

**LET'S RESPOND TO
INFORMATION
ABOUT
WHAT LEARNERS ARE
LEARNING**

MODULE 4

PARTICIPANTS GUIDE

SMT MODULE 4

CONTENTS

1	INTRODUCTION	4
1.1	REFLECTION ON PRACTICES IMPLEMENTED AT YOUR SCHOOL	5
	ACTIVITY 1: REFLECTION IN GROUPS	6
2	PROTECTING TEACHING TIME FOR INCREASED CURRICULUM COVERAGE	7
2.1	HIGH LEARNING TIME	7
	ACTIVITY 2: TIME FOR CURRICULUM COVERAGE	7
3	CASE STUDY: SUNSHINE PRIMARY SCHOOL.....	8
	ACTIVITY 3: DEEPEN YOUR UNDERSTANDING OF SUPERVISION.....	8
3.1	SUPERVISION.....	10
4	RESPONDING TO WHAT LEARNERS HAVE LEARNT	12
4.1	REVIEW AND REFLECT ON TYPES OF ASSESSMENT	12
	ACTIVITY 4: REVIEW TYPES OF ASSESSMENT	15
4.2	ANALYSIS OF ASSESSMENT DATA.....	16
	ACTIVITY 5B: ANALYSE MARK SHEETS TO IDENTIFY SUBJECTS WHERE THERE IS CAUSE FOR CONCERN	18
	ACTIVITY 5C: ANALYSIS OF DATA	19
	ACTIVITY 5D: READING STRATEGY	21
5	TASKS TO BE DONE AT SCHOOL.....	23
	HANDOUT 6: SOME READING STRATEGY GUIDELINE:.....	30

Activities

	ACTIVITY 1: REFLECTION IN GROUPS	6
	ACTIVITY 2: TIME FOR CURRICULUM COVERAGE	7
	ACTIVITY 3: DEEPEN YOUR UNDERSTANDING OF SUPERVISION	8
	ACTIVITY 4: REVIEW TYPES OF ASSESSMENT	15
	ACTIVITY 5A: ANALYSING AND REFLECTING ON INFORMATION IN A CASE STUDY	17

ACTIVITY 5B: ANALYSE MARK SHEETS TO IDENTIFY SUBJECTS WHERE THERE IS CAUSE FOR CONCERN	18
ACTIVITY 5C: ANALYSIS OF DATA.....	19
ACTIVITY 5D: READING STRATEGY	21

Handouts

HANDOUT 1: REFLECTION ON CURRICULUM MANAGEMENT PRACTICES IN YOUR SCHOOL.....	24
HANDOUT 2: FACTORS THAT STEAL TIME	25
HANDOUT 3: GRADE 7 MARK SHEET FOR ANALYSIS.....	26
HANDOUT 3: GRADE 8 MARK SHEETS FOR ANALYSIS	27
HANDOUT 4: GRADE 7 SMT SUB-COMMITTEE MARK ANALYSIS	28
HANDOUT 5: KEY POINTS ABOUT ASSESSMENT PATTERNS.....	29
Handout 6:Reading Strategy	25

INTRODUCTION

The workbook will allow deeper discussion of all the aspects of the module with the entire SMT as it is worked through and will allow SMT to easily cascade the information and practices to all teachers.

The objectives of this module are:

Firstly, to understand what success looks like for SMTs regarding leading curriculum coverage especially in Mathematics and Language.

- Understanding and leading change that is built on personal and collective agency.
- Review and recap key learnings from previous modules. To this end, you will:
 - Identify the key practices, attitudes and values associated with sound curriculum management.
 - Reflect on and share the extent to which such behaviours, attitudes and values are in practise in your schools, and whether there are benefits from this.
 - Share your experiences of the work you did at school between Module 3 and this workshop.
 - Strengthen your ability to provide developmental supervision, and to foster it among others.

Secondly, you will extend your understanding of how to respond to information about what learners have learned by:

- Creating and reflecting on a caring and safe environment in school.
- Planning the curriculum management cycle for the revised ATP
- Ensure that baseline and formative assessment identifies gaps in learning especially in key concepts so that learners are not left behind.
- Revising forms of assessment which give information about what learners know and understand particularly in Mathematics and Language with emphasis on reading for understanding
- SMT to reflect on the leadership that is required to support learning in the classroom.
- Collaboration with teachers in the grade to ensure understanding and consistency of the trimmed curriculum.
- Collaboration with teachers in the next grade so that gaps in learning continues to be supported.
- Analysing mark sheets to see patterns of learners' achievement, considering how this information is useful and the factors that could explain patterns observed to ensure learners are not left behind.

- Considering how curriculum and assessment practices could address some of the curriculum coverage problems revealed by the data particularly in Mathematics and Language.
- Tasks to do back at school.

1. LEADERSHIP IN THIS CURRENT TIME OF CRISES

- During this period leadership Nationally, Provincially in the Districts as well as in schools have to change to meet the new demands of the crisis.
- **What** has changed? How has your **leadership role changed?** Has your leadership role changed significantly? How?
- **As SMTs** you particularly are in a **critical position** as you have the responsibility to **care** for the well being of the **teachers, the support staff as well as the learners. How do you do this?**
- What would a **Caring school** look like?
- What would **Leadership mean in a Caring school?**
- **What support** would you as **SMT need?** How do you **ensure you get the support needed?**

In groups of 5 discuss the questions above.

