Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR PRIMARY PHASE

NATIONAL POLICY GUIDE FOR

JUNIOR PRIMARY SUBJECTS

GRADES 1-3

FOR IMPLEMENTATION: 2015

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INTRODUCTION

The Junior Primary Phase is arguably the most important school Phase since it is at the foundation of all future learning. The nature of Junior Primary teaching requires specific approaches and understanding in order to comply with the particular learning needs of small children. This requires specific approaches and understanding in order to comply with the particular learning needs of small children. The Junior Primary Phase of formal education covers the first four years of Primary education. As the name suggests, the purpose of these first four years is to lay a solid foundation for learning throughout the formal education system, which in turn will prepare for full participation in society as a young adult, and in further training, studies, and work. If the foundation, which is laid in these four years, is good, the learner will be prepared to continue learning. Establishing self-confidence and self-worth through personal and social development is essential during this Phase. All learning must promote the growth and development of each learner as an individual and as a member of the school and society

The policy and information guidelines, provided for all Junior Primary teachers, is intended to help the school management and teachers to organise and sustain the teaching and learning on a high level within the school environment.

The Junior Primary Phase covers four grades and all the subject areas of the Junior Primary. Since there is progression between the grades, a well-managed Phase is imperative for systematic teaching. This guide will help all teachers to design appropriate learning opportunities for their classes. The teachers should be able to create a constructive learning environment in support of learner-centred education and provide continuously for exploration activities in classrooms.

The Junior Primary Phase Policy Guide should be updated regularly and further developed as the needs arise. All stakeholders are thus welcome to contact NIED in this regard.

1 CLASSROOM MANAGEMENT

1.1 THE CLASSROOM

Classroom management means how we as teachers use our *resources* in the classroom. There are many kinds of resources: time, materials, activities, our behaviour, and our learners' behaviour are only a few of the things we manage. Classroom management also means ensuring ***order*** in the classroom. In some cases, this means establishing rules. In other cases, it means using discipline with learners.

A well-managed classroom is a productive learning environment – one in which there is order and learning is interesting and fun. In a well-managed classroom, learners understand their responsibilities, how to do activities in groups and work on their own.

Classroom management can be seen as three dimensional: **the classroom**, **the teacher**, and **the learners**. The classroom is not just the room in which we teach. It also includes:

- Physical conditions e.g. temperature, desks, seats, and facilities for storing materials.
- Materials e.g. teaching and learning materials, including wall displays, interest corners and reading corner.
- Activities to consolidate learning e. g enrichment activities and remedial activities.
- Routines e.g. what the teacher does and what the learners do each day.

Physical conditions

- Ensure that all learners can see properly the chalkboard.
- Ensure that the learners are not too hot or too cold. (ventilation)
- The teacher's desk must be out of the way and should not form a barrier between him/her and the learners.
- Arrange desks in groups, which will be easy to work at.
- Put all materials, books and stationery within easy reach of all learners.
- Try to arrange space where the teacher can do one–on–one teaching if necessary.
- There must be enough room between the desks so that everybody can move around freely.
- The classroom must be clean, attractive and exciting. The learners must share ownership.
- Display learners' e.g. work, arts, projects, languages i.e poster, creative writing.

Teaching Materials

- Have your materials ready before the school begins.
- Have your flash cards, worksheets etc ready before the lesson begins.
- Replace lost or stolen damaged materials.
- Ensure that you have the materials you need when you teach. These include thematic schemes of work, syllabuses, text books, writing materials, etc.
- The materials you use in your classroom must be stored. Store them neatly/organised in the classroom where learners can reach them, and teach them to be responsible for it.
- Materials should be stored so that they are easy to find, easy to return, and easy to keep tidy
- Materials should be stored so that they are protected and sustained
- Books, paper and pencils should not remain in a cabinet – they should be used effectively.

Wall displays

Wall displays are pictures, wall charts, artefacts (real objects) and art hung on the walls of the classroom to make learning interesting. Also, learners will learn better because they can see the

same thing over a period of time, which makes it easier to remember and understand. It promotes a sense of ownership. Ideas for wall displays:

- Pictures should be selected to stimulate learners to ask questions or begin working.
- Learners should make some displays themselves and put it up.
- You can display learners' class or homework as well.
- Change your displays regularly according to the theme/topic covered.
- Group your wall displays according to subjects
- Examples of displays include: rhymes and songs, pictures, number chart, learners' art and school work, alphabet charts, etc.

Interest corners

Wall displays can be combined with displays on tables of books or items of interest from the local environment. When learners can spend time reading and discussing ideas in a learning corner, learning is better and more fun. Use learning corners when the subject you are teaching relates to the corner e.g., learners can use the materials in your nature corner when learning about environmental studies. You can put out plants and environmental studies books or anything that interests the learners. Encourage learners to add to the display. Make time for learners to use corners even if you are not teaching a lesson based on that corner e.g., allow time each day for learners to use the reading corner. Change displays regularly.

Activities

- Ensure that activities are designed to build on learners' existing knowledge. Begin with what your learners know and then introduce new information.
- Ensure interesting and relevant activities for the learners. Try to make activities lively. Use different types of materials and methods.
- Ensure that activities for the learners are not too easy or too difficult. Continuously assess their achievement and interest, and adjust your lessons accordingly.
- Avoid activities which are too long, because small children have a short attention span. When they get bored, rather introduce a new activity based on work done which is relevant to the topic.

Routines

- At the beginning of the year, establish classroom routines, such as what learners should do when they get to their seats, how learners should ask to leave the room, etc.
- Establish routines for responding to questions. Should they raise their hands? Should they stand when they speak?
- Establish routines for materials: how to get them, how to return them, and how to store them.
- Assign roles to individuals, such as class captain, group leaders, classroom duties, etc.
- Review routines when necessary. Learners should always know who is responsible for what.

1.2 POSITIVE DISCIPLINE

The teacher has the power and responsibility to guide the learners positively. The working relationship between the learner and the teacher must be based on trust and not on fear. Establish clear rules and guidelines. Determine the class rules together with the learners on the first day of school. State the rules positively i.e. tell learners what they can do instead of what they cannot do, e.g. rather say: "Talk softly while others work" instead of: "Do not talk loudly while others work".

Paste the rules in an obvious place in the classroom. Discipline problems should be handled firmly, fairly and consistently.

How to use positive feedback when rules are broken:

- Always attack the problem behaviour and not the child.
- Always show respect for the child even when he/she is behaving badly.
- Treat all learners equally.
- Warn a learner when s/he behaves badly but at the same time give a positive behavioural method in its place, e.g. If a learner has tripped another learner s/he must apologise.
- When learners insist on bad behaviour, logical consequences should follow. Logical consequences that are related should be reasonable and respectful.
- If a learner has not finished his/her work in class because he/she talked too much he/she could stay in during break to complete the work.
- Encourage and praise good behaviour. The names of learners who have behaved well can be pasted on a chart under a heading "Best of the bunch".

1.3 TIME MANAGEMENT

Although teachers in JP are flexible regarding time management certain guidelines are important:

- A timetable should be in the classroom and all the subjects for the specific Grade should appear on it.
- The time allocation on the timetable should correspond with the time allocation in the Broad Curriculum.
- Although a lesson plan may go over a few days, planning should indicate what happens on each day in a specific period, e.g. Mathematics.
- It is crucial not to neglect subjects like P.E, Arts, and Religious Education. If integrated with other subjects, the objectives and competencies should be clearly stated in the lesson plan. If this foundation is not properly laid, learners could develop serious problems in other subjects.
- Block periods in Mathematics and Languages It provides more time for individualisation the teacher to conduct CA properly and to do group work. Because there is enough time to rotate the groups the teacher will have time to attend to more than one group on the same day. It further enables the teacher to fit in learning support activities.
- Blocked time also creates a relaxed atmosphere and encourages learners to be more open and to participate with less stress and anxiety.

Important time issues that need to be considered when planning and presenting a lesson:

- Allocate time to the different phases in the lesson, e.g. introduction, presentation of new knowledge or skills, group work, assessment, conclusion, etc.
- Don't forget to include time for clearing away at the end of a lesson and also getting ready to start another lesson. All learners should be part of these activities from time to time by taking turns to perform certain duties.
- Subjects differ in various ways e.g. focus content, areas, etc. These factors influence the time allocated to a specific subject, e.g. in Grade 1 eight periods of 40 minutes per week are allocated to Mathematics while only 2 periods of 40 minutes are allocated to Physical Education. Although more time is allocated to Mathematics it is not more important than Physical Education. It is essential to use the time allocated to Physical Education to develop certain areas in the brain and the whole body to be able to perform and understand certain skills and concepts in Mathematics. It may be not that obvious or measurable but it is crucial to remember so that problems in Mathematics can be avoided.

- Do not use the break for learning support or reinforcement. Learners need to rest to be able to concentrate properly.
- Learners must play during break to get rid of excessive energy.

Double-shifting
The time allocation of the languages and Mathematics should stay as indicated in the National Curriculum. Teachers may deduct time from each of the rest of the subjects to fit into the time available. - **NO subject may be omitted from the time table.**

How to plan your time table
Please note that all the periods are 40 minutes long

- Draw a framework of the timetable and fill in the times according to your school's schedule. (See example of a timetable)
- Cut cards the same size for your period blocks.
- On each card write the subject's name as allocated in the Broad Curriculum Guide. (For Gr. 1&2: 10 cards for First Language, 8 cards for Mathematics and so forth.) Some of the cards may be halved in order to make 20-minute periods. (For example Religious and Moral Education: 4 x half periods = 2 forty minute periods)
- Pack the time table by placing cards on period blocks, making sure that you spread subjects evenly over the week (For example Mathematics Grade 1 and 2: Monday 2 periods, Tuesday to Friday: 1 ½ period each. Remember to block languages and Mathematics also.
- First Language, Second Language and Mathematics should appear on the time table every day.
- When you are satisfied with your layout, write down the subjects neatly on your framework, try it out for a week and change if necessary.
- Learners feel safe within a routine. The timetable should have a certain rhythm and routine. (See examples)
- For the purpose of class visits, vary your subjects on the timetable

1.4 THE STRUCTURE OF THE JUNIORPRIMARY PHASE

SUBJECT	NO. OF PERIODS PER WEEK		COMPETENCY AREAS
	GRADES 1 & 2	GRADE 3	
First Language	**10**	**9**	Listening & Responding, Reading & Viewing, Writing
Second Language	6	9	Listening & Responding, Speaking &communicating, *Reading& Viewing, *Writing
Mathematics	**8**	**9**	*Number concept, *Problem solving & *Computation, *Measurement, *Geometry, *Data handling
Environmental Studies	**3**	**5**	*The Social Environment *Health and Nutrition *The Natural Environment
Arts	**2**	**3**	Participating, Creating, Appreciating in Visual Art, Music, Dance & Drama
Religious & Moral Education	**2**	**2**	Understanding religion, and values
Physical Education	**2**	**2**	Physical development
Reading	**1**	**1**	
Total	34	40	

Examples of Time Tables

Grades 1 & 2 (1 Break of 30 minutes)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
RME	LANGUAGE 1	MATHS	LANGUAGE 1	RME
LANGUAGE 1	LANGUAGE 1	MATHS	LANGUAGE 1	LANGUAGE 1
LANGUAGE 1	MATHS	LANGUAGE 1	MATHS	LANGUAGE 1
READING	MATHS	LANGUAGE 1	MATHS	MATHS
B	**R**	**E**	**A**	**K**
MATHS	LANGUAGE 2	LANGUAGE 2	LANGUAGE 2	LANGUAGE 2
LANGUAGE 2	LANGUAGE 2	ENV ST	ARTS	ENV ST
ENV ST	ARTS	P E	READING	P E

Grades 3 (1 Break of 30 minutes)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
READING	LANGUAGE 1	LANGUAGE 1	LANGUAGE 1	RME
RME	LANGUAGE 1	LANGUAGE 1	LANGUAGE 1	LANGUAGE 1
LANGUAGE 1	MATHS	MATHS	MATHS	MATHS
LANGUAGE 1	MATHS	MATHS	MATHS	MATHS
B	**R**	**E**	**A**	**K**
MATHS	LANGUAGE 2	LANGUAGE 2	LANGUAGE 2	LANGUAGE 2
LANGUGE2	LANGUAGE 2	LANGUAGE 2	LANGUAGE 2	LANGUAGE 2
ENV	ENV ST	ENV ST	ARTS	ENV ST
ARTS	P E	ARTS	ENV	P E

Grades 1 & 2 (2 Breaks amount to 30 min)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
READING	MATHS	LANGUAGE 1	LANGUAGE 2	RME
LANGUAGE 1	MATHS	LANGUAGE 1	MATHS	LANGUAGE 1
LANGUAGE 1	LANGUAGE 2	ENV ST	MATHS	LANGUAGE 1
B	**R**	**E**	**A**	**K**
MATHS	LANGUAGE 1	MATHS	LANGUAGE 1	MATHS
LANGUAGE 2	LANGUAGE 1	MATHS	LANGUAGE 1	LANGUAGE 2
ENV ST	ARTS	LANGUAGE 2	ARTS	LANGUAGE 2
B	**R**	**E**	**A**	**K**
RME	READING	P E	ENV ST	P E

Grades 3 (2 Breaks amount to 30 min)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LANGUAGE 1	LANGUAGE 1	LANGUAGE 2	LANGUAGE 1	RME
LANGUAGE 1	LANGUAGE 1	LANGUAGE 2	LANGUAGE 1	LANGUAGE 2
MATHS	ENV ST	ENV ST	ENV ST	LANGUAGE 2
B	**R**	**E**	**A**	**K**
LANGUAGE 2	MATHS	MATHS	MATHS	MATHS
ENV ST	MATHS	MATHS	MATHS	MATHS
ARTS	LANGUAGE 2	ARTS	LANGUAGE 2	LANGUAGE 1
B	**R**	**E**	**A**	**K**
RME	LANGUAGE 2	LANGUAGE 1	LANGUAGE 2	ARTS
RAEDING	P E	LANGUAGE 1	PE	ENV ST

2 LEARNER-CENTRED EDUCATION (LCE)

When the new educational policy for independent Namibia was formulated after March 1990, learner-centred education was chosen as a basis for the reform. According to *Towards Education for All* "Teacher-centred instruction is inefficient and frustrating to most learners, and certainly is not consistent with education for all. Hence, we shall have to help both our teachers and learners become skilled at developing and working in **learner-centred settings.**" (MEC 1998:10)

LCE is an approach to teaching and learning that comes directly from the National Goals of *equity* (fairness) and *democracy* (participation). It is an approach that means that teachers put the **needs of the learner at the centre** of what they do in the classroom, rather than the learner being made to fit whatever needs the teacher has decided upon. This means that learning must begin by using or finding out the **learners' existing knowledge**, skills and understanding of the topic. The teacher is responsible for developing different activities to find out what the learners already know about the topic. Then teachers develop more activities that build on and extend the learners' knowledge.

