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1. INTRODUCTION

1.1 PURPOSE OF THE GUIDE

This Learning Support Manual was developed in response to CIRCULAR: FORM ED. 4/2004 when Compensatory Teaching (later referred to as Learning Support) became compulsory for all schools at all phases. Learning Support is further underscored in the National Curriculum for Basic Education (NIED; 2014): “Learning Support is a way of offering learning support in the mainstream class. Learning Support involves planned extra support such as teaching methods and materials that enable learners with learning difficulties and other disadvantaged learners to reach essential basic competencies in the different subjects and skills. Learning Support is a way to ensure that all learners are able to make progress and achieve according to their potential”.

A responsive education system is an inclusive education system. Inclusive education in Namibia will be a gradual process with many challenges for educators at all levels of the education system. The Namibian education system seeks to look at various developmental programmes to render support at all levels of education. Learning Support provides a platform to transform and guide teaching towards the essential support system that the teacher needs.

This Manual is a guide on learning support for all the teachers in Namibia. The aim of the manual is to give direction on how to support the learning of all learners in all phases of the education system. Through studying the first part of the manual, teachers should be able to increase their understanding of:

I. Identification of learning needs;
II. Reasons behind difficulties in learning; and
III. Organisation of learning support.

The Learning Support Manual will give the teacher examples of common difficulties in specific areas of learning as well as activities that can be used for learning support. The Learning Support activities given are not necessarily divided into subjects, but rather into essential skills needed in all learning areas such as numeracy, literacy and language. Therefore the activities can and should be integrated into all subjects of the school curriculum. The activities are suitable for application in lower primary, upper
primary and junior secondary application. Teachers are encouraged to adapt the ideas given to suit their learners' needs, classrooms situations and schools. *Additionally,* school principals and heads of departments are also encouraged to study the manual since they play an important role in developing inclusive school cultures, learning support practices and learning support programmes at their schools. It is our hope that this manual will become a useful resource in every Namibian school and classroom.

2. LEARNING SUPPORT

2.1 WHY LEARNING SUPPORT?

“What a teacher should see is the uniqueness of every individual. Not until differences are seen, is the teacher ready to teach, because learning the child must precede teaching him”. (MC Grove & HMAM Haupfleisch. 1982, p.3)

Every learner is an individual and every teacher faces the challenge of teaching a class with learners with different needs and abilities. In order to improve the education system to better respond to learners’ needs, Namibia is committed to the policies of Learner Centred Education and Inclusive Education. (See The National Curriculum for Basic Education and Learner Centred Education in the Namibian Context). These policies derive from the national education sector goals of access, equity, quality and democracy (Development Brief: Towards Education for All).

**Learner Centred Education** is an approach to education that places learners and their needs in the centre of what they do in the classroom, rather than the learner being made to fit in with what the teacher has decided upon. This means that activities which put the learner at the centre of teaching and learning must start with finding out what the learners’ existing knowledge, skills and understanding of the topic are. Teachers should then develop more activities that build on and extend the learners knowledge. In learner centred education, learners actively participate in their own learning and that of their peers.

**Inclusive Education** is concerned with removing barriers to learning. It is about the right of every learner to a meaningful education in mainstream schools. It is based on the understanding that all learners have the right to be educated with friends, family and peers, in their own neighbourhood or local community.

Recognising these policies in practice means that teachers should be able to support the learning of all learners. It is important that:

- lesson plans should include: a variety of teaching strategies; learner-centred activities; learning support materials; homework and assessment;
- teachers should use methods to support learners with: enrichment activities;
- differentiation should be practiced during the lessons;
- teachers should accommodate and support learners with special needs; and
- a learning support programme be implemented in all schools.
For more details refer to The National Standards and Performance Indicators for Schools in Namibia (2005), in particular indicators 2.1; 3.1; 3.2; 3.3; 3.4; 4.3 and 4.4 and the National Professional Standards for Teachers.

2.2 WHAT IS LEARNING SUPPORT?
Learning Support involves planned methods and materials that enable learners with learning difficulties and other special needs, e.g. counselling, to reach essential basic competencies in the different subjects and skills. Learning support is a way to ensure that all learners are able to make progress and achieve according to their potential. Learning support also caters for the needs of intellectually gifted learners. These needs can be met by offering enrichment activities as part of everyday lessons.

2.3 LEARNERS ENTITLED TO LEARNING SUPPORT
All learners who are repeating a grade, learners who are transferred or learners who otherwise cannot achieve the required competencies must receive learning support. For the identification of needs refer to additional resources at the back of this manual.

Learners repeating a grade: A learner should repeat a grade only in cases where repeating would clearly benefit the learner and help him to achieve the basic competencies of the grade. Repeating in itself is not a solution, unless the learner receives learning support towards promotion to the next grade.

Learners who are transferred: In cases where learners already repeated a grade in a phase and have not achieved the basic competencies of the grade for the second time, the learner will be transferred to the next grade. In these cases learning support should be given to overcome academic backlogs and enable the learner to achieve the basic competencies of the grade.

Learners not achieving the required competencies of a subject: Continuous assessment enables teachers to identify learners who did not achieve the required competencies. In an ideal situation learning support is given as soon as difficulties are identified to prevent academic backlogs.
In learning support, specific emphasis should be placed on literacy and numeracy. Learning support should be done as part of everyday lessons and/or in the afternoons. Learning support must also be included in every lesson preparation. In-class Learning Support takes place immediately when a problem is identified during the lesson, however the teacher should also include learning support activities in the lesson plan. Afternoon learning support lessons should be arranged for small groups of learners (not more than 15) on some weekdays. **Teachers should not receive any remuneration for learning support classes as learning support is part of the school curriculum.** Repeating a lesson in the afternoon is not learning support. During learning support the teacher should go back to the learner’s understanding of the previous grade’s work to determine the backlog and should not repeat the same exercises the learner could not do in the current grade. **Learning support differs from afternoon extra classes.**

<table>
<thead>
<tr>
<th>Remedial teaching</th>
<th>Learning Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learner ‘fails’</td>
<td>• Learner develops according to his/her abilities</td>
</tr>
<tr>
<td>• Change the learner</td>
<td>• Change the teaching strategies</td>
</tr>
<tr>
<td>• Fix the learner to ‘fit in’</td>
<td>• Support the learner to learn</td>
</tr>
<tr>
<td>• Interventions by specialists</td>
<td>• Collaboration between all role players (learner, teacher, parent, etc.)</td>
</tr>
<tr>
<td>• Special placements e.g. special class, special school</td>
<td>• Learner stays in mainstream class</td>
</tr>
<tr>
<td>• Learner is excluded and labelled</td>
<td>• Learner is included in all teaching programmes</td>
</tr>
</tbody>
</table>
2.4 ORGANISING LEARNING SUPPORT

The organising of learning support should be done according to regulations stipulated in CIRCULAR: FORM ED. 7/2006 and the guidelines given in the document. Learning support is compulsory in all schools and all grades. It is every teacher’s responsibility to identify learners in need of Learning Support and include Learning Support into his/her everyday lessons. Learning Support must 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
- mathematics
- homework
- study skills
- skills to write examinations (interpret questions)

(CIRCULAR: FORM ED. 7/2006)

Referral Procedures: The Learning Support Group Coordinator should refer more severe learning problems to the Regional School Counsellor/Inclusive Education Officer. (A referral form is available from the teacher-counsellor at school).

The responsibilities in the learning support programme at each school comprise the following:

2.4.1 THE PRINCIPAL

- should show initiative, leadership and give motivational support for the learning support programme at his/her school.
- is responsible for the execution of the learning support programme.
- is responsible for monitoring inclusion of learning support in every lesson plan.
- is responsible for the selection of competent and willing teachers to take the lead in afternoon learning support classes.
- should ensure that teachers complete all required forms for every learner in need of support.
- in collaboration with teachers, should properly plan a learning support afternoon programme.
- should discuss cases of learners who are not willing to cooperate in the learning support programme with their parents. He/she should ask the parents’ assistance in motivating their child to cooperate. The date and time of such a meeting should be recorded.
- should be informed by, the coordinator of the Learning Support Group, on the progress of the programme.
• should ensure that learning support activities are indicated on the Trimester and Year Planner.

2.4.2 THE LEARNING SUPPORT GROUP COORDINATOR
• is the coordinator of teachers involved in the Learning Support Group.
• should promote the importance of learning support to all teachers.
• should act as an advisor and monitor to all Learning Support Group teachers.
• should ensure that teachers complete all the required forms for every learner in need of support.
• should ensure that the Individual Learning Support Profile Form of learners are handled confidentially and are regularly updated.
• should ensure that a copy of the profile is added to the Cumulative Record Card on an annual basis.
• should motivate teachers to include Learning Support activities in their daily teaching.
• should visit classes to assist teachers with Learning Support including afternoon learning support classes.
• should organise meetings between the Learning Support Group and the Counselling Support Group to discuss collaborative actions with involved learners. Should medical and sensory difficulties exist, include First Aid Teachers.
• should refer more severe learning difficulties to the Regional School Counsellor/Inclusive Education Officer on the referral form available at all schools.
• has to notify the parents in writing that their child will receive afternoon learning support (such letter includes Learning Support Programme details).

The Life Skills Teacher should be the coordinator. In cases where there is no Life Skills Teacher, the Principal should appoint a competent teacher.

2.4.3 THE LEARNING SUPPORT GROUP TEACHERS
• should compliment and support each other, each one focusing on a different skill, e.g. reading, writing, mathematics, study skills, etc.
• should consult the Profile Forms of learners, assess the exact nature of the learning difficulties and make a selection of the learners with the most urgent needs.
• should advise the Subject/Class Teacher on appropriate classroom activities.
• should keep proof of planned learning support activities in a file.
• should keep a Portfolio of each learner in the learning support afternoon class, containing examples of his work to display progress.
• should keep an attendance register for afternoon learning support sessions.
• should provide parents/guardians with details of their child’s individual learning support programme in order for them to motivate and support their child.
• should complete the identification for learning support (Annexure A).
• should complete Observation Profile (Annexure B1) in collaboration with subject/class teacher.
• should complete ILSP for Learning Support Plan (Annexure C).
• should give feedback to class/subject teachers and parents/guardians on the progress of the learner.
• should report learners who do not attend afternoon learning support class to the principal for follow-up.

2.4.4 THE SUBJECT/CLASS TEACHERS
• should identify learners with special learning needs.
• should complete the Identification of Learner Form Class Group Record on the Need for Learning Support (Annexure B) and the Observation Profile Form (Annexure A) for the learner and forward it to the Learning Support Group for further investigation and support.
• should complete Individual Learning Support Plan (ILSP) (Annexure C) in collaboration with Learning Support Group Teacher for learners who need learning support.
• should include activities from Individual Learning Support Plans (ILSP) in daily/weekly lesson plans.
• should implement learning support programme in teaching and learning (subject/class).
• should give feedback to parents/guardians on the progress of learners.

2.4.5 THE PARENTS
• should monitor the work of their child done in the learning support programme.
• should motivate their child to cooperate in the learning support programme.
• should commit themselves through a written agreement with the learning support programme.
• should communicate necessary background information and behaviour changes to the teacher.
• should visit the school to show interest in the progress of the child.
• should attend parent-teacher days/meetings.
• should seek advice on how to support the learning of their children.
2.4.6 THE COUNSELLING SUPPORT GROUP

- should counsel learners with learning difficulties, who also experience emotional/behavioural difficulties.
- should cooperate with the Learning Support Group in assisting the learner.
2.5 LEARNING SUPPORT IN EVERYDAY LESSONS

It is every teacher’s responsibility to ensure that learning in the classroom is meaningful to all learners. The teacher should therefore differentiate activities with everyday lessons to suit the learners’ needs and level of understanding. Learning support and differentiation can be included in a number of ways:

• Give learners work that they can succeed in. For example, the same task, but on different levels. Remember that the basic competencies should be achieved, but not all learners will do it in the same allocated time.

• Plan work and give instructions in such a way that the majority of learners will be able to complete it with few mistakes. This will leave you with time to help the slower learners. If the majority of the learners cannot complete the tasks successfully then there is something wrong with your teaching method and/or the level of the given task!

• Ensure that all learners have time to complete the given tasks. Mark work and discuss mistakes made and allow the learners to do corrections, especially in mathematics and languages.

• Divide learners into groups and give group members different tasks according to their level of understanding.

• Involve some learners in independent learning activities (working on their own, e.g. a handwriting exercise) while assisting other learners individually or in a group.

• Use peer teaching: learners who have a better understanding of the work and have finished with their work can be assigned to help others.

• Co-teach with another teacher: combine two class groups so that the one teacher can teach the whole group while the other one gives learning support to the learners who need support.
• Use co-operative learning: give different groups different tasks on a topic to report back on (especially in upper primary and junior secondary).
• Give homework that helps learners to consolidate what was done in class and practice the skills they need to learn.

Apart from the examples given here, it is essential that the classroom organisation and your teaching methods in general should reinforce the learning of ALL learners.

ORGANISATION OF LEARNING SUPPORT AT SCHOOL LEVEL:
The schools must have their own internal learning support timetable that is specific to their needs.
3. EVERY LEARNER IS AN INDIVIDUAL

3.1 LEARNING AND COGNITION
The purpose of this chapter is to inform you about individual differences in learning and learning styles. Furthermore, this chapter aims to explain how learning relates to cognition and the importance of the brain in the process.

One of the most fascinating and mysterious properties of the brain is its capacity to learn. The brain can change its response to experience and retain gained knowledge. The ability to learn and to establish new memories is fundamental to our very existence; we rely on memory to engage in activities, to understand the words we read, to recognize the objects we see, to decode the auditory signals we hear and even to provide us with a personal identity and sense of self.

The brain is the centre where all stimuli is received, processed and given meaning to. Learning is a process of sensory input, processing of information and output which is in the form of motor movement that involves the use of some parts of the body (speech, writing, performance).

![Diagram](image)

Everything that is experienced by a person has to go to the brain to get meaning. The brain is connected to the different parts of the body through the nervous system. The brain receives and sends messages and instructions from and to every part of the body through the nervous system.

As the nervous system develops, children gain more experience and knowledge as well as language. The brain gives the commands for development, but the environment gives the stimulation. A person gathers information and knowledge from the outside world through the senses: sight, hearing, touch, taste and smell. Information is processed by the brain and stored as memories to be recalled at another time.

*Learning Support Teachers' Manual, NIED 2014*
When a person learns, different areas of the brain work together, e.g. while reading, the sensory areas and the language areas of the brain, as well as the areas that control eye muscles are working together.

### Labelling

The Reticular Activity System (RAS) in the brain is a large complex set of nerve cells and nerve fibres. The main function of the RAS is to regulate the input and output of nerve impulses. (It is similar to a distribution plant at a power station which regulates the flow of electricity to points where it is required). The RAS especially fills an important function with regard to stimuli that is constantly repeated.

The RAS is a very primitive system and therefore accepts everything it hears as a fact. It cannot distinguish between right or wrong, nor can it interpret on a judgmental level.

If a learner is repeatedly told that he is unable to master a certain skill, e.g. reading, the following will happen: The RAS will hear the information repeatedly, accept it as the truth and act accordingly. So if the learner is repeatedly told that he cannot read, he will be unable to read.

This is why labeling is totally unacceptable and can even be described as emotional abuse.

### 3.2 LEARNING STYLES AND THE BRAIN

#### 3.2.1 WHAT ARE LEARNING STYLES?

Learning styles are the ways in which people learn. Using multiple learning styles and multiple intelligence for teaching and learning, are a relative new approach for most teachers. The terms “multiple intelligences” and “learning styles” are different, but there is a definite link between them. You will find that the descriptions used under the two terms are often the same.

Every person has a mix of learning styles. Some people may find that they have a dominant style of learning, whilst others might use different styles with different kinds of learning material. Some people learn best through talking whilst others might prefer reading, listening or just watching. Knowing the dominant learning style of the learner will help to adapt the teaching processes for maximum and effective learning. Learning styles might change over time, with strong indications that are affected by the learner’s social environment.
The important point about learning styles is not about how many you can identify, or to enter into a debate on the finer points of definition, but rather to raise awareness in both teacher and learner that people learn in different ways.

The differences in learning styles are needs that must be addressed as a part of teaching and learning.

Do not use the categories of learning styles to box (categorise) learners, as we are all capable of learning under almost any style, no matter our preference.

### 3.2.2 TYPES OF LEARNING STYLES

Teachers are encouraged to adapt their teaching style to suit their learners’ learning styles. As a teacher’s own learning styles will influence his/her way of teaching, it is important for a teacher to know his/her own learning styles.

In the chart that follows, circle the numbers which you have ticked in your questionnaire. This will give you an indication of your preferred learning styles.

Also use the chart to discover the learning styles of individual learners after observing the learner over a period of time. Use teaching approaches that fit the learning styles of learners in your class. Each learning style in the chart is accompanied by suggested teaching approaches.
<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questionnaire on Teacher Learning Styles</strong>&lt;br&gt;<strong>Tick in the first column which statements are applicable to you</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I like to work alone and pursue my own interests.</td>
</tr>
<tr>
<td>2</td>
<td>I like to have lots of friends, talk to people and join groups.</td>
</tr>
<tr>
<td>3</td>
<td>I like to move around, touch and talk and use body language.</td>
</tr>
<tr>
<td>4</td>
<td>I like to draw, build, design and create things, daydream, look at pictures and watch movies.</td>
</tr>
<tr>
<td>5</td>
<td>I like to do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.</td>
</tr>
<tr>
<td>6</td>
<td>I am good at memorizing names, places and dates.</td>
</tr>
<tr>
<td>7</td>
<td>I am good at understanding the self, focusing inward on feelings, following instincts, pursuing interests/goals and being original.</td>
</tr>
<tr>
<td>8</td>
<td>I am good at understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.</td>
</tr>
<tr>
<td>9</td>
<td>I learn best by listening, especially if information comes through music or to the beat of music.</td>
</tr>
<tr>
<td>10</td>
<td>I like to play musical instruments and/or sing.</td>
</tr>
<tr>
<td>11</td>
<td>I learn best by saying, hearing and seeing words.</td>
</tr>
<tr>
<td>12</td>
<td>I am good at physical activities, arts and crafts.</td>
</tr>
<tr>
<td>13</td>
<td>I learn best by touching, moving, interacting with space and processing knowledge through bodily sensations.</td>
</tr>
<tr>
<td>14</td>
<td>I learn best by working alone, and doing projects on my own.</td>
</tr>
<tr>
<td>15</td>
<td>I learn best by visualizing, dreaming and working with colours/pictures.</td>
</tr>
<tr>
<td>16</td>
<td>I learn best by sharing, comparing, relating, cooperating and interviewing.</td>
</tr>
<tr>
<td>17</td>
<td>I am good at imagining things, sensing changes, building puzzles, reading maps and charts.</td>
</tr>
<tr>
<td>18</td>
<td>I am good at listening and I am good at discriminating different environmental sounds and auditory cues.</td>
</tr>
<tr>
<td>19</td>
<td>I learn best by categorizing, classifying and working with abstract patterns/relationships.</td>
</tr>
<tr>
<td>20</td>
<td>I am good at maths, reasoning, logic and problem solving.</td>
</tr>
<tr>
<td>21</td>
<td>I like the sound of the human voice.</td>
</tr>
<tr>
<td>22</td>
<td>I like to read, write and tell stories.</td>
</tr>
<tr>
<td>Learning Style</td>
<td>Preferences</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Linguistic/Auditory Learner** | • Likes to read, write and tell stories.  
• Is good at listening and memorizing names, places and dates.  
• Interprets the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances.  
• Learns best by: saying, hearing and seeing words. | • Provide written materials and read to the learner.  
• Listen to the learner’s questions, concerns and experiences.  
• Encourage the learner to tell you about the story they have read or to share something they have written.  
• Provide opportunities to visit libraries and bookshops.  
• Provide word games such as scrabble and crossword puzzles. |
| **Logical/Mathematical Learner** | • Likes to do experiments, figure things out, work with numbers, ask questions, explore patterns and relationships.  
• Is good at: maths, reasoning and problem solving.  
• Learns best by: categorizing, classifying and working with abstract patterns/relationships. | • Encourage the learner to experiment.  
• Invite them to help you try things out.  
• Invite the learner to help you organise classroom resources.  
• Provide strategy games such as Chess. |
| **Visual Learner**          | • Likes to draw, build, design and create things, daydream, look at pictures and watch movies.  
• Is good at imagining things, sensing changes, mazes/puzzles and reading maps and charts.  
• Learns best by: seeing the teacher’s face and body language, visualizing, dreaming, using the mind’s eye and working with colours/pictures/diagrams. | • Provide visual alternatives to text and spoken word e.g. displays, word webs, diagrams, graphs and illustrations.  
• Provide arts and craft activities.  
• Provide opportunities to visit art galleries, theatres and museums.  
• Provide graphical games such as Pictionary.  
• Let the learner sit in front to avoid visual obstruction.  
• Let the learner illustrate notes. |
| 3 | **Bodily/Kinaesthetic Learner** | • Likes to move around, touch and talk and use body language.  
• Is good at physical activities, arts and crafts.  
• Learns best by: touching, moving, interacting with space and processing knowledge through bodily sensations. | • Encourage the learner to take part in dancing, acting or sport activities.  
• Provide a variety of manipulative activities for experimentation.  
• Play miming games, e.g. Charades.  
• Let learners write down information they have to learn. |
| 12 |  |  |  |
| 13 |  |  |  |
| 9 | **Musical Learner** | • Likes to play musical instruments and sing.  
• Likes the sound of human voices.  
• Is good at listening and discriminating environmental and other sounds.  
• Learns best by: listening to information, especially if accompanied by music. | • Provide spoken instructions as an alternative to text alone.  
• Encourage the learner to take part in musical activities.  
• Provide opportunities to attend concerts and musicals. |
| 10 |  |  |  |
| 18 |  |  |  |
| 21 |  |  |  |
| 2 | **Interpersonal Learner** | • Likes to have lots of friends, talk to people and join groups.  
• Is good at understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.  
• Learns best by: leading, sharing, comparing, relating, cooperating and interviewing. | • Provide opportunities for pair and group work.  
• Encourage discussions and problem solving activities. |
| 8 |  |  |  |
| 16 |  |  |  |
| 1 | **Intrapersonal Learner** | • Likes to work alone and pursue own interests.  
• Is good at understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original.  
• Learns best by: working alone on individual projects. | • Give the learner time to work and experiment alone.  
• Invite the learner to share what they have done on their own with the class.  
• Encourage the learner to keep a diary. |
| 7 |  |  |  |
| 14 |  |  |  |
3.2.3 BENEFITS OF UNDERSTANDING LEARNING STYLES

