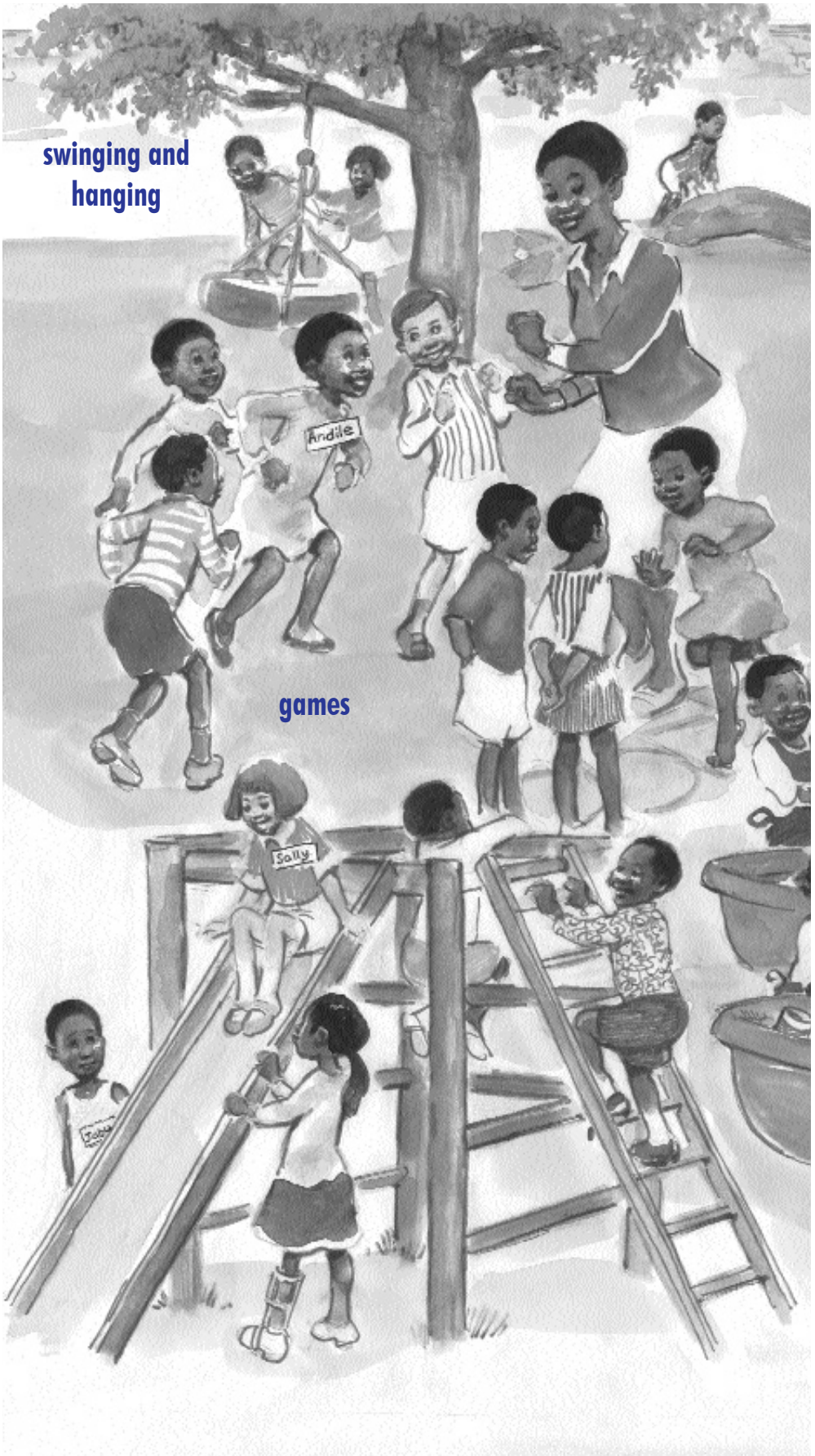
Every outdoor area for Grade R's will be different, but the teacher's job is to do the best she can with what she has in the current situation.

Factors affecting the way an outdoor area is set up and equipped include:

- the availability of funds
- the support of the principal and staff
- the support of the parent community
- security in the school

**but most of all**

- the motivation of the teacher!





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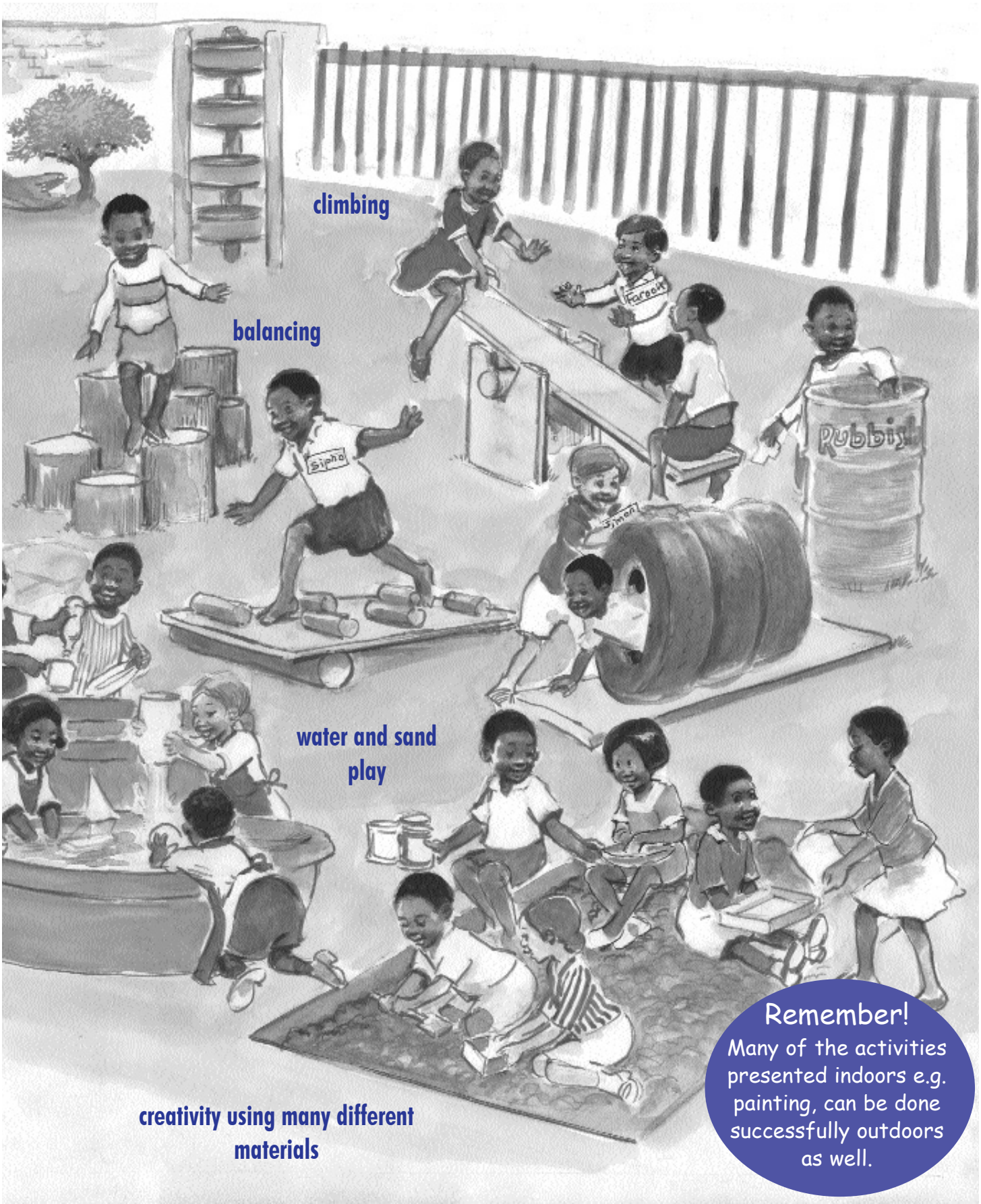
climbing
balancing
water and sand play
creativity using many different materials
Remember!
Many of the activities presented indoors e.g. painting, can be done successfully outdoors as well.

# The benefits of outdoor activity

## Good outdoor activity:

- develops physical skills including large and small muscle development, co-ordination, balance
- develops social skills including working in a group, following rules, taking turns, role playing
- meets exercise needs
- provides enjoyment and emotional release

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# Getting to know the Grade R learner

## Theories

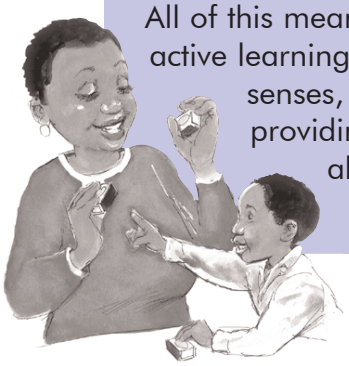
### Piaget:

Piaget believed that all people go through different stages of cognitive development. According to Piaget, Grade R learners who are five to six-year-olds, are at the end of the *intuitive stage of the pre-operational period* and the beginning of the *concrete operational period*.

The names of the different stages of development are not important. What Piaget has to say about the cognitive development of children of this age is important. This helps the teacher understand what Grade R learners need and how to facilitate their learning.

According to Piaget, children of this age learn best by:

- seeing, hearing, touching, tasting and feeling real objects;
- handling real objects before hearing about them or seeing pictures of them;
- having new knowledge added, bit by bit, to what they already know well;
- learning new words when it is important to do so and they can see the need for the new words;
- being given the right words at the right time to help their thinking process.



All of this means teachers should be providing lots of activities that involve active learning. They should be encouraging learners to use their bodies and senses, and to learn with concrete objects. They should also be providing many opportunities to represent the concrete with more abstract activity through creative activity, role play, music, movement, stories and lots and lots of talking!

### The 'concrete' and the 'abstract'

Piaget uses the terms 'concrete' and 'abstract' to show that there are two different ways of learning and thinking.