The **natural curiosit**y and eagerness of all young people **to learn** to investigate and to make sense of a widening world must be nourished and encouraged by challenging and meaningful tasks. The **learners' perspective** needs must be appreciated and considered and learners should be empowered **to think and take responsibility** - not only for their own, but also for other's learning and total development. Learners should be involved **as partners** in, rather than receivers of, educational growth.

2.1 LCE AND CONVENTIONAL TEACHING (Teacher-centred education)

Teacher-centred education and learner-centred education are not opposites, like black and white, or day and night. They are **types**. And like all types, **sometimes they are mixed**. Teaching is like colours or times of the day. In one lesson, you might be more teacher-centred, in another lesson; you might be more learner-centred**.** For example, when you want learners to understand how digestion works you need to take some time and explain it to them. Maybe you need to give them a lecture, which are sometimes necessary and good. The point here is not to abandon lectures or other conventional methods that work. The point is that *whenever possible,* you should consider using learner-centred methods. Why? Because they **usually** will help learners learn better.

2.2 DIMENSIONS

The other point is that no lesson is ever completely learner-centred (LC) or teacher-centred (TC). This is because there are many dimensions to a lesson. You can observe a lesson using a list of **dimensions**, and evaluate how conventional or learner-centred each part is. For example, say you want to look at three things: classroom set-up, teacher talk, content and activities. You observe a lesson where a teacher keeps the **learners' desks in rows (TC)**. You observe that the **learners talk more than the teacher** does (LC), but not all the time. You observe that the **teacher initiates the teaching activities (TC)**, but the **learners propose ideas** as well e.g., songs to sing (LC).

2.3 LEARNER CENTRED EDUCATION AND THE LEARNER

What then are the advantages in shifting the focus from the teacher to the learner?

- **Learning objectives for the learner**

Viewing the learner as the centre of the learning experience means that the objectives of the curriculum and the various syllabuses are now expressed in terms of what the learner will be expected to achieve, not what the teacher is going to teach.

- **Learning from the learner's own experience and interests**

As has been mentioned above the learner can bring his own (however limited) experiences to the classroom, and make use of them in a way that was not possible using traditional methods.

- **Learning to interact with others**

The whole spectrum of social skills, which we all need, is developed in the new interaction between teacher and learner and between learner and learner. Learning to talk to other people is central to personal development.

- **Learning speed is learner-centred**

Able learners can develop interests, ways of study, and new skills at a pace that challenges them. Less able learners can move on their own pace, and learners requiring learning support, for whatever reason, could have personal/small group attention from the teacher. The other learners should work independently.

- **Learning includes personal interests**

Personal interests could be catered for.

- **Learning from pair and group activities**

Learning to listen to other people is difficult, particularly for young children who have so much to say. Sharing ideas is part of a complex transactional code; it is never too early to start. The pair and group activities could be integral parts of a process that takes many years to acquire.

- **Learning by doing**

The range of activities is not limited to academic processes. The teacher and learners can bring a large number of things into class to be looked at, examined, drawn, painted, copied, read, taken to pieces, put together again, etc. The learners can practice a number of psychomotor skills not previously possible.

- **Learning from useful materials**

Materials can be used which guide and stimulate learning. They will encourage self-study and self-learning in an environment where the teacher is ready to support. Learners can learn to assess small elements of their own work and then discuss corrections with the teacher. The teacher will identify specific objectives for the use of materials, based on activities that could develop interaction.

- **Learning through emotional development**

Affective skills and values can be taught and practised in a number of ways – opinions sought and given, values inculcated, judgements offered, emotions analysed, etc.

- **Learning from one's peers**

Learners are encouraged to learn from one another.

(See also 5.5. Group Work)

2.4 THE ROLE OF THE TEACHER IN A LCE CLASSROOM

It should be quite clear from all the above that the role of the teacher is diminishing, and will be of a different status e.g. facilitator.

Gone are the days of preparing the year's work once and re-using lessons year after year. The teacher in the learner-centred classroom will have to (as a minimum requirement):

- Prepare work for every lesson.
- Have teaching and learning material ready.
- Plan activities for the learners to do.
- Prepare learning support mini-lessons.
- Mark, check on absentees (they need special attention to catch up).
- Have assessment tasks ready and assess both written and oral work.
- Prepare more structured quizzes based on the objectives of the curriculum/syllabus competencies

- Have materials ready for faster and slower learners.

The learner-centred approach has a number of advantages for the teacher too:

- **More personal involvement**

The teacher has time to develop a more personal interest and can establish a proper relationship with each learner.

- **More and better materials**

The teacher will have time to observe how well the materials are working in the class – both the formal materials and materials developed by the learners. Materials for activities can be used again and again, with improvements and changes being made as required.

- **Continuous assessment**

The teacher can now access each learner individually, including oral work, written work, activities, reading skills, classroom interaction, and personal development and so on. The fast and slow learners can be given the attention they deserve.

2.5 LEARNER CENTRED STRATEGIES

2.5.1. GROUPING LEARNERS

Group work is a type of activity in which learners work together in groups in order to learn something. Group work is different from traditional teaching because it is not centred on the teacher. Group work is centred on the learners. They help one another learn. With group work, the teacher divides the learners into groups of 2, 3, 4 or more learners. Learners can work together as a group, or they can work in pairs or individually within a group, to solve a problem or discover a solution.

Group work requires learners to sit together, so it usually requires arranging desks and chairs in groups. Some teachers keep their chairs and desks in groups for the whole year! Most teachers of large or multi-level classrooms prefer whole class instruction. Why? Because they have more control over their classrooms. The classroom tends to be quieter, the learners are familiar with this mode, and therefore they can focus on a single thing.

Whole-class instruction does not work well in all situations. It can work for presentation of information but it does not work well for manipulating information in higher order thinking. Also, whole-class instruction becomes boring after a while, and learners need a change. Group work in large or multi-level classrooms is the most effective teaching mode if the objective is to teach higher order skills such as analysis, synthesis and evaluation. Group work is also an important way to develop skills in communication, co-operation, and leadership and to do Continuous Assessment. Group work can be used to present new information to the teacher's group, while the other groups do reinforcement of previous work. Sometimes teachers would also present information in a whole class mode first, and then assign group activities in which learners must use the new information in some way**.**

Group work can also be organised in two different ways:

Co-operatively: when all learners share the same task. One example of co-operative group work is activities to solve problems.

Individually, then learners sit in groups, but work individually. Because they are sitting in groups, they can ask other learners for assistance or share their ideas if they like. Worksheets are a common way to use individual group work, or pair group work.

2. 5. 2 Types of Groups

The teacher should never refer to quick or slow learners or to bright and dull learners. Use colour, animal or bird names to distinguish between groups, e.g. the blue, yellow, lions and tigers. You could change the names every week to link with the topic.

- **Social Groups:** This is when you divide the class into groups of about six learners, by putting the desks together. Groups like this may be used when you do not have enough of the same materials for the whole class, so every group will be doing something different. It makes it easier for the teacher to help each group.

- **Mixed-Ability Groups:** This is when you have fast and slower learners in the same group. You may want to use this type of grouping when you want the fast learners to help the slower learners to understand some concept. Learners often learn better from one another, and it helps the "explainer" to understand even better by explaining it to others. But be sure the fast learners are not doing all the work! (Peer teaching)

- **Ability groups:** This is when you group together learners according to their ability in a subject. So, for Maths and reading, you would put the fast learners together, the middle learners together and the slow learners together. Learners can then progress at their own speed. The fast learners will have more challenging and enriching work. The slower learners will not become frustrated by not understanding. It also allows the teacher to spend more time with the slower learners. (Learning support)

How many people should be in each group?
Consider the task
Take in to account the size of the class
Consider what materials are available

Type	***Task demand***	***Intended outcome***	***Example***
Seating groups	Each learner has a separate (individual) task	Different outcomes: each learner completes a different assignment	Writing stories on themes chosen by the learners
Working groups	All learners in the group have the same task	Same outcome: each learner completes the same assignment independently	Mathematics worksheets
Co-operative group	Each learner has a separate but related task Peer support	Joint outcome: each learner has a different assignment	Making a map
Collaborative group	All learners work on the same (one) task	Joint outcome: all learners share the same assignment	Problem solving e.g. discussing a social or moral issue

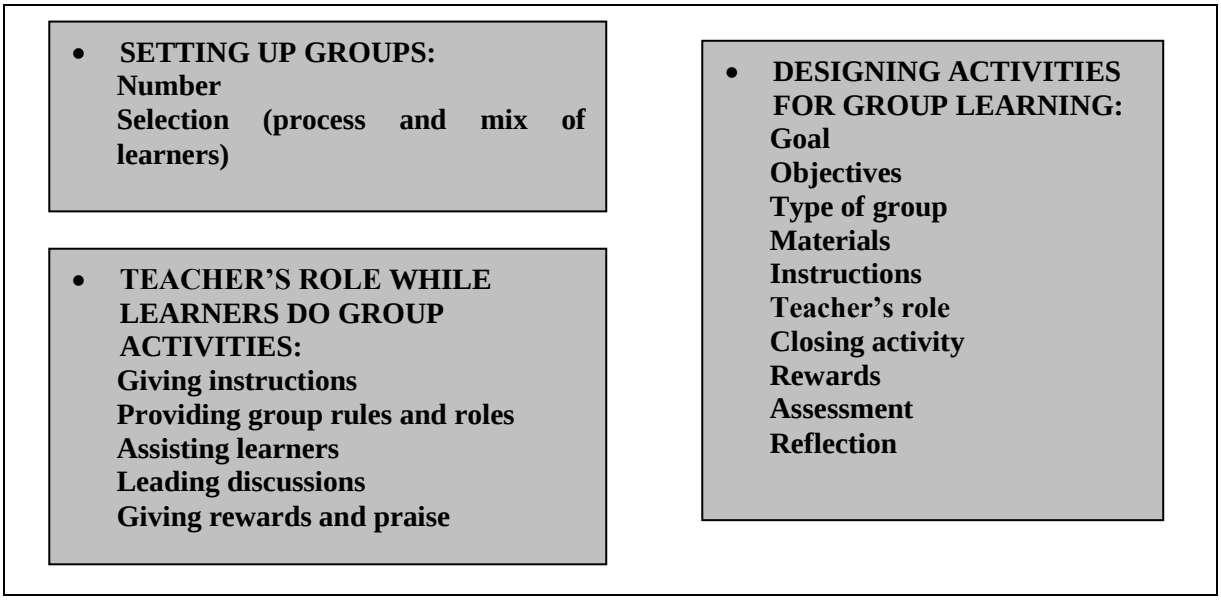
2.5.3 Procedures for Designing Group Activities

When designing group activities, you should ask yourself the following questions:

- What are the learning objectives for this exercise?
- Should I use a group? Why?
- What kind of group should I use?

- Is there a group goal?
- What materials are needed for the group to do its work?
- What instructions will I give the group?
- What will I do while the group is working?
- What activity can I use to complete the exercise?
- What rewards can I give the groups who work effectively?
- How will I measure group success?
- What did I learn as a teacher during the group exercise that I would use next time?

2.5. 4 The Group Work Process



5.2.5 Rules for Group Teaching

- It is essential to have sufficient occupational material for use by individual learners so that all may be kept active and interested throughout the lesson.
- There should be enough materials available for every member of that group which is required to use that particular material during a lesson. Material given to the learners for individual work should be carefully graded. It should be neither too easy nor too difficult, or they will soon lose interest.
- It is most important that the teacher should spend some time teaching the learners how to use each piece of material or work card that is given to them or how to approach a new kind of task. The first time a group of learners is given new material, it is good to spend the entire lesson working carefully with the learners until the task is completed. The next time the learner will know exactly what to do.
- A simple system of storing this graded material should be worked out. This may be done in various ways, e.g. a series of labelled wall pockets. Whatever the system employed, it is essential that there should be "a place for everything, with everything in its place" that learners should be taught where to fetch their material and how to put it away neatly.

2.5.2. INTEGRATION

2.5.2.1. Cross-curricular Integration

Cross-curricular themes concern aspects of life, which are important throughout life and which should be considered at all stages of learning and beyond. They contribute to the formation of attitudes and values, may inspire socialising and link school and society. They may be dealt with through topic work. They are part of different subjects throughout the year. They would be dealt with as 'blocks' set aside for the purpose, or link up with projects. The following are cross-curricular issues:

Population Education
Health Education including HIV & AIDS
Environmental Learning
Human Rights and Democracy

These are not taught as separate projects or topics, but are integrated with various subjects, where the theme corresponds to the subject content. It is recommended that aspects of the theme be planned into the work of different subjects so that learners understand their inter-relatedness. It is also suggested that these can be planned as projects over a block of time set aside from the normal timetable for that purpose.

2.5.2.2. Thematic Approach (Integrated Approach)

Topics as a means of integration

Some teachers believe that topic-based approaches are holistic ways of learning. Topic work treats knowledge as a whole and not compartmentalised. The topic title may come from one area of knowledge, for example Environmental Studies, but will be planned over a period of time so that work is done on Languages, Arts and were possible in Maths, PE and RME. However, a topic-based approach can also be used in any single subject. This would involve a sequence of teaching and learning which covers different aspects of the subject-topic concerned, for example Measurement, in Maths. Topic work provides an opportunity for the exploration of subject matter in depth. In order to make sure that what is covered is covered thoroughly, the focus may need to be limited.