Be ready to report.

1.1 Reflection on practices implemented at your school

The purpose of this part of the workshop is to give you an opportunity to:

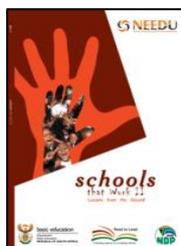
- Reflect on what you have learnt about managing curriculum in module 3 and how it may assist you in the current climate; and
- Share what you have put into practice to identify the benefits of those changes at your schools.

In module 3 you were asked as DHs to be ready for a professional, supportive, and evidence-based conversation with the Principal and Deputy which will include:

1. Implementation of the curriculum management plan and the scheduling and tracking thereof.
2. The monitoring of Curriculum Coverage across Grades and Subjects.
3. In which grades and subjects Coverage is falling behind, and what actions are being taken to address this.

PROTECTING TEACHING TIME FOR INCREASED CURRICULUM COVERAGE

1.2 High learning time



“By far, the most common characteristic of the high-performing schools in this study was **effective use of teaching time**. A principal said:

Pupils must be at the school until the very last day. On the last day, we still teach four periods—so there’s nothing like us missing time at the end or playing on the field or watching movies. We teach up to the end.

Comparative research done recently between North West (NW) schools and schools in Botswana that in NW 40% of the curriculum is covered because teaching time is lost on other things. If curriculum coverage is at 40% what percentage of the curriculum taught is actually learnt? Martin Carnoy cited in Identifying the Binding Constraints in Education (RESEP 2016).

Activity 2: Time for curriculum coverage

In groups discuss the following questions:

1. How many days of teaching time did your schools lose in 2020?
2. How many teaching periods were lost per grade in your school in 2020?
3. How many days of teaching time in the year 2021 in the 1 term?
 - a. Weeks of teaching in Term 1, 2, 3, 4?
 - b. Weeks of CAPS content in Terms 1, 2, 3, 4? Different subjects?
 - c. Complete the tool below.

TERM	1	2	3	4
Total Weeks per term in 2021				
Weeks needed for assessment				
Weeks left for teaching				
Weeks that CAPS assume available for teaching				

In pairs complete the table below: Handout 2

Factors that steal time	
Over which we have no control	That WE CAN influence

Discuss one or two things you can work on immediately back at school to save teaching time.

CASE STUDY: GOODHOPE PRIMARY SCHOOL

The principal of Goodhope Primary School, Mrs Singh, has been attending the SMT modules with her colleague Ms. Ndlela, and Mr Abrahams.

In her SMT meeting she reflected with her colleagues some of the key learning and how they would be able to use the skills learnt to address the current challenges brought about by Covid -19

While thinking through with her team, they realised that one of the most important practices expected from the SMT is the supportive supervision of teachers to address the curriculum as well as curriculum recovery especially now in this challenging time. They discussed what needed to happen to improve supervision. They realised that supervision that focuses on Language and Mathematics is critical as these aspects of the curriculum is key for all learning. This was the summary of their discussion:

- *Support for teachers to ensure that the trimmed curriculum is clearly understood.*
- *To work with teachers in every grade to ensure that key concepts that are fundamental to each subject is clearly articulated and understood.*
- *To have a developmental session on base-line assessment so that gaps in learning can be understood and addressed.*
- *Monitoring of attendance of learners and teachers.*
- *Engagement with parents to support learning at home.*
- *To empathise care and support for teachers and learners and some rituals that will support teachers and learners.*
- *To create a culture that is conducive to teaching and learning.*

She called a staff meeting where all aspects outlined above could be discussed in a developmental and supportive manner. Collaboration was key and all views of teachers will be heard to ensure that values and principles inherent in Supportive and developmental supervision by SMT is accepted by all staff and implemented.

Activity 3: Deepen your understanding of supervision and the role of SMT.

In groups of 5 discuss the questions below:

- Why is supportive supervision critical at this time?
-
-

-
-
- Discuss 3 aspects of developmental supervision of teachers work in the classroom with regard to the trimmed curriculum?

- Discuss processes with teachers the SMT can engage with to ensure that gaps in learning are addressed? Why is this important and how will it be done?

- How can the SMT support and ensure that collaboration of teachers in the same grades as well as collaboration with teachers in the grades to follow the with regard to curriculum coverage takes place? Discuss why this is important and how will it take place?