All children can learn. Every learner is an individual and a unique person. No two persons are the same or learn in exactly the same manner. There are many advantages in understanding the way in which learners process information most efficiently. Some of these benefits include:

Academic:
- Maximize the learners’ learning potential
- Overcome limitations in the classroom
- Reduce learners’ frustration and stress levels

Personal:
- Improve learners’ self-confidence and self-esteem
- Learn how to use the brain effectively
- Gain insight in their strengths and weaknesses
- Learn how to enjoy learning

3.2.4 HOW TO USE LEARNING STYLES IN CLASS EFFECTIVELY

It is not always possible to incorporate all learning styles into each of your lessons. In truth, it is often not hard to include both linguistic and visual learning styles in your lessons, e.g. you can have instructions written on the writing board and say them out loud. However, it is not always as easy to include the tactile/kinaesthetic learning style into your lessons. The sad truth is that many students have this as their strongest learning style. It is best to integrate a specific learning style into lessons where appropriate.

3.3 LEFT-BRAIN OR RIGHT-BRAIN DOMINANCE

3.3.1 THE BRAIN

The brain is composed of two hemispheres, namely the right hemisphere and left hemisphere. Each hemisphere develops and processes information in a specific way. The left part of our brain helps us to think logically, in a systematic, step-by-step way. We call this analytic thinking. The right part of our brain helps us to think more intuitively, based on instinct or feelings and to look at something holistically. We call this global thinking.

Some learners use one hemisphere of the brain more than the other. This results in individual differences in learning styles. However, for effective learning, both sides of the brain need to be used. When there is good communication between the two hemispheres, the result is integrated thinking. The more both hemispheres are used, the more connections will be formed between the hemispheres.
The Left and Right Side Brain Functions

In general it does not really matter whether you are left-or right-brain dominated, it merely makes you different from people of the other dominance. But you are missing out on your potential if you are too heavily dominated and you should learn some of the tricks of the other half of the brain.

The differences in the two hemispheres result in differences in learning styles.

The left hemisphere is the more precise and systematic half; it deals with facts, analysis, language, logic and time. The right hemisphere deals with the artistic, the emotions, imagination, music, feelings and relationships.
3.3.2 CONCEPTS OF DOMINANCE

Cross-Lateral Control
In addition to the hemispheric differences, there is also another difference between the two sides of the brain. They each control a different side of the body. The brain works in a cross-over pattern, each side of the body communicates with the opposite brain hemisphere. All sensory-motor functions on the right side of the body are controlled in the left hemisphere and vice versa. For example, the left hand is controlled by the right hemisphere and the right hand is controlled by the left hemisphere.

During times of new learning or stress, the non-dominant brain hemisphere tends to increase its functioning. When both hemispheres are functioning together optimally, it is an integrated state. This is the key to higher level reasoning and creativity.

Lateral Preference
Lateral preference is the term used when a learner favours the use of one eye, ear, hand, foot over the other. He/she is able to use one side of the body more proficiently than the other. This plays an important role in academic learning and success in motor skills.

Bilateral Integration
Bilateral integration is the communication between the right and left hemispheres, which allows the two sides of the body to move together in coordination with one another. E.g. alternate marching, lift your left arm and move forward with your right foot, next right arm, left foot.

Dominance
Dominance is the tendency to establish an eye, ear, hand or foot on one side of the body to be stronger. The reason why a child has a dominant hand, foot, ear and eye is because one of the two brain hemispheres has stepped forward as the dominant hemisphere, thus taking the lead in the process of making decisions as well as in performing tasks. Normally this dominance should be established by the age of five.

How do we establish which side of the body is dominant? Do the following activities with the learner:
- **Dominant Eye:**
  1. Give the child a cardboard tube (like of a toilet roll or kitchen towel roll) and ask him to look through it.
  2. Ask him to peep through a keyhole.

  The child will always use his dominant eye to do the activity.

  The eye dominance has important implications for reading. In normal eye teaming, the dominant eye orchestrates the tracking of both eyes. The right eye naturally tracks from left to right, while the left eye tracks from right to left. Learners with left eye dominance tend to look at the right side of the page first. This results in letter reversals, e.g. d for b, saw for was, etc.

- **Dominant Ear:**
  1. Give the child a toy telephone to pretend to have a conversation.
  2. Identify the ear the child uses to hear a soft sound.

  *The child will always listen with his dominant ear.*

- **Dominant Foot:**
  Identify:
  1. the foot the child uses to kick a ball
  2. the foot the child uses to start climbing steps
  3. the shoe the child takes off first

  *This indicates the dominant foot.*

- **Dominant hand:**
  Identify:
  1. the hand the child uses to colour, draw and write
  2. the hand the child uses to hold a cup when drinking

  *This indicates the dominant hand.*

**Signs of dominance not being established will include:**
- the child switches hands when writing, colouring and drawing
- the child uses different feet to kick a ball
- the child writes on the right side of the paper with the right hand and on the left side of the paper with the left hand
Specific areas of difficulty if dominance is not established will include:

- papers being read from or written on are dramatically rotated
- difficulty perceiving left and right sides of objects
- uncertainty about personal left and right body sides
- difficulty making decisions
- difficulty in accepting a change in rule or decision once it has been made
- delayed language acquisition
- difficulty understanding instructions
- problems with finding words to express himself/herself
- difficulty with organisational skills
- difficulty with understanding consequences of actions
- poor gross and fine motor skills in general, e.g. difficulty with kicking a ball, colouring, cutting with scissors, drawing, etc.
- patterns that are inconsistent and untidy
- difficulty with crossing the midline
- difficulty with writing and reading activities

**Cross Dominance**

Cross dominance is when a learner has a dominant e.g. eye, ear, or foot on one side of the body, but a dominant e.g. hand on the other side of the body. People with cross dominance need to have very efficient communication between the two hemispheres of the brain, in order to compensate for the specific demands that come from having to combine information from two different parts of the brain. Cross dominance can cause perceptual, organizational and performance problems in various areas of a person’s life. However, cross dominance, does not mean a child is set up to have a lifetime of difficulties, just like a child who uses his hand, eye, foot and ear on the same side of the body is not guaranteed to having no difficulties.

### 3.3.3 CROSSING THE MIDLINE

This is the ability of the one side of the body to cross over to the other side by moving across the centre line of the body, e.g. the right hand can cross over the midline and pick up an object from the left side of the body.

**There are a number of activities that you can do to encourage crossing of the midline. Here are some activities:**

- **Horizontal Lazy Eight:** Start with the right hand and imagine that the middle of the body is the middle of the eight. Start drawing an eight from the middle of the body. Do not move the body, only the arms. Look straight to the front, pretending to draw on a writing board. Change hands and repeat the exercise.
• Let the child pretend to drive a car with a ball in his/her hands to use as a steering wheel and encourage the crossing of his/her arms as he/she turns the ‘steering wheel’.
• Play a marching game whereby the child must raise his/her right knee high enough to be touched by his/her left elbow and vice versa.
• Let the child play with sand, scooping sand from one side of the body and putting it into a bucket on the opposite side with the same hand.

3.3.4 AMBIDEXTROUS
This is the term used to describe a person who is able to use both hands equally well. It is very rare.

_A person is ambidextrous when his left hand knows what his right hand is doing._

- Anonymous

3.4 MULTIPLE INTELLIGENCE
Traditionally, a learner’s IQ score indicated how well he/she could think and learn. It was used to _predict_ the learner’s future _ability_ to learn and perform academically. As researchers believed that intelligence has more than one form, they developed the theory of _multiple intelligences_. They thus believe that IQ is not a fixed figure, but merely an indication of a learner’s _ability_. The _theory of multiple intelligences_ was proposed by Howard Gardner in 1983.

Gardner’s theory argues that intelligence (cleverness or brainpower) as it is traditionally defined, does not include the wide variety of abilities humans display, e.g. a child who masters multiplication easily is not necessarily more intelligent than a child who struggles to do so. The second child may be stronger in another _kind_ of intelligence,
and therefore may best learn the given material through a different approach and may excel in a field outside of mathematics.

**Bodily-kinaesthetic Intelligence**
This area has to do with bodily movement. People who have this intelligence usually learn better by getting up and moving around, and are generally good at physical activities such as sports or dance. They may enjoy acting or performing and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it.

**Interpersonal Intelligence**
This area has to do with interaction with others. People who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others’ moods, feelings, temperaments and motivations, and their ability to cooperate with others and to work as part of a group. They communicate effectively, empathize easily with others and may be either leaders or followers. They typically learn best by working with others and often enjoy discussions and debates.

**Verbal-linguistic Intelligence**
This area has to do with words, spoken or written. People with high verbal-linguistic intelligence are good with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures and having discussions and debates. They are also skilled at explaining and persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have a good verbal memory.

**Logical-mathematical Intelligence**
This area has to do with logic, abstractions, reasoning, and numbers.

**Naturalistic Intelligence**
This area has to do with nature and relating information to one’s natural surroundings. People with a good naturalistic intelligence are sensitive to nature and their place in it. They have the ability to nurture and grow things and take pleasure in caring for, taming and interacting with animals. They are also sensitive to changes in weather and fluctuations in their natural surroundings.
“Naturalists” learn best when the subject involves collecting and analyzing, or is closely related to something prominent in nature. They also don’t enjoy learning unfamiliar or useless subjects with little or no connections to nature. Naturalistic learners would learn more through being outside.

Intrapersonal Intelligence
This area has to do with the capacity to turn your view to yourself (introspective). Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self-aware and capable of understanding their own emotions, goals and motivations. They learn best when allowed to concentrate on the subject when alone. There is often a high level of perfectionism associated with this intelligence.

Visual-spatial Intelligence
This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. Those with strong spatial intelligence are often good at solving puzzles. They have a strong visual memory and are often artistic. Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination.

Musical Intelligence
This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence are sensitive to sounds, rhythms, tones and music. They normally have good pitch and are able to sing, play musical instruments and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lectures. They will often use songs or rhythms to learn and memorize information, and may work best with music playing in the background.

Existentialistic Intelligence
This area has to do with the appreciation of the human being as a part of the big picture of existence.

How to Learn Anything in Nine Different Ways
One of the most remarkable features of the theory of multiple intelligences is how it provides nine different potential pathways to learning. If a teacher has difficulty reaching a student in the traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whatever you are teaching or learning, see how you might connect it with:
words (linguistic intelligence)
numbers or logic (logical-mathematical intelligence)
pictures (spatial intelligence)
music (musical intelligence)
self-reflection (intrapersonal intelligence)
a physical experience (bodily-kinaesthetic intelligence)
a social experience (interpersonal intelligence) and/or
an experience in the natural world (naturalist intelligence)

A learner does not need to learn something in all nine ways. The theory of multiple intelligences is intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.).

E.g.: If you are teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there’s very little supply, your stomach’s demand for food goes up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law.
4. RECOGNISING NEEDS

The purpose of this chapter is to describe some of the barriers to learning that learners may have as a result of impairments, disabilities and/or the effects of social disadvantages.

The World Health Organisation, in its International Classification of Impairments, Disabilities and Handicaps, makes a distinction between impairment, disability and handicap. These three concepts are defined as follows:

- **Impairment** is “any loss or abnormality of psychological, physiological, or anatomical structure or function”. Impairments include defects in or loss of a limb, organ or other body structure, as well as defects in or loss of a mental function. Examples of impairments include blindness, deafness, hard of hearing, loss of sight in one eye, partial sight, paralysis of a limb, amputation of a limb; mental retardation, loss of speech, etc.

- **Disability** is a “restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”. It describes a functional limitation or activity restriction caused by impairment. Disabilities are descriptions of disturbances in the functioning of a person. Examples of disabilities include difficulties with seeing, speaking or hearing; difficulties in moving; difficulties in bathing, eating and toileting, etc.

- **Handicap** is a “disadvantage for a given individual, resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal (depending on age, gender, social and cultural factors) for that individual”. The term is also a classification of “circumstances in which disabled people are likely to find themselves”. Handicap describes the social and economic roles of impaired or disabled persons that place them at a disadvantage compared to other persons. These disadvantages are brought about through the interaction of the person with specific environments and cultures. Examples of handicaps include being bedridden or confined to home; being unable to use public transport; being socially isolated; etc.

People with disabilities do not form a homogenous group and encounter barriers of different kinds.

Some special needs are easy to identify as they are easily observable, e.g. a learner who walks with crutches. Other special needs may require a teacher to look at behaviour and the responses of a learner, before deciding what the learner's individual needs are, e.g. when a learner does not respond, the teacher may need to find out whether the learner can hear; or has a short attention span or perhaps does not understand the question.

It is important to keep in mind:
- A learner, who occasionally does not concentrate during a lesson, does not necessarily have a learning difficulty.
- Look at how often specific behaviour occurs and whether there are other signs which may indicate that the learner has a significant difficulty.

The possibility may also be that a learner may have more than one learning difficulty at a time.

4.1 BARRIERS TO LEARNING

Barriers to learning could be ‘around’ the learner or ‘in’ the learner:

4.1.1 BARRIERS ‘AROUND’ THE LEARNER

Barriers around the learner
4.1.1.1 Environment
While some impairment cannot be corrected, some definitely can be changed. Learners, their learning processes and the education system are severely affected by the immediate environment. The school environment can be changed to reduce the negative effects (barriers) it has on the learner. A learner’s home environment may also have an effect on his/her behaviour, e.g. divorce, domestic violence, physical or emotional abuse, sexual abuse or alcohol abuse at home. These situations might severely affect a learner's abilities and attitudes towards life and school specifically.

4.1.1.2 Curriculum and Teaching System
A common barrier to learning is teachers’ attitudes, behaviour and teaching methods. Teachers often dishearten and discourage learners through their negative attitudes and indifferent responses to them, e.g.:

- The learning situation can have a negative impact on a learner’s self-esteem when teachers have unrealistic expectations of what the learners should do or be able to do. This creates a learning environment that is NOT conducive.
- A teacher may not care where a learner with a visual impairment sits in the class and will make no attempt to increase the size of writing on the writing board.
- A teacher may not make any attempt to check that a learner with a hearing impairment can hear the instructions or class discussions.
- Learners who have difficulty with reading are not given any visual cues to support their understanding of key words.
- A teacher may allow learners to call out answers one day and the next day shout at the learners if they do call out, so learners will not know what is expected of them.
- Learners with a language difficulty such as stammering, may be laughed at when they try to answer a question in class.
- Some learners are just ignored.
- An unpleasant atmosphere in the class gives learners the feeling that they have no right to be part of learning in the mainstream class.
4.1.2 BARRIERS ‘IN’ THE LEARNER

4.1.2.1 Deprived and vulnerable learners

Learners who have lost their parents through death are especially vulnerable. Some children are often found to be either living on their own or looking after younger brothers and sisters and elderly grandparents. Other learners may live in abusive, violent families where they live in fear and with a lack of love and attention. Other learners may be hungry or malnourished, because of financial problems at home. Some learners have many chores to do at home before or after school, such as fetching water and firewood. Some are sent to the cattle posts or to mind the goats for long periods.

<table>
<thead>
<tr>
<th>Warning signs of vulnerable learners</th>
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</thead>
<tbody>
<tr>
<td><strong>Child may often be:</strong></td>
</tr>
<tr>
<td>hungry</td>
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<tr>
<td>unwashed</td>
</tr>
<tr>
<td>underweight</td>
</tr>
<tr>
<td>neglected</td>
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<tr>
<td>tired</td>
</tr>
<tr>
<td>seeking attention</td>
</tr>
<tr>
<td>reluctant to take part in activities</td>
</tr>
<tr>
<td>withdrawn</td>
</tr>
<tr>
<td>aggressive</td>
</tr>
</tbody>
</table>

For further reading: *Building Resilience in Children Affected by HIV and AIDS* by Sr Silke Malmann
4.1.2.2 Hearing Impairment
This includes learners with mild hearing loss and those who have profound hearing loss (deafness). Learners may have a mild hearing loss as a result of a head cold or ear infections or their hearing ability may come and go. Others may have permanent mild hearing loss, while others may be born deaf. In Namibia, there are special schools and units at mainstream schools for learners who are deaf, where they are taught to use sign language.