Thematic approaches can be used without breaking the pattern of subject teaching. The theme may be related to a project or major task, which will benefit both school and learners, and perhaps also the community. It involves learners actively in learning and building up knowledge about the topic for themselves with the support of the teacher, other resources and of each other. The teacher will provide some input but the approach is learner-centred. It involves learners giving input from their experience before and during the work. It means that the teacher facilitates learners' enquiry, encourages their curiosity, and supports their efforts to solve problems.

The characteristics are:

- coherence
- spiral learning
- in-depth knowledge and understanding
- synthesis (bringing together different information and ideas).
- topics for exploration – e.g. Topic: My body – topic of integration where different subject could be integrated

2.5.2.3. Subject Integration

Integration can also be applied within a specific subject with a variety of skills.

Mathematics
All the different topics of the syllabus are being treated as a whole and integrated into each unit, instead of compartmentalised components. In one unit, for example, all the following will occur: (refer to year plans)

- Development of new number concepts
- Problem solving
- Computation
- Measurement
- Geometry
- Data Handling

Languages
The whole language approach avoids the teaching of separate meaningless components, or the use of isolated practice of language skills.
The learning direction follows from integrated language usage to components (skills) of the language and then back to the whole. In each unit all the skills will be included, i.e:

- Listening and Responding skills
- Speaking and Communicating skills
- Reading and Viewing skills
- Writing skills
- Language structures, Grammar and Language use

Arts
In the same way Arts is no longer taught as separate in singing, drawing or craft periods. The combined arts include:

- Visual arts: drawing, painting, modelling, and constructing.
- Music: singing, playing instruments, etc.
- Dance: rhythm, movement, etc.
- Drama: role-play, mime, reciting, etc.

Note: Examples of Thematic Integration can be found in the Integrated Planning Manuals grades 1-3

2.7 DIFFERENTIATION

If you are to consider the educational needs of individual learners in the context of Learner Centred Education, then you must be involved in planning and delivering curriculum objectives, content, learning activities, teaching strategies and resources that are varied to cope with the range of experience of the learners. Differentiation is an equal opportunities issue in everyone's classroom.

Differentiation involves teachers sharing learning objectives with learners so that they can:

- Assume greater responsibility for their own learning
- Measure their own success and achievement
- Identify more clearly their own learning needs
- Assist the teacher in meeting those needs.

For successful differentiation to occur:

- The teacher must know the class well, e.g. culture, background, health, etc.
- A variety of suitable tasks must be prepared

- Social interaction must occur.

Differentiation: Strategies

- **Interest:** Activities reflect learners' own interests and experiences.
- **Pace:** Vary the pace of learning, allowing for different speed in the completion of tasks.
- **Content:** Learners work on various aspects of the same subject matter.
- **Level:** Learners work on similar concepts at different levels, which are reflecting by previous achievements.
- **Access/Materials:** Materials are presented to learners through varying modes – aural, visual, tactile (touch), symbolic, Information Technology, concrete and linguistic. (A range of resources and support materials).
- **Response:** Learners respond to similar activities in varying ways- these may be planned responses (teacher requesting varying outcomes) or spontaneous (learners' responses are allowed to vary).
- **Structure/Presentation:** Work is presented in small developmental steps, or in conceptually related chunks, in a cross-curricular topic centred context or in subject specific contexts.
- **Teacher Time:** One to one time with the teacher, time allowed for responses at individual rates, additional time for supporting learners individually. (Degree of independence expected from learners).
- **Assessment:** Vary the number and nature of questions asked. Vary the levels of assessment activities. (Knowledge, comprehension and insight)
- **Support:** Individual learner pathways must be established. Some learners will need more stepping stones laid down to help them achieve objectives that others will reach in one stride. Most able learners will explore additional pathways.
- **Teaching Style:** Differentiation requires teachers to see themselves as learning managers. This implies more individual and group learning strategies than teacher-led activities. The adoption of flexible learning techniques is the key.
- **Learning Style:** Learning styles are the ways in which people prefer to learn. Some prefer lectures or instructions, some prefer direct experiences. Learning styles are based on our orientation, left- or right brain. Left-brain thinkers, or analytic thinkers, tend to think sequentially, step-by-step, and in pieces. Right brain thinkers, or global thinkers, tend to think more intuitively, thinking of several things simultaneously, looking at the whole and relationships within the whole.

2.6 CHECKLIST TO EVALUATE YOUR TEACHING

- Is your teaching integrated across subject areas? (Thematic approach)
- Do you clearly state learning objectives in your lesson plans?
- Do you prepare interactive learning activities for lessons?
- Do the learners actively participate in learning (i.e. learn by doing)?
- Do you stress problem solving in all the subjects?
- Do you relate learning to the learners' daily lives and environment?
- Do you encourage learners to share their experiences, feelings, ideas, etc.?
- Do you include learning support and challenging activities in your lesson?
- Do you teach learners self-discipline?
- Do you allow your learners to investigate and explore new concepts?
- Do you use a variety of methods and groupings?
- Do you support and guide your learners in the learning process?
- Do you create a friendly learning environment - Do the learners enjoy learning?

- Do you recognise and adjust to learners' individual learning styles pace and needs?
- Do you accept and encourage learners when they make mistakes?
- Are you an example to your learners to respect others in the class?
- Do you allow constructive noise in your class?
- Do you encourage the learners to listen to what others have to say and ask questions?
- Do you involve learners to help with the classroom organisation, passing out books etc.?
- Do you ask the learners to take turns, to do their share and try their best?
- Do you continuously assess teaching methods and learning, using a variety of methods?
- Do you allow learners to do peer teaching and peer assessment?
- Do learners **understand** things and not just memorise facts? (Rote learning)
- Do you use class discussions and also include the following types of questions to involve learners in the lessons

- Short answer questions
- Debates
- Learner – learner questions
- Oral reports
- Role playing
- Peer-correction
- Higher order questions
- Open-ended questions
- Learners initiated questions
- Problem solving
- Written work (worksheets)
- Individual work
- Projects
- Demonstrations

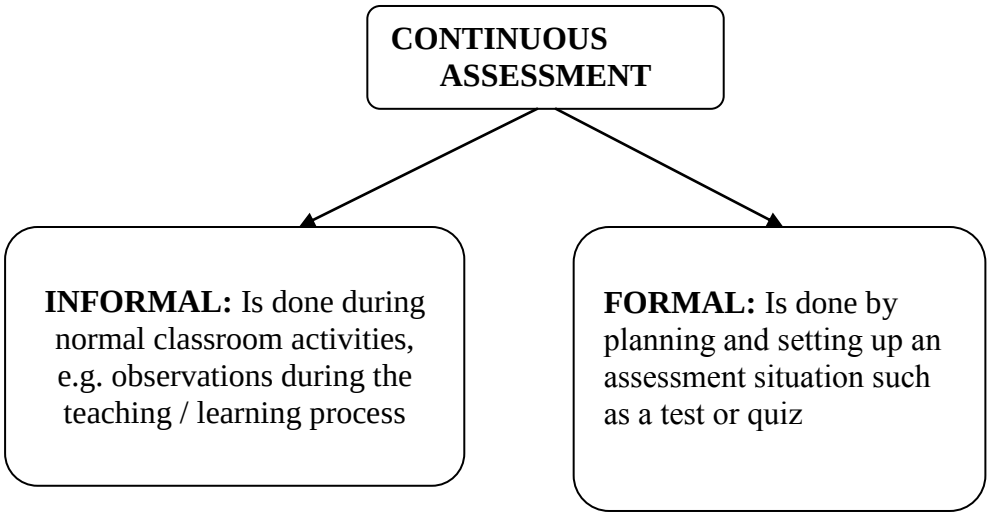
(See also 3.7. Levels of questioning)

3. CONTINUOUS ASSESSMENT

We assess learners to get a reliable profile of the learner in terms of achieving the Competencies of the syllabus and life skills. Without assessment it will be impossible to tell whether any learning has taken place. Continuous assessment (CA) is the process of gathering information about how learners are progressing in their learning. CA should be integrated with teaching to improve learning and to help shape and direct the teaching-learning process.

3.1 TYPES OF CONTINUOUS ASSESSMENT

There are two types of continuous assessment: formal and informal



Informal Assessment: This means observing a learner's performance for assessment purposes as we teach and record what we see on the continuous assessment checklist. The whole child will be observed in all learning activities. It could also be during group work where you observe specific things your learners say or do. A worksheet is very useful and can be presented either on the chalkboard or on a prepared piece of paper. Worksheets are used to reinforce something the learner has learned, not to teach it.

Formal Assessment: This means setting up assessment situations/quizzes periodically. An assessment situation is an activity the teacher organises and plans in order to assess the learners and give marks.

3.2 RECORDING CONTINUOUS ASSESSMENT

In the Junior Primary grades, one assessment in each subject will be recorded on the formal continuous assessment record form per term.

Assessment must be part of the lesson planning and clear assessment criteria must be set. During lessons and while learners are carrying on with normal classroom activities, the teacher awards marks out of ten (10) in all the subjects and for all the various:

- skills
- components and
- themes/topics/sub-topics

Formal continuous assessment marks will be recorded 1st on a class list and then be summarised on a formal continuous assessment record forms. These marks are recorded on class lists at least after

three weeks of teaching and thereafter therefore; there will only be one class list (each term) in all the subjects. The teacher should make sure that there is the same number of marks for each learner in each column on the class list.

Please note that formal continuous assessment activities like tests or quizzes should be spread over the term and written during normal classes. This means that no Junior Primary Grades 1 to 3 classes will have a "test week" or a "test time table" during which learners are required to study for tests.

3.3 GRADE DISCRIPTORS

In the Junior Primary Phase, assessment is Criterion-referenced. This means that, when letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the Competencies in the syllabus. Letter grades may be awarded directly or indirectly. When a letter grade is awarded directly, the teacher assesses the level of achievement of the competencies and awards the appropriate letter grade. Letter grades are awarded indirectly when a mark is used and then converted to the letter grade. Marks must be related to criteria for assessing learner achievement in the same way as when awarding letter grades directly.

Grade	% Range	Competency descriptions
A	80%+	**Achieved competencies exceptionally well.** The learner is outstanding in all areas of competency.
B	70-79%	**Achieved competencies very well.** The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	**Achieved competencies well.** The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	**Achieved competencies satisfactorily.** The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	**Achieved the minimum number of competencies to be considered competent.** The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	**Ungraded.** The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support

3.4 SPECIFIC GUIDELINES FOR THE VARIOUS SUBJECTS

It is an absolute MUST to consult the syllabuses in the different subjects very well when planning lessons, so you know exactly what should be assessed.

Languages:
In Languages we teach skills**.** In each weekly lesson plan, provision should be made to asses all the different language skills.

- Listening and Responding Skills is a separate skill in the syllabus and in the record forms. However, specific activities should be taught and therefore also separately assessed on the class list.
- Speaking is also a separate skill in the syllabus and in the assessment record forms. Activities for this skill should be taught and assessed.
- In Reading Skills, both prepared reading (everyday reading lessons) and unprepared reading (unknown reading text on the same level) should be taught but only prepared reading should be assessed.
- In Writing Skills, both creative and formal writing should be assessed.
- Handwriting is not being assessed as a separate component in language teaching. However, it should be regarded as one of the assessment criteria in all written work in all Junior Primary subjects.
- Grammar
- **Phonics – to be assessed every week**

Mathematics

In Mathematics we assess all the components of the Mathematics syllabus. Work that has been done for the week should be assessed.

- **Number Concepts –** Lesson plans should be based on the schemes of work provided and assessment should therefore be based on the work done.
- **Measurement** - Each weekly lesson plan deals with certain measurements. Teachers should make sure that all the measurements are being taught and assessed in each of the ± 6 weeks periods and that they are indicated on the class list for assessment, i.e. Length, Mass, Capacity, Money, Time
- Geometry

Environmental Studies

Teachers are guided by year plans in the sequence of themes/topics for thematic integration. However, they are free to follow their own sequence and draw up their own Schemes of Work. Thus, names of themes/topics should be written in the columns under less structured assessment. Please note that, depending on the time spent on each topic/sub-topic, they can be combined for assessment purposes.

Religious Education

Teachers should use the RME Teachers Guide when planning lessons. However, they are free to integrate whenever possible, and assess once per term

Physical Education:

Please note that you may choose your own sequence of sections in the syllabus. Teachers should follow the year plans and schemes of work. Assessed one per term

Arts

All arts components are assessed at least once each term.

(Examples of Assessment Class Lists for all subjects are included in the CA Record Books)

Reading Period

The reading period offers learners an opportunity to develop and practice valuable reading skills in an informal setting. The reading period is not intended for direct instruction in reading or writing. However, that does not mean this period should be unstructured or unplanned. The purpose of the reading period is to instill a reading culture and to encourage independent reading among our learners.

Structure and planning prevent chaos and help learners achieve the purposes this period is intended for. Individual junior primary grade teachers will have their own ideas about how to structure the reading period according to their classroom contexts and their knowledge of their own learners. Learners are not to be quizzed or tested about what they have read.

Guidelines for the reading period

Teachers use a signal (for example a bell, a rhythmic handclap, or a short poem) to let the learners know that it is time for the reading period. During the reading period everyone, including the teachers and any visitors in the classroom, must have a text and read silently and independently. The teacher should model good reading habits.
Teachers should prepare the reading materials for the learners to read during the reading period. Teachers must build up a 'reading box' (or collection of reading materials) for the reading period, containing books/texts in the languages taught in the school; the materials must be on the grade level of the learners; they should find it interesting; it should include a wide variety (fables, fairy tales, Bible stories, animal stories, etc).

Learners must choose what they want to read regardless of their language. Grade 1 learners will be able to read picture books, alphabet books and pattern texts. Grades 2 and 3 will be able to read texts introduced by the teacher or re-read other familiar texts. No one is permitted to leave or enter the room during this period. At the end of the reading period the teacher repeats the signal to show that the reading is over for the day. The period is 40 minutes long but teachers can split the time into three sessions of 20 minutes on different days to capture learners' interest (See the example on the timetable in the National Policy Guide on p.7).