The **'concrete'** refers to the real experiences that involve using the body and the senses to interact with physical objects.

The **'abstract'** refers to ways of understanding, interpreting, representing and communicating about these concrete experiences and objects.

# Erikson

Erikson believed that people go through stages of psychological and social growth. As five to six-year-olds, Grade R learners are between stages, according to Erikson. They are at the end of the third stage and the beginning of the fourth stage of psycho-social development i.e. they lie between the stage of *initiative versus guilt* and the stage of *industry versus inferiority*.

Erikson developed his theory after years of observing young children. His theory helps us to understand Grade R learners and to meet their psychosocial needs.

Erikson believed that:

- Children of this age should be encouraged to make their own choices and do things in their own way, in other words to use their own initiative. This will help them feel confident and accepted. Without this, they could end up feeling guilty, because everything they want to do is wrong!
- Children of this age should be encouraged to keep trying and to finish tasks properly so they end up feeling satisfied and successful, in other words to develop a sense of industry. Without this they could end up feeling inferior and incapable of doing anything right.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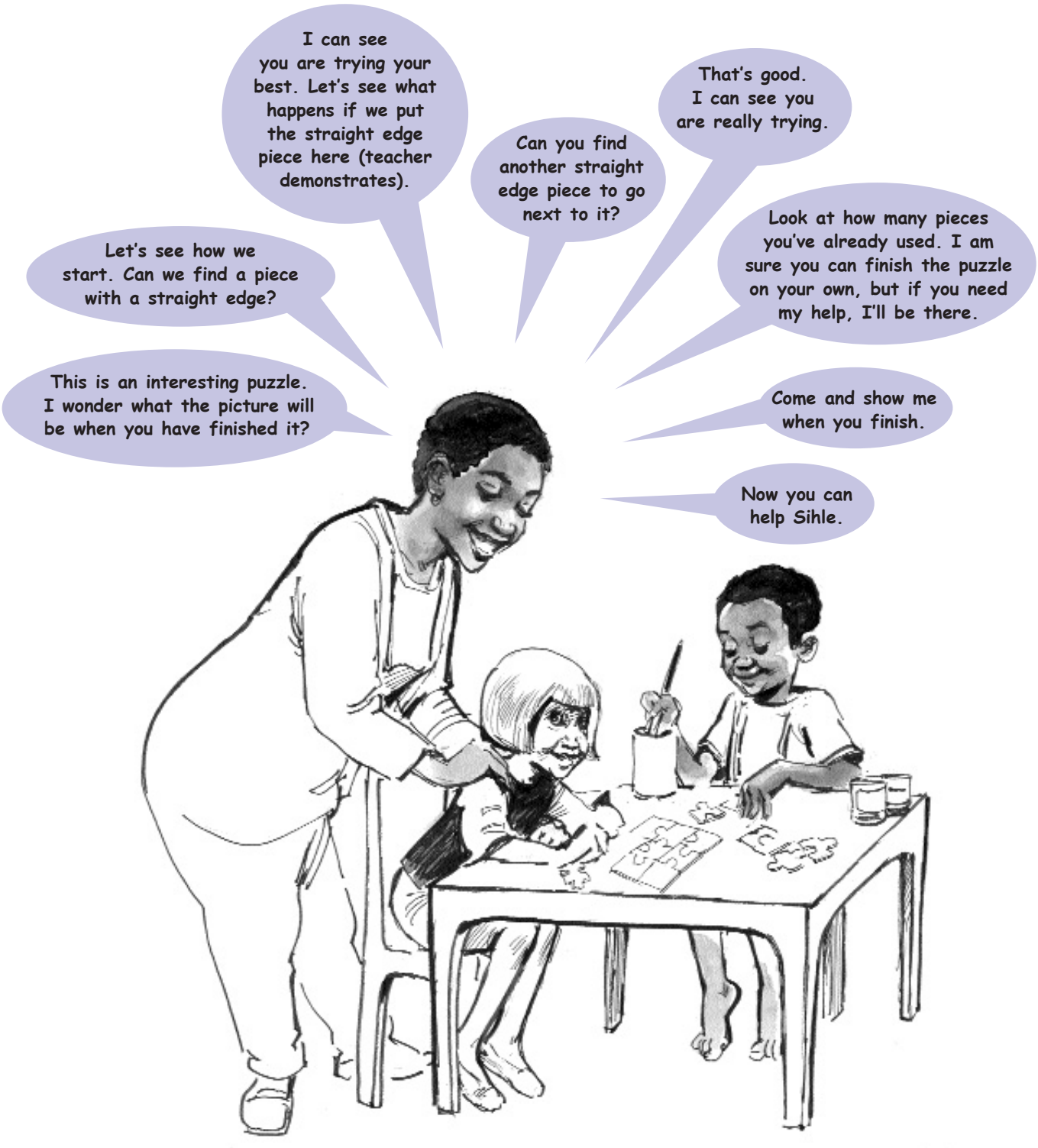
# Using Erikson's theory

Imagine you are a Grade R learner. It is individual choice time. You are struggling to complete a simple puzzle. You are not able to fit two puzzle pieces together correctly and are sitting there turning the pieces round and round in your hand.

The teacher can respond positively or negatively to what you are doing. Let's see what this means:

## Negative responses could be:

## Positive responses could be:





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# Vygotsky and Feuerstein

**Mediated learning** was first given a name by Vygotsky, but has been further developed by people like Feuerstein. The theory stresses the importance of the human mediator (parent or teacher) and suggests that learning is made more meaningful if it is mediated.

According to this theory, Grade R learners need a sensitive teacher to help mediate their learning.

In mediated learning:

- The learner responds to a learning situation in her own way
- The mediator (the teacher) serves as the go-between
- She helps interpret what the learner has experienced and tells the learner what this is (reflects it back)
- In this way, she helps the learner truly understand the situation (in other words, make the learning her own)
- She then helps the learner move on to the next level of understanding

The focus in mediated learning is on the *process* of building understanding, not on the *end result* of learning.

# Learners with special educational needs (LSEN) or barriers to learning

The learner with special educational needs (LSEN) is a child found in ordinary classrooms, but who requires some kind of special assistance from the teacher, or an outside agent/specialist, to help him/her meet the challenges he/she faces. The highly-gifted learner is also LSEN and needs special attention from the teacher e.g. enrichment programmes.

Some LSEN are not easily identified. Their difficulties are not obvious, but a teacher who develops her observation and assessment skills will notice areas in which the learner does not cope. She then needs to ask WHY?

The teacher has to watch out for subtle signs which may indicate that the learner has difficulties in one or other area. She needs to constantly ask herself questions about her learners and try to find the answers to these.

**10 reasons for inclusion:**

1. It promotes the right to learn and live together.
2. It promotes acceptance of diversity.
3. It supports a uniform and responsive education and training system.
4. It builds respect for one another.
5. It supports positive interaction and learning from one another.
6. It supports the removal of all elementary discrimination.
7. It helps to build a rehabilitative and supportive society.
8. It is a human right.
9. It makes good education sense.
10. It makes good social sense.

## Who is disabled?

If you fail to see
The person
But only the disability
Then who is blind?

If you cannot hear
Your brother's
Cry for justice
Who is deaf?

If you do not communicate
With your sister
But separate her from you
Who is disabled?

If your heart or mind
Does not reach out to
Your neighbour
Who has the mental
handicap?

If you do not stand up for the
Rights of all persons
Who is the cripple?

Our attitude towards persons
with disabilities
May be our biggest barrier
And yours too.


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| Frequently asked questions | Possible answers |
|---|---|
| Why doesn't she listen? | Hearing difficulties or problems at home<br>Boredom |
| Why does she have difficulty colouring in the lines? | Poor eyesight, poor hand-eye co-ordination |
| Why does he not sit still? | Weak muscle strength, hyperactivity |
| Why can't he remember instructions? | Hard of hearing, poor auditory memory, poor cognitive ability |
| Why is she always tired or lethargic? | Poor nutrition, illness such as HIV/AIDS, lack of sleep, abuse |
| Why does she always cling to me? | Problems at home, abuse, death in family, mother absent, any number of socio-economic reasons |
| Why will he never sit and do quiet activities like 'reading' a book or doing a puzzle? | Lack of cognitive ability, hyperactivity, perceptual problems<br>The activities may not be challenging |
| Why is he away so often? | Infected or affected by HIV/AIDS, abuse, other illnesses, family problems |
| Why is he not paying attention? | Emotional problem, possible epilepsy, HIV/AIDS in the family, socio-economic problems, tasks below his level (not challenged) |
| Why is he constantly crying? | Problems at home/school, pain (emotional or physical) |

# What to do when there is a learner with special needs

- The teacher should collect all possible information. She should speak to the parent/s. She should listen to their comments, as parents are usually the first to be aware of problems.
- The teacher should collect all possible reports on the learner: medical reports, pre-school reports, psychological reports, etc.
- The teacher should refer the learner for a full medical examination (doctor or clinic).


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- The teacher should plan specifically for that learner and his/her needs. This is known as IEP (Individual Education Programme). Some ideas for LSEN learners are offered on activity pages 34 - 37.

- The teacher should collaborate with colleagues. If there is a Teacher Support Team (TST) in the school, they are there to support the teachers and help suggest solutions. If there is no TST, ask the other teachers on the staff for ideas and suggestions.

- If the problem still persists, the teacher can refer to the Regional PGSES (Psychological, Guidance & Special Education Services) at the Regional Office.

**N.B:** *Parental permission must be obtained prior to PGSES's intervention.*

# Whole class time

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Jabu
Simon
Andile
Sally

# Whole class time – Movement rings

Movement rings consist of four main sections:
1. Warm-up activity
2. Main part of the ring, working on an aspect of movement in space
3. Game
4. Relaxation

This is what is meant by each of these sections:

## 1. Warm-up activity

Here the teacher sees that the learners warm and loosen up their bodies so the activities following do not strain their muscles unnecessarily.