**Warning signs**

<table>
<thead>
<tr>
<th>When a learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• shows poor attention in class</td>
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<tr>
<td>• has difficulty following instructions</td>
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<tr>
<td>• speaks in a very loud or very soft voice</td>
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<tr>
<td>• has unclear speech</td>
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<tr>
<td>• gives inappropriate answers to questions or fails to answer</td>
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<tr>
<td>• isolates himself from social activities</td>
</tr>
<tr>
<td>• interprets facial expressions, body movements and contextual information</td>
</tr>
<tr>
<td>• appears shy, withdrawn, stubborn and disobedient</td>
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<tr>
<td>• finds it hard to repeat sounds and words</td>
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<tr>
<td>• turns head to one side to hear better</td>
</tr>
<tr>
<td>• watches what other learners are doing before starting to work</td>
</tr>
<tr>
<td>• asks others to repeat the teacher’s instruction</td>
</tr>
<tr>
<td>• appears not to follow the lesson</td>
</tr>
<tr>
<td>• is reluctant to participate in oral activities</td>
</tr>
<tr>
<td>• does not always respond when his/her name is called</td>
</tr>
</tbody>
</table>

Such a learner should be referred to have his/her hearing tested at one of the following places:

- CLaSH (Association of Children with Speech, Language and Hearing Impairments of Namibia)
- Regional School Counsellors at Regional Education Offices
- Rehabilitation Officers at State Hospitals in Namibia


4.1.2.3 Visual Impairment
This includes various degrees and types of visual impairment such as low vision, partial sight and blindness. Learners with albinism are likely to have some degree of visual impairment. Namibia has special schools for learners with severe visual
impairment where they are taught to read braille. Some learners have long or short sightedness and can wear glasses to correct these problems.

A large portion of learners who struggle to read are not dyslexic; their phonetic awareness and language processing skills are fine. It’s their vision that interferes with their ability to read.

Vision plays a vital role in the reading process. First of all, learners must have good, sharp eyesight in order to see clearly, but vision involves much more than good eyesight. For success in school, learners must have other equally important visual skills besides their sharpness of sight. They must also be able to coordinate the movements of the two eyes. The eyes must be able to:

- follow a line of print without losing their place
- maintain focus during reading
- make quick focusing changes when looking up to the board and back to the book
- interpret and accurately process what they are seeing.

*If learners have inadequate visual skills in any of these areas, they can experience great difficulty in school, especially in reading.*

Learners who lack good basic visual skills often struggle unnecessarily in school. Their vision problem is keeping them from performing. The major vision problems that can interfere with a learner’s school performance are:

**Eye Teaming Problems**

The eyes are designed to work as a team, but each eye functions independently. When looking at something, both the right and the left eye are recording the image. Then the two separate images are transmitted along the optic nerves to the brain, which combines them into a single picture. For the visual system to work correctly, each eye must aim at the exact same point in space so that the images being recorded are identical. This allows the brain to combine the two incoming images for clear vision. Example:
However, if the eyes are not aiming together, the images being recorded are different and the brain cannot combine the two pictures. The result is double vision.

Then reading and comprehension become increasingly difficult as the learner struggles to aim both eyes at the same place to keep the print from blurring. Learners with eye teaming problems can be highly distractible and find it difficult to concentrate and remain on task when the strain on their eyes is so big. Some of these learners are misdiagnosed with attention deficit disorder. Other symptoms of eye teaming problems include loss of place as the print “swims”, eyestrain, fatigue, headaches and frustration.

To keep from seeing double, many learners with eye teaming problems close one eye when reading and writing. This allows them to maintain single vision, because they are just using one eye. This helps the learner to cope, but it's extremely tiring and robs the learner of concentration. Because these learners have always seen in this way, their vision seems normal to them. They rarely realise something is wrong. Only a trained developmental optometrist will be able to diagnose eye teaming problems. Eye teaming problems can be treated very successfully through vision therapy. Vision therapy is a series of special eye exercises prescribed by optometrists to correct problems. During therapy, the learner learns to gain control of his or her eye muscle coordination and builds the eye teaming skills necessary for success in school.

**Tracking**

Tracking is the ability to control the fine eye movements required to follow a line of print during reading. Learners with tracking problems will often lose their place, skip words and have difficulty comprehending because of their difficulty to move their eyes accurately. Many are forced to use their fingers to follow the line because their eyes cannot do so.

When reading, the eyes do not move smoothly across the line. Instead, the eyes jumps and pauses when reading. The brief pause while looking at the words is called a fixation. After a fixation, the eyes move to the next group of words.
These jumps and pauses are controlled by the central and peripheral (side) visual systems. In reading, the central vision processes the word, while the side vision locates the following word and tells the eyes where to aim the eyes next. The integration of these two systems is what allows the efficient move of the eyes along a line of print. If there is no integration between these two systems, reading will be jerky, loss of place will be common and comprehension will be poor.

**Learners with tracking problems cannot control their eye movements.**

**Focusing problems**
The focusing system of the eyes allows clear close-up vision. The eyes are designed for distance vision, so when looking at something close-up, the natural lens in the eye has to change shape to redirect light rays on the retina for near objects. At the close range required for reading, focusing is needed to maintain clear sharp images for extended periods of time. It also includes the ability to quickly shift focus when looking from near to far, such as looking from the book to the writing board.

For learners with focusing problems, print will become blurry as they read for long periods of time and their eyes will get tired from the strain of trying to keep the print clear. Sometimes learners with focusing problems will hold their books very closely or lay their heads down. Headaches are very common. Reading glasses are often prescribed to help with inadequate focusing systems, but sometimes therapy is needed to improve a learner’s focusing.
### Warning signs

#### When a learner has:

- red eyes, crusts on lids among the eye lashes or recurring eye infection
- swollen eyelids, watery eyes or discharge
- cross (squint) eyes
- uneven pupil sizes
- excessive drooping eyelids
- unusual sensitivity to bright light
- difficulty with distance vision such as copying from the board
- uncertain movements such as feeling the ground with their feet or missing steps

#### Some learners may:

- rub eyes while reading or writing
- shut one eye or cover one eye when they have difficulty seeing with that eye
- show unusual amount of concentration to focus
- blink or frown
- be unable to locate or pick up small objects
- bring books or objects close to the eyes
- have difficulty with copying written work

Such a learner should be referred to have his/her eyes tested at one of the following places:

- Regional School Counsellors at Regional Education Offices
- Rehabilitation Officers at State Hospitals in Namibia
- Eye Clinics at State Hospital


### 4.1.2.4 Intellectual Impairment and Learning Difficulties

#### Intellectual Impairment

Learners with intellectual impairment have difficulties with thought processing, learning, communicating, remembering, gathering and applying information, making judgements and problem solving. Intellectual impairment affects all areas of a person’s development from birth to adulthood.
Learners with intellectual impairment perform significantly lower and their development is significantly delayed compared to other learners of the same age. Many learners with intellectual impairment will need the help of others in most of their daily activities. They may also have limited speech and communication skills.

*It is important to compare the development of intellectual skills, social skills and the learner's age when identifying intellectual impairment.*

Teachers might be able to identify signs and suspect that a learner has an intellectual impairment. However, for accurate identification the learner needs to be referred to the Regional School Counsellor. Learners with Foetal Alcohol Syndrome and Down's syndrome will have some form of intellectual impairment. Sometimes learners with intellectual impairment may also have a physical disability (multiple impairment).

**Specific Learning Difficulty**
A specific learning difficulty implies that a learner has difficulties with just one aspect of learning, e.g. writing or reading or mathematics, but will have no difficulty in the other areas of learning. Specific learning difficulties will affect a learner’s ability to learn at the pace of average learners of their age. Learners with specific learning difficulties may have problems in learning new skills.

Specific learning difficulties include perceptual (visual/auditory) disabilities, minimal brain dysfunction, dyslexia (reading/writing problem) and developmental aphasia (acquired language problem). It might often be difficult for teachers to identify the cause of the difficulties. More important, however, is that the teacher identifies the types of difficulties the learner has and then provides support to the learner by completing the Observation Profile Form (*Annexure A*) and referring the learner to the Learning Support Group at the school.

**Learning Difficulty**
A learning difficulty implies that a learner’s performance is not in line with his apparent abilities due to a variety of reasons. A learning difficulty may develop due to academic failures in the past. The learner is thus an under-achiever. Some of these reasons may be:

- educational neglect
- lack of parental support
- a neurological dysfunction
### Warning signs

<table>
<thead>
<tr>
<th>The learner may have intellectual impairment if showing some of these warning signs repeatedly:</th>
<th>The learner may have specific learning difficulties/learning difficulties if showing some of these signs repeatedly:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• unable to answer simple questions</td>
<td>• takes longer to learn to read, write and do simple maths</td>
</tr>
<tr>
<td>• repeats the same question or answer</td>
<td>• reads only two letter words, e.g. at, on</td>
</tr>
<tr>
<td>• rocks body and flaps hands</td>
<td>• read without understanding</td>
</tr>
<tr>
<td>• unable to follow simple instructions</td>
<td>• finds it hard to be creative</td>
</tr>
<tr>
<td>• unable to dress themselves or feed themselves</td>
<td>• shows poor organisation skills, often misplaces things</td>
</tr>
<tr>
<td>• unable to go to the toilet unattended</td>
<td>• generally makes slow progress</td>
</tr>
<tr>
<td>• unable to remember very basic information (if older than 10 years) e.g. how old they are, which grade, date of birth, name, days of the week</td>
<td>• has severe short- and long-term memory problems</td>
</tr>
<tr>
<td>• cannot write or copy</td>
<td>• can only learn with plenty of repetition</td>
</tr>
<tr>
<td>• wanders around aimlessly</td>
<td>• shows limited understanding of shapes, colour, numbers and words</td>
</tr>
<tr>
<td>• spends a lot of time looking at one little thing</td>
<td>• has difficulty copying shapes and patterns such as circles and wave patterns</td>
</tr>
<tr>
<td>• unable to play with other children</td>
<td>• has difficulty sequencing letters and words</td>
</tr>
<tr>
<td>• unable to compare (if older than 10 years) e.g. full/empty; big/small; heavy/light</td>
<td>• cannot repeat 5 numbers or words in the correct order</td>
</tr>
<tr>
<td></td>
<td>• thinking is concrete (counting on fingers)</td>
</tr>
<tr>
<td></td>
<td>• is clumsy</td>
</tr>
</tbody>
</table>


### 4.1.2.5 Physical Impairment

This includes neurological and orthopaedic impairment. Orthopaedic impairment refers to impairment related to the bone and muscle systems. Neurological impairment refers to impairment related to the functions of the brain and nervous system. Neurological impairment may cause difficulties in perception.

#### Orthopaedic impairments
- amputation of a limb (arm or leg)
- bone disease
- muscular dystrophy (muscles grow weaker as child grows older)
Neurological impairments

- cerebral palsy (motor control centre in the brain is damaged)
- spina bifida (defect in the spinal cord)
- hydrocephalus (brain fluids collect in the brain and cause a swollen head)
- brain damage caused by an accident or at birth

Warning signs

<table>
<thead>
<tr>
<th>Learners with physical impairment may have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• difficulty with mobility, balance and motor skills</td>
</tr>
<tr>
<td>• poor muscle tone, e.g. may appear to be clumsy or cannot sit upright</td>
</tr>
<tr>
<td>• difficulty controlling their fine muscles, e.g. they may have a shaky handwriting or struggle to hold a pencil</td>
</tr>
<tr>
<td>• difficulty doing activities with both hands, e.g. holding a paper and cutting with scissors</td>
</tr>
<tr>
<td>• difficulty partaking in physical activities, e.g. ball games</td>
</tr>
<tr>
<td>• perceptual difficulties: unable to draw what they see, e.g. a square or an X</td>
</tr>
</tbody>
</table>

Such a learner should be referred to the Rehabilitation centres at district hospitals.

4.1.2.6 Intellectually Gifted Learners

An intellectually gifted learner has exceptional talent or a natural ability in a particular field.

The distinguishing features of an intellectually gifted learner become clear from an early age. Silverman (1993) provided a useful generalisation of the characteristics of the intellectually gifted group.
### Characteristics of an Intellectually Gifted Learner

<table>
<thead>
<tr>
<th>Intellectual traits</th>
<th>Personality traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• exceptional reasoning ability</td>
<td>• insightful</td>
</tr>
<tr>
<td>• intellectual curiosity</td>
<td>• needs to understand and be understood</td>
</tr>
<tr>
<td>• rapid learning rate</td>
<td>• perfectionism</td>
</tr>
<tr>
<td>• abstract thinking</td>
<td>• needs precision/logic in their life</td>
</tr>
<tr>
<td>• complex thought processes</td>
<td>• excellent sense of humour/intensity/perseverance</td>
</tr>
<tr>
<td>• vivid imagination</td>
<td>• acute self-awareness</td>
</tr>
<tr>
<td>• matured morality</td>
<td>• nonconformity</td>
</tr>
<tr>
<td>• passion for learning</td>
<td>• questioning rules/authority</td>
</tr>
<tr>
<td>• high level of concentration</td>
<td>• tendency to introversion</td>
</tr>
<tr>
<td>• analytical thinking</td>
<td></td>
</tr>
<tr>
<td>• creative thinking</td>
<td></td>
</tr>
<tr>
<td>• keen sense of justice</td>
<td></td>
</tr>
<tr>
<td>• capacity for reflection</td>
<td></td>
</tr>
<tr>
<td>• need for intellectual stimulation</td>
<td></td>
</tr>
</tbody>
</table>

*Silverman, 1993 (p. 53)*

There are two types of tasks to support the learning of the intellectually gifted learner;

- **Enrichment**: Deepening the knowledge of the learner by providing more complex tasks, stimulation, additional information, investigations, research activities
- **Extension**: Expanding the learner’s horizon by excursions, competitions, clubs and lectures by guests and using technology as a tool for locating information

*Skills to be developed are creative thinking, problem solving, questioning techniques and independent research.*

#### 4.1.2.7 Emotional, Social and Behavioural Difficulties

There are many reasons why learners have emotional, social and/or behavioural difficulties. Low self esteem and lack of motivation can be barriers to learning. One of the causes is deprivation; other causes may be attention deficit disorder (ADD), hyperactivity (DA), short attention span, or hypo activity where the learner may daydream or forget what they are doing. There is also some connection between food that contains a lot of preservatives and colorants (such as chips, fizzy drinks and sweets) and hyperactivity. Intellectually gifted learners may lack motivation and feel bored because the set tasks are not challenging and stimulating enough to meet their needs.
Warning signs

<table>
<thead>
<tr>
<th>Learners may:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• become isolated or shy</td>
<td></td>
</tr>
<tr>
<td>• be unable to make and keep friends</td>
<td></td>
</tr>
<tr>
<td>• be short tempered/get angry quickly</td>
<td></td>
</tr>
<tr>
<td>• be unable to share or play games with others</td>
<td></td>
</tr>
<tr>
<td>• be attention seeking, e.g. calling out in class</td>
<td></td>
</tr>
<tr>
<td>• be disorganised</td>
<td></td>
</tr>
<tr>
<td>• be disruptive</td>
<td></td>
</tr>
<tr>
<td>• be a bully/be bullied</td>
<td></td>
</tr>
<tr>
<td>• be indifferent</td>
<td></td>
</tr>
<tr>
<td>• be unhappy</td>
<td></td>
</tr>
<tr>
<td>• be aggressive</td>
<td></td>
</tr>
<tr>
<td>• be unable to sit still</td>
<td></td>
</tr>
<tr>
<td>• lose equipment and belongings</td>
<td></td>
</tr>
<tr>
<td>• be hungry</td>
<td></td>
</tr>
<tr>
<td>• break things deliberately</td>
<td></td>
</tr>
<tr>
<td>• be destructive</td>
<td></td>
</tr>
<tr>
<td>• be quarrelsome</td>
<td></td>
</tr>
<tr>
<td>• fight/be aggressive</td>
<td></td>
</tr>
<tr>
<td>• tend to tell lies</td>
<td></td>
</tr>
<tr>
<td>• sleep in class</td>
<td></td>
</tr>
<tr>
<td>• look neglected</td>
<td></td>
</tr>
</tbody>
</table>

Such a learner should be referred to the Counselling support Group at the School.


*Learners with Special Needs* – Heinemann Publishing 1998

4.1.2.8 Speech, Language and Communication Difficulties

Learners may have a speech and language difficulty as a result of a neurological impairment. For example, some learners with cerebral palsy may have difficulty with speaking, breath control and swallowing. This is a result of brain damage and poor control of the muscles around the mouth. Other learners may stammer which causes them to have difficulty saying certain words or phrases. Some learners may have delayed speech. This could be a result of a delay in development, a lack of social interaction within the family and the community and the difference between the language used at home and in school. It is important that a child should have a good foundation in his/her mother tongue.

Some learners may have difficulty with communication.
This does not mean that they cannot speak, but that they find it hard to relate to other people and have simple conversations. Some learners with autistic spectrum disorder have poor language and communication skills as well as poor social interaction and behaviour problems. They find it hard to obey classroom rules as they do not always understand the teacher’s expectations. They sometimes have excellent skills in specific areas, e.g. a learner with autism may be able to play the piano.

## Warning signs

<table>
<thead>
<tr>
<th>Learners with a speech impairment may:</th>
<th>Learners with a communication difficulty may:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• be unable to say words clearly or correctly</td>
<td>• show lack of eye contact and/or facial expression</td>
</tr>
<tr>
<td>• speak with hesitation or stammer</td>
<td>• be unable to form peer relations</td>
</tr>
<tr>
<td>• have difficulty finding words or putting words together</td>
<td>• not know how to react and respond in a socially and emotionally appropriate way</td>
</tr>
<tr>
<td>• use words and grammar incorrectly (wrong word order and use)</td>
<td>• be unable to have/sustain a conversation</td>
</tr>
<tr>
<td>• be unable to express their thoughts in words</td>
<td>• have a lack of imaginative play</td>
</tr>
<tr>
<td>• add sounds or leave sounds out: e.g. poon = spoon; tee = tree or substitute one letter for another: e.g. /l/ for /r/ Lisping /s/ sounds like/th/</td>
<td>• be inflexible</td>
</tr>
<tr>
<td>• be unable to empathise</td>
<td>• be unable to form peer relations</td>
</tr>
<tr>
<td>• show lack of eye contact and/or facial expression</td>
<td>• repeat the same phrase over and over</td>
</tr>
<tr>
<td>• be unable to form peer relations</td>
<td>• have tantrums for no apparent reason</td>
</tr>
<tr>
<td>• not know how to react and respond in a socially and emotionally appropriate way</td>
<td>• continually touch other people</td>
</tr>
<tr>
<td>• be unable to have/sustain a conversation</td>
<td>• cry or laugh without reason</td>
</tr>
<tr>
<td>• have a lack of imaginative play</td>
<td>• be anxious</td>
</tr>
</tbody>
</table>

Remember, in some cultures, children are not allowed to make eye contact with an adult when they address the adult. Some cultures change the word pronunciations, e.g. the ‘r’ is pronounced as a ‘l’ or ‘r’ also becomes a ‘l’.

### 4.1.2.9 Epilepsy

Epilepsy is not a disease, illness, psychiatric disorder or a mental illness. It is not contagious. It is characterized by unusual electrical activities in the brain. The brain consists of millions of nerve cells called neurons. Billions of electrical messages are passed on between these cells, controlling our whole body, including what we think, feel, do and see, as well as our muscle movement.

Epilepsy is a temporary change in the way the brain cells (neurons) work. Sometimes a disturbance in the brain chemistry causes messages to get “scrambled”. When this happens, the neurons send messages off faster than usual or in bursts or too many neurons are triggered and work at the same time. This disturbed activity, which is like a small “electrical storm” in the brain, triggers seizures.
While there can be many different underlying causes, such as head injury, birth injury, strokes and tumours, in more than 50% of cases the underlying cause of epilepsy is unknown. The characteristics of epilepsy include:

- a seizure that is unpredictable
- it is temporary; after the seizure has passed, the person functions in the same way as before the seizure
- sometimes a lowering or loss of consciousness occurs
- seizures can occur repeatedly
- the intervals between seizures may vary from minutes to years

Learners with epilepsy can function normally and achieve well in school.