Some teachers find it motivates learners if they create a class reading log, to which each learner contributes. Every time a learner completes reading a text, his or her name (along with the title of the text) is entered in the reading log. As the reading log continues to grow, learners can create charts or graphs to monitor the class' reading habits. Children in the junior primary grades enjoy re-reading familiar texts. Some of these may be commercially-published texts. Others may be teacher-made texts. Still others can be “recycled” texts. Recycled texts are made from old books that are available in the school storeroom. The teacher cuts out pages from the old texts and pastes color paper over the printed text. Then the teacher creates a new text to go along with the old illustrations. Recycled texts can be bound with cloth or cardboard covers.

3.5 TWELVE PRINCIPLES OF CONTINUOUS ASSESSMENT

	CA should be:	**Activities / Indicators**
1	continuous	• Part of instruction, during lessons. • At the end of a topic, theme or unit of learning. • Continuous assessment is not continuous testing.
2	valid	• Measure what it aims to measure. • Content: You should assess what you have taught. • Instrument (worksheet/test): If the instrument is inappropriate, you have not measured what you aimed to measure. • Do learners know how to complete the assignment?
3	reliable	• Test what learners really know. • Produce consistent results. • Prove that the instrument itself is reliable. • Show that assessment procedure is reliable. • Give limited time to finish
4	fair	• Given under optimal conditions. • Based on correct procedure. • Assess all learners using the same standards of quality. • Based on standards that are relevant to the task. • Based on standards that are realistic for all learners.
5	transparent	• A child should know why s/he received a certain mark. • Other people should also be able to look at the assessment and understand how it works. • A child should know about the assessment.
6	criterion referenced	• Based on attainment of competencies. • Symbol based on standards described in the Broad Curriculum.
7	instructive	• It should help learners learn. • Designed so that they learn while being assessed. • Reported back to them so that they learn from it.
8	informal	• Done while learners are learning, through observation. • Done in more structured ways as well, such as quizzes.
9	holistic	• Assess the whole child: i.e. life skills as well as academic performance (Physical, Psychological, Social and Academic)
10	informative to the teacher	• Which competencies learners have attained. • How each learner is progressing? • Which learners need additional help, and in which areas.
11	informative to the learner and parents	• A clear picture of the learner's achievements. • Why s/he received certain grades. • Which steps should be taken next?
12	influence our teaching	• How well lesson objectives and aims are achieved. • Which areas need more attention? • What basic competencies are /are not achieved. • How Learning support teaching should be done.

Validity and reliability both seek to measure the learner's knowledge. Validity is an issue of assessing the right content with an appropriate instrument, whereas reliability is an issue of

assessing using a dependable instrument. If either one is lacking, then the learner's knowledge is not being accurately measured. (Use the information obtained by CA to do self-evaluation)

3.6 EXAMPLES OF CONTINUOUS ASSESSMENT APPROACHES

SELECTED RESPONSE ITEMS	PERFORMANCE – BASED ASSESSMENTS			
	CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS-FOCUSED
❑ multi-choice ❑ true/false ❑ matching	❑ fill in the blank • word(s) • phrase(s) ❑ short answer • sentence(s) • paragraph(s) ❑ label a diagram ❑ visual representation • web • flow chart • graph/table	❑ essay ❑ research paper ❑ log/journal ❑ lab report ❑ story/play ❑ poem ❑ portfolio ❑ art exhibit ❑ science project ❑ model ❑ video/audiotape ❑ spreadsheet	❑ oral presentation ❑ dance/movement ❑ science lab demonstration ❑ athletic competition ❑ dramatic reading ❑ enactment ❑ debate ❑ musical recital	❑ oral questioning ❑ observation ("kid watching") ❑ interview ❑ conference ❑ process description ❑ "think aloud" ❑ learning log

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3.7 LEVELS OF QUESTIONING

LEVEL	ACTION VERB	DEFINITION
Knowledge/ Remembering Level 1	Name List Label State Define Match	The learner recalls or recognises information, ideas and principles in the form in which they were learned.
Understanding/ Comprehension Level 2	Explain Summarise Paraphrase Describe Illustrate	The learner understands, interprets or translates information based on prior learning.
Application Level 3	Use Compute Solve Demonstrate Apply Construct Manipulate Record Report	The learner selects transfers and uses data and principles (concepts) to complete a problem or task with minimum direction from the teacher.
Analysis Level 4	Analyse Categorise Compare Contrast Classify Contrast Separate Dissect	The learner distinguishes, classifies and relates the information within a question or a statement.
Synthesis (Creation) Level 5	Create Compose Predict Estimate Infer Produce Role-play Design Hypothesize Invent Develop	The learner originates, integrates and combines ideas into a product, plan or a proposal that is new to her/him.
Evaluation Level 6	Judge Recommend Critique Justify Debate Decide Recommend Choose Evaluate	The learner assesses, appraises or critiques on a basis of specific standards or criteria.

4 ADMINISTRATIVE ISSUES

4.1 FILES TO KEEP

Good teachers are usually well-organised. They have a good system for keeping their materials together in files or folders and they keep them neat and updated. At each school, the Junior Primary Phase teachers, together with their HOD, should decide on such a system and means of control. Each file or folder should have a control sheet in front on which the HOD, Principal, Advisory Teacher and Inspector of education can sign as evidence of control and write relevant comments. Your name and grade as well as the name of the file/folder should be on the outside cover. Each file or folder should also have a *Table of Contents* to clearly indicate what it contains. All sections should be separated by dividers. The following is an indication of the required documents for each file.

No	**TYPE OF FILE**	**THE CONTENT**
1.	Preparation (every JP teacher)	• Control Sheet (to be monitored regularly by the principal, HOD, Phase head), • Table of Content • Time Table • JP Curriculum • Integrated Planning Manual (IPM) • School Readiness Teacher's Manual (Gr.1) • Lesson Preparations • Activities (worksheets)
2.	CA file (every JP teacher)	• Control sheet (to be monitored regularly) • Table of content • CA Check List (term 1, term 2, term 3) • Record forms (all subjects) • Promotional Requirements Circular (Latest) • Preliminary/promotion Schedules • Dates for formal assessment • Activities and memo for formal assessment
3.	Observation and Learning Support File (every JP teacher)	• Control sheet • Table of content • <u>OBSERVATIONS:</u> - Class list with repeaters & transferred learners - Class list with parents/guardians address and phone numbers - Learners medical information (if needed) - Observation forms for all learners - Correspondence form/to parents - <u>LEARNING SUPPORT:</u> - Learning support identification list - Learning support forms - Learning support programme - Learning support Teacher's manual - Learning support resource book

4.	Administration File (every JP teacher)	• Control Sheet • Table of Content • Job Description for Teaching Profession • National Policy Guide for JP • Code of Conduct for Teachers • Code of Conduct for Learners • School Calendar of MoE • School Term/Year Plan • National Standards and Performance Indicators • Classroom Observation Reports and COI forms • Agendas and Minutes of staff, phase/grade meetings • National Directives and Circulars • Regional Directives and Circulars • Classroom Inventory sheet • School Policies • National Basic Educational Curriculum • National Text Books Policy Guide • Classroom Textbook inventory sheet • Language Policy of the MoE • LCE Policy • Correspondences • General
5.	In-Service Training File (every JP teacher)	• Control Sheet • Table of Content • Workshop Invitation letters • Workshop Materials and all materials handed out at workshops or training sessions: -Art - RME -PE -L1 -L2 -Maths -Environmental Studies
6.	Syllabus Guides File (every JP teacher)	• Control Sheet • Table of content • Syllabus Guide for L1 • Syllabus Guide for L2 • EGRA Guidelines and Materials • Syllabus Guide for Maths • Maths Teachers' Manuals • Syllabus Guide for Environmental Studies • Syllabus Guide for Art • Syllabus Guide for PE • Teachers Guide for RME

		• Multi-grades Teaching Manual
6	Junior Primary Phase File (HoD/Phase Head)	• Control Sheet • Table of Content • JP Year/Term Plans • School Year/ Term Plan • JP Curriculum • National Basic Education Curriculum • Agendas and Minutes of staff, phase/grade meetings • School Policies • Classroom Observation Reports and COIs • Promotional Requirements Circular (Latest) • Regional Directives and Circulars • National Directives and Circulars • National Policy Guide for JP • National Standards and Performance Indicators • National Text Books Policy Guide • HIV/AIDS Policy Guide • OVC Policy Guides • Job Description for Teaching Profession • Code of Conduct for Teachers • Code of Conduct for Learners • Language Policy of the MoE • LCE Policy • CA Policy/Guide for JP • Correspondences • General

4.2 Exercise books to be used in Junior Primary Phase

In Junior Primary Phase, it is important that learners learn to write in the correct lines/spacing.

GRADES	TERMS	RULING/SPACE/ MARGIN	CRAYONS/PENCILS
1	1	Blank/unruled pages	Thick was crayons/thick barrel pencils/Normal HB pencils
1	1	Fold blank/unruled pages	
1	1	25mm ruling	
1	2	12,5mm ruling	
1	3	3 spaces per 25mm	
2	1, 2 and 3	3 spaces per 25mm	
3	1, 2 and 3	4 spaces per 25mm	

4.3 OBSERVATION

In Junior Primary Phase, it is important that learners should be observed on daily performance continuously.

What to write on observation reports:

- Learner's Surname, name and date of birth.
- Personal details of the learner, e.g. home language, position in family, occupations of parents,
- Physical disabilities etc.
- State reasons for lengthy absence and insist on letters from parents.
- Indicate parent involvement (discussions, interviews, parent meetings) and what you discuss.
- Indicate your assistance regarding learning support in problem areas.
- Other information: prize winners, sports, cultural activities and other socialisation (e.g. Sunday school)

Note: Observation reports pass on from Grade 1 to Grade 3. Keep entries short and to the point, they must be meaningful and done regularly. Each entry must be dated.

General information

- **Home Circumstances:** Parental bond intact, divorced, step-parents, violence, socio-economic, alcohol abuse, etc.
- **Physical:** Children's diseases, operations, serious ailments/illness, hearing, eyes, speech, tension, internal ailments/sickness, enuresis/unable to control urine, etc.
- **Total image:** Left/Right-handed, personal hygiene, lunchbox etc.

Psychical/mental development

- **Cognitive Aspect:** Readiness for minimum demands of grade. Average, above average, below average. Mental ability, particular abilities and progress.
- **Emotional Aspect:** Self-confidence/Reserved/ Aggressive or domineering/ dependent/ defends property rights/ looks for sympathy and love/ rejects contact/ obscene language/ tells tales/positive, neutral or negative towards possessions, fellows, animals, plants, staff members, group games, school work, books or religion.
- **Will Aspect:** Strong, average weak desire to do well in school/a will to achieve/easily put off/ is motivated to work/ school subjects readily done, not readily done/a desire to make a good impression/ behaviour towards fellows.

Social development

- **Social:** Relates easily to others, is self-confident, participates, shows respect to others, likes to socialise etc.
- **Home:** Happy at home or in hostel or school/Adaptation/relationships between child and other members of family, friends, teachers. Is family positively integrated in community or not at all? Acceptance by family of child/ over or under protective.
- **School:** Positively integrated in class group/accepts or rejects authority/helpful/neutral/ leader/ follower/ passive; polite/rude/aggressive.
- **Environment:** playmates/single friend/loner/ attends group gatherings or not/ Sunday school/ Boy scouts etc. / sport/ other interests.

4.4 CUMULATIVE RECORD CARDS

In the Namibian education system it is compulsory to keep a Cumulative Record Card for each learner. This CR cards should accompany the learner throughout the school career and should be passed on from Pre- Primary to other grades, between schools and regions. Enter all information in clear print script. (Block letters)

Identification
Surname, given names, date of birth and gender should be written in permanent black ink and controlled against the birth certificate. If a child's surname is changed officially, parents must submit a certified copy of the new registration. The surname is then deleted with the new surname above it in red ink. All other information in this section should be written in pencil. A copy of the birth certificate should be filed.
This section must be kept up to date e.g. changed telephone numbers, addresses, etc.

Schools Attended

- Age on entry: indicate years and months; six years and 5 months 06 yrs05 months
- Admission no: Computer number of learner or the number on admission register
- Name of School and town, e.g. Van Rhyn Primary School, Windhoek
- Medium: Language of Instruction (e.g. Oshindonga)
- Admission: Indicate YY-MM-DD (e.g. 99-01-12) and Grade.

Physical Condition and Remarks (should be completed at the end of the year)

- Date: only the year, e.g. 2004
- Health: general statement e.g. Good, Fair, Poor (If Fair or Poor, give a short description in Remarks column, e.g. 2004: Chronic tonsillitis / Appendectomy, etc.)
- Defects and how defect is being treated: only physical handicaps e.g. Asthma / Use inhaler; Hearing loss in right /ear / Wears hearing aid; Poor eyesight / Wear glasses, etc.
- Previous illnesses: Record all serious illnesses since birth, as well as all diseases of children e.g. pneumonia, mumps, etc.

Year Profile

- Year (2004) and Class (Gr. 1, not Gr. 1a)
- If a learner should repeat a grade, underline in red ink.
- When a learner is transferred to the next grade, underline in red and write a red T next to the grade.

Psychometric Data
Only standardised tests taken by trained persons may be entered, initialled by the tester, and answer sheets placed in file.

Learning Disabilities
Only serious learning problems diagnosed by specialists may be recorded, e.g. report from an occupational therapist. If a child attends remedial classes, the remedial teacher or school psychologist must complete this part. **NB:** Date.

Problematic Behaviour
Only serious offences may be recorded after the matter had been taken up with the HOD., Principal and Parents. Avoid a child being tagged. **NB:** Date

Observation Report

- Information obtained from Observation file. See inside cover for directions.
- Short, to the point entries, not more than 2 lines.
- Initial each entry, do not underline or skip spaces.
- Be objective, avoid negative remarks.
- If needed, more information can be entered under paragraph X – General Remarks.

- Remarks such as: "As previous year", "Unchanged" or "Good" are unacceptable.
- Total image: overall appearance, general impression of learner.

Scholastic Achievement

- The promotion marks (end of year) to be entered as a symbol (A – U) for Gr. 1-3, and a percentage for Gr. 4-7.
- Change "standard" to "Grade".
- Enter Subjects not listed in open spaces.
- Average symbol for grade (Gr. 1-3) will always be C (Competencies).
- Average symbol for learners must be calculated with the 5-point scale.
- School attendance: G (Good): less than 6 days absent.

  P/R (Poor – reason): 6 or more days absent – parents offered reasonable excuses/ doctor's certificates.