## 2. Main part of the ring

Here the teacher can plan activities using different aspects of movement that help to develop the learners physically and guide their understanding of space. The teacher can choose one or two aspects from the following:

- **Balance:** which includes balancing while moving (e.g. walking across a narrow plank) and balancing while not moving (e.g. standing on one leg)
- **Locomotion:** which means moving the body across the ground in some way
- **Body management:** which means controlling the body while in one place and not moving across space (e.g. pushing/pulling, twisting/turning, bending/stretching, falling/rising)
- **Position and direction:** which means understanding and using different positions (e.g. left/right, in front/behind, on top/below) and direction which means moving in certain directions (e.g. forwards, backwards, towards something, away from something, etc.)
- **Eye-hand and eye-foot co-ordination:** (e.g. catching, throwing, kicking)

## 3. Game

The game is a fun activity to end off the lesson.


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## 4. Relaxation

Here the learners calm down and rest for a short while before the end of the lesson.

### Points to remember:

Movement rings usually happen outdoors because there is more space to move around.

- It is a good idea to mark the area within which the ring will take place. This will prevent the learners from running off too far. You could use rope or simply put out four markers to indicate the four corners of the area.
- It is best to ask learners to take their jerseys off before the ring, so that they do not get too hot.
- Let the learners have a rest in between the different sections of the ring, especially if it is hot.
- Learners should not climb on any apparatus (like a balancing beam) with slippery shoes. If it is warm enough and the surface is safe and clean, it is a good idea to let the learners take their shoes off before these rings.

Remember, movement rings should be fun and the learners should look forward to them!

### Guidelines to planning

1) Choose LOs and ASs, for example, from the **Life Orientation Learning Area**:
   LO4 Physical Development and movement
   AS3 Performs expressive movement using different parts of the body

   and from **Languages**:
   LO2 Speaking
   AS2 Expresses feelings

2) Select context/theme/topic, for example, "Feelings".

3) Select Assessment Strategies, for example, observation.

4) Identify resources, make sure they are relevant, for example, music and scarves.

# Whole class time – Drama rings

Drama rings consist of three main sections:
1. Introduction
2. Main part of the ring
3. Conclusion or ending

A drama ring or lesson is an opportunity for the learners to role-play situations, events, personalities or feelings in a safe atmosphere. At Grade R level, drama rings are not plays or productions. We do not find one or two learners 'taking a part' and the rest of the learners sitting watching. Everyone explores situations and feelings together, guided by the teacher. *Everyone* takes *all* the parts.

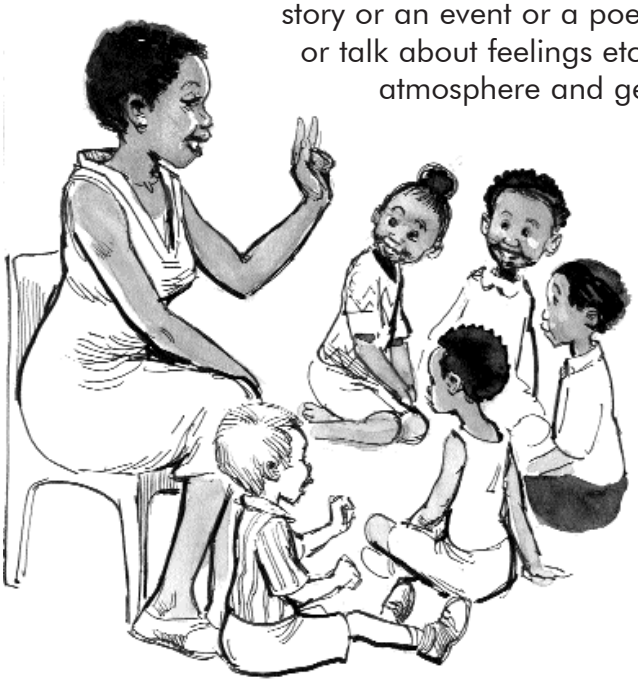
This is how it can be done. The teacher chooses one of the following to base her ring on:

- a story that is familiar to the learners
- a story that she has made up to fit the Learning Outcomes (LOs) and Assessment Standards (ASs)
- a rhyme or poem that the learners like
- a situation that is meaningful to the learners
- feelings that the learners have experienced
- people and personalities known to the learners
- music

Now she presents her drama ring using the following technique:

## 1. Introduction

The teacher uses something to get the learners' attention and to introduce them to what the drama will be about (she may remind the learners of a story or an event or a poem that they know, or play some music, or talk about feelings etc.). In other words she builds the atmosphere and gets them ready for the dramatising.

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## 2. Main part of the ring

The teacher gets **all** the learners to join in. She takes them through the story, poem, event or feelings together and **everyone** dramatises. She has to keep her voice interesting to keep the learners involved. She helps them to experience **every** bit of the story, poem or situation. The learners use their own initiative and imagination and the teacher helps them to 'lose themselves' in the drama.

## 3. Conclusion

The teacher rounds off the lesson and ends up with everyone calm and quiet, even if the learners have been loud and boisterous during the main part of the drama.

## Guidelines to planning

1) Choose LOs and ASs, for example, from the **Arts and Culture Learning Area**:
   LO2 Reflecting
   AS2 Thinks about and shows how people and animals move

   and from the **Life Orientation Learning Area**:
   LO4 Physical development and movement
   AS2 Explores different ways to locomote, rotate, elevate and balance.

2) Select context/theme/topic, for example, wild animals.

3) Select Assessment Strategies, for example, observation.

4) Identify resources, make sure they are relevant, for example, pictures of wild animals, a poem about wild animals.

# Whole class time – discussion rings

Discussion rings or lessons are whole class times when the teacher talks about different things with the learners.

Teachers need to bear in mind some important points when presenting a discussion ring:

- Try to have **real objects** to talk about. These could be man-made objects (toys, clothing, household goods etc.) or natural objects (animals, plants, rocks. etc).
- **Pictures** and **models** are second best, but will do if the teacher is not able to get the real thing.
- If there are no resources for the lesson and the teacher has to **tell** the learners about something, she will need to be very descriptive and make lots of links with objects or situations that are familiar to the learners.
- **Remember:** the teacher should never tell the learners something they can find out for themselves. She should get learners to discover things by questioning and investigation through their senses i.e. what the object looks, sounds, feels, tastes and smells like.
- Always make sure that everyone can see the object about which the teacher is talking. She can then call up individual learners to come and use their senses and tell everyone what they have found.
- Sometimes it is a good idea to have an object for every learner e.g. a leaf, if the teacher is talking about leaves.

**Remember!**

If you present discussion rings like this you will be using techniques that fit in with what we know about how a Grade R learner learns best i.e.
- ensuring active learning;
- encouraging the use of the senses;
- working from the known to the unknown;
- encouraging learners to express themselves and use language in context.

- Using a hands-on approach, where the learners actually interact with the objects, leaves the learners with a clear picture of the object in their head.
- The teacher should seat learners who need special attention close to her.

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By really looking closely at things in our environment, one forms clear pictures in one's head. Young learners need to use all their senses to explore and learn about the world. They also learn better from hands-on experiences. The teacher's role is to ask questions that make learners think and talk!

## Questions to guide the observation or study of an object:

- What does the object look like? (think about colour, shape, size, decoration, etc.)
- What does it feel like? (think about texture, temperature, mass)
- Does it make a sound?
- Can you taste it or lick it? What does it taste like?
- Does it smell? What sort of smell?

**Remember!**
Remember to help the learners compare each property with other things they know e.g.
- The colour of the object reminds me of a ripe apple.
-The object smells like lemons.

## Guidelines to planning

1) Choose LOs and ASs, for example, from the **Literacy Learning Area**:
   LO1 Listening
   AS1 Listens attentively and responds

   and from the **Social Sciences Learning Area**:
   LO2 History, knowledge and understanding
   AS1 Discusses personal experiences in past and present.

2) Select context/theme/topic, for example, "When my grandparents were young".

3) Select Assessment Strategies, for example, discussion/ questioning.

4) Identify resources, make sure they are relevant, for example, a visit from a gogo with old photographs, etc.