<table>
<thead>
<tr>
<th>TYPES OF SEIZURES</th>
<th>WHAT YOU MAY OBSERVE</th>
<th>WHAT YOU SHOULD DO</th>
</tr>
</thead>
</table>
| Tonic Clonic Convulsive Seizure | • Loss of consciousness  
• Muscle stiffening  
• Falling  
• Followed by jerking movements  
• Clenched (stiff) jaw  
• Groaning or grunting sounds  
• Loss of bladder control  
• Foam around the mouth (the foam may be bloody)  
• Possible unconsciousness or coma | • Remain calm and note the time the seizure started  
• Clear a space around the learner and prevent others from crowding around the learner  
• Loosen tight clothing/neckwear and remove spectacles  
• Support the head of the learner as best as you can – if available use a pillow  
• Gently roll the learner into the shock recovery position as soon as the active movements of the seizure have ceased. (i.e. roll the learner onto his/her side with the top leg bent and the bottom arm slightly extended)  
• Wipe away any excess saliva/other fluids to facilitate breathing  
• Reassure and assist the learner until he/she has recovered. Tell the learner where he/she is, that he/she is safe and that you will stay with him/her  
• Allow the learner to rest or sleep, if necessary cover him/her with a blanket |
| Partial Seizure with Complex Symptoms | • Is non-convulsive  
• Outward signs of confusion  
• Inappropriate behaviour  
• Disturbances of memory and thoughts  
• Disturbances of emotions  
• Irrelevant speech may occur (can be mistaken for alcohol or drug intoxication) | • Same as above |
|---|---|---|
| Absence Seizure/ Petit Mal | • Is non-convulsive  
• Person is immobile, only stares for a few moments (seemingly daydreaming)  
• Brief periods of loss of awareness | • Acknowledge that a seizure has occurred  
• Reassure the person and repeat any information that may have been missed during the seizure |

**Do not:**
- attempt to hold the learner down or to stop the jerking  
- put anything between the learner’s teeth  
- move the learner unless he/she hurt himself/herself or is in immediate danger (i.e. in a busy road)  
- give anything to eat or drink during the seizure  
- give extra epilepsy tablets, unless informed to do so by a doctor  

**When to call an ambulance:**
- the seizure lasts more than 6 minutes  
- the learner has repeated seizures without recovering between seizures  
- the seizure occurs in water  
- the learner injured himself badly during the seizure  
- the learner is pregnant or has diabetes
5. RESPONDING TO DIVERSITY

INCLUSIVE CLASSROOMS – A KEY TO GOOD TEACHING AND LEARNING

The purpose of this chapter is to help teachers identify and develop good teaching and learning practices. The chapter has been divided into six sections:

- **Classroom Organisation** – the physical arrangement and visual display.
- **Positive Classroom Management** – daily routines and discipline strategies to use in the classroom to make it a positive learning environment.
- **Lesson Structure** – the key elements to well planned and carried out lessons.
- **Differentiation** – ensuring teachers are catering for the diverse needs of learners.
- **Clear Communication** – verbal and non-verbal communication.
- **Assessment of Learning** – using assessment to guide the teaching practice.

Elements of an Inclusive Classroom

5.1 **CLASSROOM ORGANISATION AND CLASSROOM MANAGEMENT**

Well managed classrooms do not happen automatically. A smart teacher plans everything: from the seating arrangement to what happens when the bell rings at the end of the period. Classroom management means establishing and maintaining a routine in the classroom that allows teaching and learning to proceed effectively.
Effective learning environments are purposefully constructed to be flexible, inviting, comfortable, accessible and responsive to all learners. It provides engaging, stimulating and challenging experiences to aid learners' holistic development. Teachers should organize the physical and social environments in collaboration with learners. The classroom environment should enable learners to work both independently and collaboratively on experiences relevant to their daily lives. For an effective learning environment, teachers should ensure that the following items or procedures are planned and in place:

**Time management:** Be on time for and manage lesson time well through planning daily activities.

**Visual timetable:** A visual timetable enables learners to see what lessons they have and what they should expect for that day. This is extremely important for learners who have concentration and communication difficulties.

**Classroom rules:** Learners should have an input in the development of classroom rules. Classroom rules help to set clear expectations. Rules should be displayed where learners can see them. The rules should be short, simple and phrased in understandable positive terms. Teachers should refer to rules frequently, e.g. ‘Keep our classroom clean’, rather than ‘do not litter’. Stipulate the consequences for transgressing the rules. Most importantly, the teacher should lead by example, e.g. if the teacher is late, how can he/she expect the learners to be on time?

**Daily routines:** It is important to have established classroom routines. This includes routines for distributing books and resources, gaining attention of the learners, toilet routines and entering and exiting the classroom. Assigning roles to learners such as class captains or group leaders or assigning classroom duties will ensure routines are maintained. Review routines when necessary and provide learners with visuals such as a classroom duty chart so that they always know who is responsible for what.

**Resources:** Teachers should ensure that all the resources in the classroom are ready and labelled. This ensures easy access for learners and that resources are distributed and packed away orderly, e.g. pots or tins for storage of resources should be labelled ‘pencils’ or ‘blue pens’ and include a picture/drawing of the object so that all learners know exactly where the item should go.
Print and wall displays: The classroom should be rich with print for all the learners to read. Display pictures, wall charts, real objects and artwork on the walls of the classroom. Print and wall displays should be according to the theme of the lesson. Ideas for wall displays include:

I. Pictures that would stimulate learners’ thinking to ask questions or to start working
II. Learners’ own displays
III. Learners’ class- or homework

Other examples of displays: rhymes and songs, pictures, number charts, alphabet charts, etc.

IMPORTANT TO REMEMBER

- Change displays regularly.
- Group wall displays according to subjects.

Physical Classroom Layout: The layout of the classroom can help or hinder learners’ learning. It is therefore important that learners with learning needs are seated where they can clearly see the writing board and hear the teacher. Desks can be arranged in a variety of ways. Each arrangement can serve a different purpose. Just because learners are sitting in groups does not mean it is a learner-centred classroom. It is the activities learners in which participate that make lessons learner-centred. Set aside an area of the classroom so that you can work with specific learners on a one-to-one basis or in small groups for short periods.
Physical Classroom Layout: Print and wall displays in an Senior Primary classroom

An under tree class

An interactive Classroom (spacegrant.nau.edu)
Seating Arrangements: When setting up a floor plan for learners, consider your teaching style and lesson plans and make seating arrangements accordingly. A few options are:

I. Half-circle or circle arrangement
   Desks or tables in a circle or half-circle promote communication and encourage all learners to participate. Everyone sits in the front row!

II. Group seating
   Desks or tables in small groups work especially well for classes that include collaborative activities.

III. Traditional rows
   A small number of rows can make this arrangement very effective for teachers who frequently use writing boards or overhead projectors.

5.2 HINTS FOR HANDLING DISRUPTIVE BEHAVIOUR
When disciplining a learner, teachers must consider why the learner is misbehaving in the first place. A learner may be disruptive or misbehave because:

- he/she wants attention
- he/she needs control
- he/she feels hurt and therefore hurts others
- he/she has a poor self image
- consequences for behaviour is not spelled out clearly
- the teacher does not execute the consequences consistently
- he/she does not understand the lesson content well
- he/she may have a disability or impairment that makes it difficult to control his/her behaviour
- he/she has no boundaries/rules at home
5.3 POSITIVE BEHAVIOUR MANAGEMENT

Handle class discipline firmly, fairly and consistently. A teacher cannot manage learner behaviour properly when sitting at his/her table, as the teacher is then on the same eye-level as learners. For proper classroom management a teacher should be standing and moving around in the classroom. Acknowledge positive behaviour with the intention of prompting other learners to follow the example.

Use body language to encourage learners to remain on task, e.g. if a learner is not on-task the teacher can walk and stand near the learner. This will often encourage the learner to return to the task, he/she is meant to complete. Smiling and making eye contact with learners that are on-task, walking around the room, touching their work and giving them a thumbs-up will encourage other learners to be on-task.

In some cases a learner’s negative behaviour can escalate and produce more serious or undesirable behaviour. In these situations teachers can:

- **Remind the learner** who is disruptive of the classroom rules and consequences of transgression.
- **Use a Behaviour Management Chart** to encourage positive behaviour.
- **Use Colour Cards.**

Make a chart with the names of learners. Next to each name, provide a pocket where either a red, yellow, or green card can be displayed.

- Red means: *You will have to bear the consequence; we will talk later*
- Yellow means: Warning
- Green means: *You are doing great*

- **Punch Out Card**
  Each learner receives a blank card. When he/she is performing well, helping out, etc. punch a hole in his/her card and sign next to it. When the learner has a certain number of punches, he/she receives a prize.

- **Class Points**
  Display a tally system of points in the class. Every time learners perform well, give them a point. When the class earns a certain number of points by the end of the week, they can do a class fun activity.

- **Marble jar**
  If the class is doing well add a marble to a jar. When the jar is filled, they get to do a class fun activity. Count the marbles regularly as a math’s activity.
• Positive ice cream sticks
  Write out positive comments on ice cream sticks like “great helper”, “super effort”, etc. and hand them out accordingly. When a learner has a certain number of ice cream sticks, he/she can get a reward.

• Time out can be very effective when used sparingly and appropriately. Time out means taking the learner out of the situation in which the bad behaviour occurs and not out of the classroom. Time out gives a learner a chance to calm down and reflect on how he/she should behave. After the lesson period the teacher and the learner should have a discussion on what was wrong with his/her behaviour, who was hurt, and how he/she should have acted. If necessary, refer the learner to the teacher counsellor.

Learners should never be humiliated or embarrassed during the discipline process!
**Behaviour Management Chart**

*Use this chart to encourage appropriate behaviour. Stick the chart on your classroom wall. List the names of all learners and reward good behaviour (for example all learners who came to school in time) with ☺. Ignore bad behaviour or add warnings (X) for bad behaviour. Learners with a full chart of happy faces can be rewarded at the end of the week.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>example</td>
<td>☺</td>
<td>x</td>
<td>xx</td>
<td>☺</td>
<td>☺</td>
</tr>
</tbody>
</table>
5.4 APPROACH TO POSITIVE DISCIPLINE

Here are some ideas to establish a positive disciplinary environment in your classroom:

• **Adopt a whole school approach** and make sure that your classroom discipline reflects the school’s policies.

• **Establish positive rules** in your classroom and get your learners to participate in setting them. Be firm and consistent in implementing these rules.

• **Know your learners** and focus on developing positive relationships with them.

• **Manage the learning process and the learning environment enthusiastically and professionally.** Always be one step ahead through good planning, e.g. anticipate that some learners may finish their work before others and have something for them to do, such as involving them in setting up classroom displays. The teacher should do self-reflection. If something did not work, consider all the reasons why it did not work and how it could be done differently.

• **Develop learning materials, teaching methods, and classroom management practices** that include conflict-handling skills, problem solving skills, tolerance, anti-racism, culture and gender sensitivity, etc.

• **Be inclusive.** Excluding learners, or not understanding their needs and circumstances, can alienate them.

• **Give learners the opportunity to succeed.** Learners who feel positive about themselves and their ability to succeed will be more successful.

• **Allow learners to take responsibility.** Provide them with opportunities to be responsible, e.g. how they conduct themselves in class; running a project; taking care of a peer.

• **Give attention seekers what they want—ATTENTION!** Even if a learner constantly seeks attention through misbehaviour, find ways to engage him/her in a positive way, even if it is through simple strategies like giving a task to do, sending the learner out of the room for a few minutes on an errand, giving him/her responsibility for something, or any other action that will serve as an acknowledgement.

• **Be a model.** Children always imitate the adults in their lives. They will copy manner, tone of voice, language, and actions, both appropriate and inappropriate. The most powerful action you can take is to model the expected behaviour to the learner. Setting a good example is critical in teaching, e.g. how can we expect children to resolve conflicts in a non-violent manner, if adults use physical punishment to punish children?

• **Talk respectfully.** Communicating with a learner cannot be done effectively from a distance. The time spent talking to a learner and making eye contact with him/her is quality time. Many teachers have noticed a dramatic change in a "problem child" after spending a few minutes simply sharing what they both like and do for fun.
• **Tell the learner what you want.** Children respond better to being told what to do rather than what not to do, e.g. instead of saying, “Stop kicking the desk!” say, “Please keep your feet on the floor.”

• **Give choices.** Giving a learner a choice allows him/her to have some power over his/her life as it encourages decision-making. The choices offered must be within acceptable limits of the learner’s developmental and temperamental abilities. Teach them to accept the consequences and take responsibility of their choices.

• **Use professional assistance.** If there are learners who display particular difficulties in class, and especially if it involves bullying or other aggressive behaviour, seek help from the teacher-counsellor at school.


### 5.5 LESSON STRUCTURE

A lesson should be structured in such a way that it is interesting and enables learners to understand what is expected of them by the end of the lesson. The three essential ingredients in a lesson structure are objectives, activities and assessment. The objective is your intention with the lesson and your expectation at the end of the lesson. Activities are what the learners and the teacher will do during the teaching and learning session. Assessment is a way of judging the progress or success of the learning process. The lesson structure ensures that a lesson is well thought through and that the teacher is prepared.

Start with an introductory activity. Decide on key words in the lesson topic. Highlight these keywords for the learners at the beginning of the lesson and ensure that they understand them.

Learners observe when their individuality is recognized and valued. Individuals learn in different ways and at different rates according to their developmental stage, prior knowledge, socio-economic and cultural background. Teachers must ensure that they provide learners with different activities that cater for their different learning abilities, learning styles and needs. Not all learners have to do the same activity at the same time, nor should they all be expected to complete the same task at the same level.

Meaningful and focused group work facilitates participation of all learners and is an excellent way of responding to individual needs. Lessons should consist of different types of activities, such as whole class activities, group work, pair work and/or individual tasks. Use different groupings and change groups frequently.
5.6 DIFFERENTIATION

Differentiation refers to using a variety of teaching methods and activities within lessons to respond to the diverse needs of the learners. It is about meeting the needs of all learners within the same syllabus.

Differentiation provides an equal opportunity to every learner in the classroom. The aims of differentiation are to share learning objectives with learners so that they can:

- take greater responsibility for their own learning
- measure their own success and achievement
- identify more clearly their own learning needs
- assist the teacher in meeting these needs

For successful differentiation:

- the teacher must know the learners well, e.g. ability, culture, background, health status, etc.
- a variety of suitable tasks should be prepared
- effective social interaction between learners, parents and the teacher is vital

**Differentiation Strategies**

- **Interest:** Activities should reflect learners’ own interests and experiences.
- **Pace:** Vary the pace of learning, allowing for different completion times of tasks.
- **Content:** Learners work on various activities within the same topic that will help them to achieve the basic competencies.
- **Level:** Learners work on similar concepts at different levels, which are reflected by previous achievements.
• **Information:** Material is presented to learners through varying modes – oral, visual, auditory, symbolic, concrete, linguistic and through the use of the computer, e.g. providing learners with a recording of an important speech and a copy of the speech. Involve learners and ask them to provide visual materials for lessons.

• **Response:** Learners should be able to respond in different ways, e.g. some learners may draw a response instead of writing it. A learner may come and point to the answer if he/she has a speech problem.

• **Teaching Time:** Teachers can use teaching time in a number of different ways which include: one-to-one time with the learner, small group discussion time or whole class discussion time.

• **Assessment:** Vary the number and nature of questions asked. Vary the assessment tasks. (Group work, creative activities, written, oral, etc.) Vary the levels of assessment activities (knowledge, comprehension and insight).

• **Support:** Some learners need a task to be broken down into smaller steps to help them complete the task, while other learners will be able to achieve the whole task at once, e.g. some learners will be able to understand the concept of multiplication quickly as they can already count in two's or five's. Other learners will require practice of grouping objects, followed by counting grouped objects and then writing the equations.

• **Teaching:** Differentiation requires teachers to see themselves as learning managers. This implies more individual and group learning activities than teacher-centered activities. The application of different learning techniques is the key.

• **Resources:** Learning is most effective when learners acquire information through first hand experience. Such learning experience should provide
opportunities to interact with a variety of resources. Teachers should look beyond the classroom and utilize the community and its resources to enrich learners’ learning experiences.

These will include:
I. interviews, excursions, camps, nature trails and sensory experiences
II. graphics, models and other representations of reality, including role plays
III. simulations, videotapes, films, slides, maps and pictures
IV. written material like books, newspapers, magazines and brochures

5.7 CLEAR COMMUNICATION
Communication is central to teaching. Communication involves the sending and receiving of messages. The purpose of communication between teacher and learner is:
• to manage and direct behaviour
• to share information
• to give instruction
• to assess

Talking is not the only way of communication. Other ways include:
• facial expressions, to indicate when you are pleased, cross, puzzled, etc.
• use of gestures, such as pointing and miming
• use pictures and symbols, e.g. ‘reading’ road and direction signs
• reading and writing
• sign language (use of fingers, hand and facial expression)
• singing, acting, dancing

A good communicator always uses various means of communication skills.
5.8 TEACHER REFLECTION

Teacher reflection is important in learner-centered education. It’s always good to reflect on what you have done if you want to improve. Reflection helps a teacher to become more effective.

Reflection is looking back on teaching to detect teaching strategies that are responsive or unresponsive to the learner and that may be effective or not effective in supporting the learner. Too much focus on specific teaching strategies, even if they are called “learner-centered”, can cause harm if they are not responsive to the learner in the immediate situation. The essence of learner-centered education is in the relationship between the teacher and the learner more than in a specific method.

A reflective teacher is open-minded, responsive and consistent.

- **Open-mindedness** is to actively seek out or create and consider other strategies to teach. It is also to be open to the possibility that the teacher can make mistakes.

- **Responsiveness** requires careful attention to and consideration of the consequences of your actions to learners.

- **Consistency** means that the teacher should always be actively busy with reflection. It is not something that can be done when it is convenient to the teacher.

**Reflecting**

Reflecting is a cyclical process with different stages:

1. **Observing** oneself as a teacher during a specific lesson period
2. **Thinking** about the observed experience to gain understanding and meaning of what had happened
3. **Applying** the insights gained to future teaching

*Learning Support Teachers’ Manual, NIED 2014*
The goal of reflection is to comprehend teaching and to see patterns. Reflection can be used to plan changes in teaching strategies and in conduct with learners. It creates an opportunity to rectify mistakes.

A teacher usually reflects in private, but to share reflections with colleagues and friends is also important. Feedback, comments, and discussion on a teacher’s teaching practice is always helpful, e.g. a question from a colleague can help clarify an issue for a teacher.

It helps to **plan** to be thoughtful...! Here are some questions you might use for reflection.

**Answer yes or no to enable you to improve:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was there sufficient probing of the learners’ existing knowledge and abilities?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>2. Did I provide the learners with enough examples?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>3. Did my questioning initiate critical and creative thinking?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>4. Did I encourage learners to ask questions?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>5. Did I encourage learners to listen and respond to the remarks of their peers during large and small group discussions?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>6. Did I provide sufficient opportunity and time for learners to work independently, in pairs and in small groups?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>7. Did my classroom environment encourage learners to take risks during activities?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>8. Did I provide a variety of resources and experiences to meet the needs of all learners?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>9. Did I encourage and enable learners to access and use a wide variety of resources?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>10. Did I consider the influence of culture and gender on learners’ interaction and communication styles?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>11. Did learners see me as a passionate teacher?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>12. Was my assessment of learners fair?</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

6. RESPONDING TO SPECIFIC NEEDS

The aim of this chapter is to give you insight into ways of supporting the learning of three specific groups of learners:

- Learners whose learning can be supported by curriculum adaptation and an Individual Learning Support Plan (ILSP) (ANNEXURE C) (6.1 Learners with Specific Learning Difficulties)
- Learners whose learning can be supported by adjustments in teaching methods and the environment (6.2 Learners with Sensory-Motor Disabilities)
- Learners whose learning can be supported by enrichment and extension activities (6.4 Intellectually Gifted Learners)

6.1 LEARNERS WITH SPECIFIC LEARNING DIFFICULTIES

All learners, including those who have specific learning difficulties can learn and make progress, provided their needs are recognised and they are supported at school. These learners can progress academically when teaching starts from their level of knowledge, tasks are broken into small parts and time is given to practice new skills.