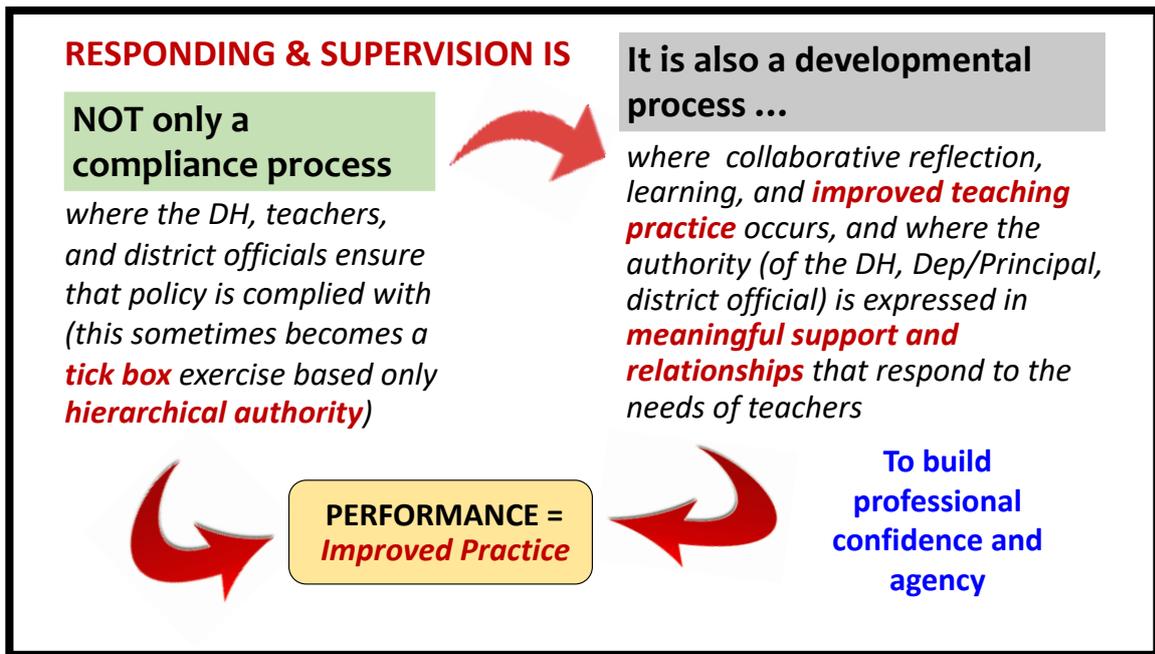
- Discuss monitoring of curriculum with regard to:
 - Learners work
 - Attendance

- What challenges do you face as SMT with regard to supervision? How can these challenges be overcome?

- What are the values implicit when supervising?

- Can supervision strengthen professional relationships? Discuss?

Reflect on the diagram below and have a discussion with your groups partner?



NOTES:

1.3 Supervision

Supervision is one of the most essential parts of the organizational functions of a school – especially in relation to the role of the SMT – as it focuses on guiding the daily work of teaching by directing, supporting, and coordinating the efforts of teachers. It also involves cultivating good personal relationships with teachers so that they all work towards effectively achieving the instructional (*teaching and learning*) goals of the school.

A more formal definition of supervision describes it as a “... *process that is put in place to help teachers to carry out the task of teaching to expected levels according to stipulated policy guidelines set out in an education system ...*” Put more simply, educational supervision is a *professional, collaborative, and developmental* relationship (between the SMT members and the teachers) that builds teacher capacity and improves the practice of teaching in a school.

The more formal aspects of supervision in schools include **guiding, directing and supporting** the work related to: lesson planning and presentation; assessing the effectiveness of teaching; monitoring records of tasks; analysing learner performance; and identifying areas for teaching improvement that will lead to improved learning outcomes. These activities are central to instructional leadership in our schools. It should receive the most attention and take up the largest amount of time in the school’s schedule, forming a key part of the daily and weekly routines that characterize its institutional culture.

Supervision is in essence a relationship. This relationship has two very important aspects to it: The first is the **professional dimension** of the supervisory relationship. The focus is on the administrative and operational tasks associated with the work. It ensures that systems are put in place for effective curriculum management and includes scheduling; monitoring and assessment of activities; compliance with policy directives; the efficient allocation and use of resources for teaching and learning; and supporting teachers in their work. Instructional leaders also require knowledge and skills related to the work of supervision. This includes subject content and pedagogic knowledge; an ability to collect and analyse data related to the teaching and learning activities; and an understanding of some of the challenges to these two essential processes in the school.

The second aspect of the supervisory relationship is the personal dimension. This is about the human interactions associated with supervising. It often involves the ‘how’ of working with others and includes emotions, mindsets, attitudes, and behaviours associated with the work. We refer to this as the soft skills of supervision because it involves working with people; engaging in reflective conversations about teaching and learning; monitoring, supporting and giving feedback; and demonstrating good practice related to improving teaching. These skills play an important role in motivating others to achieve the instructional goals of the school.

The supervisory relationship is professional and collegial one. It is understood and accepted as part of the instructional mandate that policy places on the leader – to support, guide and direct the work of teaching in order to strengthen it in the school.

The role of the SMT member as supervisor is important because:

- To support teachers to understand what curriculum recovery entails so that learning take place in the classroom.

- To have professional supportive conversations on:
 - Curriculum coverage according to trimmed curriculum
 - Assessment for learning
 - To support teachers to reflect and address gaps in the curriculum.
 - Ensure that there is scaffolding between grades
- It allows her/him to direct and guide the work of teachers within a relationship of trust and respect.
- He/she functions as an accountable member of the SMT with the knowledge and expertise to support the growth and development of teachers
- The DH serves on the SMT but has an instructional mandate. This gives the DH legitimate authority to direct and monitor the work of teachers, and to provide the support they may need.
- It ensures that the support received is implemented in the school.