# Individual choice time

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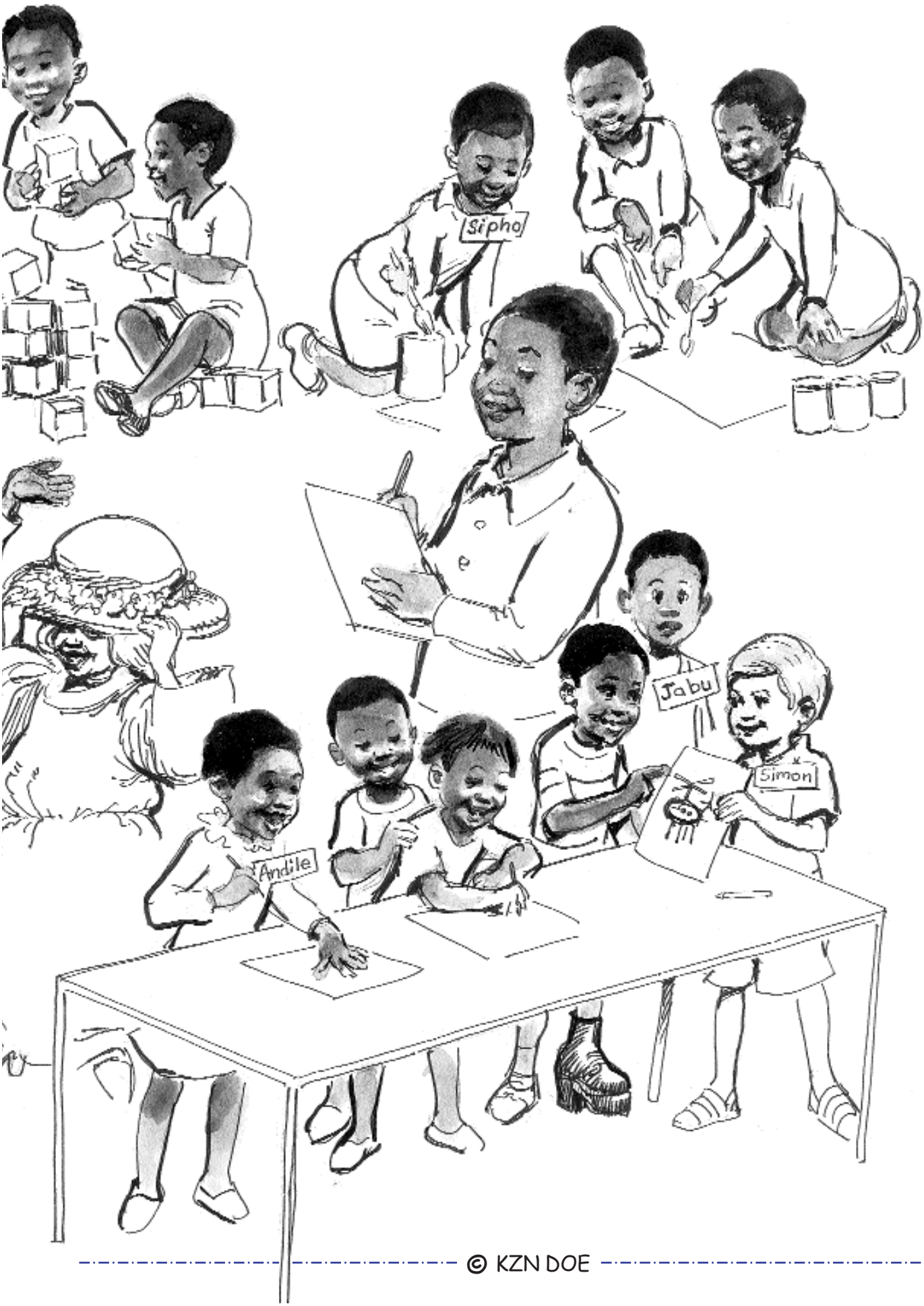
Sipho
Jabu
Simon
Andile

# Outdoor

It is important to bear the following points in mind when organising outdoor individual choice times:

- There should be enough for every learner to do while they are outdoors.
- If there is not enough equipment or apparatus to go around, then the teacher must play games with the learners or get them to play a game on their own.
- Outdoor time is not just a period of running around aimlessly. Learners should be actively and constructively involved all the time.
- Many of the creative activities that are done indoors can also be done outdoors.
- Some very messy activities like starch painting are even better done outdoors.
- Outdoor time is a very good time to help LSEN on a one-on-one basis.

**HIV/AIDS**
- Your special kit
- Gloves
- Jik

**Resources needed**
- Balls, hoops, ropes
- target
- beanbags
- HIV/AIDS kit

**Strength and agility**
- Climbing
- Jumping jack
- Wheel-barrows
- Hop-scotch

**Body awareness in space**
- Obstacle course
- Rolling, crawling

**Eye-hand co-ordination**
- Ball catching
- beanbags
- skittles
- aiming at a target
- skipping

**LSEN**
- Observe: clumsiness, lack of balance, poor co-ordination, hyperactivity

**Hint:** LSEN learners need to be continually encouraged with all their activities, and the highly-gifted need to be given extra / challenging tasks

**Group Game**
- Farmer in the Dell
- Cat and mouse
- Ngiphuma la
- Duck, duck, goose


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# Collages

Collages are pictures made by sticking different things on to a sheet of cardboard or thick paper.

## Resources needed

- Pieces of cardboard or beer boxes
- Glue, brushes, scissors
- Strips of paper, bottle tops, toilet rolls, matchsticks, soil and sand, wool, string, material, seeds, wood shaving, shredded paper, stickers, polystyrene chips

## When

- During individual choice time (indoors or outdoors)
- During small group time.

## Who

- Individuals working alone
- Small groups working on one picture

## Role of teacher

- Sets up activities
- Provides materials that are easily available
- Questions unobtrusively
- Observes and assesses

## Where

- Inside on tables or mats
- Outside on tables or mats

## Level of development

Six-year-olds should be able to:

- use the material to represent an idea
- cut materials to shape required
- concentrate until the picture is finished
- tidy up after they have finished

## LSEN

- Observe difficulties, finger manipulation, arrangement of materials, pasting, cutting
- Encourage snipping, tearing, cutting
- Guide and support positively

## Value

- Fine muscle development
- Expression of creativity
- Representation
- Enjoyment

## HIV/AIDS

- Make a card for someone who is sick

# Box constructions

Box constructions are 3-D models made of waste materials used in unique and individual ways.

## Resources needed

- Any waste material e.g. boxes, bottle tops, egg boxes, ice cream sticks, strong glue, brushes, cotton reels, match boxes, toilet roll cylinders

## Role of teacher

- Provides variety of material
- Arranges it in an inviting way
- Encourages learners to use own initiative and ideas. Assists where necessary
- Supervises responsible use of materials

## When

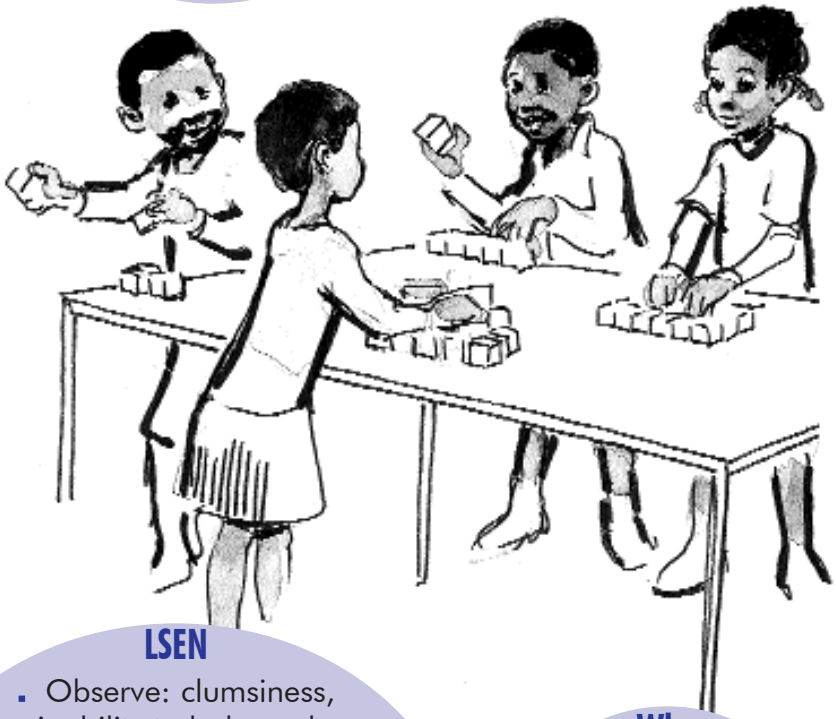
- During individual choice time (indoors and outdoors)
- During small group time

## Where

- On table
- On plastic mat
- On newspaper on the ground

## Level of development

- Six-year-olds enjoy manipulating and experimenting with different materials. They are able to represent real objects i.e. create imitations of real objects e.g. cellphones, cars



## HIV/AIDS

- Make a special house where people are looked after and cared for

## LSEN

- Observe: clumsiness, inability to balance boxes, spatial difficulties, frustration and avoidance
- Encourage copying of another model. Work with him. Let him explain what he is doing and develop appropriate vocabulary e.g. up/down
- Give the highly-gifted a leadership role

## Value

- Promotes hand/eye co-ordination
- Develops manual skills
- Provides opportunity for planning and creating

## Who

- Individuals can work alone on a construction
- Small groups can work together on a model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# Painting

## When
- During individual choice time (indoors and outdoors)
- During small group time

## Level of development
- Six-year-olds experiment with strokes and colours initially. Later they are able to paint realistic pictures and add more detail

## Resources needed
- Brushes, sponges
- Powder paint, mud as paint, thick whitewash as paint
- Waste paper of all shapes, colours and sizes

## Where
- On table
- On plastic mat
- On newspaper on ground
- At easel

## Role of teacher
- Provides protective covering
- Mixes paint
- Provides brushes, paint, waste material
- Gives necessary guidance about technique

## Value
- Develops creativity
- Develops hand/eye co-ordination
- Develops manipulative ability and fine motor skills
- Provides opportunity to make choices

## Who
- Individuals creating own pictures
- Small groups working on a large piece of paper together to create one picture

## HIV/AIDS
- Talk about feelings while painting and write child's story on painting
- Paint 'my family' and write child's story to go with it
- Experiment with colour and ask how colours make child feel

## LSEN
- Observe: difficulties with left /right dominance, spatial arrangement, lack of brush control and rhythm. Over-strong/weak grip, unclear images; listen to the story the learner tells of his work
- Encourage: use of dominant hand, paying attention, listening, clarifying, give support