There is more to education than academic progress. Education prepares learners for life in society.

It is important that learners who have specific learning difficulties should be identified as early as possible. Parents tend to delay sending their child who is slow in his/her development to school. Sometimes parents are ashamed of their challenged child. However, waiting does not help. While average children learn many skills unintentionally as they grow up, children who are challenged need to be taught in order to learn. Sometimes the special needs of a child are not noticed before the child starts school. Therefore teachers play an important role in identifying these needs.

After being identified with mild, moderate or severe learning difficulties the learner should be referred to the Learning Support Group (LSG). Teachers complete all forms, annexure E to N for learners with learning difficulties. Depending on the learning difficulties of the learner, you can complete all or some of the checklists, e.g.

- for a learner with severe learning difficulties you may start with the checklists for Learning to Think, Communicate and Self Care Skills
- for a learner with mild learning difficulties you may focus on the checklist for Read, Learning to Write and Learning Numbers
Recommended ways of learning and learning support for learners with learning difficulties

<table>
<thead>
<tr>
<th>Learners with learning difficulties learn better through:</th>
<th>Ways of providing learning support to learners with learning difficulties:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• concrete examples</td>
<td>• involve the learner in class activities</td>
</tr>
<tr>
<td>• learning by doing</td>
<td>• give work according to the learner’s abilities</td>
</tr>
<tr>
<td>• use of pictures</td>
<td>• let the learner sit in front so that you can observe and help</td>
</tr>
<tr>
<td>• use of senses: vision, hearing, touching, smelling</td>
<td>• have the necessary learning aids available, e.g. counters, pictures, etc.</td>
</tr>
<tr>
<td>• modelling what others are doing</td>
<td>• provide the learner with work on an activity card rather than writing it on the writing board (copying is much easier from an example close to you)</td>
</tr>
<tr>
<td>• repetition</td>
<td>• assign a peer to help the learner</td>
</tr>
<tr>
<td>• practicing the same skill in many different ways</td>
<td></td>
</tr>
<tr>
<td>• practising the same skill in many different situations (different lessons, at home, at School, etc.)</td>
<td></td>
</tr>
<tr>
<td>• breaking a task into small parts</td>
<td></td>
</tr>
<tr>
<td>• assigning tasks that the learner is able to understand and complete</td>
<td></td>
</tr>
<tr>
<td>• positive feedback and encouragement</td>
<td></td>
</tr>
</tbody>
</table>

Assess and Keep a Record of the Learner’s Progress

It is important that you recognise the learner’s achievements and keep a record of progress (refer to the Individual Learning Support Plan). The achievements of a learner with an Individual Learning Support Plan (ILSP) should be compared against the starting level of the learner’s knowledge and skills. Evidence of progress should be kept in a portfolio. Some ways of assessing a learner’s progress are:

• repeat the same checklists to see if progress is made
• assess the learner’s written work
• assess the learner in a certain skill – repeat the same exercise regularly to determine progress.

Mainstream Schools, Special Schools as Resource Centres and Special Classes/Units

There are many different ways in which a teacher can support the learning of a learner with specific learning difficulties in a mainstream classroom. All learners have the right to education. However, sometimes the needs of learners with severe learning difficulties may be better met in a Resource School. On the other hand, there are not enough special schools and classes/units to cater for all learners with specific learning needs. Parents may not be able to afford or willing to send their child to such schools or classes/units. Resource Schools and classes/units far away from home may lead to isolation of the learner from the community he/she comes from.
6.2 LEARNERS WITH SENSORY-MOTOR IMPAIRMENTS

It is the teacher’s responsibility to show respect to all learners and to teach learners how to react and to respond appropriately to each other. Encourage learners to help learners with impairments.

It is important to find out as much as you can about the particular impairment of a learner. Use the Individual Learner Profile Form (Annexure A). The best way to do this is to speak to the parent/guardian about the needs of the learner and to ask and observe the learner.

The learner may have difficulties in learning if the necessary adjustments are not made to the classroom environment. This means most learners with sensory-motor impairment can follow the syllabus of a specific grade provided that they receive the necessary support. However, sometimes learners with sensory motor impairment might also be intellectually challenged and in those cases Individual Learning Support Plans (ILSP) may be needed. Some ways of supporting the learning of learners with sensory-motor impairment are listed below.

Visual Impairment

• Find out from the learner where the most appropriate place is for him/her to sit in the class.
• Make sure the writing board is clean before you start to write.
• Consult the learner on the letter size.
• Avoid direct light reflecting from the writing board, e.g. by shutting the door or cover the windows.
• Read out loud what is written on the writing board.
• Use enlarged photocopied materials.
• If the learner has difficulty seeing the lines on writing paper, supply paper with thicker lines.
• When the learner is reading, encourage him to cover the other words so that he is only looking at the paragraph or sentences he should be reading.
• Encourage the learner to use a finger or pointer when reading.
• Team the learner up with a supportive peer, who can help him/her to organise his/her work.
• A learner with low vision needs to learn through touch as well as through hearing. He/she should be given a chance to handle objects.
• Help the learner with low vision to know his/her way around the school. Point out steps or slopes.
• If the learner’s eyes are sensitive to light, move the learner away from the window. Have him/her wear a peaked cap to shade his/her eyes or allow him/her to wear dark glasses.
• Describe and explain things clearly.
• Use verbal praise to encourage the learner.
### Hearing Impairment

- Face the learner when you are talking to him/her. Do not talk behind a book when reading.
- Do not talk when facing the writing board.
- Do not move around when you are talking.
- Work in good light so that the learner can see your face.
- Reduce classroom noise.
- Use simple words along with gestures or pictures to help the learner understand what you are saying.
- Team the learner up with a supportive peer.
- Check that the learner understands what he/she has to do.
- If the learner’s speech is not clear give him/her time and listen to what he/she is trying to tell you.
- Use visual aids and written instructions.
- Make eye contact with the learner before you start to speak.
- Check whether the learner is following the class discussion by asking questions related to the topic.
- If another learner asks a question, repeat the question clearly so that the learner with hearing impairment can follow.
- Praise him/her for his/her efforts.
- If a learner is wearing a hearing aid, make sure it is switched on and in a working condition.

### 6.3 LEARNERS WITH PHYSICAL IMPAIRMENTS

General characteristics of learners who are physically impaired are that they experience problems in the area of mobility and physical vitality. They may also experience problems with regard to their self concept which is ascribed to the negative reactions that their bodies evoke from other people. They may be intensely affected by their ‘being different’ from others. Social problems may also be experienced as a result of their inability to control their bodies as they would wish to.

Some ways of supporting the learning of learners with Physical Impairments are:

- Learners with physical impairment may need different chairs or tables with a different size. Tables and chairs can be raised by using wooden blocks or bricks.
- Schools should be wheelchair friendly.
- Give learners who have poor fine motor control (difficulty using hands for gripping pencils) a stubby pencil or thick crayon. Stick a piece of Bostik or Tick-tack on the pencil so that it is easier to hold.
- For learners who have shaky movements and find it hard to keep the paper straight while writing, stick the paper/book to the desk using Bostik or Tick-tack.
- When a learner finds it hard to keep the correct page open in a book, use a paper clip or bulldog clip to hold the pages.
• Learners who have difficulty writing should be encouraged to spell words using letter cards or word cards to form sentences. Where it is possible they should learn to use a computer.
• Left-handed learners should sit at the left side of the desk and right handed learners should sit at the right side of the desk so that they have enough space to write.
• In Physical Education, games can be adapted to include learners with physical disabilities, e.g. use a large, soft ball for throwing and catching or play specially adapted games like sit down volley ball. Two players of each team have to sit at the volley ball net and the rest of the team may stand and run around.
• Medical rehabilitation workers in hospitals are trained to design supportive aids from local resources. Seek their assistance if there is need for special equipment.

6.4 INTELLECTUALLY GIFTED LEARNERS

“The intellectually gifted person is a sensitive human creature”:
To him...
a touch is a blow,
a sound is a noise,
a mistake is a tragedy,
a joy is an ecstasy,
and failure is death.

-Pearl Buck-

6.4.1 DEFINITION OF INTELLECTUALLY GIFTED
The intellectually gifted learner has the potential to perform at high levels of accomplishment compared to others of the same age, experience or environment. Intellectually gifted learners require more academic stimulation than that provided by grade syllabuses. Intellectual giftedness is found amongst learners from all cultural groups and across all economic strata. Research indicates that giftedness occurs along a continuum. As a teacher, you will likely encounter learners who are moderately gifted, highly gifted and, perhaps, even a few who are profoundly gifted.

An intellectually gifted learner is an individual. It is important to serve the strengths and the weaknesses of the whole child.

You are also referred to the description of the intellectually gifted learner given on p38/9 of this document.
6.4.2 CHARACTERISTICS OF INTELLECTUALLY GIFTED LEARNERS

No two intellectually gifted learners are the same. Sometimes intellectually gifted learners may have characteristics which make participation in the classroom quite difficult. Some of these characteristics are:

1. **Perfectionism**: “Have you seen the learner in the corner? The one who just crumpled up her math work because she was unhappy with having made a mistake” Gifted children often develop unrealistic expectations for their own performance.

2. **Emotional Sensitivity**: Intellectually gifted learners often have more intense reactions to their own emotions and the emotions of those around them. The intellectually gifted learner often has an advanced cognitive understanding of the world without the emotional maturity to handle that understanding.

3. **Intensity of Interest**: Intellectually gifted individuals will often research a topic in depth. The intellectually gifted learner will then weave this knowledge into a larger web of understanding and will be able to share this information with others.

4. **Sensory sensitivity**: The intellectually gifted learner is often very sensitive to sound, colour and touch. Although these sensitivities allow the individual to process experiences more intensely, sensory issues may also stand in the way of classroom success.

5. **Behaviour differences**: Intellectually gifted learners’ behaviour may differ from that of age-mates in the following ways:
   - They often pick up and interpret nonverbal cues and can draw inferences that other children need to have spelled out to them.
   - They often have boundless energy, which sometimes leads to them being labelled hyperactive.
   - They usually respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.
   - They are often more responsible than their peers.
   - They are extremely curious about objects, ideas, situations, or events.
   - They often disagree with others’ statements.
   - They are sensitive to beauty and are attracted to aesthetic values.

6. **Intellectual abilities**: Intellectually gifted learners learn in a natural way and often show the following characteristics:
   - Many intellectually gifted learners learn to read with comprehension earlier. Often they learn to read before entering school. Intellectually gifted learners often read widely and have large vocabularies. They may read a great deal on their own, preferring books and magazines written for children older than they are.
   - Intellectually gifted learners learn basic skills quicker and with less practice.
• They do not take things for granted, they seek answers to “how” and “why” questions. They are good guessers, who can readily construct hypotheses or “what if” questions.
• They can work independently at an early age and concentrate for long periods.
• They like to learn new things, are willing to examine the unusual, and are highly inquisitive.
• They tackle tasks and problems in a well-organized, goal-directed and efficient manner. They often approach complicated material by separating it into components and analysing it systematically.
• They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. “I’d rather do it myself” is a common attitude.
• They are good observers and have an eye for important detail.
• Intellectually gifted learners are fluent thinkers, able to generate possibilities, consequences, or related ideas. They can easy see cause-effect relationships.
• They are often critical and evaluative. They are quick to spot inconsistencies, similarities and differences.
• They readily grasp underlying principles and can often make valid generalizations about events, people or objects.
• They are flexible thinkers, able to use many different alternatives and approaches to problem solving.
• They are original thinkers, seeking new, unusual, or unconventional associations and combinations between items of information. They can see the relationships between seemingly unrelated objects, ideas, or facts.

6.4.3 WORKING WITH INTELLECTUALLY GIFTED LEARNERS

It is important to remember that intellectually gifted learners:
• Can have hidden learning disabilities that go undiscovered, because they can easily compensate for them in the earlier years. As time goes on, it becomes harder and harder for them to excel. This can lead to behaviour problems and depression.
• Might appear to do fine on their own, but without proper challenges they can become bored and unruly. As the work becomes more challenging, they may find it hard, as they never faced challenges before.
• Need to play and interact socially with other children of their age.
• Might feel isolated and misunderstood. They might have more mature tastes in music, clothing, reading material and food. These differences might cause them to be teased and even verbally and/or physically abused by other learners.
• Might have spelling and handwriting difficulties.
• Are able to use higher level thinking skills for problem solving much earlier than their age peers. Therefore, they might become frustrated with the teaching methods of teachers, who rely heavily on memorisation, identification, recall of information and summary.

6.4.4 TEACHING TIPS FOR TEACHERS

• Instead of merely summarising facts, intellectually gifted learners might be asked to defend, criticise, compare or evaluate facts in order to construct more complex meaning.

• Start your lesson with open-ended questions that require learners to use their existing knowledge. This will encourage learners to apply their knowledge and come up with questions of their own, for clarification and expansion of ideas.

• Be prepared with extra questions for the intellectually gifted learners.

• The curriculum must be challenging, personally meaningful and rewarding to the intellectually gifted learner. The development of personal interests is a motivating element. All learning experiences should be designed for maximum challenge and success.

• The instruction of intellectually gifted learners should include minimal memorisation and drill activities and provide maximum opportunity for inquiry, scientific investigation, and creative production. Self-directed learning activities should be encouraged. The climate created by the teaching style of the teacher should be one of excitement, anticipation, personal satisfaction, and low pressure.

• Do not be afraid to think outside the box when planning activities for the intellectually gifted. You are in the business of helping learners to develop their abilities. Just as athletes are good at athletics, gifted learners are good at thinking. You would never dream of holding back a promising athlete, so do not be afraid to encourage your “thinkers” by providing them with opportunities to soar.

• All assignments should offer the learner the opportunity to utilise higher level thinking skills like analysis, synthesis and evaluation.

• An intellectually gifted learner should learn at a rate appropriate to his abilities. No learner should have limited opportunities because of age.

• Do not ask intellectually gifted learners to do peer-teaching with learners who are struggling. Intellectually gifted learners think and learn differently than other learners. Asking them to serve as peer-teachers can be a frustrating experience for all parties involved. Imagine choosing a cycling team with a well-known Namibian cyclist as one member and then selecting other members, who are
still relying on training wheels to help them to gain their balance. It is unlikely that anyone in this group will to have a positive experience.

• Do not give your intellectually gifted learners more work when they finish early. If the learner is completing his work in an efficient manner, it is likely that the work is too easy. Once again think of the cyclist, with Namibian colours in cycling. Would you have this cyclist who finished the race first continue to ride, on a stationary bike, until all of the other cyclists finished the race? Hopefully not! What if that cyclist was given an opportunity to participate in more challenging races or had the opportunity to develop his talents in related areas - wouldn’t that be a better use of his/her time?

• It is important to remember that intellectually gifted learners can be extremely rebellious. No one, especially not intellectually gifted learners, likes to be bored! Gifted learners, thanks to their ability to reason, will purposely choose not to do something merely because they “must” do it, particularly if it seems pointless to them. They would rather spend their time thinking or reading than completing worksheets that are too easy. Offer them opportunities that are consistent with their abilities.

• It is not necessary to turn the world upside down to be an effective teacher of intellectually gifted learners, you just have to be flexible, knowledgeable and be willing to explore new things.

Education is about creating true learning opportunities for ALL learners.
7. LEARNING SUPPORT IDEAS AND ACTIVITIES

The aim of this chapter is to provide teachers with ideas and activities that can be used for learning support in all grades. The activities focus on teaching the basic skills and competencies that build a foundation for all learning: Readiness, Literacy and Numeracy.

These basic skills and competencies should be practiced according to learners’ needs. Teachers should start learning support from the level of the learners’ skills and knowledge, even if that means having to practice school readiness skills in grade 3 or going back to basic reading practice in grade 5.

This chapter is divided into four sections: Readiness, Basic Literacy, English as a Second Language and Numeracy. The section on basic literacy is further divided into pre-literacy, linguistic awareness, phonemic awareness, handwriting, reading and spelling.

HOW TO USE THESE ACTIVITIES
Start by practicing the suggested activities exactly as they are described. When you feel confident applying these activities you can change them or use them as inspiration to invent new activities. Resources to some of the activities described in this manual can be found in the Learning Support Resource Book.

7.1 READINESS
Readiness refers to the developmental maturity of a learner to start school. It includes all areas of development, e.g. social, emotional, physical and cognitive.

Examples of readiness skills are:

- **social skills** - playing with others, interacting with people in different situations
- **self care skills** - dressing, eating, going to the toilet, keeping clean, taking care of one’s belongings
- **communication and language skills** - ability to express one’s needs and understand others, ability to communicate in one’s mother tongue
- **attention skills** - ability to concentrate on a task for a short while, to complete tasks, to pay attention when someone gives an instruction, telling a story, etc.
The skills mentioned above have to be practiced in everyday situations and through interaction with other people and the environment.

The following two skill areas are considered as of great importance for the child’s development:

- **motor skills**
  - gross motor skills (jumping, running, catching a ball, kicking a ball) and fine motor skills (drawing, writing)
- **cognitive (thinking) skills**
  - memory skills, observation skills, sequencing skills, matching skills, numbering skills, sorting skills and thinking skills

This section contains examples of activities to be done with learners to develop these skills.

Some learners come to school with highly developed readiness skills, while others will only learn these skills in school. **Readiness skills are not skills that learners must possess to be enrolled at school. Grade 1 teachers have the responsibility to build a strong foundation in all the readiness skills.** Rather than expecting learners to be ready for school, teachers must ask themselves if the school is ready for the learners. Learners with learning difficulties need time and practice to develop their school readiness skills. Some learners need practice in readiness skills throughout the primary phase.

Learning Support Group members should use the checklists (Annexure E-N) to identify learners who need practice in readiness skills. The checklists can also be used with an individual learner in any grade to identify what the learner can do and what skills need to be practiced. Some checklists have Elementary and Advanced parts. If a learner performs well in the Elementary part of the checklist, proceed to the advanced part.

The checklists are:

- Self Care Skills
- Learning to Communicate
- Learning to Think
- Read
- Learning to Write
- Learning Numbers
- Learning English as a Second Language
- Learning Motor Skills
• Cognitive Skills
• Learning Pre-Literacy Skills
• Emotional and Social Skills

In each checklist the items can be scored in one of three ways:

I. ‘Yes,’ - the learner can do this without any help.
II. ‘Yes, with help’ - the learner attempts but needs help with some parts of the task, or has to be prompted to do it.
III. ‘No’ - the learner cannot do the task, even with given help.


7.1.1 MOTOR SKILLS

7.1.1.1 Gross motor skills
Gross motor skills can be practiced during break time and physical education periods through many games and activities involving crawling, running, jumping and moving.

Some examples of activities include:

Balance and body posture:
1. Walk on a walking beam
   (Length of beam: 3 meter, width 100mm, thickness 50mm)
2. Balance on the balancing board for 10 seconds
   (Board: length 400mm, width 400mm, thickness, 25mm)
   (Block: length 75mm, width 75mm, thickness, 50mm)
3. Bouncing up and down
   The learner stands up straight, feet together, and bounces up and down 5 times.
4. Skipping forward
   The learner moves along, hopping on the left and the right foot alternatively.
5. Walking on the heels
   The learner walks the length of the room on his/her heels, first forwards then backwards.
6. **Standing on one leg**  
The learner stands on one leg for 10 seconds and then on the other leg for 10 seconds.

7. **Hopping**  
The learner hops forward 10 times on one leg and another 10 times on the other leg.

8. **Hopping twice**  
The learner hops forward twice, with alternative feet, along the length of the room.

9. **Walking on a line**  
Draw a line on the floor with chalk, or put a piece of string on the floor. Walk along the line with small steps, one foot touching the heel of the other.