RESPONDING TO WHAT LEARNERS HAVE LEARNT

The purpose of this part of the workshop is to:

- Review knowledge about formal and informal assessment as sources of information about what learners have learnt.
- Realise the importance of effective management of assessment processes for **trustworthy** data
- Deepen your ability to analyse marks so that you can:
 - identify patterns of achievement across subjects and grades, and over time
 - consider how the information is useful to you
 - consider how you might take follow up action based the information

1.4 Review and reflect on types of assessment

Assessment is a vital tool in the modern teacher's toolkit and takes a variety of forms. Teachers use a range of assessment methods to pinpoint areas of strength and trouble-spots for learners, making them better equipped to plan effectively to meet their learners' needs.

The National Protocol for Assessment Grades R-12 (page ix) defines a Formal Assessment Task as;

“A systematic way of assessment used by teacher to determine how well learners are progressing in a grade and in a particular subject” Teachers thus need to have an organized, methodical approach to the way in which they assess learners.

Standard, traditional assessments – tests that we are all familiar with – can be helpful in allowing teachers to communicate with learners, families, officials, and other educational stakeholders, keeping them apprised of learners' progress. But this is only one of many forms of assessment in the modern classroom – others include verbal questioning, group discussion, peer assessment, extended writing, flashcards, and interactive quizzes, to name just a few.

A key consideration for teachers when conducting any kind of assessment is how to ensure it is valid and reliable, leading to meaningful, insightful and actionable information.

Types of Assessment

There are many types of assessment that teachers use in regular practice which can be loosely categorized as formal and informal.

Formal assessments

Formal or Summative assessments are systematic, pre-planned methods of testing learners that are used to determine how well learners have learned the material that is being taught in the classroom. In other words, formal assessments provide a way to know what the learners know.

Each formal assessment has the same set of expectations for all the learners who are taking the assessment. Each formal assessment also has specific criteria used for scoring and interpretation. The main purpose of formal assessment is to measure the amount of knowledge that learners have retained from what they have been previously taught.

Formal or Summative assessments are those that are discrete and planned in advance. These might include standardized tests, end of term tests, end of year assessments or explicitly designed portfolio tasks.

Formal or Summative assessment conducted at the end of a term and measures learners' knowledge and skills against some kind of standardized benchmark; may also function formatively and provide teachers with valuable information for future curriculum planning.

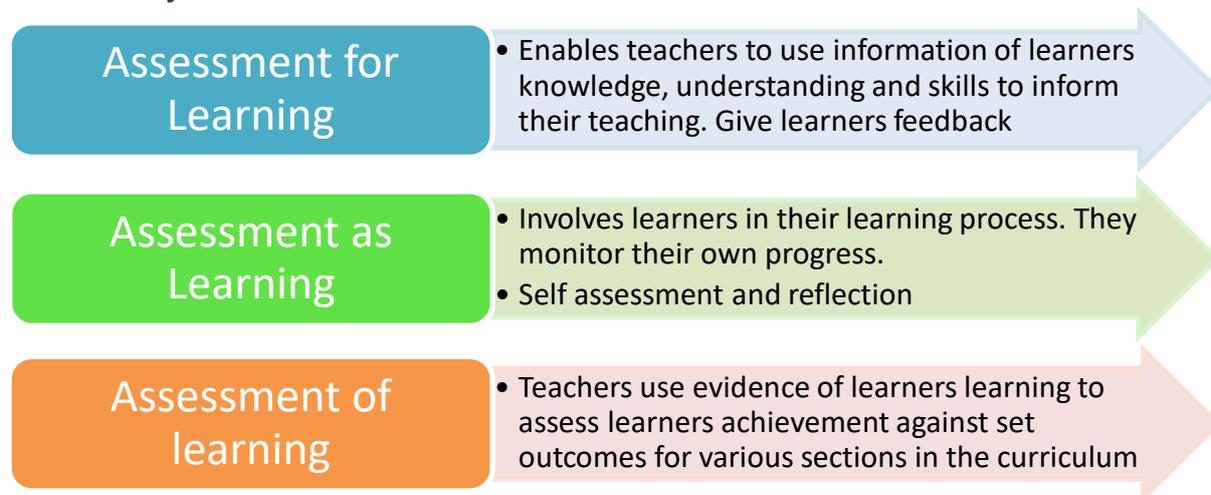
Informal Assessment

The term formative assessment encompasses any method used to gain insight into learner's knowledge, understanding and skills, such as a test, a class discussion or a peer or self-assessment.

Teachers weigh up the advantages of any given formative assessment activity in the natural course of their lesson planning and make a decision on the activities that will best serve the learners and their own needs in gauging progress – whether they're determining reading fluency, ability to solve equations or inquiry skills.

Informal or formative assessments happen in the classroom every day, as teachers review learners' work, ask questions or observe learners in action. Formative assessment is ongoing and informs a teacher's understanding of learner's progress.