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# Small group time

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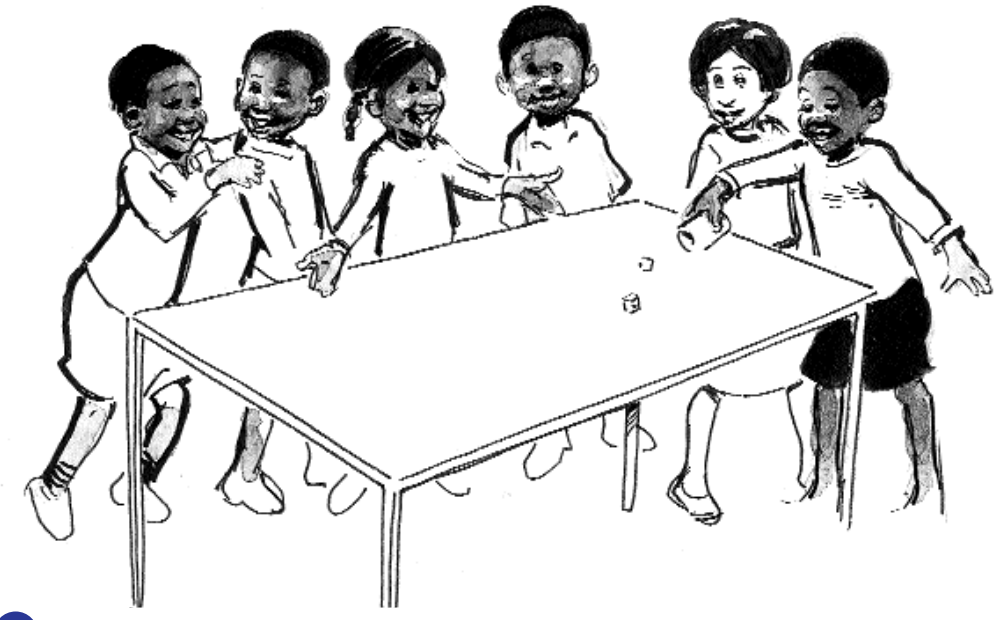
# Managing small group time

| DIFFERENT GROUPS DO DIFFERENT ACTIVITIES EACH DAY | | | | | |
|---|---|---|---|---|---|
| | GROUP A | GROUP B | GROUP C | GROUP D | GROUP E |
| Monday | 1 | 2 | 3 | 4 | 5 |
| Tuesday | 5 | 1 | 2 | 3 | 4 |
| Wednesday | 4 | 5 | 1 | 2 | 3 |
| Thursday | 3 | 4 | 5 | 1 | 2 |
| Friday | 2 | 3 | 4 | 5 | 1 |

- Each group does a different activity each day.
- The teacher chooses one activity to concentrate on each week. Each day she works with a different group who are doing that activity e.g. she chooses Activity 3 above. This will mean that she works with Group A on Thursday, Group B on Friday, Group C on Monday, Group D on Tuesday and Group E on Wednesday.
- The teacher explains to each group what they have to do and keeps an eye on them, but concentrates on one group a day. This means that she gets to know the learners very well because she works with them in their small groups each week.
- If every group is doing something different, then the teacher does not need to supply the whole class with materials for a specific activity e.g. if one activity needs paint brushes, she only has to have paint brushes for one group and not for the whole class. This system therefore saves on materials.
- If there are more than five groups, the teacher will have to allow two groups to do the same activity throughout the week. She will also have to work with two groups instead of one on certain days. If there is a Group F and this group does the same activity as Group A, then the teacher will work with two groups (A and F) on Thursdays.

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# Assessing Grade R learners

## Assessment

### What is the teacher assessing?

Teachers assess behaviour (performance of skills, interaction with other people, conformity to social demands, control of emotions) and evidence of thinking (answers to questions, application of knowledge, solving of problems, creativity, decision-making).

### What provides the evidence?

The activities and experiences the teacher provides for the learners give the evidence.

### How do we gather or collect this evidence?

The teacher uses strategies, tools and techniques like:

- **Observation of behaviour**
  What the teacher sees and hears about the learner, what the teacher senses or feels about situations involving the learner, etc.
- **Discussion with the learners themselves**
  What the learners say about what is happening, how they see things, what they answer when asked questions, how they assess their own behaviour (self assessment).
- **Discussion with the learner's friends**
  What the friends say about the learner, how *they* assess his or her behaviour (peer assessment).
- **Concrete evidence collected in a portfolio**
  Actual drawings, paintings etc. that the learner has done over the year which remind the teacher of what the learner can do, and how his skills have improved.
- **Interviewing adults about the learner**
  Parents, caregivers, friends, other members of staff, professionals, etc. These people may see things very differently to the teacher. They may know about important influences in the learner's life that the teacher does not know about.
- **A learner profile that will be passed on to the following grade or school**
  It should contain the following aspect:
  1. Personal information
  2. Physical condition and medical history
  3. School attendance and record of attendance
  4. Participation and achievements in extra curriculum activities
  5. Emotional and social behaviour
  6. Parental involvement
  7. Areas needing additional support
  8. Summative and end of year report
  9. Progression summary record of the schooling years

### How do we record or store this evidence?

The teacher needs some sort of record system that provides proof or evidence of the learner's performance.

- She has the portfolios for all the learners
- She has the Learner profile that adds to our understanding
- She has her Continuous Assessment forms for each learner

# Filling in continuous assessment forms

**Remember!**
We learnt about filling in assessment forms in Module One. Look back and see what we said.

As she fills in her Continuous Assessment form for her learners, the teacher should look at what she has written and answer these questions honestly:

- Do my comments fit the ASs? In other words, do the comments tell me *when* the learner demonstrated the AS and *how* he or she performed?
- If the learner couldn't demonstrate the performance, have I indicated the level of achievement?
- Do any of the assessment forms suggest that a learner has special educational needs?
- If so, are there any suggestions under comments about what to do or try with a learner who is having problems?
- Does the assessment help me identify the learner's strengths?

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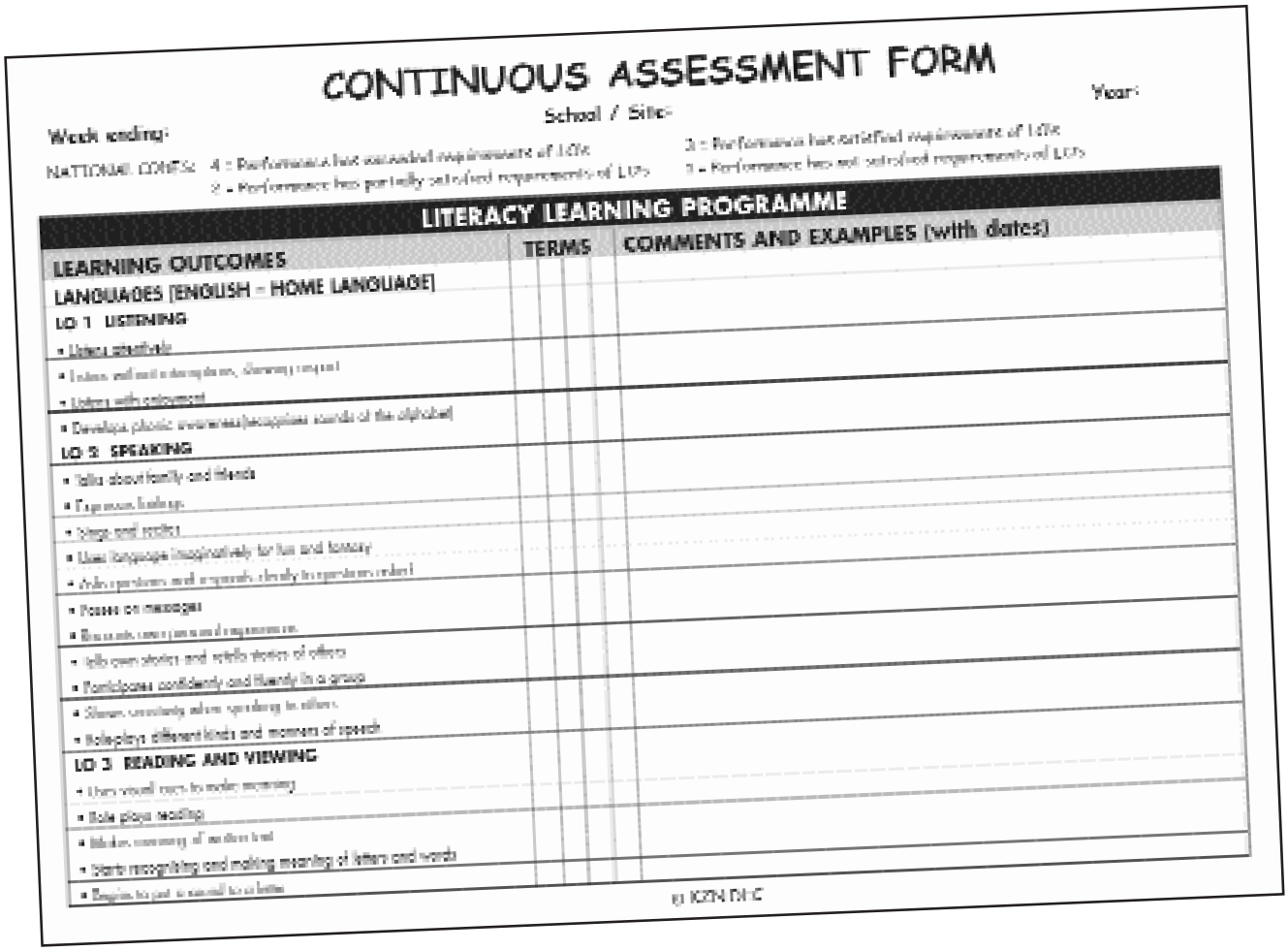
This task will help the teacher evaluate the effectiveness of her assessment and record keeping.

It should show her whether:
- her assessment is relevant
- there is enough detail to give an accurate picture of the whole child
- the assessment process is manageable.

It will also help the teacher to reflect critically on her own assessment and record keeping.



CONTINUOUS ASSESSMENT FORM

Week ending: School / Site: Year:

NATIONAL CODES: 4 = Performance has exceeded requirements of LOs 3 = Performance has satisfied requirements of LOs
2 = Performance has partially satisfied requirements of LOs 1 = Performance has not satisfied requirements of LOs

| LITERACY LEARNING PROGRAMME | | |
|---|---|---|
| LEARNING OUTCOMES | TERMS | COMMENTS AND EXAMPLES (with dates) |
| LANGUAGES (ENGLISH – HOME LANGUAGE) | | |
| LO 1 LISTENING | | |
| • Listens attentively | | |
| • Follows and acts on instructions, listening comprehension | | |
| • Listens with enjoyment | | |
| • Develops phonic awareness/recognises sounds of the alphabet | | |
| LO 2 SPEAKING | | |
| • Talks about family and interests | | |
| • Expresses feelings | | |
| • Sings and recites | | |
| • Uses language imaginatively for fun and fantasy | | |
| • Asks questions and responds clearly in appropriate order | | |
| • Passes on messages | | |
| • Expresses views, opinions and requirements | | |
| • Tells own stories and retells stories of others | | |
| • Participates confidently and fluently in a group | | |
| • Shows sensitivity when speaking to others | | |
| • Roleplays different kinds and manners of speech | | |
| LO 3 READING AND VIEWING | | |
| • Uses visual cues to make meaning | | |
| • Role plays reading | | |
| • Makes summary of written text | | |
| • Starts recognising and making meaning of letters and words | | |
| • Begins to put a sound to a letter | | |

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# Observation

Teachers of young children have to watch and listen and be open to what children say and do. This forms the foundation for continuous assessment.