10. **Row the Boat**  
Learners sit in pairs facing each other. They grab hands and pull towards and away from each other in a rowing motion.

11. **Zigzag Relay**  
Divide the class into two equal teams. Each learner takes a partner and sits diagonally opposite him/her with legs apart. Roll a large ball in a zigzag direction from one learner to the next. The first team to send the ball up the line and back is the winning team.

12. **Zigzag Bounce**  
Two learners stand diagonally opposite each other. A large ball is bounced from one learner to his/her opposite partner down the line and back again.

13. **Lazy Eight out of car tyres**  
Make a lazy eight out of car tyres on the school playground for learners to play at break time.
7.1.1.2 Fine motor skills

Hand eye coordination

Pour water into different containers  Thread the string through the holes

Screw the lids onto jars  Practice doing and undoing different fastenings

(Activity for using a pencil)

Before starting to write with a pencil
- learner makes movements with his/her arm in the air
- making big whole arm movements with a stick in wet sand
- write with a finger in wet sand (shapes/numbers or letters)
- write on another learner’s back – asking what letter it is

Skill of using a pencil
These activities should first be practiced in big size on un-ruled A4 paper. The examples below might need plenty of repetition before the learner moves to the next exercise.
Trace from left to right along the line (see RB : Literacy Section)

Trace along the line

Trace own name

Colour

Copy the shape

Copy own name
7.1.2 COGNITIVE SKILLS

7.1.2.1 Observation Skills

Activities for observation skills

Look carefully at the following pictures. Draw in the missing parts!

Find the difference between the two pictures.

Look carefully at the picture. Notice the different things happening. Talk about them.
7.1.2.2 Matching Skills

Activities for matching skills

Start matching activities with real objects first, then matching a real object to a picture, then matching picture to picture and shape to shape.

<table>
<thead>
<tr>
<th>Match shapes</th>
<th>Match pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Shapes Diagram" /></td>
<td><img src="image2" alt="Pictures Diagram" /></td>
</tr>
</tbody>
</table>

Match **colours**

Match **numbers** or **letters**

7.1.2.3 Sorting Skills

Activities for sorting skills (use real objects for these activities where applicable)

<table>
<thead>
<tr>
<th>Sort long and short</th>
<th>Sort objects into <strong>colours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Sort Long and Short" /></td>
<td><img src="image4" alt="Sort Colours" /></td>
</tr>
</tbody>
</table>

Sort into groups (things we wear, things we eat) and find the odd one out

![Sort Groups and Odd One Out](image5)
7.1.2.4 Sequencing Skills
Activities for sequencing skills
Collect or draw a group of pictures that show a sequence. Ask learners to put pictures in the right order.

7.1.2.5 Visual memory Skills
Activities for visual memory skills

Watch!...
Look at all the pictures...
tree...house...cup...car.
Now, shut your eyes
I’ll take one away
Now you do it!
Which one’s gone?
cup!
Kim’s “What's missing game”
- Place 4 objects on a desk or on the floor. Take away one at a time whilst the learner has his/her eyes closed. The learner opens his/her eyes and tells what is missing.
- Then take two objects away and keep others in the same place. Learner tells which objects have been removed.
- Then take one object away and move the others so they are not in the same place. Learner tells which object is missing.
- You can also increase the amount of objects.

Other versions
- Same as above, using pictures.
- Can also be played by using words.

Do a series of actions. The learner/s must remember and copy them.

Let’s Communicate: A handbook for people working with children with communication difficulties. UNICEF / WHO. Geneva

7.1.2.6 Auditory memory Skills

Pairs Memory Play a game with pictures of matching pairs. 2-6 learners can play. Lay all the cards out, face down. Each learner must take a turn to pick two cards. If both cards are the same that learner keeps the cards. If they are not, they have to be put back in the same place. The aim is to try to remember where the matching card is. The trick is to collect the most pairs.
Activities for auditory memory skills

**Bang a rhythm on a drum** (or clap). The learner must remember and repeat the rhythm.

I went to town and bought. Play this game with a small group of learners. The first learner says *I went to town and bought a hat*. The second says *I went to town and bought a hat and a...* remembering the first learner’s purchase and adding one. The game continues around the group with each person remembering the previous purchases and adding one.

7.2 PRE-LITERACY

Pre-literacy skills refer to skills learners need to develop before the basic reading, handwriting and spelling skills can be practiced. Often learners have problems with basic literacy because the pre-literacy skills were not developed sufficiently before moving on to reading, handwriting and spelling practice. The pre-literacy skills are grouped into five categories:

1. memory
2. sequencing
3. auditory discrimination
4. visual discrimination
5. spatial orientation

In addition to these skills learners need to have developed some degree of linguistic and phonemic awareness.

**Memory** refers to the ability to remember and handle units of information. When practicing basic reading, spelling and handwriting, this is important, because learners need to be able to remember 2-5 units (letters, words) at a time. Visual memory is important for memorising letter shapes and sight words. Auditory memory is important for memorising sounds. Both auditory and visual memory is needed to connect a
sound to a letter shape. Activities for practicing memory skills are given in section 7.1 on school readiness.

**Sequencing** is the ability to put different objects, pictures and letters in order to form meaning. Sequencing is a necessary skill for understanding that text, sentences and words are constructed in a certain order. Activities for practicing sequencing skills are given in section 7.1 on school readiness.

**Auditory discrimination** refers to the ability to recognise the difference between sounds. In the beginning, these sounds do not need to represent any letters, but they can be sounds found in the environment (bling, bling, blong, blong, brr, brr, borr, borr). The ability to listen to sounds and differentiate between them is essential for learning phonics at a later stage.

**Visual discrimination** is the ability to recognise the difference between two different objects, pictures, symbols, shapes and letters. If this skill is not developed, a learner will have problems with basic reading, spelling and handwriting.

**Spatial orientation** refers to the ability to recognise direction and position. Learners need to practice left-right movement so that they are ready to write and read from left to right. Learners need to understand that the meaning of symbols change when their position changes. For example, learners might find it hard to understand that changing the position of a letter shape (b → d → p → q) changes the meaning. This does not happen with objects and pictures - a pair of scissors remains a pair of scissors even if it is turned around.

### 7.2.1 AUDITORY DISCRIMINATION

- Sitting outside, the learner closes his/her eyes and identifies the sounds he/she can hear.
- Play different sounds on a tape-recorder, e.g. a dog that barks, opening a tap, etc. The learner must identify the sounds.
- Place pictures of animals in front of the learner and play the sounds the animals make. The learner identifies the animal making the sound.
- Clap your hands to a rhythm and the learner repeats the rhythm e.g.
  - three short claps
  - two slow and two fast claps
- Use different rhythmic instruments, such as a shaker, a triangle or a drum, and play each instrument while the learner is listening and watching. The learner then closes his eyes and listens to the sounds the teacher is playing on a certain instrument.
The learner has to identify the instrument that the sound is coming from.

- The teacher says a number of words and the learner must say which word sounds different e.g.
  - school, rest, west, best
  - book, cook, hook, coat
  - wall, fall, door, ball
  - bell, fell, shell, bill
  - fry, play, say, day

- The learner listens to the teacher who says two almost similar words, while holding a piece of paper in front of his/her mouth. The learner must then say if it is the same word or two different words e.g.
  - sit - fit
  - gum - gum
  - did - bit

- Say a word and the learner must identify the different sounds he/she can hear in the word, e.g.
  - nest → n- e- st
  - bat → b- a- t
  - stop → st- o- p

- The learner must say a word that rhymes with the teacher’s word, e.g.
  - (Teacher) BOOK - learner’s possible response: cook, hook, look, nook
  - (Teacher) BALL - learner’s possible response: wall, hall, fall, tall

- The teachers says words that rhyme and one that does not rhyme. The learner must say which one does not rhyme:
  - hen, pen, fin, den, men
  - sad, bad, lid, pad, dad
  - bun, fun, sun, cup, dun
  - (Teacher) BOOK - learner’s possible response: cook, hook, look, nook
  - (Teacher) BALL - learner’s possible response: wall, hall, fall, tall

- Ask the learner to say which sound he/she hears at the beginning of words (or at the end of words). e.g.
  - cat → c
  - father → f
  - mouse → m
  - bed → b
  - long → l
• ship → s
• seek → k (end sound)
• hear → r (end sound)

NOTE: These are oral activities. The learner must say the sounds, not recognize the letter names.

7.2.2 VISUAL DISCRIMINATION
• The learner must indicate which picture in the right hand box is the same as the one in the left hand box.

<p>| | | | | | | | | |</p>
<table>
<thead>
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</tbody>
</table>

• The learner indicates which letters in the right hand box are the same as the ones in the left hand box.

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>a</th>
<th>c</th>
<th>a</th>
<th>o</th>
<th>a</th>
<th>o</th>
<th>e</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>h</td>
<td>b</td>
<td>d</td>
<td>b</td>
<td>d</td>
<td>p</td>
<td>h</td>
<td>b</td>
<td>d</td>
</tr>
</tbody>
</table>

• The learner indicates which letter sequence in the right hand box is the same as the example in the left hand box.

<table>
<thead>
<tr>
<th>pdb</th>
<th>pbd</th>
<th>pbd</th>
<th>pdb</th>
<th>dpd</th>
<th>pdb</th>
<th>dpd</th>
<th>dpd</th>
<th>bpd</th>
<th>pbd</th>
</tr>
</thead>
<tbody>
<tr>
<td>mn</td>
<td>mu</td>
<td>nm</td>
<td>mn</td>
<td>mu</td>
<td>nm</td>
<td>um</td>
<td>un</td>
<td>mn</td>
<td>nm</td>
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</tbody>
</table>

• Play Bingo
Each player has a game board and nine counters. The caller (or teacher) has the set of call cards. The caller plays the first call card and asks: “Who has a ………?” (Naming the object pictured). The players scan their boards for that picture and cover it with a marker if they find it. The first player with all pictures covered calls “Bingo” and is the winner.
• Find the difference between the two pictures

The learner looks at pictures and is encouraged to ‘tell’ the story.

7.2.3 SPATIAL ORIENTATION
• Learners must make a circle around the “d’s”

```
 b d p q p p p
 b p q d d q
 p q p d b d
```
Teacher asks the learner to complete the following worksheet:

Find this shape  
and then this shape  

Possible ideas to use:
- Tick the matching shapes
- Colour the matching shapes in the same colour
- Cut shapes and match

• Arrow Chart
Place the chart in front of the learner. The learner should keep his eyes on the chart and “read” the chart from left to right. The learner should stretch his arm in the direction the arrow is pointing. For example, should the arrow point to the right, he must say “right” while stretching the right arm to the right.
- **Advanced position chart**
  The learner should now use the mirror image to copy the different positions.

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</tbody>
</table>
Identification of Learners for Learning Support (Tick where needed)

<table>
<thead>
<tr>
<th>NO</th>
<th>LEARNER NAME</th>
<th>FIRST LANGUAGE</th>
<th>SECOND LANGUAGE</th>
<th>MATHS</th>
<th>WRITING</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
Annexe B: Class Group Record on the Need for Learning Support  

Grade/Class Group: ____________________________

Teacher: _________________________   Subject: ________________________  Term/Year: __________________

<table>
<thead>
<tr>
<th>Name of learner</th>
<th>Reason:</th>
<th>Areas of learning in which the learner has difficulties/needs support</th>
</tr>
</thead>
<tbody>
<tr>
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Reason: The learner might need learning support because he or she is: repeating (R)/transferred without promotion (T)/otherwise achieving below the basic competencies of the grade (B)
**Annexe B1**

**Republic of Namibia**  
**MINISTRY OF EDUCATION**  
**INDIVIDUAL LEARNING SUPPORT**  
**OBSERVATION PROFILE FORM**

**Date..........................................................**  
**School.............................................................................**

**Name of Learner.................................................................................................................................................**

**Date of Birth..............................................................................................................................................................**

**Current Grade..................Grades Failed..................Grades Transferred.................................................................**

**Home language..........................Medium of instruction...............................................................................................................**

**School attendance (tick relevant block)**

<table>
<thead>
<tr>
<th>Good</th>
<th>Poor (with reason e.g. health)</th>
<th>Poor (without reasons)</th>
</tr>
</thead>
</table>

**Physical and medical challenges (tick relevant blocks)**

<table>
<thead>
<tr>
<th>Vision</th>
<th>Hearing</th>
<th>Speech</th>
<th>Epilepsy</th>
<th>Heart</th>
<th>Respiratory</th>
<th>Body challenges</th>
<th>Other</th>
</tr>
</thead>
</table>

**If other (specify).........................................................................................................................................................**

**Relationships (tick block on a scale 5 =very good and 1=very poor)**

<table>
<thead>
<tr>
<th>Learner – Parent relations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner – Teacher relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner – Other learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner – Learning situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Learner – Homework</td>
<td></td>
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<td></td>
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<tr>
<td>Learner – Extra-mural activities</td>
<td></td>
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</tbody>
</table>
### Behaviour (tick applicable box/es)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>Distractible</td>
<td>Not trustworthy</td>
</tr>
<tr>
<td>Lacks concentration</td>
<td>Concrete thinking</td>
<td>Rude</td>
</tr>
<tr>
<td>Emotional</td>
<td>Lacks perseverance</td>
<td>Reserved</td>
</tr>
<tr>
<td>Inattentive</td>
<td>Socially isolated</td>
<td>Depressed</td>
</tr>
<tr>
<td>Overly dependent</td>
<td>Anxious</td>
<td>Impulsive</td>
</tr>
<tr>
<td>Disobedient</td>
<td>Fear new situations</td>
<td>Aggressive</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>Dishonest</td>
<td>Disruptive</td>
</tr>
</tbody>
</table>

### Academic performance (tick applicable box(es))

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Needs Learning Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Study skills</td>
<td></td>
</tr>
<tr>
<td>Motor development</td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>..................................................</td>
</tr>
</tbody>
</table>

Teacher Signature:.............................................
Annexe C

Republic of Namibia
MINISTRY OF EDUCATION
INDIVIDUAL LEARNING SUPPORT

Individual Learning Support Plan (ILSP)
(To be completed every trimester for each subject in which a learner is not able to follow the syllabus of the grade. This ILSP should be done in collaboration with the Learning Support Group.)

Name: ___________________  Grade: ____ Starting date: __________ Trimester: _____

<table>
<thead>
<tr>
<th>1. Learner can do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>..........................................................</td>
</tr>
<tr>
<td>..........................................................</td>
</tr>
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<td>..........................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Learner needs help with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>..........................................................</td>
</tr>
<tr>
<td>..........................................................</td>
</tr>
<tr>
<td>..........................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Individual learning objective:</th>
<th>Date achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>..........................................................</td>
<td></td>
</tr>
<tr>
<td>..........................................................</td>
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<td>..........................................................</td>
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<tr>
<td>..........................................................</td>
<td></td>
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</tbody>
</table>
4. Strategies to help the learner:


5. Other people involved:


6. Reflection on support given and general progress:


Signature:
Parent/ Guardian: ..........................................

Teacher: .................................................. Principal: .................................................
Annexe D

Republic of Namibia
MINISTRY OF EDUCATION
INDIVIDUAL LEARNING SUPPORT

Instruments for Educational Attainments
These forms have been developed for use with learners with special educational needs and severe learning difficulties. These instruments deal with the early skills which learners need to acquire before they attempt the basic subjects in the primary curriculum.

The checklists are:

- Learning to Look After Yourself
- Learning to Communicate
- Learning to Think
- Learning to Read
- Learning to Write
- Learning about Numbers
- Learning English as a Second Language
- Emotional and Social Development

These checklists can be used in a number of ways:

- You can complete all checklists or only some of them depending on the difficulties of the learner. For example:
  - for a learner with severe learning difficulties, you might need to start with the skills of learning to think, communicate and look after yourself
  - for a learner with mild learning difficulties, you might need to focus on the skills of learning to read, learning to write and learning about numbers
- The checklists break down school readiness skills into small steps and help you to recognise what the child can do.
- The checklists help you to determine what the learner needs to learn next. Therefore they form a starting point for determining individual learning objectives.
Finally, in each checklist the items can be scored in one of three ways:

- ‘Yes’ - the learner can do this without any help.
- ‘Yes with help’ - the learner can make a good attempt but needs help with part of the task, or has to be prompted to do it.
- ‘No’ - the learner cannot do the task, even when given help.

Go through the checklist and mark what the learner can do. The next skills that the learner can only do with help or cannot do should be the individual learning objectives as they will guide you on what to teach to the learner. Keep a record of the learner’s progress and indicate dates when a skill has been achieved. This should help to show progress even for learners who are slow to learn.

Annexe E

Republic of Namibia
MINISTRY OF EDUCATION
INDIVIDUAL LEARNING SUPPORT

Self Care Skills (S)

Name:................................................  Grade:..................................................

Date:................................................  School:................................................

<table>
<thead>
<tr>
<th>The learner can........</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: drink from a cup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2: feed self with a spoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3: wash hands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S4: wash and dry him</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S5: dress and undress him</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S6: brush teeth and hair by him</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S7: go to the toilet by himself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S8: assist with simple tasks around the home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S9: can be send around with messages</td>
<td></td>
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</tr>
</tbody>
</table>

Other Comments:

.............................................................................................................................
.............................................................................................................................
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.............................................................................................................................
.............................................................................................................................

Signature:
Parent/ Guardian:..........................................

Teacher:..................................................  Principal:...............................................
Annexe F

Republic of Namibia
MINISTRY OF EDUCATION
INDIVIDUAL LEARNING SUPPORT

Communication (C)

Name: ................................................  Grade: ................................................
Date: ................................................  School: ................................................

<table>
<thead>
<tr>
<th>The learner can........</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: look at you when talked to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2: smile and laugh aloud</td>
<td></td>
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<tr>
<td>C3: indicate NO or YES</td>
<td></td>
<td></td>
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<tr>
<td>C4: use gestures or words to indicate what he wants</td>
<td></td>
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<tr>
<td>C5: knows the names of 5 people</td>
<td></td>
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<tr>
<td>C6: put words or gestures together to make short sentences (e.g. Teacher come.)( Boy eat.)</td>
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<tr>
<td>C7: ask simple questions – What's that? Where is…?</td>
<td></td>
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<tr>
<td>C8: give his/her first and last name</td>
<td></td>
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<tr>
<td>C9: have a short conversation</td>
<td></td>
<td></td>
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<tr>
<td>C10: talk about events which happened in the past</td>
<td></td>
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</tbody>
</table>

Other Comments:
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Signature: 
Parent/ Guardian: ................................................

Teacher: ..................................................  Principal: ..................................................
Learning to Think (T)

Name: ..................................          Grade: .................................

Date: .................................        School: ...............................

<table>
<thead>
<tr>
<th>The learner can........</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1: pile objects on top of one another</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>T2: place shapes correctly into a form board (match two similar shapes)</td>
<td></td>
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<tr>
<td>T3: search for an object that is hidden</td>
<td></td>
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<tr>
<td>T4: sort objects into big and small</td>
<td></td>
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<tr>
<td>T5: arrange sticks in order of length</td>
<td></td>
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<tr>
<td>T6: sort objects by colour</td>
<td></td>
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<tr>
<td>T7: identify the odd-one-out from set of pictures, e.g. orange, banana, dog.</td>
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<tr>
<td>T8: remember where to find objects around the classroom</td>
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<tr>
<td>T9: arrange pictures into a correct sequence: e.g. man walking to river, man fishing, catches fish</td>
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<tr>
<td>T10: follow instructions to bring three objects from another room: e.g. shoe, book and cup</td>
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<tr>
<td>T11: play a memory game to see how many can be recalled (not more than 6 objects)</td>
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</tbody>
</table>

Other comments:

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Signature: 
Parent/ Guardian: .............................................

Teacher: .............................................          Principal: .................................
### Learning to Read (R)

Name: ………………………..   Grade: ………………………..

