LET'S LEARN FROM WHAT LEARNERS ARE LEARNING

MODULE 5

PARTICIPANTS GUIDE

SMT MODULE 5

CONTENTS

1. 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.

IN MODULE 5, YOU WILL

- **Revise and extend the use in your school of:**
    - The teacher's curriculum coverage tracking and reflection template
    - The teachers' reporting and reflection on teaching and learning to identify and solve coverage challenges
    - The Principal/ Deputies and DHs' tools for Curriculum Management Planning and Tracking
- **Participate in conversations which will help you as SMT members, to:**
    - Prepare for professional, supportive conversations with teachers or teaching teams (school-based Professional Learning Communities) about what learners are learning
    - Lead teaching teams as they identify and solve problems of curriculum coverage
    - Interact as professionals with the guidance given by CAPS in planning teaching relative to the time available.

2. CELEBRATING SUCCESS

Who has a good story to share about one of these goals?

I ensure that the school staff participate in professional, supportive management conversations about curriculum coverage based on evidence. Discuss.

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I am using the tools and resources provided to me to ensure professional, supportive management conversations about curriculum coverage. Discuss

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I am improving the management of teaching time by monitoring, reflecting and correcting. Discuss.

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I have learnt that with teamwork, members can be able to identify and solve problems of curriculum coverage. Discuss.

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Do you remember?

In module 4 we agreed to monitor time lost to teaching and learning…

After committing in Module 4 that you willing to Monitor and Report.
Have you started keeping the record of teaching days lost?

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_____

Have you started keeping the record of teaching periods lost?

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Are you reporting about this in your SMT/Staff Curriculum Coverage Meetings?

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3. MONITORING CURRICULUM COVERAGE

Have a look at the weekly template for monitoring curriculum coverage below and discuss the following questions?

Are you monitoring curriculum coverage on a weekly basis?

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PIL
IMPROVING LEARNER PERFORMANCE

Is the tool below helpful? Have you adapted the tool?

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_____
_____

How have the teachers responded to the weekly monitoring?
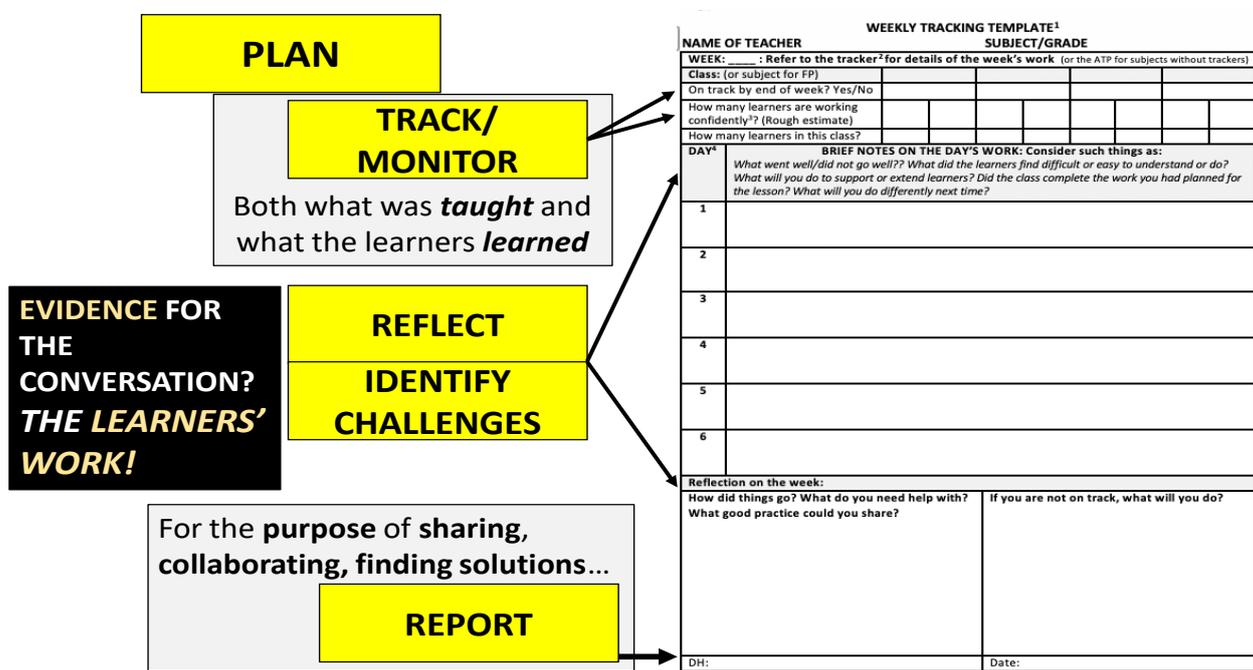
_____
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Are the SMTs able to support curriculum coverage challenges? How?
 if not why not?

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_____
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4. OUR JiKA IMFUNDA JOURNEY

Where is the school now in the journey? Analyse the responses after completing the table below and discuss how you will improve going forward.

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WHERE IS MY SCHOOL IN
THE JIKA IMFUNDO LEARNING JOURNEY?

	WE ARE STUCK AND NEED HELP	WE HAVE BEGUN AND ARE MAKING PROGRESS	WE ARE DOING WELL – THIS IS AN ESTABLISHED ROUTINE AND WE CAN HELP OTHERS
Teachers report curriculum coverage challenges to the subject team and DH because they know they will receive support			
Teachers report coverage with reflections on the learning of what was taught			
Teachers ask for help whenever they have curriculum coverage problems and are confident that they will receive support from the teaching team whenever they struggle with curriculum coverage			
Teachers have opportunities for one-on-one conversations with an SMT member about the challenges they are facing in the classroom			
All teachers have 1-on-1 conversations discuss coverage problems either with a DH or with subject colleagues.			
All DH meet with the Principal (at least twice a term) in a one-on-one conversation to discuss curriculum coverage problems experienced by teachers			

5. LEADING CHANGE

Discuss how as the SMT you have managed to lead changes in curriculum management?

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Has it been an easy journey? What were some of the challenges you had to face? And discuss how you are working to overcome these challenges.

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6. Listening

Are you practicing your listening skills? How?

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Have the listening strategies assisted in more collaboration with teachers? Discuss?

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7. PLANNING AND MONITORING TEACHERS' REFLECTION ON LEARNERS' WORK IS INTEGRAL TO IMPROVING CURRICULUM COVERAGE

How can the SMT use teachers' tracking and reflection on what learners are learning to IMPROVE TEACHING?

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What might be the questions *about LEARNING* that will launch *professional and supportive conversations* between teaching teams and the SMT?

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8. CASE STUDY

Mrs. Shongwe is the DH responsible for a group of subjects, some of which she does not teach. Mr. Mabizela is a teacher of one of these subjects. Mrs. Shongwe had read his weekly tracking and reflection (see the handout) and realized that he is struggling.

Can you identify what it is that the learners are struggling with? Are there some key concepts that seem more difficult for them to grasp than others? How could you find out?

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_____

Can you identify which learners are struggling? Which are excelling? Which are just doing OK?

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Why did you think that most learners were managing when they were not?

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What do you think were the causes of the learners' problems with this work?

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What could he do differently next time you teach this section of work?

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How can he get this class back on track?

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What support can the SMT give this teacher?

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As a Professional Learning Community within a school, are we *allowed* to develop a rationale on the basis of professional supportive conversations based on evidence to? Change the sequence of topics?

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_____
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Rearrange topics across terms?

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_____
_____
_____

Modify the time allocation for topics?

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_____
_____
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