Various ways to use assessment



It is important for teachers to understand why they assess and when they assess.

According to the GET CAPS amendment:

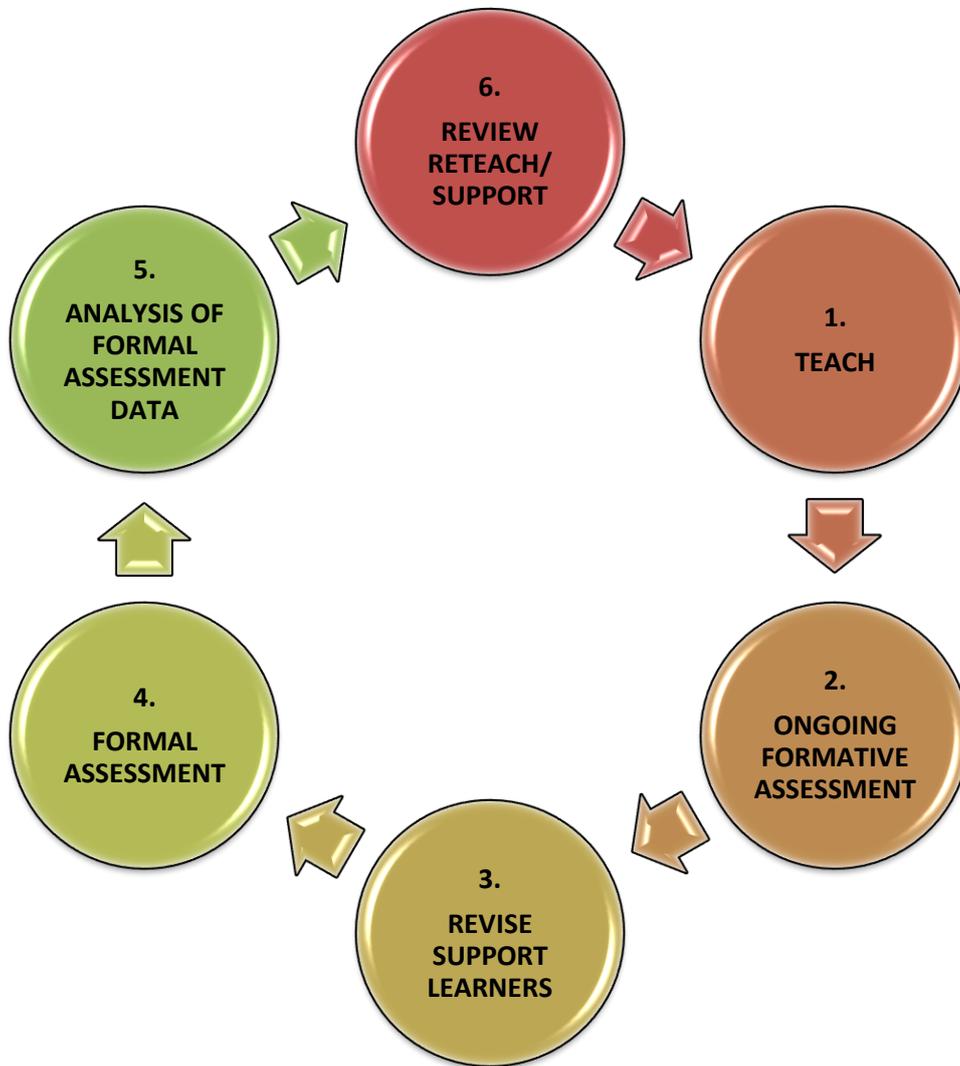
- Assessment tasks should be jointly planned and developed by the grade-specific teachers
- and **internally monitored** at school level to determine whether the activities allow the learners to demonstrate their understanding of the concepts/content knowledge/skills at appropriate grade levels.
- This planning and **activity development will be internally monitored at school level** to determine the extent to which the desired outcome of assessment will be achieved.
- Departmental heads should **provide mentoring and support** in the developing of effective assessment programmes for inexperienced teachers and others who might need guidance and support.
- Oversight and monitoring** should also be carried out at district, **provincial and national level for quality assurance purposes** (assessment tasks are grade appropriate, aligned to the curriculum for the term, appropriate forms of assessment are used and differentiated to cater for all ability levels).

Trends in assessment

SHIFT	TOWARDS
<ul style="list-style-type: none"> Assessing knowledge Assessing products End of term tests Written tests 	<ul style="list-style-type: none"> Assessing skills and understanding Assessing processes Continuous assessment Variety of methods/evidence

<ul style="list-style-type: none"> • Pass/Fail 	<ul style="list-style-type: none"> • Formative identification of strengths and weaknesses and other positive achievements in addition to summative.
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Assessment cycle



Activity 4: Review types of assessment

1. **As a group**, participate in a brief discussion on formal and informal assessment.

2. How can assessments be used to strengthen reading?

3. **Consider** what makes **assessment data trustworthy/untrustworthy**.

4. What **needs to change** in your schools regarding **assessment practice**

1.5 Analysis of assessment data

Fundamental building blocks for effective data-driven instruction.