  P/T (Poor – truancy): 6 or more days absent without excuse or reason. The number of days with a short explanation to be written under X – General remarks

General Information

To be completed on school leaving (Secondary School)

General Remarks/Recommendations/Interviews

This column is reserved for important comments that are not entered elsewhere, e.g.

- Explanation of (repeated) unauthorised absenteeism.
- Recommendation for learning support.
- Transfer to Special Education.
- Interviews regarding serious physical, psychic, behavioural, social or learning problems (e.g. with occupational therapist, Child Abuse Centre, Social Services, parents etc.)
- Traumatic incidents – death of a parent, divorce, abuse, etc.

  NB: Promoted / repeat/ transferred indicated here.

Please Note:

- Cumulative Record Cards contain highly confidential information. No person other than the class teacher, HOD, life school teacher, councillor teacher or Principal may have insight to these records.
- Cumulative Record Cards may not be removed from the filing cabinets without permission.
- Only with the knowledge and permission of the HOD may the CR Cards be taken home, but *never* over a weekend or school holidays.
- Pre-Primary teacher and Gr. 1-class teachers are responsible for the opening of new CR Cards for school beginners. Within the first 6 weeks of the school year, cards must be completed and filed in the cabinets
- All entries to be done in clear print script and not cursive writing or calligraphy.
- Documents to be included: Application form with letters of permission for excursions from the parents. Medical inspection reports, copies of school reports, reports from the therapist, test reports, important medical reports etc.
- The HOD who controls the CR Cards at the end of the year takes responsibility that information entered is correct. S/he must initial each section after which the cards are put into the filing cabinets before school closes.

4.5 CLASS REGISTERS

Class register must be completed as per instructions inside its cover page and should be treated as other official documents.

4.6 PROGRESS REPORTS

The following are a few examples of remarks that can be used on Progress Report Cards.

Good Progress

- John is a conscientious well-behaved learner who has been rewarded for his efforts. Keep up the good work!
- Mary is kind and helpful in the class and she is a pleasure to teach. She has worked well and has produced excellent results.
- Tommy is well behaved and diligent at all times and he has begun to blossom in every sphere. I am so proud of him, keep up the good work!
- Mary puts everything into her work and she has been duly rewarded for her efforts. Thank you for being such a capable and helpful learner; you are a pleasure to teach.
- Betty has produced work that is most pleasing and this is reflected in her results. She is conscientious and her work is always meticulous. Well done, Betty!

Fair Progress

- Mangundu is a pleasure to have in class and he always participates (positively) in class discussions. His stories are imaginative and interesting to read.
- I can see an improvement in John's concentration. He has produced satisfactory results and I am pleased with his progress.
- Peter has produced satisfactory results. However, he is capable of doing better, if he would do his homework more conscientiously.
- Sam has worked very hard this term and he has shown tremendous improvement since the beginning of the year. He takes pride in his work and usually produces the most beautiful drawings. Keep up the good work, Sam!

Weak Progress

- Pat tries, but her work is well below average and she seldom finishes tasks on time. Unfortunately she has a language problem too, which seriously hampers her progress.
- Ben's work has improved and I can see that he is giving of his best. However, his work is still well below average and he will have to work very hard next trimester in order to improve his marks!
- John tries, but he is finding it extremely difficult coping with formal work. Don't give up, John!
- Tom is really trying, especially at Reading. Unfortunately he does not always listen to instructions and this leads to unnecessary mistakes during Maths lessons.
- Sam is a pleasant helpful boy, but he needs to apply himself much more diligently to his work, as his marks are rather weak. Give it a go, Sam!
- Although Nan's marks have improved, she still needs a great deal of practice and she must learn to concentrate at all times.

PLANNING AND PREPARATION

Our ideas about what to teach and when to teach it come from our own experience, from our learners, and from the national syllabuses. A syllabus consists of themes and topics, objectives and basic competencies.

5.1 THE YEAR PLAN

A Year Plan helps us plan the year's activities. It ensures that we will not miss any important topics. It also helps us to order items in a good learning sequence by using common sense. We further try to go from the known to the unknown, from the simple to the difficult, step by step.

5.2 THEMATIC SCHEME OF WORK

In a Thematic Scheme of work, we organise learning certain subjects around one topic or sub-topic. From the Thematic Scheme of work we develop the lesson preparation.

5.3 LESSON PLANNING AND PREPARATION

(Year plans and Thematic Schemes of work are available in all the subjects of the Junior Primary Phase). When planning lessons, teachers must make use of the following documents; JP Curriculum and Integrated Planning Manual to guide them.

5.4 TEACHING AND LEARNING MATERIALS

There are two basic kinds of materials: *teaching materials* and *learning materials*. Teaching materials are the materials we use to teach. Learning materials are materials learners use during the teaching and learning process.

5.4.1 Manipulative, Teaching and learning Materials

Manipulative learning materials are things that learners handle and use to assist them with learning. Counters, dominoes and dice are manipulative learning materials. Worksheets are learning material, but they are not manipulative learning materials.

Manipulative learning materials can be teaching materials, but become learning materials when put in the hands of learners. For example, you might use flash cards with pictures to tell a story. If you give the flash cards to your learners to teach sequencing, the flash cards become learning materials

There are many reasons for using manipulative learning materials:

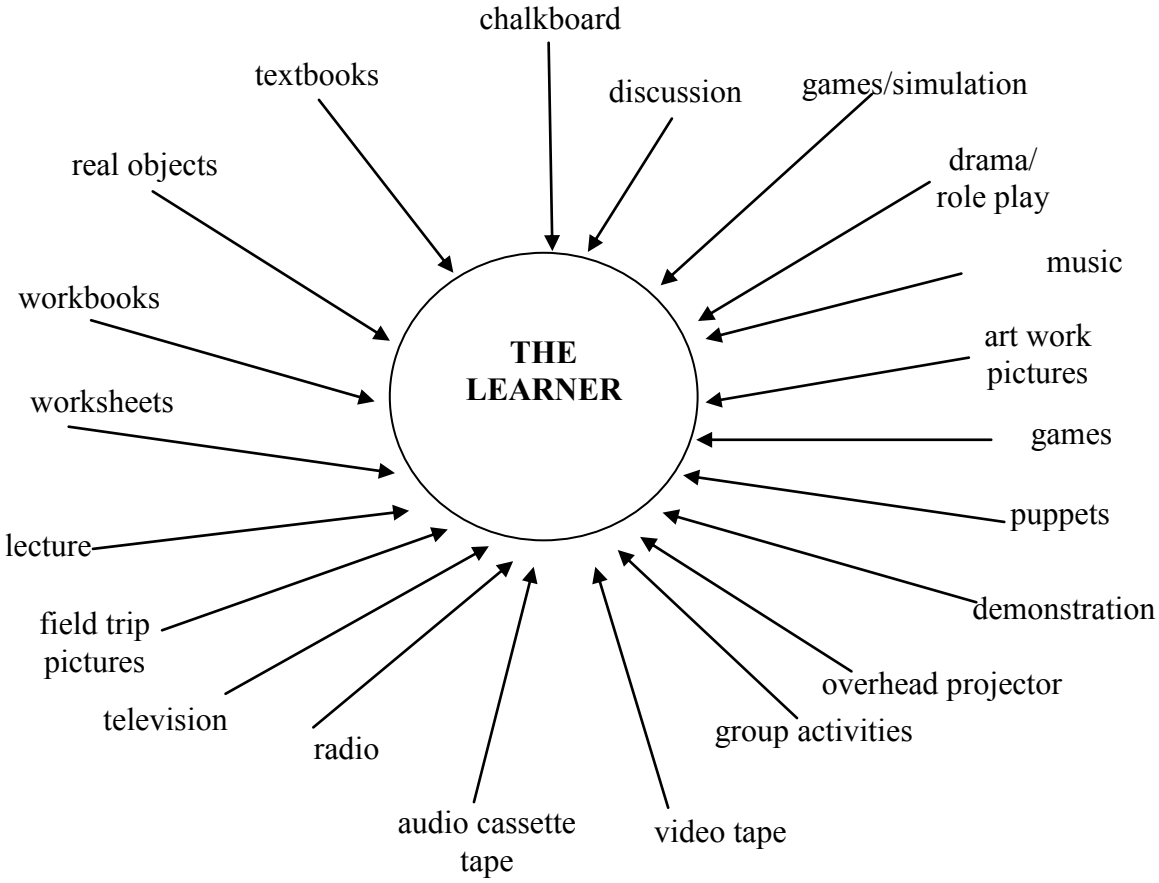
- People learn best if they can see and do something while they are learning,
- Sensory stimulation enables the brain to grow, which enables the learner to learn more as s/he gets older
- Activities-based instruction usually requires the use of materials
- Young children learn through touching things and kinaesthetically (by moving and transforming things). Manipulative learning materials enable them to do this.
- Manipulative learning materials enable learners to move from concrete: body (three fingers), to concrete: non-body (three stones); to semi-concrete (three dots on a dice); to abstract (the number 3).

There are seven important kinds of manipulative teaching materials that we can make and use in our classrooms. They are:

- Artefacts (real objects) such as stones, bottle cups, beads, fruit, etc.
- Models such as a cardboard house, a sand table village, and a paper maché globe
- Flash cards (for words, sentences, maths) and pictures
- Story books
- Basic games
- Puppets
- Basic science kit

Manipulative teaching materials help our learners learn many things, from basic science principles, to Maths computation, to language, to matching and visual memory.

5.4.2 Instructional / Teaching Materials in the Classroom



There are three reasons we should use teaching materials in our classrooms:

- Learners learn best when they can see what they learn.
- Visual and audio support provides sensory stimulation, which is necessary for our brains to grow
- By using visual or audio materials, learners learn better.

There are two basic principles in using teaching materials:

- Use a real object whenever possible
- The more media, the better

Essential Displays for Junior Primary Classroom Walls

LANGUAGES AND OTHER SUBJECTS	
1. Alphabet cards/frieze 2. Interest corners 3. Puppets 4. Maps 5. Drawings/work of learners on wall 6. Real objects: puzzles 7. Tape Recorder	8. Sound/Phonics wall charts 9. Sentence strips 10. Songs/rhymes/verses on poster 11. Pictures 12. Readers 13. Books to read (readers for learners, story books) 14. Flashcards (sound word & sight words 15. All objects in class labelled (door, window, chair, books, pencil etc) **AND MANY MORE**
MATHEMATICS	
1. Number chart 2. Number cards, pictures, 3. Number name cards 4. Abacus 5. Number line 6. Counter (bottle tops and/ or other counting concrete objects) 7. Cards with ordinal numbers written on them 8. Two dimensional shapes (square, rectangle, circle and triangle) 9. Three dimensional shapes (cones, cylinders and pyramids 10. Balance scales (Number of heavy/light objects.) 11. *ml & l* containers12. Calendar13. Shapes: 14. Decade number cards Dices	11. Flared cards 12. Bags filled with sand to determine mass (½kg. 1 kg,2 kg) 13. Rulers for measuring 14. Big Clock (full hour, halve hour etc.) 15. The days of the week 16. The weather chart 17. The months of the year 18. Birthday chart 19. Colour chart 20. Multiplication tables, 21. Fractions poster 22. Measurement: length poster cm, m 23. Capacity posters *l, ml* 24. Money posters 25. Mass posters kg, g 26. Abbrev (km = kilometre, cm = centimetre etc.) **AND MANY MORE**

5.5 EXCURSIONS

Teachers will endeavour to ensure that outings are arranged for learners to enhance the curriculum whenever relevant and practical. Class outings are an essential part of the broader curriculum and ensure that the curriculum is practical and based in the broadest possible sense. The two levels of outings undertaken are:

1. Those within the boundaries of your town which relate to the curriculum or a particular interest, e.g. a supermarket, a market place, a museum, etc.

2. Major class outing – learners are transported to a venue, further away.
   - All class outings should be discussed at the beginning of each term. This will help to ensure that there is no major overlap between grades, and that there is a reasonable spread across the grades.
   - Learners are to be exposed to the enrichment of guest speakers whenever this is practical or possible.

- Parental involvement is encouraged. An annual indemnity form must be completed at the beginning of the year, which covers all outings.
- Resource file: It is recommended that a resource file for outings be compiled and kept for easy reference. Teachers will write a short report on each outing embarked upon and these must be detailed on a "report back" form for both outings and guest speakers. The relevant forms being filled in by teachers after each outing or when a speaker visits, and should be filed in the resource file.
- A copy of all relevant worksheets should be attached to the outing form for the resource file. This will help to eliminate repetition of content at a later stage and would facilitate "building upon" previous work and the "process" of learning.
- All staff and parents/helpers who are to help with transport must submit copies of drivers' licences to the school. No teacher is authorised to overload any vehicle beyond the prescribed limit for that particular vehicle. A first aid kit should be taken along on field trips or outings.
- Plans for excursion should be discussed with the regional offices (directors) well in advance.

6 INCLUSIVE EDUCATION

6.1 LEARNING SUPPORT TEACHING/LEARNING SUPPORT

See also: "Guide for Identification of General Learning Problems in the Classroom and School – *MBESC"*
In general, earners can come to school with many kinds of problems: physical, mental and social/psychological. There are four ways these problems can appear: sensory problems, cognitive problems, and social/psychological problems.

Sensory problems are problems people have with their senses: seeing, hearing, feeling, smelling and tasting. The two most common sensory problems in our classrooms are visual impairment and hearing impairment.
Cognitive problems are problems people have with thought processes, such as learning or remembering things. Cognitive problems are usually related to information processing such as when information is not correctly interpreted by the brain; it results in loss of memory, confusion of information, etc. Three types of cognitive problems are epilepsy, dyslexia, and so-called "mental retardation".
Social problems are problems people have with their social environment – how they get on with family, friends, and community members. Psychological problems are problems people have as individuals – their self-concept, self-esteem, and motivation. Three causes of our learners' social/psychological problems are their home environment, their school environment, and their learning ability.

We can respond to learning problems with a variety of consolidation activities. When using consolidation activities, we should remember to:

Be systematic
Repeat activities
Use ability group (teacher teaching)
Use mixed ability group (peer teaching)

The three main issues in learning support teaching are:

How to identify specific problems
How to solve these learning problems
What to do if there is no sign of progress.