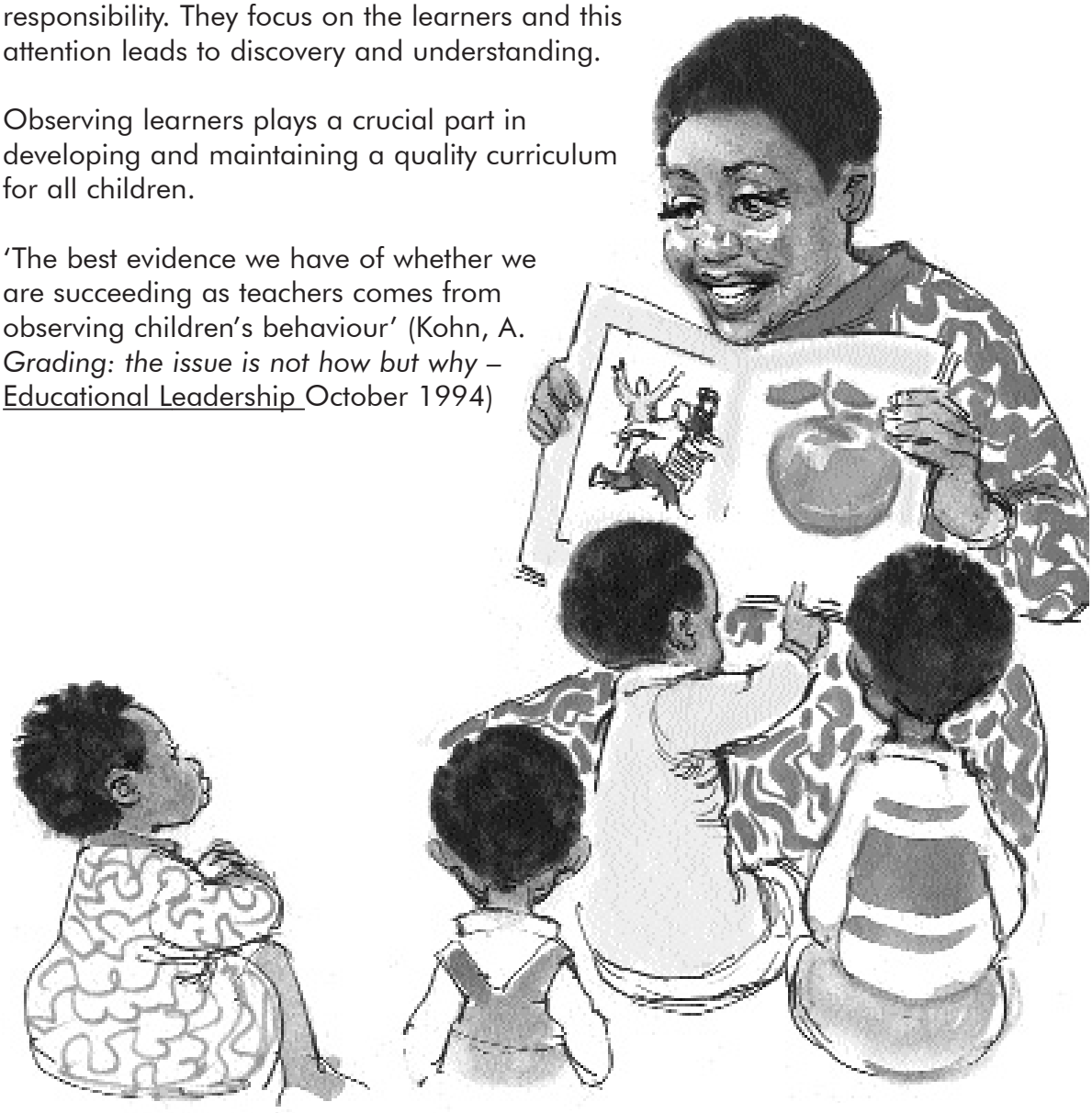
This observation of children helps build relationships. It helps teachers understand their learners and interact sensitively with them. It also helps them extend their learners' play and provide learning experiences to meet their needs.

When teachers observe children effectively, they move beyond what they can see, hear and touch. They begin to make meaning of what they perceive, interpreting their learners' activities in the light of their experience.

Educators must set time aside in the daily routine to make and use observations. This does not mean that they are avoiding interaction or simply indulging themselves. Special times for observation are part of an teacher's professional responsibility. They focus on the learners and this attention leads to discovery and understanding.

Observing learners plays a crucial part in developing and maintaining a quality curriculum for all children.

'The best evidence we have of whether we are succeeding as teachers comes from observing children's behaviour' (Kohn, A. *Grading: the issue is not how but why* – Educational Leadership October 1994)

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- Good observation needs detail
- Observation is subjective (everyone sees situations from their own perspective) so teachers may need to get other people's opinions as well
- Observation is a skill that develops with practice (like writing or singing)

# Portfolio planning

What is the main purpose of a learner portfolio?

What sort of evidence will the teacher include in a portfolio?

How will the teacher select evidence for a portfolio?

How will the teacher make a portfolio and where will she keep it?

What should the teacher write on the pages in a learner's portfolio?

Should she send the portfolio on to the Grade One teacher?


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# Portfolios

A portfolio is a collection of evidence (drawings or other activities such as cutting and pasting, collages, etc.) belonging to a learner.

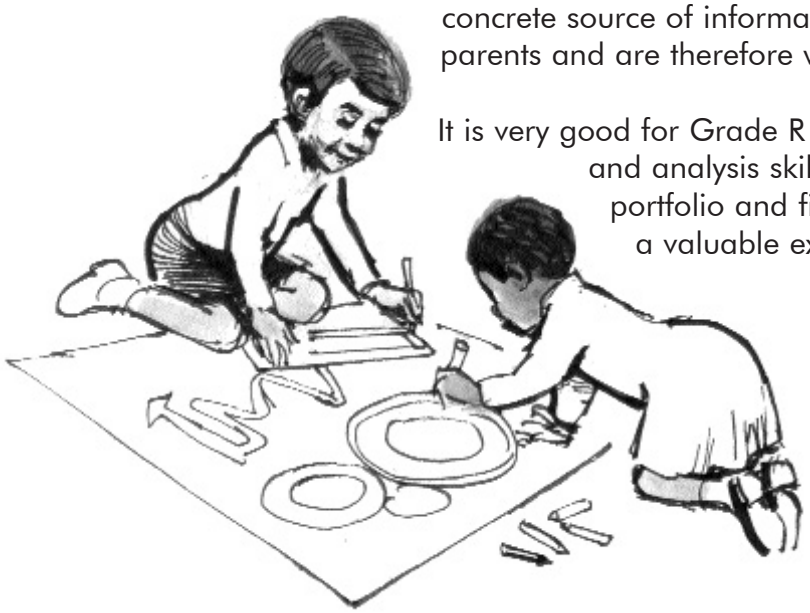
This collection is usually kept in a file, folder, plastic cover or bag or even a suitable box (e.g. 1kg washing powder container). It comprises various activities, which have been completed by the learner over a period of time, from the beginning of the year.

Each activity is clearly dated in order to show how the learner has developed and progressed over a period of time. Early activities can be compared with later activities, but the teacher must take care to compare the **same kind** of activities. For example, compare an early body image drawing with another later body image drawing, or a cut and paste shape collage with another later cut and paste shape collage.

Portfolios should be used regularly by:

- the teacher for assessment of the learner
- the learner for self assessment
- the parents for evidence of their child's progress

It is advisable to keep the learners' portfolios for the whole year. Portfolios serve as a concrete source of information for teachers, learners and parents and are therefore worth the time they take!



It is very good for Grade R learners to develop observation and analysis skills. Assessing their own work in a portfolio and finding reasons for their decisions is a valuable exercise.

# Managing assessment in Grade R

The teacher cannot assess all learners every day! Assessment must be manageable! A class with 30 learners is divided into five groups of six learners for small group times. A class of 40 learners is divided into five groups of eight learners. Teachers can use these groups to help manage the assessment process.

The following process, using the small groups in the class, should help to make assessment manageable:

- Use the LOs and ASs you have chosen for assessment every week.
- Identify as many activities as possible where you could find the learners demonstrating what these ASs say. Remember, the more activities you have, the more opportunity you have for assessment of this performance.
- Identify the way in which you are going to assess the learners for these ASs.
  - observation?
  - conversation (discussing, questioning)?
  - concrete evidence in portfolios?
  - informative?
  - summative?
  - group assessment?
  - peer assessment?
  - individual assessment?
  - self assessment?
- Now, focus on **one** of the small groups each day i.e. six or eight learners. Observe those learners very carefully throughout the day in different situations and see if they are demonstrating what the chosen ASs say.