These four principles are:

1. **Assessment**- Create rigorous holistic assessments that provide meaningful data.
2. **Analysis**- Examine the results of assessments to identify the causes of both strengths and shortcomings.
3. **Action**- Teach effectively what learners most need to learn based on assessment results.
4. **Culture**- Create an environment in which data-driven instruction can survive and thrive. Leaders create a culture of data driven teaching by:
 - Being an active leadership team committed to supporting teachers.
 - Scheduling professional curriculum conversations and reflection with all staff.
 - Using an implementation calendar to diarise assessments, analyse of data, reflect and support processes.

Factors that may impede successful implementation of data-driven instruction in schools

1. **Inferior assessments**: Many schools fail to get results when they use assessments that set the bar too low, do not align to other required tests, or neglect to include open-ended questions.
2. **End goals**: for assessments to drive rigor, teachers must know the end goals before they plan instruction.
3. **Infrequent assessments**: Some schools give these assessments only once every three to four months. This is not frequent enough to provide the data needed to improve instruction.

4. **Curriculum-assessment disconnect:** A common mistake that occurs is when the curriculum does not match the content of the assessment. These assessment results have nothing to do with what happened in the classroom.
5. **Delayed results** assessments are useless unless they are marked and analysed promptly so teachers can make adjustments.
6. **Separation of teaching and analysis:** Another problem occurs when teachers hand over the data analysis to data team/officials. Teachers need to analyse the results themselves in order to take ownership over the process.
7. **Ineffective follow-up:** One serious shortcoming is when there is only a vague commitment to make adjustments after analysing the results. If there is no specific plan for improvement that is scheduled to happen at a specific time, no real changes will be made.
8. **Not making time for data:** Some schools fail to make time for assessments, data analysis, and follow-up.

Activity 5a: Analysing and reflecting on information in a case study

With a partner read the information provided in the case study, and answer the questions based on it.

Mrs Singh recently received a circular from the Circuit Manager, Mr. Shongwe, stating that all primary schools should pay more attention to the performance of learners in Grades 7 particularly in Mathematics and Language. Many high schools are complaining that learners are not prepared for the work in grade 8. In order to comply with this instruction, she called a meeting of departmental heads responsible for Grades 7, Mr Abrahams the deputy principal and herself. In preparation for the meeting, Mrs Singh retrieved a report on learner performance in terms 1 and 2 in all subjects in Grades 7 and asked the feeder school for the data on grade 8 from the Data Driven Dashboard (DDD). The DDD, recently adopted by the Department, summarises and organises information that has been entered into SA-SAMS in a more user-friendly way. At the meeting the principal explained why it is necessary to focus on grades 7.

1. What reasons do you think the principal gave for focusing on Grade 7?

2. Think about the need to include other grades in this discussion.

3. Read the case study that follows:

*Mrs Singh distributed the mark sheets (**Handout 3**) to the sub-committee. She told them that together they were going to look at the marks of learners in different subjects to see in which subjects' learners were performing poorly. She also emphasised that assessment is used to understand whether learning has taken place. She also said that as frequently as a chef needs to check a sauce for taste, teachers should **check for understanding**.*

She emphasised that the purpose of this was to identify subjects where learners were not doing well, placing emphasis on English and Maths so that challenges facing them could be identified and addressed and they could proceed to grade 8 with a stronger foundation. The intention was not to shame or blame anyone but to find out where support was needed, and how best to give it. She asked Mr Abrahams to explain what was shown in the mark sheets. He explained that no actual marks are given. This is a broader view of performance across all the classes in each grade for all subjects. The columns give the following information for Term 1 and Term 2 for all the Gr 7 and 8 subjects.

- *The percentage of learners who passed.*
- *The average marks of the learners*
- *The percentage of learners who achieved more than 50%*

The Grade 7 SMT sub-committee then analysed the mark sheets

Activity 5b: Analyse mark sheets to identify subjects where there is cause for concern

Work with your partner and consider these questions:

1. In which subject/s is learners' performance poor/a cause for concern? Say why you think this.

2. Is there any change from term 1 to term 2?

3. Now join a pair who worked on a different grade and compare the patterns above for these grades.

4. Compare your analysis of the marks with those of the SMT (**Handout 4**). Do you disagree with any observations? Can you add anything they did not notice?

The principal was happy with the conversations and the way her team had analysed data to pinpoint subjects in Grade 7 and 8 where curriculum coverage was inadequate especially in English and Maths. They had recognised how important evidence of curriculum coverage is. She was also pleased that her colleagues were able to identify some of the reasons for the poor coverage, and that they recognised how the key practices foregrounded that could be useful in supporting improved curriculum coverage in these grades.

Activity 5c: Analysis of data

The DH for languages decided to further the discussion on data analysis with her language teachers. She had prepared a summary of the outcomes of an assessment of a grade 7 class on comprehension. This was the outline of the workshop she had. In groups discuss the various questions and reflect on your own practice.

Pre-Assessment

1. What do I want my learners to know and be able to do?
2. How will I know they know it and can do it?

When setting the assessment, outline all the outcomes that need to be achieved.