Circular: Form Ed. 4 / 2004 states the following about **Compulsory learning support teaching:**

a) The goal is to ensure that all learners with learning backlogs, and especially repeaters and transferred learners get the necessary assistance to eliminate a possible lack of background knowledge, to develop the necessary skills and competencies and in the end to ensure that they are promoted the next grade.
b) The principal and class teachers / subject teachers must compile a complete profile of each learner to include specific academic needs and shortcomings in specific subjects as well as behaviour. When backlogs are discovered, learning support teaching/ learning support should be administered as part of everyday teaching and thus be portrayed in lesson plans. Special emphasis should be put on reading, writing and spelling skills in English, on Mathematics, homework, study skills, a positive self-esteem, skills to write examinations and interpret questions and a positive attitude towards life.
c) With this information the principal is responsible to do proper planning for an additional programme of learning support teaching by the teachers in the afternoons. It is also possible to

use other expertise in the community to assist the school in a learning support teaching programme. Inspectors should advise principals of schools with double sessions how to deal with learning support teaching.

d) The number of learners in these afternoon classes should be limited to a maximum of 10-15. The smaller class sizes will ensure that each learner receives individual attention.
e) Thorough monitoring of the work done by these learners should be done and each learner and his/her parents should get continuous individual feedback on his/her progress. Parents form an integral part of the programme.
f) When a learner is not willing to cooperate, the principal must compile a report, discuss it with the parents and ask their assistance in motivating their child to cooperate. If this fails, the principal must report the case to the inspector at Regional Office. In cases where parents are reluctant to cooperate, the principal must take up the matter with the parents and similarly report to the inspector if the matter is not resolved.
g) **Learning support teaching is compulsory, either in class as part of everyday teaching or in the afternoon**. The principal and involved teachers should take full responsibility for the successful implementation of this programme.
h) Inspectors and advisory teachers should take full accountability for assisting principals and teachers in the successful implementation of this policy.

6.2 SPECIAL CLASSES

Special Classes in ordinary schools are for learners (up to the age of 12 – 13) with a variety of learning needs, and who cannot cope in ordinary classes. These learners may have an insurmountable academic backlog, yet are able to function in an ordinary school. The purpose of Special Classes is to accommodate such learners-in-need in smaller class groups. The needs of learners are identified on the basis of the achievement criteria and/or diagnostic assessment.

In the spirit of Inclusive education, a placement of a learner in a special class should be seen as a temporary measure, and the aim should always be the eventual transfer to the general education. The resources of the special class and the skills of the special class teacher should be seen with the view of developing support within the school. The teaching task of the special class teacher should be arranged in such a way that it would allow also for consultancies and co-teaching with colleagues. The special class teacher would also bring her expertise and experience in the Learning Support Group.

The establishment of special classes might ease the backlog of educational support provision in the country, and allow for educationally marginalised learners, who are currently not enrolled, to access education. However, a careful consideration is needed when special classes are established and run so as not to contribute to exclusionary practices within schools.

7 MULTI-GRADE TEACHING

Multi-grade teaching is a situation where one teacher has to teach many grades, all at the same time. It happens in all schools where there are more grades than teachers. Some multi-grade teachers may teach two grades but some teach three or four grades; even six or seven grades at the same time, under one roof. (Inter-active self-training modules for Multi-grade teaching available on the NIED website www.nied.edu.na under STAMP 2000.)

7.1 THE ORGANISATIONAL APPROACHES

There are four multi-grade teaching options. A teacher can use one or can combine two or more of them depending upon the learning areas, themes, topics, competencies, grades and classes to be taught. The selection of an option is followed by the selection of appropriate teaching and learning methods to be used.

Subject grouping: All the classes do some of the same subject areas together e.g. Arts
Under this option:

- Different subjects/learning areas for the different grades have the same topic/theme and therefore are taught at the same time.
- Learning areas like Arts, Physical Education, Religious and Moral Education and Environmental Studies have a lot of topics and themes that are common and can be taught to all the grade groups together at the same time. It is the same content coverage for all the groupings.

Common subject grouping: The classes focus on the same areas but at different levels.

Example of Common subject grouping in Mathematics:

- Each grade does the same topic but at different levels of difficulty.
- When teaching the topic Multiplication the Grade 1 learners would deal with 'grouping,' Grade 2 learners with 'times tables' and Grade 3 learners with 'two digit multiplication'. How would you achieve this?
- While you work with the Grade 1 class for the first twenty minutes of the first block for Mathematics, the Grade 2 and 3 classes would work in groups to do preparatory activities for the new topic which they would be taught.
- After working with Grade 1, you would leave reinforcement activities with them, and then go over to work with Grade 2. After you had worked with grade 2 for twenty minutes, you would assign them reinforcement activities. It would then be the turn for Grade 3 to work with you.

Subject Staggering Option: Same period but in different subjects for different grades.

- Each grade group will be expected to learn different subjects from the rest of the groups
- The grade groups to be taught are 3 and 4, and the subjects are Mathematics and Language 1 respectively.
- For grade 3 the topic could be addition and the expected basic competency could be to add numbers less than 500. **The Integrated Day Option:** The teacher works with the learners in planning for learning outcomes.

- The learner's needs desires and outcomes and concerns are more important and are taken into consideration.
- The teacher's role is that of a manager, guider, facilitator and consultant who knows the outcomes expected of the learners in their areas of interest over a period of time.
- This is a key element of independent learning.

7.2 TIMETABLES FOR MULTI-GRADE TEACHING

- Try to have the same subject for both grades in as many periods as you possibly can.
- **36 Periods per week of 40 minutes** is the time allocated to **grades one and two**. When planning the timetable, the time allocated to each subject should be correct.
- **40 Periods per week of 40 minutes** is the time allocated to **grades three.** Take note that the time allocated to grades one and two differs from grades three and four. The length of the school day for grades three and four is longer.
- Different grades can be taught at the same time when the topics are the same, e.g. – teach the same topic to grade one and two. After finishing the content of a grade one lesson, group the grade one learners and give them a reinforcement task to do. Continue and finish the content for the grade two learners and give them a reinforcement task also.
- When topics differ, group the learners at the beginning of the period and while teaching to one grade give tasks of previous work to the other grade to revise.
- The system of grouping the learners into grades and to rotate the groups to present lessons to one grade while the other learners are busy with tasks works fairly well and is effective
- Copy the statement from the National Curriculum

In the first example all the subjects are taught simultaneously.

The subjects indicated with a * in the following timetable examples are taught simultaneously to both the grades in the same class during a specific period**.**

Grades 1 and 2 combined

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
1	RME	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**	RME
2	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**
3	LANGUAGE 1	MATHS	MATHS	MATHS	LANGUAGE **1**
4	MATHS	MATHS	MATHS	MATHS	MATHS
	B	**R**	**E**	**A**	**K**
5	LANGUAGE **2**	LANGUAGE **2**	LANGUAGE **2**	LANGUAGE **2**	LANGUAGE **2**
6	ENV. STUDIES	ARTS	ENV. STUDIES	LANGUAGE **2**	ENV. STUDIES
	P.E.	ARTS	P.E.		READING

Grades 2 and 3 combined

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
1	RME	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**	RME
2	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**	LANGUAGE **1**
3	LANGUAGE 1	MATHS	MATHS	MATHS	LANGUAGE **1**
4	MATHS	MATHS	ARTS	MATHS	MATHS
	B	**R**	**E**	**A**	**K**
5	LANGUAGE **2**	LANGUAGE **2**	LANGUAGE **2**	LANGUAGE **2**	LANGUAGE **2**
6	ENV. STUDIES	ARTS	LANGUAGE **2**	ARTS	ENV. STUDIES
7	P.E	*LANGUAGE **2**	P.E	*LANGUAGE **2**	*LANGUAGE **2**
8	*ENV. STUDIES	*MATHS	*ENV. STUDIES	*MATHS	READING

8 WRITTEN WORK

8.1 HANDWRITING

The handwriting of the teacher should be an example to the learners, both on instructional materials (chalkboard, flashcards, lists, labels, etc.) and on tasks/worksheets. Letter formation should be in accordance with the syllabus. Handwriting charts should be display throughout the year.

Although Handwriting is not a subject on its own right, we must acknowledge the importance of teaching Handwriting. The First Language Curriculum for the Junior Primary Phase states: "Learning to write is a natural part of First Language (Mother Tongue) teaching, and developing good handwriting is a necessary precondition for all writing. The syllabus takes into account the need for learners to write for meaningful purposes. The development of own expressive writing goes hand in hand with the more mechanical practice and mastery of formal writing skills. **Handwriting will be print script only**, and will be developed and regularly practiced throughout the Junior Primary Phase. Learning how to write in grade 1, needs to be carefully structured from preparatory exercises to proper handwriting skills. By the end of Grade 3, most learners will be able to write fairly legibly and in the correct lines, but refinement, rhythm, speed and neatness should be supported as a matter of principle in all writing tasks throughout the Junior Primary Phase. Learners should apply the correct handwriting processes and letter formation. Learners should write every day in the First Language to establish good writing habits and Handwriting skills, and to prepare them for the demands of the following years. Handwriting skills should be attended to across the curriculum as needed, and not only addressed in the First Language lessons." Every written activity should be seen as a handwriting exercise.

8.2 HOMEWORK ALLOCATION

GRADE	READING	PHONICS	MATHS/ TABLES	OTHER SUBJECTS
1	Daily + Sight words	Weekly – simple words	Weekly	Collect materials for Arts, Environmental Studies
2	Daily + Sight words	Daily & Weekly	Once weekly	Collect materials for Arts, Environmental Studies Reading Second Language.
3	Daily + Sight words	Daily	2 x weekly	Collect materials for Arts, Environmental Studies Reading Second Language

8.3. MONITORING AND MARKING OF LEARNERS' WRITTEN WORK

The acknowledgement of learner's work is essential. The marking and monitoring of work create a value system for learners, and affirms the importance of the teacher's professional role and the learner's development as a student. Sending selections of marked work of learners home to share with parents, helps to develop a happy and supportive partnership between home and school.
In the preparation/planning of work, the teacher decides both on the section of work to be marked and assessed and on the appropriate assessment and/or marking process. Continuous Assessment is a key aspect of the monitoring of work.

NB: Sample of evidence of the work produced by learners on the formal continuous assessment as well as a description of the assignments and marking schemes or tests memorandum has to be kept at school until the end of the year.

Aims for Marking:

- To evaluate if the learner understands the work.
- To ascertain the progress of the learners.
- To give feedback to the learner on the work he/she did.
- To determine the learner's level of competency.
- Motivation of the learners in achieving full potential.
- To help the teacher to evaluate the learner's ongoing development.
- To evaluate the learner's learning style, strengths and weaknesses and also to give a basis upon which to plan subsequent teaching.
- To evaluate and monitor the work being taught.
- Giving feedback to the parents and guardians of the learners' progress.

General Guidelines for Marking:

To ensure that learners understand the concepts involved, thorough marking and feedback are essential, as is the regular writing of relevant comments on the learner's work.

- Showing respect for the learner's effort.
- Giving purposeful praise and guidance.
- Affirming the value of the work being undertaken.
- Demonstrating the standard of work expected from the learners.

Practical Considerations:

- Marking should be done in red or an alternative easily identifiable and contrasting colour.
- Where possible, comments should be positive, respectful, personalised and varied.
- Marking work with the learner in class should be valued for the opportunity it gives with regard to timeous learning support teaching and in order to discourage learners repeating the same errors.
- Initialling and dating work is recommended.
- Marking all tests. Learners can mark smaller tests if the teacher carefully monitors this marking.
- Learner marking is a valuable analytical exercise for learners when used appropriately.
- Detailed marking is essential during the introductory phases of any topic/skill
- Detailed marking is essential in phonics tests, Language exercises and Comprehension.
- Selected skills-focused marking is recommended in Creative Writing, Project Work and specific Oral Presentation.
- Marking the grammar, the syntax or the spelling: As writing is about communicating and creativity, it is essential therefore, to ensure the development of strengths and the monitoring of weakness *without hampering the confidence and enthusiasm of the learner*.
- The marking of SPELLING in Creative writing should focus on: the most basis High Frequency words; words of particular interest to the learner; and words which have been given to the child during an introduction to the activity. Work should not be a confusion of red marks and corrections. Write the correct word in the margin near the incorrect word. The error can be marked with a symbol e.g. a small circle.
- Depending on the grade, in which the learner is, corrections should be limited. USEFUL WORDS can be written at the bottom of the piece of work for transfer into the learner's personal dictionary in the junior grades, or for checking in the dictionary.

- **Comprehension:** In general, learners should write answers in complete sentences. Incorrect sentences should be corrected in full sentences at the end of the exercise. Comprehension marking should be based on the evaluation of specific skills.
- **Reading:** Learners' reading should be assessed continuously throughout the year, not only the lessons drilled in class and prepared at home, but also unprepared lessons with the same vocabulary.
- **Second Language:** When taught in the Junior grades the second language has a strong emphasis on oral communication. In these classes, less emphasis is placed on the marking of grammar and spelling. Correct pronunciation in both reading and oral work is to be encouraged.
- **Environmental Studies:** The monitoring and marking of work in this subjects should focus on:
  Accuracy of content
  Correct presentation
  Mastery of particular skills
  Key words spelt correctly
  Completeness of assignments
- **Mathematics:**
  Correct number formation
  Correct calculations
  Mastery of particular skills

Corrections:
There should be evidence that learners CONSISTENTLY do corrections on mistakes of written work in all subjects. Corrections should be marked.

9 COMMUNICATION

9.1 MEETINGS

9.1.1 Phase Meetings

Teachers in the Junior Primary Phase should come together to discuss problems, exchange information, plan term schedules and organise activities. Here the HOD, Phase head and Principal will play a very important role in advising explaining and facilitating. An **agenda** must be handed out in advance to each teacher in order for him or her to prepare for the meeting.
Minutes of the meetings should be filed for record purposes. Therefore, copies of minutes should be send to all Junior Primary members, the principal, and also the Advisory Teacher.

Minutes

- Should be kept in a subject file as reference to read at the next meeting
- It should be a communication between the Advisory Teacher and members of staff.
- Needs to be clear and to the point
- Minutes should be correct and honest reflection of the meeting.
- Tasks allocated must be fully noted and carried out timeously.