Date: ………………………..   School: ………………………..

<table>
<thead>
<tr>
<th>The learner can……..</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary (R1 – R12)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>R1: recognise a photograph of a well-known person</td>
<td></td>
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<tr>
<td>R2: recognise pictures of common objects or animals</td>
<td></td>
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<tr>
<td>R3: recognise labels on grocery items</td>
<td></td>
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<tr>
<td>R4: match shapes drawn on card (circle –circle)</td>
<td></td>
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<tr>
<td>R5: fetch an object after looking at a line drawing</td>
<td></td>
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<tr>
<td>R6: match letters (s-s, m-m, a-a)</td>
<td></td>
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</tr>
<tr>
<td>R7: match written words on cards (boy-boy, ball-ball)</td>
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<tr>
<td>R8: pick out his/her name from three other names</td>
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<tr>
<td>R9: “read” a picture book</td>
<td></td>
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<tr>
<td>R10: turn pages from front to back and look at the pictures</td>
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<tr>
<td>R11: recognise a word from labelled objects in class</td>
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<tr>
<td>R12: recognise what a letter is (point at a letter, don’t need to know the name of the letter)</td>
<td></td>
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</tr>
<tr>
<td>The learner can:</td>
<td>Yes</td>
<td>No</td>
<td>Yes with help</td>
</tr>
<tr>
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<tr>
<td><strong>Advanced: (R13 – R20)</strong></td>
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<tr>
<td>R13: follow a sentence from left to right (point at the first letter in the first word, move finger to the end of the sentence)</td>
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<tr>
<td>R14: hear the difference between two sounds (s – f, m – n)</td>
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<tr>
<td>R15: know five sounds</td>
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<tr>
<td>R16: recognise at least five common words (words that the learner has memorised, e.g. boy, girl, name, school, cat)</td>
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<tr>
<td>R17: put sounds together to form 2-letter words (in, it, on)</td>
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<tr>
<td>R18: put sounds / syllables together to form 3-letter words (mum, pot, sit)</td>
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<tr>
<td>R19: recognise ten letter sounds and names</td>
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<tr>
<td>R20: put sounds / syllables together to form 4-letter words (ma-ma, stop)</td>
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<tr>
<td>R21: read 2-4 letter words with understanding</td>
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<tr>
<td>R21: match any pictures and words of familiar vocabulary together (boy - , book - , dog - , home - )</td>
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</tbody>
</table>

**Other comments:**

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Signature:

Parent/Guardian: ..........................................

Teacher: ............................................  Principal: .................................................
# Learning to Write (W)

Name: ............................

Grade: ............................

Date: ............................

School: ............................

## Elementary (W1 – W9) The learner can:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1: use a finger to draw in sand</td>
<td></td>
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<tr>
<td>W2: scribble with crayon, chalk and paintbrush</td>
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<tr>
<td>W3: colour in a simple shape</td>
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<tr>
<td>W4: follow path of line from left to right (draw)</td>
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<tr>
<td>W5: trace pattern on dotted lines</td>
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<tr>
<td>W6: colour in neatly a line drawing</td>
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<tr>
<td>W7: copy shapes - circle, cross, square</td>
<td></td>
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<tr>
<td>W8: continue patterns without lifting pencil</td>
<td></td>
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</tr>
<tr>
<td>W9: form a correct letter shape in small size when given an example correct hand movement)</td>
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</tbody>
</table>

## Advanced (W10 – W14)

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>W10: copy his name when written out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W11: copy short words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W12: write his name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W13: copy a simple sentence neatly from a book</td>
<td></td>
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<tr>
<td>W14: copy a sentence starting with a Capital letter, leaving spaces between word and ending with a full stop</td>
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</tbody>
</table>

### TOTAL

**Other comments:**

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...............................................................................................................................................................  

Signature:

Parent/ Guardian: .............................

Teacher: .............................

Principal: .............................
Learning Numbers (N)

Name: ..........................  Grade: ..........................

Date: ..........................  School: ..........................

<table>
<thead>
<tr>
<th>The learner can...........</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary (N1 – N11)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N1: match one object with the same Object (ruler – ruler, pen – pen)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>N2: continue a pattern of colours: red-green-red-green-red …</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N3: match groups of shapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N4: compare shapes or objects: bigger than, smaller than, same</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N5: follow positional language: behind, in front, inside below, above</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>N6: say the numbers in order – one, two three, four, five</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N7: count pointing at objects in a row: one, two, three…five</td>
<td></td>
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</tr>
<tr>
<td>N8: recognise five objects in any arrangement ☺ ☻ ☼ ♪ ®</td>
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</tr>
<tr>
<td>N9: count pointing at the numerals in a row 1,2,3,4,5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N10: recognise numerals 1-5 in any order, eg. 3 = three, 5 = five</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>N11: match the numerals 1,2,3,4,5 with corresponding number of objects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The learner can............
Advanced (N1 – N11)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
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</thead>
</table>

Advanced (N12 – N19)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>N12:</td>
<td>count up to ten</td>
</tr>
<tr>
<td>N13:</td>
<td>count pointing at numerals in a row: one, two…ten</td>
</tr>
<tr>
<td>N14:</td>
<td>recognise numerals 1-10 in any order, 7 = seven 2 = two</td>
</tr>
<tr>
<td>N15:</td>
<td>match the numerals 1-10 with corresponding number of object</td>
</tr>
<tr>
<td>N16:</td>
<td>divide an even number of objects into two equal groups, e.g. divide 6 pencils into two groups of 3</td>
</tr>
<tr>
<td>N17:</td>
<td>compare amounts of objects between 1-10, e.g. ◆◆◆ is less than ◆◆◆</td>
</tr>
<tr>
<td>N18:</td>
<td>compare numerals between 1-10, eg. 5 is more than 3</td>
</tr>
<tr>
<td>N19:</td>
<td>know the meaning of the symbols + and - (add and take away)</td>
</tr>
</tbody>
</table>

Other comments:

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Signature:
Parent/ Guardian:..........................................

Teacher:.................................................. Principal:.................................................
### Learning English as a Second Language (E)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Use greetings and phrases (Good morning, How are you? Hello, Bye. Thank you.)</td>
</tr>
<tr>
<td>E2</td>
<td>Give basic information about him/herself (name, age, school, grade, address)</td>
</tr>
<tr>
<td>E3</td>
<td>Name body parts</td>
</tr>
<tr>
<td>E4</td>
<td>Use family vocabulary (home, mother, father, sister..)</td>
</tr>
<tr>
<td>E5</td>
<td>Use single words: boy, girl, teacher, school, sorry, yes, no, etc.</td>
</tr>
<tr>
<td>E6</td>
<td>Name colours</td>
</tr>
<tr>
<td>E7</td>
<td>Name clothes</td>
</tr>
<tr>
<td>E8</td>
<td>Numbers 1-10</td>
</tr>
<tr>
<td>E9</td>
<td>Use school vocabulary (objects and items in the classroom)</td>
</tr>
<tr>
<td>E10</td>
<td>Name days of the week</td>
</tr>
<tr>
<td>E11</td>
<td>Use common verbs for describing actions: eat, drink, run, read, write, sit, stand</td>
</tr>
<tr>
<td>E12</td>
<td>Use adjectives and adverbs: happy, sad, big, small, easy, fast, slow</td>
</tr>
<tr>
<td>The learner knows a vocabulary of 10 words of....</td>
<td>Speaks more than 10 words</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>E12 Name objects at home: umbrella, spoon, fork, pillow..</td>
<td></td>
</tr>
<tr>
<td>E13 Name places at school and home: kitchen, classroom, garden, library</td>
<td></td>
</tr>
<tr>
<td>E14 Name food and drinks</td>
<td></td>
</tr>
<tr>
<td>E15 Name activities: jumping, singing, dancing</td>
<td></td>
</tr>
<tr>
<td>E16 Give directions: forward, backward, left, right, up...</td>
<td></td>
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<tr>
<td>E17 Use time words: now, tomorrow, yesterday, day, week, month, year, three a clock</td>
<td></td>
</tr>
<tr>
<td>E18 Name animals</td>
<td></td>
</tr>
<tr>
<td>E19 Use prepositions: (in, on, under, in front)</td>
<td></td>
</tr>
<tr>
<td>E20 Use environmental vocabulary: tree, river, sun, moon, cloud, wind, flower, road</td>
<td></td>
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<tr>
<td>E21 Name months of the year</td>
<td></td>
</tr>
<tr>
<td>E22 Ask for something: I need..., Can I have...</td>
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<tr>
<td>E23 Describe: this is..., this is not..., it is..., he is..., I am...</td>
<td></td>
</tr>
<tr>
<td>E24 Express possession: (I have..., You have this is my..., her, our This is your...)</td>
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</tbody>
</table>

Other comments:

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...........................................................................................................................................................................................................................................................

Signature:
Parent/ Guardian:.................................................................

Teacher:..................................................................................  Principal:.................................................................
## Learning Motor Skills (M)

Name: ………………………..   Grade: ………………………

Date: ………………..………...   School: ..............................

<table>
<thead>
<tr>
<th>Gross motor development</th>
<th>The learner can</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1:</td>
<td>make the following movements: crawl, roll, walk, run, march and skip</td>
<td></td>
<td></td>
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<tr>
<td>M2:</td>
<td>catch, throw, roll and bounce a medium- sized ball</td>
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<tr>
<td>M3:</td>
<td>walk up to a ball and kicks it</td>
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</tr>
<tr>
<td>M4:</td>
<td>imitate a movement</td>
<td></td>
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<tr>
<td>M5:</td>
<td>jump over a moving rope</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>M6:</td>
<td>stand on one foot (10 seconds)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M7:</td>
<td>stand on one foot with eyes closed (3 seconds)</td>
<td></td>
<td></td>
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<tr>
<td>M8:</td>
<td>run on toes</td>
<td></td>
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<tr>
<td>M9:</td>
<td>run and stop on a given signal</td>
<td></td>
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</tr>
<tr>
<td>M10:</td>
<td>turn sharply when running</td>
<td></td>
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</tr>
<tr>
<td>M11:</td>
<td>walk on a line in a heel-toe fashion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M12:</td>
<td>walk up and down stairs with one foot on each stair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M13:</td>
<td>walk on a low bench</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>M14:</td>
<td>hop over a distance (feet together) (2 meters)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>M15:</td>
<td>skip on alternate feet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M16:</td>
<td>jump from a low height using both feet</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>M17:</td>
<td>move separate parts of the body to the sound of music or sound beat</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fine motor development</td>
<td>Yes</td>
<td>No</td>
<td>Yes with help</td>
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<tr>
<td>--------------------------------------------------------------------------------------</td>
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<tr>
<td>The learner can …………………………</td>
<td></td>
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<tr>
<td>M18: build a five block “tower”</td>
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<tr>
<td>M19: cut a square, triangle, circle, and simple pictures with scissors</td>
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<tr>
<td>M20: paste and glue appropriately</td>
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<tr>
<td>M21: copy a triangle and a diamond</td>
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<tr>
<td>M22: use a knife to spread jam on bread</td>
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</tr>
<tr>
<td>M23: cut food with a knife</td>
<td></td>
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</tr>
<tr>
<td>M24: tie shoelaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M25: thread beads on a string</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M26: play with clay/ tearing paper/fasten buttons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M27: copy first name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M28: complete a 24 piece puzzle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M29: screw a cap onto a bottle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M30: clap a rhythmic pattern with a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M31: touches each finger to thumb in 5 seconds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other comments:
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Signature:
Parent/ Guardian:..........................................

Teacher:.................................................. Principal:.................................................
# Learning Pre-Literacy Skills (P)

**Name:** ………………………..  
**Grade:** ……………………….

**Date:** ………………………..  
**School:** ………………………

<table>
<thead>
<tr>
<th>The learner can ………………………..</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
<th>Date tested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequencing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1 arrange objects in increasing or decreasing sequence e.g. small to big, heavy to light</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2 retell a short story in logical sequence e.g. getting up in the morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Auditory discrimination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3 discriminate between rhyming words e.g. land/ sand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4 listen attentively without interrupting speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P5 clap a rhythmic pattern e.g. 2 long claps 1 short clap</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P6 clap to a marching tune</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P7 carry out verbal instructions in sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P8 repeat a sentence of 10 words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual discrimination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P9 match similar objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P10 notice the difference and similarities between 2 kinds of fruit e.g. apple and orange</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P11 observe details in a picture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Spatial orientation

<table>
<thead>
<tr>
<th>The learner can</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
<th>Date tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>P12: discriminate between left and right</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P13: use spaces between words when writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P14: discriminate between b/d/p</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P15: place right hand on left knee/ left hand on right knee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P16: identify different shapes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P17: judge distance e.g. near/far</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P18: give directions to reach his home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P19: keep desk organised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other comments:**

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

**Signature:**

Parent/ Guardian: ..........................................

Teacher: ..................................................

Principal: .............................................
# INDIVIDUAL LEARNING SUPPORT

## Emotional And Social Skills

<table>
<thead>
<tr>
<th>Name: .........................................................</th>
<th>Grade: .........................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ...................................................</td>
<td>School: .......................</td>
</tr>
</tbody>
</table>

### EMOTIONAL SKILLS:

<table>
<thead>
<tr>
<th>The learner can ..............</th>
<th>Yes</th>
<th>No</th>
<th>Yes with help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work independently (do things on his/her own)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act self-assuredly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express self – control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make decisions and handle problem situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show emotional stability, express emotions and feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SOCIAL SKILLS:

<table>
<thead>
<tr>
<th>Learner can:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>play in a group, with a friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show respect and acceptance to peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>show respect to adults and accept discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be generous, able to share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciate the value of cooperation and compromise</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other comments:

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

### Signature:

Parent/ Guardian: .................................................................

Teacher: ................................................................. Principal: .................................................................
Annexe O

1. Readiness Assessment

1.1 Pre-Primary

School readiness assessment is conducted with all learners at the end of pre-primary phase.

1.2 Grade 5

Readiness assessment is conducted with all learners at the end of grade 4 or the beginning of grade 5 to assess the literacy and numeracy skills and to identify those learners that might be in need of learning support.

1.2.1 Literacy

**Teacher’s paper: Spelling**

The assessment can be done for the whole class group at the same time. You will need one period to do the spelling test and one period to do the reading comprehension test.

**Tell the learners before each part of the test:**

“*I want to find out what you can do and what you need help with so that I can teach you better. Try your best. It does not matter if you make mistakes or do not know all the answers.*”

**Instructions for the Spelling Test:**

Ask the learners to take a pencil and a rubber. Give each learner the learners’ question paper. Ask the learners to write their name and the date at the top of the paper.

**Then tell the learners:**

“We will do a spelling test. I will say a word. You will hear the word three times. Then you will write the word. For example: **dog** $\rightarrow$ The dog is hungry. $\rightarrow$ **dog**.

Now take a pencil and look at number 1.”

Make sure learners understand that they only need to write one word, not the whole sentence. Make sure everybody is listening before you start. Write the number of the word on the board and say each number clearly before you say the word. You can help learners to understand the sentence and word by the tone of your voice and the use of gestures but do not help learners with the spelling.
1) can → Can you help me? → can

2) hot → The sun is hot. → hot

3) leg → My leg hurts. → leg

4) run → You are late! Run to class! → run

5) six → Five plus one equals six. → six

6) take → Take out you book. → take

7) hope → I hope you've done your homework. → hope

8) mine → This book is mine! → mine

9) sing → Let's sing the national anthem. → sing

10) back → Go back to class! → back

11) shop → Go buy some sugar from the shop! → shop

12) stand → Stand up, please! → stand

13) think → I want you to think before you answer. → think

14) clap → Lets clap our hands! → clap

15) dry → There is no water. The river is dry. → dry
# Readiness Assessment for Grade 5 Functional Literacy and ESL

## Spelling: Learners’ paper

<table>
<thead>
<tr>
<th>NAME: ..........................................................</th>
<th>DATE: ..................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL: ..................................................</td>
<td>SCHOOL: ................................</td>
</tr>
</tbody>
</table>

### Listen and write:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td>15.</td>
<td>Results:</td>
</tr>
</tbody>
</table>
Interpreting the Spelling Test

Mark the learners’ papers and record each learner’s mistakes on the record sheet. Give learning support according to the types of difficulties. Pay particular attention to learners who have spelled less than 5 words correctly and learners who make several mistakes in the words. These learners need extensive learning support to achieve basic literacy skills. **It is each subject teacher’s responsibility to support these learners.**

<table>
<thead>
<tr>
<th>Words</th>
<th>Type of word:</th>
<th>Type of mistake:</th>
<th>Why does a learner make this mistake?</th>
<th>Learning Support Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5:</td>
<td>Consonant (e.g. c)</td>
<td>- The vowel is wrong</td>
<td>- These are the easiest words in the test because the learner only needs to know single letters and their sounds.</td>
<td>Practice English Phonics:</td>
</tr>
<tr>
<td>can</td>
<td>Vowel (e.g. a)</td>
<td>- The first letter is wrong</td>
<td>- These mistakes mean that learners don’t know the sounds very well in English.</td>
<td>- Listening to and recognizing the first sound in a word</td>
</tr>
<tr>
<td>hot</td>
<td>Consonant (e.g. n)</td>
<td>- The last letter is wrong</td>
<td></td>
<td>- Listening to and recognizing the last sound in a word</td>
</tr>
<tr>
<td>leg</td>
<td></td>
<td></td>
<td></td>
<td>- Reading and spelling phonic 3 letter words</td>
</tr>
<tr>
<td>run</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>six</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8:</td>
<td>Words with the long vowel sound (the sound of the letter name e.g.: a as in take, NOT tack o as in hope, NOT hop etc.)</td>
<td>- Forgetting to put the e at the end of the word.</td>
<td>- The learner does not know that the e at the end of the word makes the vowel in the middle sound like the letter name.</td>
<td>- Teach learners the rule and practice it: when the first vowel sounds like the name of the letter there must be an e at the end:</td>
</tr>
<tr>
<td>take</td>
<td></td>
<td></td>
<td></td>
<td>- ice → I</td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td></td>
<td></td>
<td>- cake → a</td>
</tr>
<tr>
<td>mine</td>
<td></td>
<td></td>
<td></td>
<td>- Practice English Phonics</td>
</tr>
</tbody>
</table>
### 9-10: Sing back

**Words with COMMON WORD ENDINGS**
(there are a lot of words with these endings in English e.g. ring, bring, thing OR sack, track, lack etc.)

- The ending is written but spelled incorrectly (e.g. ak instead of ack).
- The learner has added extra letters to the end of the word (e.g. singi or backe).
- The words are incorrect in any way.
- The learner has not had enough practice of reading, saying, spelling common words in English.
- The learner does not know many words in English.
- The learner cannot read and write many letter groups in English due to lack of practice.

- Learners must know how to write the sounds ‘ing’ and ‘ck’.
- Teach the words in “families” e.g. spend a whole lesson on all the words ending in ‘ing’ and another lesson on all the words ending in ‘ck’. Always make sure learners know what the words mean.

(Other common word endings include: ‘at’, ‘tion’, ‘ed’, etc.)

### 11-15: Shop stand think clap dry

**Words with common “consonant blends”** (pairs or groups of consonants which are often found together e.g. dr, cl, nd, nk, st. etc.)

- Writing r instead of l (e.g. crap instead of clap)
- Writing sop instead of shop etc.
- Writing stat instead of stand, etc.
- The learner does not know single letter sounds very well and needs more practice.
- The learner has not been taught consonant blends well enough.
- The learner may find it difficult to hear the different sounds e.g. the d and the r in ‘dr’ or the n and the d in ‘nd’.

- Teach learners how consonant blends with h often make a new sound (e.g. ‘th’, ‘sh’, ‘ch’, ‘ph’). Give them lots of words with these sounds to spell and to read.
- As above, teach the words in “families” (lists of words beginning with ‘cl’ e.g. clap, close, cloth, clever etc. or ‘sh’ e.g. shop, show, ship, shine, etc.).