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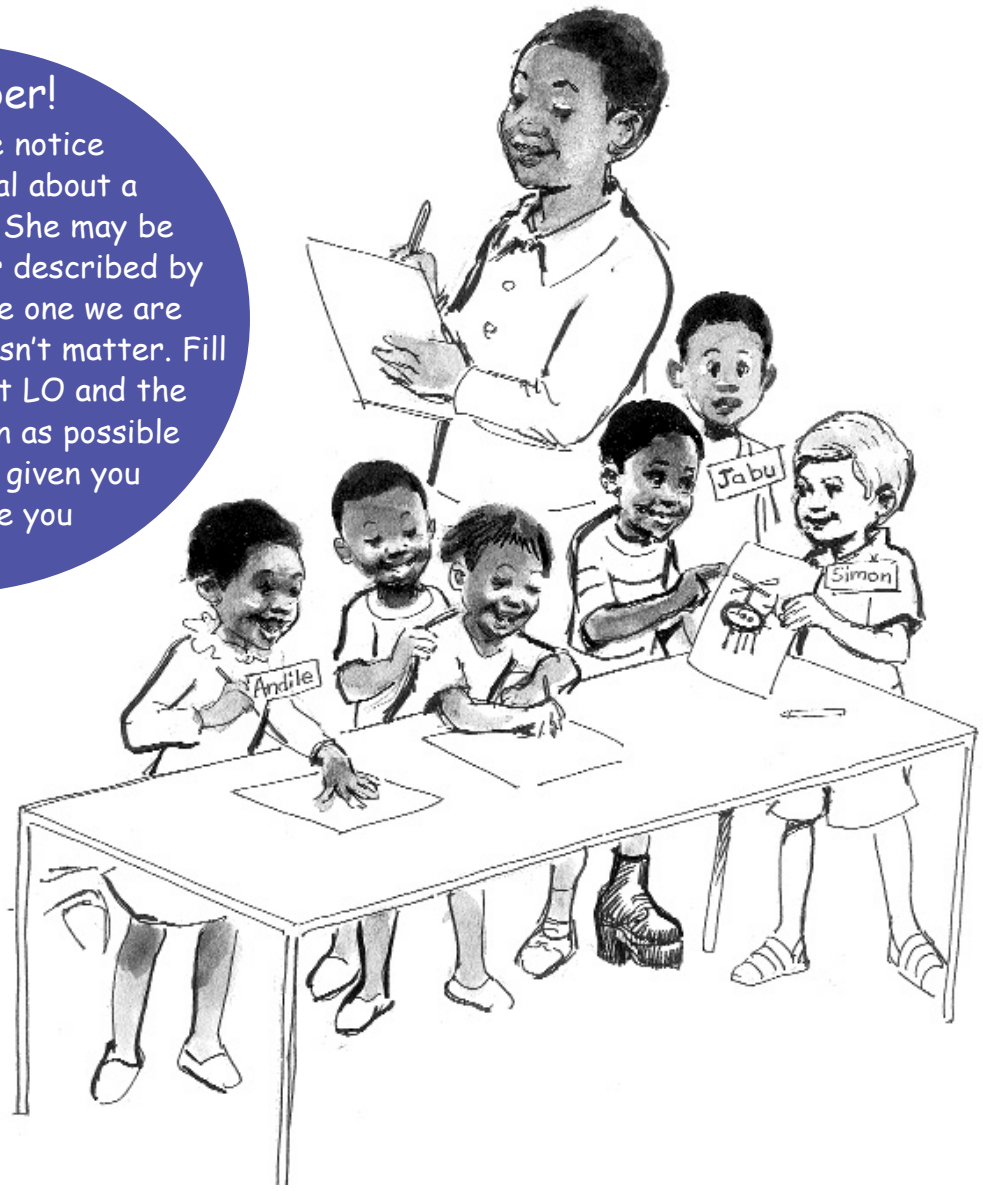
- As these learners engage in the activities, keep rough notes, if possible, to help you record accurately later e.g. exactly when and how the learner demonstrated the performance. After school, enter the information properly on the Continuous Assessment forms or in the portfolio.
- The next day you will focus on the next small group of learners. The LOs with their ASs will remain the same but the activities may be different.
- Eventually after about a week, all 30 or 40 learners will have been assessed on the three chosen ASs (you may find that a few learners need to be assessed again on these ASs. You could set aside a day or two to complete this task or you could leave it until another time later that term).

**Remember!**

Sometimes we notice something special about a particular learner. She may be showing us behaviour described by another LO (not the one we are focusing on). That doesn't matter. Fill in her form for that LO and the relevant AS as soon as possible because she has given you the evidence you need.



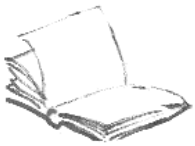
# How does the teacher report what she has assessed?

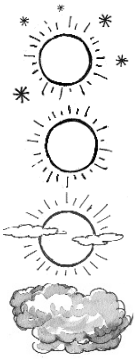
There is a difference between:

- **formal reporting** which involves written reports and portfolios, as well as formal interviews with very definite aims; and
- **informal reporting** which can be through notes in a notebook, casual chats with parents telling them about their children, 'homework' tasks/activities where parents can see for themselves how their children perform.

There is also a difference between:

- reporting to **illiterate** parents and **literate** parents.
  Illiterate parents will need a report that indicates how their children are doing in picture form, as they will not be able to read text, or they will need someone, perhaps the teacher herself, to read the report to them. For this report the teacher can use the following pictures:





**The learner has exceeded the requirements of the LO for the grade.**

**The learner has satisfied the requirements of the LO for the grade.**

**The learner has partially satisfied the requirements of the LO for the grade.**

**The learner has not yet satisfied the requirements of the LO for the grade.**

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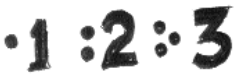

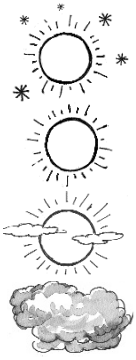

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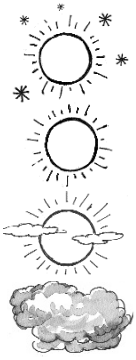

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Reporting should take place at least four times per annum, including mid- and end-of-year reports. It is important to report more frequently (and often in more detail) on learners with special educational needs (LSEN).

It is important to get away from a checklist format! The teacher needs to answer the questions:

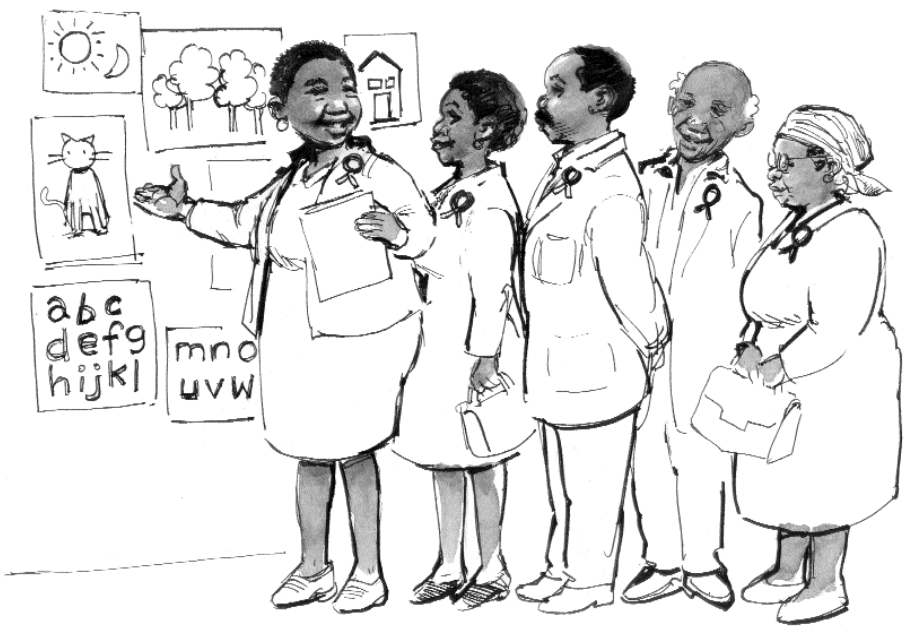
- Does this report give sufficient detail about all aspects of the child's development and progress?
- Does this present a whole picture that describes the uniqueness and special characteristics of the learner?

The only way this can be done is by writing a descriptive paragraph using the ASs as a basis for the information.

## National Codes

4 = There are some areas of the learner's performance that has exceeded the requirements of the Learning Outcome for the grade.
3 = There are some areas of the learner's performance that has satisfied the requirements of the Learning Outcome for the grade.
2 = There are some areas of the learner's performance that has partially satisfied the requirements of the Learning Outcome for the grade.
1 = There are some areas of the learner's performance that has not satisfied the requirements of the Learning Outcome for the grade.

The teacher must then focus her comments on the things that the learner **can** do, or is close to being able to do. She must only mention those that the learner cannot do if it is a problem e.g. It is no use saying that a five-year-old cannot draw an accurate map when we know that virtually no five-year-olds are able to do this. If, on the other hand, a five-year-old cannot talk, then this is a problem and needs to be dealt with.



**OVERALL COMMENTS**

**CONDUCT:**

| NAME OF TEACHER | SIGNATURE | DATE |
|---|---|---|

## NATIONAL CODES

- ☐ 4 = There are some areas of the learner's performance that has exceeded the requirements of the Learning Outcome for the grade.
- ☐ 3 = There are some areas of the learner's performance that has satisfied the requirements of the Learning Outcome for the grade.
- ☐ 2 = There are some areas of the learner's performance that has partially satisfied the requirements of the Learning Outcome for the grade.
- ☐ 1 = There are some areas of the learner's performance that has not satisfied the requirements of the Learning Outcome for the grade.

| NAME OF PRINCIPAL | SIGNATURE | DATE |
|---|---|---|

| NAME OF PARENT/ GUARDIAN | SIGNATURE | DATE |
|---|---|---|

**SCHOOL STAMP**

*N.B. Please notify principal of any infectious disease the learner had during the school holiday. This report is issued without alteration.*

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**DEPARTMENT OF EDUCATION AND CULTURE**

**UMNYANGO WEMFUNDO NAMASIKO**

**DEPARTEMENT VAN ONDERWYS EN KULTUUR**

NAME OF SCHOOL:

REGION:

FOR TERM ENDING:

SCHOOL RE-OPENS ON:

# FOUNDATION PHASE REPORT

Surname:

First Name(s):

Date of Birth: Grade:

No. of days absent:

**LEARNING PROGRAMME – Early Literacy**
**Progress:**

**LEARNING PROGRAMME – Early Numeracy**
**Progress:**

**LEARNING PROGRAMME – Early Life skills**
**Progress**

# My role as a woman in the community

## HIV/AIDS

The following lists of ideas were generated during the preparation of this workshop for Grade R teachers. They may help the process of education and support in the fight against HIV/AIDS.