Chairperson

- **Position of the chairperson may rotate**
- The chairperson is in control and takes charge of the meeting.
- Must be impartial at all times.
- Must exercise self-control and self-discipline.
- Must encourage positive discussion.
- Must be able to summarise and conclude the topic.

Secretary

- Compiles the notice and agenda of a meeting in conjunction with the chairperson.
- Ensures that all relevant documents are available.
- Ensures that the room for the meeting is ready.
- Takes the minutes and sees to it that these are ready for the next meeting.
- Keep the file up to date

9.1.2 Grade Meetings

Grade meeting should have a chairperson and a secretary
In these meetings, each grade gathers separately. Each grade group meets together with the "Head of Grade". In this meeting discuss all the challenges in the grade such as reading, spelling and writing and come up with solution to address the identified challenges. Select one person to keep notes of the meeting. If there are any hand-outs, make sure everyone receives them. Keep a record of this.

9.1.3 Interest Group Meetings

Group meetings can be some teachers of the same school coming together about a particular subject and discussing all aspects of the subject, e.g. Maths for Grade 3 in which the grade 4 teachers inform and advise the Gr 3 teachers. Teachers can work through the syllabus, set a year plan and develop thematic schemes of work, etc. Always keep notes of meetings and put them on file. Also keep materials and everything which has been developed during the meetings for record purposes.

9.1.4 Cluster Meetings

In cluster meetings some of the teachers from schools in the region come together e.g. some of the grade 3 teachers (not necessarily all of them). If there is a need, they plan a workshop e.g. C.A. for grade 3 or a lesson about measurement. After this, these teachers go back to their schools and present the activities, which they have learnt, during the cluster workshops other teachers from nearby schools, especially in the rural areas. In the same manner HOD's from different schools can come together to discuss common problems, exchange ideas and share materials.

9.2 PARENTAL INVOLVEMENT

9.2.1 Parent Meetings

Schools are under increasing pressure to develop strategies for securing greater parental involvement. Traditionally, education was regarded as the exclusive domain of teachers, and parent participation was very limited. Nowadays parents are regarded as equal partners in education and they are beginning to play an increasingly important role in the school. The time when parents' only link with the school was to attend the annual parents' evening is over, not only because family life has changed, but also because schools need and require parents' support.

Teachers and parents realise that effective education requires close co-operation between teachers and parents, and positive home-school relations. Schools have thus become far more open to parents and welcome parental involvement. There is a steadily growing sense amongst parents of their entitlement to be fully accepted as important figures in their learners' education with a key role to play. This is increasingly matched by a willingness to pursue this actively through their children's schools and through membership of a growing number and range of parent initiatives and organisations.

Benefits of parental involvement include; improved school performance, reduced dropout rates, a decrease in delinquency and a more positive attitude towards the school.

9.2.2 Involving Parents

Parents can get involved in many different ways and at various levels, some of which are discussed below.

School management: Parents can be involved in the day-to-day management of the school. School governing bodies are formal, statutory bodies consisting of the principal and elected member of the parent community.

Educational activities: Parents could be involved in various educational activities. However this tends to be the area of least involvement because traditionally parents have been excluded from involvement in the professional side of the school. Parents do, however, have a right to know what their children are learning and must be kept informed of their children's progress and performance. There are also certain areas of the curriculum in which parents have a say, for example religious moral education, physical education and sex education.

Home-based activities: All parents, no matter what their circumstances, can help their children with schoolwork. There are many things that parents can do to support their children at home.

9.2.3 Communication With Parents

There are many ways in which the school can communicate effectively with parents on a regular basis. When reading about the following means of communication, consider the extent to which your school and individual teachers make use of them to communicate with parents.

Written communication
Letters, circulars, newsletters, reports and school magazines are all essential means of communication. Written correspondence should be reader-friendly and accessible to all parents. If your school has a large number of non-English-speaking parents you can translate the most important letters and send out bilingual or even trilingual letters. If you are not sure how your parents will respond to this, use a parent survey to assess their opinion. Parents can also be co-opted to assist with translations.

Classroom newsletters: Classroom newsletters may be used to tell parents about class activities, coming events, homework, class tests and achievements.

Telephone calls: A telephone call is one of the most effective ways of contacting parents and dealing with issues promptly and personally. If you phone a parent, select a suitable time and make sure you know exactly what you want to say. Write down the important points beforehand so that nothing of importance is left out. Always be positive and polite.

Travelling diary: Some parents are more difficult to reach than others. They might live far from the school, have no transport to get to the school and have no telephone. A "travelling diary" can be used to reach these parents. This should be a special diary that the child carries around (but not the child's homework diary), in which parents and teachers can write notes and letters to each other on a regular basis.

Bulletin boards: A bulletin board near the reception area or in a highly visible spot is a useful means of communicating with parents. Bulletin boards should, however, be appealing and interesting. Information posted on the board should be up-to-date and easy to read.

The school prospectus: Most schools have a prospectus that is made available to parents. A prospectus should contain important information on general school matters. Other ways or means of communication with parents are: SMS, e-mail, radio, churches, newspapers etc.

9.3 COMMUNITY INVOLVEMENT

The family is seldom alone in the rearing of the child. Instead, families form part of the communities in which they live through interaction with other families, institutions and services. It's important to mobilise all the stakeholders in order to cause optimum child development. This is especially so because each person or institution has particular skills or knowledge of use in early of schooling. It is important for a teacher to be sensitive to the potential in each person and institution as well as to the limitations and needs of each learner. When a teacher has detailed knowledge of the community and its networks, he/she may build partnerships with the surrounding community. (Irvine 1999, 136.)

10 CHILDHOOD DEVELOPMENT

Childhood development is the study of children – how they grow, and how they develop. Childhood development experts study how children develop physically, mentally, socially and emotionally. They also study how children's personalities develop, how children think, and how children learn.

10.1 DEVELOPMENT DOMAINS

There are three learning domains**:** *cognitive* (thinking or mental), *psychomotor* (physical, or muscle control), and *affective* (feelings and attitudes).

10.1.1 Cognitive/Intellectual Development

Learners learn by being active, including active listening and looking. The school provides opportunities for learners to interact with many types of activities, including numeracy, literacy and life skills. Further details on this area will be provided elsewhere.

10.1.2 Physical Development

Physical development is exceptionally important to the learners, as it is to the older learners and adult. Learners need to flex and use and to test their muscles almost all of the time they are awake. It is difficult for a learner to sit still for very long. For this reason, learners should be provided with activities which are alternately physically active (gross motor skills), quiet (fine motor skills) and perceptual skills. Even in the first formal years of schooling, learners require long periods of time to be physically active.

10.1.3 Socio-Emotional Development

Most educators agree that learner's emotional well-being contributes greatly to their social and intellectual development. However, adults have traditionally denied learner's feelings by saying things such as, "You shouldn't feel that way!" or "You'll be fine. Forget it." Negating children's strong emotions can result in fearfulness, confusion, shame and resentment, which can interfere with their learning. When negative emotions are suppressed, they usually resurface and cause problems. Learners who are taught to identify, express, and cope positively with their feelings, develop useful life skills.

Human beings experience a variety of emotions that cannot be categorised as right or wrong. What is important is how learners handle their feelings. Children learn by observing the significant others in their lives. Adults who honestly express their feelings in constructive ways foster learners's emotional growth. When teachers model self-understanding and emotional maturity, their learners are more likely to do the same.

10.2 STAGES OF CHILDHOOD DEVELOPMENT

We will examine four stages of early childhood development: the pre-natal stage, infancy, early childhood, and the child's primary school years.

10.2.1 Pre-natal stage

When a child is conceived, many things begin to happen. The child begins the nine-month period of life known as the pre-natal stage (pregnancy).

10.2.2 Infancy

Infancy is the period from the moment of birth to about two years old when the child begins to use words to make sentences. At this stage, many people think that babies only eat and sleep, and do not think or learn. However, child development researchers have found that more growth occurs at this stage than at any other stage in life.

Physical Growth: During infancy, the rate of physical growth is spectacular: the baby's weight increases five times! Also, the baby's height almost doubles!

Neurological Growth: When we think, our brain uses information that it receives from all parts of our bodies. This information travels along *neural paths* in our bodies, like electricity travels along electrical wires. The information is sent from our *nerve endings*, which are in our fingers, toes, skin, and inside our body. When we touch something hot, our nerve endings send a message to our brain saying HOT. The message is carried by *neurone**s***, which are like electrical charges in wire. The whole system: nerve endings, neurones, neural paths and brain – is called our nervous system. Like our bodies, our *nervous system* grows as we get older. This is called neurological growth. During infancy, our neurological growth is as spectacular as our physical growth. By age two, we have about 95% of all the neurones we will ever have. By the age of two, our brains weigh about half of what they will weigh when we are adults.

Cognitive (mental) Growth: At the beginning of infancy, a baby is totally dependent on its parents. By the age of two, the baby can walk, talk, feed him/herself, recognise things and people around form an attachment to parents, and have a sense of self. **Sense of self**-means that the baby realises s/he is a person; when someone looks at him/her, the baby looks back, not somewhere else. When someone talks to the baby, s/he responds. When a baby is born, s/he is **egocentric**. This means that the baby sees no difference between him/herself and the world. A blanket is an extension of the baby. A table is part of the baby. At age two, a baby realises that s/he is different from the blanket and the table. This is also a sense of self.

10.2.3 Early childhood

The early childhood stage begins after infancy (at age two) and ends with formal schooling – about 6-7 years old.

Play: During early childhood, *play* is very important for the child. Through play, the child learns how to run, jump, climb trees, etc. Through play, the child also learns social skills: how to get on with others, how to get what s/he wants, and how to express his/her ideas and emotions.

Make-believe: One important form of play is *Make-believe*, when children pretend they are a mother, father, soldier, soccer player, or teacher. Through make-believe, children learn about the world beyond their own experience. During early childhood, children also live in a *magical world*. Formal logic or reasoning makes little sense to children at this stage. Children in early childhood tend to believe that things happen simply because they want them to happen. Fantasy and reality are often mixed together.

Egocentrism: During early childhood, children are also egocentric. This means that if they have a certain experience, they assume that everyone else has it as well. If they are hungry, everyone else is hungry. If they know something, they assume everyone else knows it too. Egocentrism is not selfishness; it is only a limited ability to think beyond the self at this stage. Also, egocentric thinking makes children very imaginative. For example, they think other things are alive because they are. Rocks are alive; mountains can talk and do things like children. Animals have the same kinds of feelings and experiences as children. For this reason, children relate easily to animals.

Emotional Needs: Young children need love, attention and approval from adults. At this stage, children begin to learn about themselves whether they are clever or stupid, nice or naughty, good or bad, pretty or ugly. At this stage, children are very *impressionable*. This means that they often believe what others say about them. If they are told they are stupid, they believe it. If they are criticised, they believe they are bad. Many adults criticise children because they believe they should point out children's weaknesses so they can improve. What these adults don't realise is that the children *believe* the criticism, and interpret it as "I am bad". In fact, without realising it, these adults are actually creating the negative characteristics in children. On the other hand, if adults tell children they are smart and capable, the children will believe it, and will become smart and capable. Because they are impressionable, children have a strong need for adults' attention at this stage. If children cannot get adults' attention through good behaviour, they will do naughty things in order to get the adult's attention.

10.2.4 Primary School Years

The last stage of early childhood development is the primary school years. These years correspond with primary school, from about age 6-7 to age 13-14.

Physical Growth: During the primary school years, children's physical growth slows down. However, their muscle control and the fine motor control (e.g., writing skills) continue to grow. They are becoming physically stronger, and they have more *endurance* (ability to work hard for longer periods of time). Lung capacity is increasing and shoulder muscles are growing, particularly in boys.

Cognitive Growth: Children also have a longer attention span, and can concentrate for longer periods of time, than in previous stages. This is why, around the world, children start formal school around age 6. However, all children grow at different rates. Some children at age 6 might not be ready for grade 1, though they will catch up in a year or two.

Emotional Growth: At this stage, school becomes the centre of the child's life. When school is fun and teachers are nice then the child is successful. The child is motivated, works hard, and is happy. However, when school is difficult and teachers are cruel, the child fails often, and feels bad about him/herself.

10.3 TEACHING YOUNG LEARNERS

Ten important issues to remember when teaching young learners

1) Praise your learners. Let them know they are worthy. Let them know that you like them. Let them know when they do something well. Comfort and encourage them when they fail. Help them to succeed.

2) Pay attention to your learners' physical health. If a learner is ill, understand that s/he needs to stay at home and rest. If a learner is not well for an extended period of time, talk to the parents.

3) Encourage your learners to fantasise: It is important for their development. Encourage them to imitate, pretend, draw pictures, and make models to express their ideas. Play along with them: "Oh Andreas, are you a tortoise? Hey, you must be thirsty!"

4) Provide structure and routine: Young children need to know what they are expected to do, how they are to do it, and when they have done it well. Young children need routine in their schedule, so that at 10:00 every day, they take a break, at 11:00 every day, they read, etc.

5) Allow learners to move around during activities: Play games, sing songs, and do exercises between activities.

6) Provide activities in small pieces: 15 to 20 minutes for grade 1, slightly longer for grades 2-3.

7) Allow your learners to plan and make choices: "What are you going to do in your group?

8) Ask your learners questions as they are discovering how things work:
"What are you doing with _____?"
"Which _____ are the same? Why?"
"How can you use this _____ in different ways?"

9) Make suggestions:
- "This puzzle piece doesn't fit? What other ones could you try?"
- Start with what learners already know, to move to what they don't know. Over the course of the year, move from known to the unknown.

10) Teach through concrete experiences: Young children have not fully developed the ability to think abstractly. Therefore, it does no good to lecture them. Instead, provide activities in which they can touch things, feel things, manipulate things, and discover things.
- **Concrete to abstract:** Begin with concrete objects, manipulating, whole body movement, then move to drawing things the learners have worked with, and talk about them.
- **Simple to complex***:* Begin by putting stones in a line, and end by arranging the stones in the shape of a circle.
- **-The here and now, to the remote:** Begin the year by asking learners to observe a plant and water it, and end the year by helping learners plan how they will bring in a plant, plant it and water it themselves.