1. Number the outcomes clearly
2. Ensure that the outcomes are clearly communicated to learners before the assessment
3. When assessing, tick the outcomes achieved for each learner.

Assessment

Case study: Comprehension. Grade 7

Outcome: 1. Knowledge

Outcome: 2. Comprehension

Outcome: 3. Analysis

Outcome 4: Synthesis

Example: Tick the outcomes achieved for each learner.

NO	NAMES OF LEARNERS	OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4
1	X	✓	✓	✓	✓
2	X				
3	X				
4	X	✓	✓		
5	X				
6	X				
7	X	✓	✓	✓	
8	X				
9	X	✓			
10	X				
11	X	✓			
12	X				
13	X				
14	X	✓	✓	✓	✓
15	X	✓			
16	X	✓	✓		
17	X				
18	X	✓	✓		

1. Discuss your understanding of the outcomes?

2. Analyse the data in terms of numbers.

3. Analyse the data in teams of outcomes.

4. What is the data revealing (information)?

5. Why do you think the data is revealing this information?

6. Would this analysis assist in improving results? Why?

7. What is meant by pre-assessment? Why is it necessary?

8. After this activity can you identify the gaps in your assessment policy?

Activity 5d: Reading strategy

In your various groups discuss **what your** reading strategy looks like at school level to ensure that learners read at the right level and at the right grade level and that the following is addressed:

- Promote reading for meaning
- Promote regular reading
- Promote reading for enjoyment.
- Teachers should be able to teach reading across the curriculum.
- *Reading resources*

Feedback and discussions: What are the key areas in a reading strategy?

In your school

What is working?

What is not working?

What changes do we bring to our school strategy?

Seven Strategies of Highly Effective Readers.

2. **Activating:** "Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text. Research has shown that better comprehension occurs when learners are engaged in activities that bridge their old knowledge with the new. For example, a simple question like "what do you know about ... (a particular topic)" will stimulate learners' previous knowledge of that topic. This will help them connect the current

reading to their already existing knowledge and make the new reading more stimulating and engaging. The strategy allows learners to work their way up from an already existing schema, instead of starting a new one

2. **Inferring:** Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
3. **Monitoring-Clarifying:** Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
4. **Questioning:** Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering. Encourage learners to frame questions before and after reading to increase their comprehension. What is the essence of the material read? What are the facts that are being mentioned?
5. **Searching-Selecting:** Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information
6. **Summarizing:** Restating the meaning of text in one's own words--different words from those used in the original text. The last technique is to summarize the material read. Research has indicated that the ability to summarize enhances comprehension. Block and Pressley defined summarize as "the ability to delete irrelevant details, combine similar ideas, condense main ideas, and connect major themes into concise statements that capture the purpose of a reading for the reader." A student making use of the other four strategies will find it easier to summarize the material. They can summarize the material in the form of diagrams, either visually or in writing.
7. **Visualizing-Organizing:** Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text. This stresses on the importance of visualizing the material. Learners should be encouraged to form visual images in their head as they read the text, which will help in better comprehension. Research suggests that learners should visualize them as structural images or diagrams instead of mere pictures, as pictures tend to fade.

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What would success look like if all teachers covered the curriculum per grade and assessed to render support to learners who had challenges in attainment? What would change?

TEACHERS	DH	PRIN/ DP	LEARNERS

TASKS TO BE DONE AT SCHOOL

1. Look at assessment records for term 1 and term 2 for 2 grades in your school and analyse them in the way the analysis was done in the case study.
2. Suggest how you might find out which important curriculum and assessment management practices are or are not in place in any problem subjects/grades that you identified.
3. Draw up a plan to strengthen these practices.
4. Develop a comprehensive reading strategy for all grades.
5. What one or two things can you work on immediately back at school to improve reading among all grades of learners.

Please complete the evaluation form.

Thank you for participating.

Handout 2: Factors that steal time

OVER WHICH WE HAVE NO CONTROL	THAT WE CAN INFLUENCE

Discuss one or two things can you work on immediately back at school to save teaching time.

Handout 3: Grade 7 Mark Sheet for analysis

SUBJECT	GRADE	TERM	% LEARNERS PASSED	AVERAGE %	%LEARNERS 50%& ABOVE
Creative Arts	Grade 7	TERM 1	100	65	86
Creative Arts	Grade 7	TERM 2	66	45	40
Economic Management Sciences	Grade 7	TERM 1	53	42	28
Economic Management Sciences	Grade 7	TERM 2	56	40	22
English First Additional Language	Grade 7	TERM 1	94	64	78
English First Additional Language	Grade 7	TERM 2	93	67	82
Life Orientation	Grade 7	TERM 1	91	52	56
Life Orientation	Grade 7	TERM 2	100	56	74
Mathematics	Grade 7	TERM 1	59	45	33
Mathematics	Grade 7	TERM 2	59	35	6
Natural Sciences	Grade 7	TERM 1	78	50	48
Natural Sciences	Grade 7	TERM 2	75	45	24
Setswana Home Language	Grade 7	TERM 1	76	63	72
Setswana Home Language	Grade 7	TERM 2	80	60	75
Social Sciences	Grade 7	TERM 1	38	35	18
Social Sciences	Grade 7	TERM 2	72	48	46
Technology	Grade 7	TERM 1	28	31	6
Technology	Grade 7	TERM 2	72	43	22