Ideas that can make a difference to teachers who are either infected themselves, or affected in some way by the disease:

- It should be national policy to workshop all teachers on:
  - universal precautions
  - HIV/AIDS principles
  - discrimination
- There should be an HIV/AIDS co-ordinator at each school who can network and cascade information to colleagues
- Teachers' legal rights with regard to AIDS should be made clear to them
- There should be unconditional support and acceptance between colleagues on staffs, supported by extra information sessions to increase general knowledge
- HIV/AIDS should be included in all ECD training
- The topic should be brought into the open at meetings and workshops
- Reports in the media (e.g. stories of actual children and adults living with HIV/AIDS) should be made available to spread awareness and encourage discussion
- The Department should encourage each school to develop a contingency plan for classes without teachers for extended periods
- Every school should have HIV/AIDS Awareness days, over and above the HIV/AIDS week in September
- There should be support groups for 'living positively with HIV/AIDS' where appropriate

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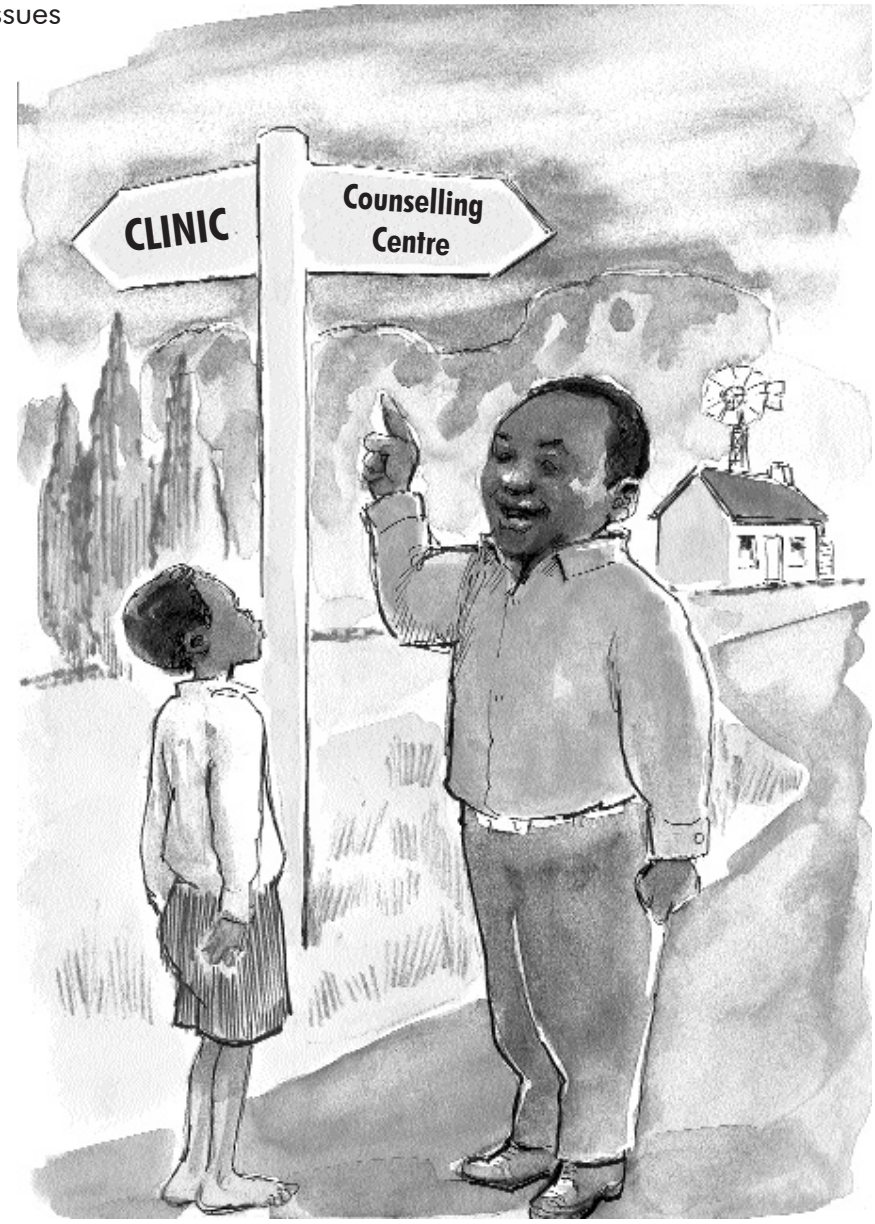
# Teaching and learning about HIV/AIDS in Grade R

This is a difficult problem as five- to six-year-olds are still very young, generally egocentric and concrete thinkers.

The general consensus was that the key concept here was the building of respect in Grade R learners, both for themselves and others. Ideas that came up attempted to make the issues involving HIV/AIDS relevant to Grade R's. These included:

- highlighting the unique nature of each child, the fact that he or she is special and each individual's right to decide
- promoting a positive value system, respect for others and empathy
- using a family of characters in an ongoing story that is told throughout the year to raise different relevant issues such as relationship problems, grief and death, health and hygiene
- introducing the HIV/AIDS kit through a relevant programme organiser, stressing preventive measures (not touching others' blood), health, hygiene and good nutrition
- encouraging the expression of feelings
- breaking the silence about HIV/AIDS by talking about it and knowing where to go for help



# Coping with the reality of HIV/AIDS

The following ideas were put forward for teachers coping with:

- learners in the class with HIV/AIDS;
- learners in the class who are affected by HIV/AIDS in their families.

- Schools (and this means the teachers within these schools) should establish support systems for all the learners who have, or are affected, by HIV/AIDS to ensure:
  - care and support for the learner (material and psychological)
  - sensitivity despite lack of contact with parents
  - the establishment of a culture of true inclusion

- Schools (and this includes the teachers within those schools) should establish an environment where:
- parents feel free, accepted and comfortable
  - the principle of ubuntu is practised
  - the education of all parents on HIV/AIDS takes place in some way
  - parents are empowered to form support groups

- During HIV week, or any other special occasions, provide parents with information on HIV/AIDS and on the educational programmes handling HIV/AIDS

- Teachers can invite other professionals to get involved with the families they know are affected in some way with HIV/AIDS

- It is important for the teacher to keep accurate data regarding illness and absenteeism through registers and records

- Learners should be measured and weighed regularly, especially in Grade R, to keep track of normal development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## Ways in which the teacher and school can support orphans – physically, emotionally, socially and morally

Many young children are finding themselves in families that are headed by children who are not much older than they are. They are missing out on adult support and love and are forced into situations of responsibility and pressure far beyond their years.

- The government should be lobbied for funding for AIDS orphans, some of which could be used by the schools to meet the orphans' special needs.
- There should be networking between the Departments of Education, Health, Welfare and any other government departments that could play a role. A committee should be set up in schools to co-ordinate this process.
- Community members should be encouraged to take responsibility for orphans. Some sort of grant could aid this process.
- Women from the community could be encouraged to make or grow things, which could be sold to raise funds for the orphans. The school could act as a conduit for this money.
- Schools could act as go-betweens for informal, ad hoc support from individuals who have time, money or materials to contribute to the orphans.
- Classrooms could be made available in the afternoons for informative or support meetings for the caregivers of orphans.
- Vegetable gardens could be started at schools and the vegetables used either to feed the orphans, or to be sold to help them in other material ways.

- Hostels and classrooms that are standing empty could be used as short or long-term havens for the orphans.
- High school learners could be encouraged to do community service through involvement with Grade R orphans in different capacities (helping them, playing with them, taking them out, etc.).
- The school could get supermarkets to donate good products that have just passed their sell-by dates, and use these to supplement the orphans' feeding.
- Staff and older learners at schools could provide after-school care, as well as holiday care using a roster system.
- The school should tap into the school feeding scheme for the orphans, if this is not already in place.
- When a child is ill continue to feed him/her and offer fluids.
- Jerseys, blankets, etc could be collected throughout the year and distributed to relevant orphans at appropriate times. Clothes that are not suitable could be sold and the money used appropriately.
- There could be fundraising events held at the school on a regular basis to raise money for the orphans.
- Teachers should improve their skills in counselling and empathising with orphans. They should also be very sensitive in delivering their normal programme to the orphans, ensuring that they do not hurt or upset the children in any way.


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# Forming relationships with parents

Teachers might often think certain things apply to **all** parents when in fact they only apply to a few individual parents. This is called generalising, and it is not a good thing to do.

For example the teacher may feel that all parents:
- are not interested in their children
- are not interested in the school
- expect too much of teachers and want to leave everything to them

Teachers may think that fathers are not interested in babies or young children.

Parents may also generalise about teachers.

For example they may think that all teachers are:
- lazy
- not interested in the learners in their class
- not interested in the opinions of the parents

Somehow teachers and parents need to begin to communicate and ensure that they talk the same language.

# How does the teacher involve the caregivers?

A good exercise is to fill in the chart below. The teacher may wish to do it again with the other Grade R teachers on her staff.

Remember, everyone deserves respect. It is a basic human right. No matter how poor, or sick, or hopeless her Grade R learners' parents may be, they deserve the same respect that she gives her learners. Learners need to see respect in all the teacher's dealings with their parents.

For the sake of the learners, especially the little Grade R learners, teachers have to forget their preconceptions and really start to work together.

| 5 ways in which parents/care-givers can make a contribution: | How will teachers, encourage this? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |


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# Working together

Our teaching could be improved if we:

- work together as a team (with other teachers, the community, parents and learners)
- share responsibilities
- share ideas and resources
- have fun while we work!

Let's try!

# NOTES


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