10.4 LEARNING STYLES

Young children learn by touching, feeling moving, and experiencing.
For all of us, adults and children, learning begins with perception. We perceive things, then try to understand them. There are four ways to perceive things and therefore four modes of learning: tactual, kinaesthetic, auditory and visual.

Tactile learning means that a learner learns by touching things: touching numbers on a chart, touching a model, etc.

Kinaesthetic learning means that a learner learns through holding things, moving things, manipulating things, and transforming things.

Visual learning means that a learner learns by seeing things: (reading) charts, graphs, pictures, television, books, newspapers, environmental changes etc.

Auditory learning means that a learner learns by hearing things: music, speech, and environmental sounds. We all have a preferred mode of perception. Some of us learn best through visual means, some through tactual means, etc. In terms of childhood development, the important point is this: **young children learn primarily through tactile and kinaesthetic modes**. Therefore, we should introduce information to young learners tacitly and kinaesthetically. We can then reinforce that information through visual and auditory means.

11 MOTHER TONGUE INSTRUCTION

Namibia has a diversity of cultures and the various communities speak different languages. The national language of our country is English while all other languages enjoy equal status and are protected for different uses. Education is governed by educational policies of the MoE which include also a language policy.

11.1 THE LANGUAGE POLICY

The revised Language Policy of 2002 states: "Education in the mother tongue, especially in the Junior Primary cycle of education, is crucial for concept formation and literacy attainment. In order to be literate, one should not only speak well, but also know the written language, as **Language** is the system of human expression by means of words. For people to be in a position to communicate and understand each other this system needs to be fully functional. A language is able to survive only if its mother tongue speakers communicate in their mother tongue".

The Goals of the Policy are stated as such: "The 7-year primary education cycle should enable learners to acquire reasonable competence in English, the official language, and be prepared for English medium instruction throughout the secondary cycle.

Education should promote the language and cultural identity of learners through the use of mother tongue as medium of instruction in Grades 1-3 and the teaching of mother tongue throughout formal education. English should be taught as a subject. Schools must offer not less than two languages as subjects from Grade 1". Verify with the language policy

11.2 ADVANTAGES OF MOTHER-TONGUE INSTRUCTION

To start education through mother-tongue enables:

- The beginners to be at ease and comfortable in such an environment.
- The learners to adapt easily to the school environment.
- The learners to participate and express themselves spontaneously.
- Them to communicate and socialise with their peers with more ease.
- Learners to understand and respond to instructions.
- Them to work alone and take part in discussions.
- The learners to form concepts correctly and easily.
- The learners to develop cognitively with less stress.
- Pre-knowledge to be utilised better.
- Cultural activities to be part of teaching such as songs and games.
- Parents to support the learners.
- Teachers to teach better because they use their mother tongue.
- On going Cultural background reinforcement.

12 THE SCHOOL IN A SUPPORTIVE ROLE

12.1 GENERAL HEALTH CHECK

Every day, we should observe all our learners to ensure that they are feeling well. This general health check should cover:

*General appearance***:** does s/he look healthy? Is s/he clean and does s/he look well cared for?
The head: Are there any cuts, scratches, a rash, or lice?
The face: Are there any scratches, cuts, rash, sores or bruises? Does the child look pale as if s/he has a fever*?*
The eyes: Are they clean or are they watery? Are they pink/yellow or is there a discharge?
The ears: Are they clean? Is there a discharge?
The body: Is the child breathing normally or does the learner make whistling sounds when s/he breathes? Is the child sweating a lot? Does s/he have new cuts, bruises or burns on the arms or legs? Does the learner have a rash?

The following are indications of visual (seeing) or auditory (hearing) problems:

- complains about not seeing properly
- complains about headaches
- frowns a lot
- squints
- has reddish eyes or eye secretion
- is clumsy (awkward, uncoordinated)
- is always tired after visual tasks
- complains of dizziness (dizzy = cannot keep balance when standing)
- blinks (closes and opens eyes quickly) all the time
- holds his/her book too near or too far away
- has poor language ability
- watches the speaker's lips – when the learner cannot see the speaker, the learner cannot hear well
- cannot concentrate when s/he has to listen to people
- forgets easily what has been heard
- seems to be very noisy and disobedient
- talk too loud, or too soft
- daydreams during lessons
- does not like activities where s/he has to sit still and listen to lectures, stories etc.
- cannot discriminate between certain sounds or words
- mouth is open most of the time, and breathes through his/her mouth
- does not react immediately to commands: looks surprised when suddenly spoken to
- when listening, holds head slightly turned to the side of that ear that hears better
- holds hand cupped behind his/her ears.

12.2 HIV AND AIDS

Every country has AIDS. In Namibia the disease is widely spread and many people are infected, affected or are dying. Therefore it is important that learners learn the facts about AIDS. Children everywhere in the next ten years of their lives will be in danger of catching the AIDS virus.

What is AIDS?

- AIDS is a disease, which attacks the body's protective system. When the body can't protect itself from diseases such as diarrhoea, TB, coughs and sores in the mouth, people get very sick and even die.

- Aids may take 2-10 years to develop but the infected person can pass on the virus even if they show no signs of disease.
- A virus (Human Immune-deficiency Virus (HIV), commonly called 'the AIDS virus' causes AIDS.

How does AIDS spread?
The AIDS virus is transmitted:

- By sexual intercourse with any infected person.
- Blood-to-blood, if someone receives blood containing the AIDS virus from another person:
  - by sharing needles (for injections)
  - by using un-sterilised instruments that cut the skin
  - unborn babies can also get the AIDS virus from their mother's blood during pregnancy

AIDS is not spread by:

- Shaking hands and touching
- Kissing
- Mosquitoes and bed bugs
- Caring for those with AIDS
- Cutlery and cooking utensils
- Bedding and clothing
- Toilets

Preventing the Spread of AIDS
You can prevent or minimise the risk of transmission of AIDS by:

- Staying with one faithful sexual partner.
- Having safe sex. Kissing, cuddling and touching are safe sex.
- Using a condom.
- Drinking less alcohol because alcohol causes people to lose their judgement about safe sex.
- Asking for medicines which can be given by mouth instead of by injection.
- Avoiding contact with other people's blood.
- Reducing the number of blood transfusions.

Caring for People with AIDS
Sick people, small children, old people and orphans need care. People with AIDS need food, support, medical care, physical help and particularly family and friends who will accept them and listen to them. You cannot be infected with the AIDS virus by caring for someone who is sick with AIDS.
Always remember:

- To protect the person with AIDS from infections
- To protect yourself and others from the AIDS virus
- To cover open wounds on your hands
- To wash hands before and after caring for a sick person
- To wash hands before handling food
- To keep the sick person and the surroundings clean

Activities for Learners

How to help learners to remember the facts about AIDS:

- Play a true/false game
- Write a quiz about AIDS and discuss the answers in pairs
- Discuss and role play how to avoid AIDS
- Discuss and role play about people who have AIDS
- Collect newspaper cuttings about AIDS and discuss the attitudes the articles suggest.
- Use pictures to help them to imagine how they would feel in the role of one person in the picture caring for a friend with AIDS.
- Create short plays, e.g. caring at home for a person with AIDS. They can first act the play themselves, then each make a simple puppet for their character and perform the play with puppets to the rest of the school or the community.
- Fill in the details of a story, e.g. an imaginary school pupil thought to have AIDS. The learners divide into groups and each group considers: 'What do I feel?' and 'What do I want to happen?' After 15 minutes the groups come together and share their discussions.

12.3 ORPHANS AND VULNERABLE CHILDREN

Otaala (2007) noted that HIV/AIDS has a profound effect on responsibilities in the home.

> As parents become ill, children struggle to take over adult responsibilities for housework or family care. They may miss school as a result. Some children are left as orphans, sometimes with responsibilities for their siblings. Alternatively their kin, and grandparents in particular, may take them in, but often in difficult circumstances. The loss of care and security experienced by children in HIV/AIDS afflicted families is accompanied by feelings of sadness, loneliness, and falling self-esteem.
>
> HIV/AIDS can also have a drastic effect on the family's income. Those affected are eventually unable to work, and face increasing healthcare costs. The search for a cure and funeral expenses can place a heavy burden on family funds. There may be no money available to pay for food for children's school fees. Children in child-headed households are particularly vulnerable.

There are a large number of AIDS Orphans in Namibia. An AIDS orphan is a child who has lost his/her mother (or primary caregiver) or both parents to AIDS. Many live in child-headed households. Many more live in households where there is an adult who is already stressed by the need to feed more children. The adult is likely to be an older woman who has little in terms of material possessions, and little food and clothing to spare. Orphans are vulnerable, as are children living in dire poverty. They need food, school fees and clothes, and psychosocial support within their neighbourhoods. Many may suffer from post-traumatic stress disorders and depression. The school, which will be caring for and educating the younger siblings will find themselves at the centre of giving psychosocial and physical care to OVCs - as part of the learner-seeking and learner-centred programme, schools become the focus of assistance to OVCs.

12.3 COUNSELLING

Some learners in your classes may just puzzle you. Even though they try hard, they struggle with all or some subjects. Some appear as if they don't pay attention, don't understand what you say to them. **Learners with Physical Disabilities can be identified easily, but a Learning Difficulty cannot be recognized at first sight!** As a teacher you see when a learner does not develop according to his/her age, as you have the possibility to compare with other learners.

- Create a **good learning atmosphere** in your classroom. We all learn better when we enjoy what we are doing. Fear is not a good teacher. Nevertheless have clear disciplinary rules.

- Never punish a learner for his lack of knowledge. Try to give him/her exercises he/she can solve → **build up the learners self confidence**!

- **Ask previous teachers** about their experiences with the learner.

- **Talk to the parents:** Ask about medical problems of the mother/child before, during and after birth! Are there other members of the family facing the same problems as your learner? Is there any chronic or genetic disease?

- To **exclude medical problems**: Have the learner's eyes and ears checked by a doctor.

- Put learners with difficulties **up front** in the classrooms

- **Learner centred teaching**. Teach the learners according to their abilities. Simplify exercises! Work in groups.

- **Don't let them repeat again and again!** Let the learner go on to the next grade, inform your colleagues about the problem (use the Cumulative Report Card). Keeping a learner in the same grade for years is illegal and doesn't help. These learners also grow up and want to be with their peer group. Otherwise they might develop behavioural problems.

- **Get help!** Every Region has School Counsellors and Advisors for Special/Inclusive Education.

Human diversity: There are many reasons why a child can fail in school, usually it is multi factorial.

Social environment

- family
- relatives
- social activities
- physical and sexual abuse

Socio-economic factors

- lack of clean water
- lack of healthy food

School environment

- corporal punishment
- poorly qualified teachers
- crowded classrooms

Medical problems:

Before birth

- infections
- diseases
- alcohol, drugs, smoking
- mal nutrition
- accidents
- transmitted genetically

During birth

- lack of oxygen
- brain injuries
- early birth

After birth

- infections
- head injuries
- tumours
- poisons
- lack of oxygen

What can be done?
To be able to identify a learner with a learning problem, it is essential to observe your learners well. Learners with difficulties need to be seated IN FRONT of the CLASSROOM.

EYES:

• difficulties with seeing • reddish or swollen eyes • frowns a lot • blinks constantly when looking at something	- advise the parents to take them to the clinic referral letter - let them sit up front

EARS / SPEECH:

• strange way of speaking • speech problems • difficulties hearing • talks extremely softly or extremely loud and disobedient	- advise the parents to take them to the clinic referral letter - let them sit in front of the classroom

BEHAVIOUR:

• extremely restless	guide the learner in a supportive and positive way
• lying, stealing	often a sign of emotional imbalance: refer to school counsellor: Form
• very aggressive	often a sign of emotional imbalance: refer to school counsellor: Form
• bullying and teasing other learners constantly	often a sign of emotional imbalance: refer to school counsellor: Form
• absent from school regularly without proper reason	often a sign of emotional imbalance: refer to school counsellor: Form
• running away from school during the day	often a sign of emotional imbalance: refer to school counsellor: Form
• torn or dirty clothing • unclean • bruises and scars	talk to the parents to get more information, try to obtain help from Child Line or Red Cross or ….

LANGUAGE:

• speaking another language at home	Learning support teaching: Language enrichment: VOCABULARY
• saying words in a different way	advise parents to take child to the clinic referral letter for hearing
• difficulties in knowing the letters (can't remember the letters)	Basic Skills Handwriting and letter training Games Learning support Teaching
• writing letters in wrong direction	Basic Skills, Direction Games, Handwriting and letter training Games Learning support Teaching
• difficulties in reading	Basic Skills Letter- and Words-Reading training Games Learning support teaching

In Class Teaching use ACTIVE LEARNING methods; Basic Skills activities and Games. Use pictures, tell stories, get books in the library to motivate learners to be able to read.

MATHEMATICS:

• not knowing numbers • not reading numbers • confusing names of numbers	use concrete teaching material for number concept development that learners can touch and handle and learn Learning support teaching
• difficulties in understanding symbols + , -, x, ÷	do actions according to symbols with learners Learning support teaching
• difficulties in Mental Maths	practise regularly, play games, show concrete material, play memory games Learning support teaching

In Class Teaching use ACTIVE LEARNING methods; Basic Skills activities and Games. Teach with concrete material, where learners can be actively involved and move as well as touch, see, hear and feel material. Use counters, number line, 100 chart, Hundreds/Tens/Units and games while teaching.

MEMORY:

• difficulties in remembering what was taught the lesson or the day before	□ Memory Games: What is missing Finding pairs □ Learning support teaching: revision with different methodology

In Class Teaching use ACTIVE LEARNING methods; Basic Skills activities and games. Teach with activities where learners can be active and move around as well as touch, see, hear and feel the material. Use pictures and games while teaching.

GOOD TEACHING
is the best way
to help your
slower learners.

Referral to the School Counsellor

Name: ……..

Present Grade: …….. boy/girl date of birth: …….....

Home Language: ……..

Name of parents/guardian: …….....

…….....

Reason for Referral:
- ☐ **absenteeism**
- ☐ **late coming**
- ☐ **not doing homework**
- ☐ **fighting or insulting others**
- ☐ **other reason: ……**

Date: …….. Signature teacher: ……

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