VOWELS = Aa  Ee  Ii  Oo  Uu

CONSONANTS = Bb Cc Dd Ff Gg Hh Jj Kk Ll Mm Nn Pp Qq Rr Ss Tt Vv Ww Xx Yy Zz
## Record Sheet for Learners in Need of Learning Support in Spelling

Type of difficulty (write the number of times this mistake is made by the learner):

<table>
<thead>
<tr>
<th>Name of learner:</th>
<th>Total of correctly spelled words</th>
<th>Tick here if learner had less than 5 correct spelled words</th>
<th>mistake in words 1-5</th>
<th>mistake in words 6-8</th>
<th>mistake in words 9-10</th>
<th>mistake in words 11-15</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Learner</td>
<td>3/15</td>
<td>✓</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>Learner needs to practice phonics</td>
</tr>
</tbody>
</table>


Teacher's paper: Comprehension

Instructions for the comprehension test:

Ask the learners to take a pencil and a rubber. Give each learner the learners’ question paper.

Then tell the learners:

“First look at Box A. Read and fill in the information about yourself in the box. Then read the text: Our Country and answer the questions. Try your best. It does not matter if you make mistakes or do not know all the answers.”

Let the learners work independently for the whole period. If a learner seems distressed or stuck with a question, encourage the learner to move to the next question. Learners who are finished with their work can draw a picture of their family on the back of the page.
Annexe Q

Republic of Namibia  
MINISTRY OF EDUCATION  
INDIVIDUAL LEARNING SUPPORT

Readiness Assessment for Grade 5 Functional Literacy and ESL  
Comprehension: Learners’ paper 1/2

Name: _______________________ Date: _______________________

A: Fill in the box below.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Today is ______________________________________________________________________</td>
</tr>
<tr>
<td>My name is ___________________________ My age is _________</td>
</tr>
<tr>
<td>My school is______________________ I am in grade_______________________________</td>
</tr>
<tr>
<td>Where do you live? _____________________________________________________________</td>
</tr>
<tr>
<td>How many brothers and sisters do you have? ______________________________________</td>
</tr>
<tr>
<td>What is your favourite subject at school? ______________________________________</td>
</tr>
<tr>
<td>Do you like animals? __________________________________________________________</td>
</tr>
<tr>
<td>When is your birthday? ________________________________________________________</td>
</tr>
</tbody>
</table>
Our Country
Namibia is a big country. It lies in the south-western part of Africa. It has many neighbours. To the north there is Angola, to the north-east Zambia. In the east Namibia shares a border with Botswana. South Africa is to the south and the Atlantic Ocean is to the west.

There are two important, big deserts in Namibia, the Kalahari Desert and the Namib Desert. In the Kalahari Desert there is coal. The Namib Desert is rich in diamonds and other minerals. The sea near the coast of the Namib Desert is quite good for fishing. In the desert there are dunes which the strong winds make.

1. Where does Namibia lie? _____________________________________________
____________________________________________________________________

2. Which four countries are the neighbours of Namibia? _______________________
____________________________________________________________________

3. What are the two important deserts in Namibia? ___________________________
____________________________________________________________________

4. Where are diamonds found? __________________________________________
____________________________________________________________________

5. Why is the sea important? ____________________________________________
____________________________________________________________________
Interpreting the Comprehension Test

Mark the learners’ papers using the marking symbols to identify the different types of mistakes. Record each learner’s mistakes on the record sheet and give learning support according to the types of difficulties. Pay particular attention to learners who are pretending to write or who are unable to answer basic questions about themselves. These learners need extensive learning support to achieve basic literacy skills. **It is each subject teacher’s responsibility to support these learners.**

<table>
<thead>
<tr>
<th>Type of Mistake and Examples</th>
<th>Marking Symbol</th>
<th>Why does learner make this mistake?</th>
<th>Learning Support Strategies:</th>
</tr>
</thead>
</table>
| Copying single words or parts of the text without understanding them, e.g. Why is the sea important? | U | - The learner has limited basic reading skills.  
- The learner has very limited vocabulary (the learner does not know many English words).  
- The learner does not understand the key question words (why?/when?/where?, etc.). | - Check learner’s mechanic reading skill by asking to read aloud.  
- Refer to chapter 7.2 on how to teach basic literacy.  
- Refer to chapter 7.3 on ESL activities for expanding vocabulary.  
- Teach learner to understand the question words. |
| Understanding or responding to one or two words only in a sentence/ question. E.g. Do you like animals? | V | - The learner has very limited vocabulary (the learner does not know many words in English). | - Refer to chapter 7.3 in ESL activities for expanding vocabulary.  
- Practice reading on sentence level and understanding sentences. |
| Leaving no spaces between words. e.g. | W | - The learner does not understand that it is important to leave spaces between the words. | - Remind the learner that it is very important to separate words when you write them, because otherwise they are difficult to understand.  
- Refer to activities in chapter 7.2 for understanding basic sentence structure. |
<table>
<thead>
<tr>
<th>Type of Mistake and Examples</th>
<th>Marking Symbol</th>
<th>Why does learner make this mistake?</th>
<th>Learning Support Strategies:</th>
</tr>
</thead>
</table>
| Writing or copying sentences which start or end in the middle or copying the end of one sentence and the beginning of another, e.g. | X | - The learner does not understand basic sentence structure (capital letters/full stop, etc.).  
- It is also possible that the learner does not understand the text or has limited basic literacy skills (refer to mistake T). | - Give the learner simple exercises to help them practice sentences: Capital letter, verb and full stop.  
- Give learner exercises with one sentence and one question: help learner to identify key words (where → in.....). |
| Pretending to write. (Making random shapes on the paper to look like letters or putting random letters or words together which don't mean anything.) e.g. | Y | - The learner cannot read or write. | This learner needs extensive learning support to achieve lower primary basic competencies. Refer to school readiness (7.1) and basic literacy (7.2) activities. |
| Unable to answer basic questions about him/her self. e.g. Do you like animals? | Z | - The learner does not understand the key question words.  
- The learner has very limited vocabulary.  
- The learner has very limited basic reading skills. | This learner needs extensive learning support in basic literacy. Refer to basic literacy activities in chapter 7.2. |
Annexe S

Republic of Namibia
MINISTRY OF EDUCATION
INDIVIDUAL LEARNING SUPPORT

Record Sheet for Learners in Need of Learning Support in Reading and Comprehension

Type of difficulty (write the number of times this mistake is made by the learner):

<table>
<thead>
<tr>
<th>Name of learner:</th>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Tick here if the learner understands little or none of the text</th>
<th>Tick here if the learner is pretending to write</th>
<th>Tick here if the learner is unable to answer basic questions about him/her self</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Learner</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>✓</td>
<td></td>
<td>Learner needs help learning vocabulary.</td>
<td>Learner needs reminding to leave space.</td>
</tr>
</tbody>
</table>

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1.2.2 Numeracy

Teachers Instructions:

The aim of this readiness test is to help teachers to identify learners entering grade five who need compensatory support to achieve important basic numeracy skills that enable them to proceed with the upper primary syllabus. The test should be done during one period. It is important that the teacher does not help the learners but only follows these instructions given. Give each learner the learners’ paper. Make sure all learners have a pencil and access to a rubber. Ask all learners to write their name and the date on the top of the paper. Then go through the following examples given with the learners:

• Look at exercise number 2 (number patters). Look at the example. Like you can see “in the example you must continue the number patterns writing the next number on the line. 6, 7, 8: 9, 10, 11.”

• Look at exercise number 3 (compare.) You must look at the two numbers x____z. “Then choose the right symbol to put in the middle. It can be >. It can be <. It can be =.”

(Do not say what the symbols mean, learners must know this themselves!!!!)

Then tell the learners:

“ You may start. You have one period time to answer all the questions. It does not matter if you do not know all the answers but just do your best. If you do not know the answer to some questions move to the next one. “
Annexe U

Republic of Namibia
MINISTRY OF EDUCATION
INDIVIDUAL LEARNING SUPPORT

Readiness Assessment for Grade 5 Numeracy: Learners’ Paper

Name: ___________________________ Date: ___________________________

Calculate

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + 2</td>
<td>15 + 22</td>
<td>3 x 5</td>
<td>2 ÷ 1</td>
<td></td>
</tr>
<tr>
<td>8 + 4</td>
<td>38 + 25</td>
<td>0 x 10</td>
<td>6 ÷ 2</td>
<td></td>
</tr>
<tr>
<td>6 - 4</td>
<td>87 - 20</td>
<td>5 x 8</td>
<td>12 ÷ 3</td>
<td></td>
</tr>
<tr>
<td>10 - 7</td>
<td>47 - 9</td>
<td>7 x 6</td>
<td>100 ÷ 10</td>
<td></td>
</tr>
</tbody>
</table>

2. Continue the number pattern.
   (example: 6, 7, 8, 9, 10, 11)

   25, 26, 27, 28, __________, __________, __________
   295, 296, 297, 298, __________, __________, __________
   36, 35, 34, 33, 32, __________, __________, __________
   104, 103, 102, 101, __________, __________, __________

3. Compare. Choose the right symbol: = > < (example: x > z)

   5 ________ 6 6 ________ 9 30 ________ 3
   20 ________ 20 13 ________ 31 100 ________ 10

4. Calculate

   235 + 144
   109 + 55
   286 + 13
Readiness Assessment for Grade 5 Numeracy: Record Sheet for Learners in Need of Learning Support Type of Difficulty

<table>
<thead>
<tr>
<th>Name of learner:</th>
<th>1.a) +/- 0-20 (marks required 5/5)</th>
<th>1.b) +/- 20-100 (marks required 3/4)</th>
<th>1.c) multiplication (marks required 3/4)</th>
<th>1.d) division (marks required 3/4)</th>
<th>2. number patterns (marks required 3/4)</th>
<th>3. comparison / mathematic symbols (marks required 5/6)</th>
<th>4. +/- 100-1000 (marks required 2/3)</th>
<th>TOTAL number of areas in which learning support is needed</th>
<th>comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>example learner</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>learner can't differentiate numbers 9 - 6, 31 - 13</td>
<td></td>
</tr>
</tbody>
</table>
Readiness Assessment for Grade 5 Numeracy: Interpreting the Numeracy Readiness Test

Mark the learners’ papers indicating x for each mistake. Then look at this marking grid and count the mistakes. Learners can make some mistakes in some questions. However if they score below the marks required it means they need learning support. Record each learner’s mistakes on the record sheet and give learning support according to the types of difficulties. Some ideas on learning strategies are given here. For more details refer to chapter 7.4 on numeracy.

<table>
<thead>
<tr>
<th>Skill tested:</th>
<th>Marks required:</th>
<th>Indication that learner needs support:</th>
<th>Type of difficulty:</th>
<th>Learning Support strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>general strategy of calculating</td>
<td></td>
<td>learner cannot finish the test in one period (45 minutes)</td>
<td>learner counts very slowly drawing lines</td>
<td>→ drill learner to automatically know number facts between 0-10, then 0-20 etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– learner makes plenty of mistakes because of confusing the lines drawn</td>
<td>→ teach learner strategies to understand the number system: (ones, tens): for example plenty of practice with 22+10=32, 32+10+=42 etc, 20+40 =60, 22+6=28</td>
</tr>
<tr>
<td>Skill tested:</td>
<td>Marks required:</td>
<td>Indication that learner needs support:</td>
<td>Type of difficulty:</td>
<td>Learning Support strategies:</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td>--------------------------------------</td>
<td>---------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>1a) Addition and Subtraction 0-19</td>
<td>5/5</td>
<td>learner makes any mistake in these calculations</td>
<td>mistakes in 5+2, 6-2: - learner does not know number value or the meaning of + and -; mistake in 10-7: - learner can't automatically break down number 10; mistake in 8+4, 15-6: - learner makes mistake conversing over/ below ten</td>
<td>→ check if learner knows number value ( 5 = □□□□□), if not teach! → check if learner knows meaning of + and –, teach! → drill learner to automatically know number facts between 0-10 → give plenty of practice to break down number 10 so that this number fact becomes automatic (1+9, 2+8, 3+7, 4+6, 5+5, 10-1, 10-2, 10-3, 10-4 etc.) → practice number facts between 0-19 with concrete sets of ones and tens (eggshells + counters), then automatically</td>
</tr>
<tr>
<td>1b) Addition and Subtraction 20-99</td>
<td>¾</td>
<td>learner makes more than one mistake</td>
<td>mistake in: 15+22, 87-20 - learner cannot calculate tens and ones separately; mistake in 38+25, 47-9: - learner does no know how to trade</td>
<td>- give learner plenty of practice counting ones and tens separately: ones: 15 + 22 tens: 15 + 22 → 3 tens 15 + 22 = 37; - teach learner to trade and give plenty of practice: 38+25 → start with ones: 8+5=11, must add one ten and count tens: 3+2+1; - 47 – 9 start with ones: can’t count 7-9, must borrow one from tens: 4→ 3 and count 17-9 = 8, that is 47-9 = 38</td>
</tr>
<tr>
<td>Skill tested:</td>
<td>Marks required:</td>
<td>Indication that learner needs support:</td>
<td>Type of difficulty:</td>
<td>Learning Support strategies:</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td>--------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 1c) Multiplication | 3/4 | learner makes more than one mistake | - learner has not memorised multiplication  
- learner does not recognise own mistakes  
- learner does not understand the concept of multiplication | - repeat multiplication practice every week  
- teach learner to recognise patterns in the different multiplications (for example in the multiplication of five answers always end with 5 or 0)  
- give learner concrete examples to understand what multiplication is and what the symbol x means |
| 1d) Division | ¾ | learner makes more than one mistake | - learner does not understand the concept of division  
- learner does not understand that division and multiplication are related | - give learner concrete examples to understand what division is and what the symbol x means  
- teach learner the connection of division and multiplication:  
\[12 \div 3 = 4\text{ because }3 \times 4 = 12\] |
| 2. Number patterns | ¾ | learner makes more than one mistake | - learner does not know how to increase number patterns  
- learner does not know how to decrease number patterns  
- if learner makes mistakes such as: 98, 99, 100, 110 learner does not understand place value | - teach learner to count aloud practicing crossing over to the next tens / hundreds (e.g. 97, 98, 99, 100, 101, 102, 103)  
- teach learner to count aloud decreasing numbers (e.g. 103, 102, 101, 100, 99, 98)  
- teach place value |
<table>
<thead>
<tr>
<th>Skill tested:</th>
<th>Marks required:</th>
<th>Indication that learner needs support:</th>
<th>Type of difficulty:</th>
<th>Learning Support strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Comparison</td>
<td>¾</td>
<td>learner makes more than one mistake</td>
<td>- learner does not know the meaning of the symbols $&lt; &gt; =$ - learner cannot see the difference between number shapes: $9 - 6$ or $13 - 31$ - learner does not understand number value (100 is more than 10)</td>
<td>- teach the meaning of the symbols - if learner makes mistake in $6 - 9$ but understands the symbols $&gt; &lt; =$ this might be a sign of specific learning difficulty. Check if this learner has difficulties in reading and writing too - if learner makes mistake in $31 - 13$ or $10 - 100$ but understands the symbols $&gt; &lt; =$ the learner might not know place value - teach to compare numbers starting with one digit numbers, then two digits numbers, three digit numbers etc.</td>
</tr>
<tr>
<td></td>
<td>¾</td>
<td>learner makes more than one mistake</td>
<td>- learner does not know the technique of adding and subtracting</td>
<td>- teach learner the technique of trading mechanically (using paper)</td>
</tr>
</tbody>
</table>

9. GLOSSARY

**Adaptation:** This refers to adapting teaching and learning materials and methods and/or the learning objectives in the syllabus to meet the special needs of an individual learner. Curriculum adaptation means prioritising key learning objectives, changing, adding or removing learning objectives for an individual learner (see sections 5.4 and 6.1). Adaptation of teaching and learning methods and materials refers to necessary changes to meet the needs of learners with special needs; for example providing large print text to learners with visual impairment.

**Basic Literacy:** Refers to the ability to read, write and understand sentences and text. Basic literacy skills refer to a number of skills that are necessary to acquire literacy. (see section 7.2)

**Learning Support:** Refers to planned extra support given to learners facing difficulties in order for them to reach essential basic competencies in the different subjects and skills (see chapter 5). Learning Support is support that can be given by all teachers in a mainstream class.

**Differentiation:** Refers to using a varied range of teaching methods and activities within lessons to respond to the diverse needs of the learners. Differentiation is about meeting the needs of all learners within the same syllabus (as opposed to adaptation that involves changing learning objectives in a syllabus or adapting materials and methods to enable learning for learners with special educational needs).

**Difficulty:** Refers to a problem a learner might have in a certain skill area, skill or skills. Sometimes a learning difficulty is a result of an impairment or disability. Sometimes a difficulty can be a result of lack of good teaching, lack of exposure and learning opportunities.

**Disability:** Refers to the social disadvantage that is caused through the barriers that a person with impairment faces when interacting in society. The term disability stresses the fact that disability is social as opposed to an impairment that is an individual condition.

**Enrichment/Extension:** Enrichment refers to deepening the knowledge of gifted learners by providing more complex and stimulating tasks. Extension refers to expanding the knowledge of gifted learners by providing additional information, tasks and activities.
**Functional Literacy**: Functional literacy refers to the ability to use reading and writing as tools for new learning, communication and enjoyment. Functional literacy skills refer to skills of effective reading strategies, reading comprehension and process writing.

**Impairment**: Refers to a physical, intellectual, mental or sensory condition that sets limitations on a person's functioning.

**Inclusive education**: Refers to a process of changing schools and the education system to become more responsive to the individual needs of all learners. Inclusive education is about the right of every learner to meaningful education in mainstream schools.

**Individual Learning Support Plan (ILSP)**: Refers to a long term plan that can be made to identify key learning needs, learning objectives and support measures for an individual learner with special educational needs (see section 6).

**Individual learning objectives**: Refer to individually adapted objectives that might differ from the objectives of a syllabus of a certain grade. Individual learning objectives will help to plan Learning Support and follow up the progress of a learner who is achieving below the basic competencies of a grade.

**Learner Centred Education**: Refers to an approach to education that places learners and their needs in the centre of the learning process. In Learner Centred Education learners actively participate in their own learning.

**Learning style**: Refers to a preferred style of learning that relates to individual aptitudes of a learner. Differences in learning styles are associated with differences in the dominance of the left and right brain hemispheres (see section 3).

**Learning Support**: Refers to extra support given to learners with special needs or any other learners with difficulties in learning. Learning Support might include differentiation, adaptation of teaching and learning methods and materials, assistive aids, special arrangements in examinations, counselling, etc. (see section 2.1)

**Mainstream education / mainstream class**: Refers to education offered in a regular school and classroom (as opposed to special education).

**Multiple intelligence**: Refers to a theory of different types of talents and strengths that a learner can have in various areas such as language, social skills, music and arts.
Remedial teaching: Refers to professional support for individuals or a small group offered by a teacher trained in remedial teaching in order to remedy their problem.

Sensory-motor impairments: Refers to impairments in the sensory system (visual, hearing) and to physical impairments affecting the motor skills.

Special Educational Needs (SEN) / Learners with Special Educational Needs (LSEN): Refer to individual needs of learners with disabilities, impairments, learning difficulties and emotional and behavioural problems.

Special School: Refers to a school offering special education for learners with severe hearing impairments, visual impairments and intellectual disabilities.

Special Unit: A class or classes in a mainstream school that enrol learners with severe impairments.
10. REFERENCES


   Available online: http://portal.unesco.org/education/admin/ev.php?URL_ID=47095&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1219131300


   Available online: http://www.eenet.org.uk/key_issues/teached/video/maindoc.shtml