Handout 3: Grade 8 Mark Sheets for analysis

SUBJECT	GRADE	TERM	LEARNERS PASSED %	AVERAGE %	% LEARNERS 50%& ABOVE
Creative Arts	Grade 8	TERM 1	69	63	68
Creative Arts	Grade 8	TERM 2	75	70	70
Economic Management Sciences	Grade 8	TERM 1	71	46	37
Economic Management Sciences	Grade 8	TERM 2	60	42	29
English First Additional Language	Grade 8	TERM 1	70	58	53
English First Additional Language	Grade 8	TERM 2	75	62	58
Setswana Home Language	Grade 8	TERM 1	86	66	95
Setswana Home Language	Grade 8	TERM 2	85	70	98
Life Orientation	Grade 8	TERM 1	100	73	99
Life Orientation	Grade 8	TERM 2	100	68	97
Mathematics	Grade 8	TERM 1	53	30	4
Mathematics	Grade 8	TERM 2	56	35	8
Natural Sciences	Grade 8	TERM 1	84	54	62
Natural Sciences	Grade 8	TERM 2	65	46	38
Social Sciences	Grade 8	TERM 1	66	46	35
Social Sciences	Grade 8	TERM 2	45	39	21
Technology	Grade 8	TERM 1	90	65	87
Technology	Grade 8	TERM 2	95	60	91

Handout 4: Grade 7SMT sub-committee mark analysis

<p>Grade 7</p> <p>In Term 1, poorly performing subjects were EMS, Maths, SS and Tech. In all of these</p> <ul style="list-style-type: none"> ○ The average learner performance for the term was less than 50% ○ Less than 50% of the learners got an achievement of 50% or more. 	<p>Grade 8:</p> <p>In Term 1,</p> <ul style="list-style-type: none"> ○ Maths is subject with most noticeably poor learner achievement, with <ul style="list-style-type: none"> ○ a 53% pass rate ○ learners' average mark 30% ○ and only 4% of learners achieving over 50% <p>In SS, there is a danger signal as only 66% of learners passed, but the average mark is 46% and 38% of the learners scored over 50%</p>
<p>In Term 2, learners' performance was still poor in these subjects, with decline in EMS and Maths. In both SS and Tech there was a slight increase.</p> <ul style="list-style-type: none"> ○ In Maths, the pass rate dropped to 35% from 45% ○ 6% of learners were able to achieve more than 50% in Maths, registering a huge drop from 33% in the first term ○ The EMS pass rate dropped from 42% to 40% ○ Performance in NS & Creative Arts was also poor in term 2, having decreased from term 1 	<p>In Term 2, there was a noticeable decrease in learner achievement in EMS, NS and SS and all of these are now clearly a cause for concern.</p> <ul style="list-style-type: none"> ○ The pass rate is below 50% in EMS, Maths, NS and SS. ○ Maths is the greatest cause for concern, with only 8% of learners achieving above 50% ○ There was a noticeable drop in learner pass rate (39%) and learners achieving above 50% were only 21%, in SS.
<p>Grades 7 and 8 compared</p> <p>EMS, Maths & SS problematic in both Gr 7 and Gr 8. There is a noticeable decrease in learner performance in both English FAL and Maths. Gaps in Language and Mathematics are glaring.</p>	

- What are the implications revealed in the analysis?
- Why is analysis important?
- Is there a scheduled time for analysis with teachers and for SMTs?

Handout 5: Key points about assessment patterns

- Learners have come up from Grade 7 with curriculum coverage gaps, and teachers in Grade 8 have not been able to close these; problems have deepened and led to worsening achievement in Gr 9. It seems that not enough attention has been paid to monitoring performance within the grades or strategizing about how to catch up the backlog.
- The DH is often not a specialist in the subject and cannot give adequate support to teachers who are struggling
- The information about learner achievement is not entirely reliable. Several of you have realised that you have neglected to manage assessment routines as well as you would have liked to. As a result, marks might not be realistic reflections of learner ability.
- Some learners have been progressed from grade 6 to grade 7.
- Teaching time lost to other activities is hard to recover.

HANDOUT 6: SOME READING STRATEGY GUIDELINE:

- **Diagnose** reading ability for each grade. Do this annually.
- **Address the challenges** learners are facing. **Ask for support** from district other schools.
- Make **reading exciting**: Use stories that **motivate and inspire learners** to want to read.
- **Engage parents** in ensuring that the learners read at home, that they join the local library.
- Teachers should be able to teach reading **across the curriculum**.
- Teachers make **reading fun and enjoyable by** using interesting books.
- Reading resources that are interesting and differentiated to ensure all learners can read for understanding and enjoyment.
- SMT support teachers.
- Have reading festivals: **Invite story tellers and authors**
- Make the **library available** for learners.
- Use LTSM wisely by **investing in good readers**.

Ask the relevant questions:

- **Why** is a reading strategy important at my school?

- **What** would we like to achieve through this strategy?

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- **How** will we go about achieving this?
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