

Lei, leer en inspireer
Lead, learn and inspire

Kurrikulumbestuur vir OLSOB en voldiensskole
Curriculum management for SNE and full service schools

25 August 2017 / 25 Augustus 2017
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Department of Basic Education / Departement Basiese Onderwys

MSM

Refer to:

Chapter 4.4 Inclusive education
Chapter 4.5 Curriculum for learners with special education needs
Chapter 4.6 Concessions and accommodations

INHOUD / CONTENT

- Beleidsraamwerk / Policy Framework
- Die Nasionale Ontwikkelingsplan / The National Development Plan
- Die Suid-Afrikaanse Werklikheid / The South African Realities
- Beleid van Inklusiewe Onderwys / White Paper 6
- Riglyne vir Spesiale Skole / Guidelines for Special Schools
- Riglyne vir Voldiensskole / Guidelines for Full Service Schools
- Inklusiewe Kurrikulumbestuur / Inclusive Curriculum Management
- Akkommodasies in Assessering / Accommodations in Assessment
- Driestroom model / Three Stream Model

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BELEIDSRAAMWERK / POLICY FRAMEWORK

- Konstitusie / Constitution (1996)
- Suid-Afrikaanse Skolewet (1996)
- Nasionale Onderwysbeleidswet (NEPA) (1996)
- Witskrif op Inklusiewe Onderwys (2001)
- Konvensie op die Regte van Persone met Gestremdheid (2007)
- Nasionale Kurrikulumverklaring, Gr R - 12 (2011)
- Nasionale Protokol vir Assessering (2011)
- Policy on the Conduct of the National Senior Certificate (Annexure C 1) (2014)
- Beleid op Sifting, Identifikasie, Assessering en Ondersteuning (SIAS) (2014)
- Witskrif op die Regte van Persone met Gestremdheid (2015)

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**“Everyone is equal before the law
and has the right to equal protection and benefit of the law.
Equality includes the full and equal enjoyment of all rights and
freedoms.**

**To promote the achievement of equality, legislative and other measures
designed to protect or advance persons or categories of persons,
disadvantaged by unfair discrimination may be taken.”**

White Paper on Disability Rights, 2015

**NASIONALE ONTWIKKELINGSPLAN / NATIONAL
DEVELOPMENT PLAN**

“Inklusiewe onderwys as die sleutel tot die effektiewe
deelname van almal in ‘n vry gemeenskap waarin almal oor
die nodige kundigheid en vaardighede beskik om ‘n reeks van
ander menseregte uit te oefen. Deur te verseker dat alle
kinders, insluitend kinders met gestremdhede toegang het tot
gehalte onderwys, sal Suid-Afrika sy doelwitte met betrekking
tot gelyke indiensneming kan verwesenlik”.

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Die Suid-Afrikaanse Werklikheid ten opsigte van Toegang tot Ondersteuning/
South African Reality with regard to Access to Support

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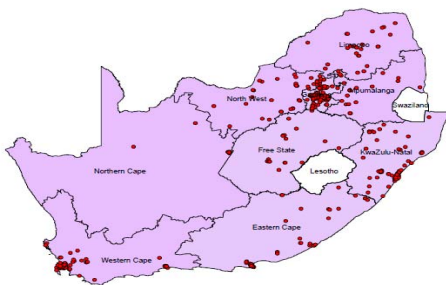
PROBLEEMSTELLING/ PROBLEM STATEMENT

- Het almal toegang tot gehalte onderwys en ondersteuning?
- Wie word gemarginaliseer?
- Is ons samelewing insluitend t.o.v. gestremdheid?
- Bied ons skole ruimtes waarin almal tuis voel en hulle volle potensiaal kan verwesenlik?
- Is ons onderwysers opgelei en bereid om diversiteit te akkommodeer in hulle klaskamers?
- Het onderwysers 'n refleksiewe ingesteldheid?
- Is daar 'n oorbeklemtoning van terapeutiese intervensies?

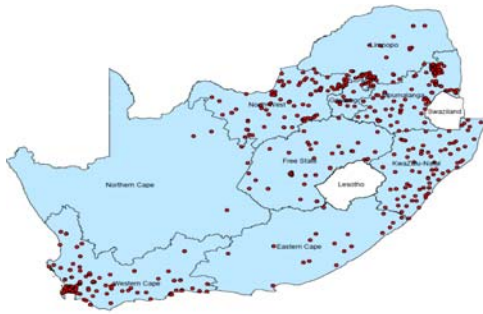
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Distribution of Special Schools Nationally



Distribution of Full-Service Schools Nationally



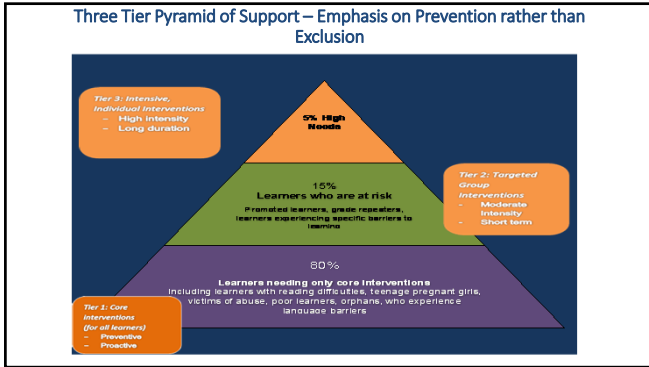
ENROLMENT IN SPECIAL SCHOOLS BY INCIDENCE OF DISABILITY/ LEERDERGETALLE IN SPESIALE SKOLE

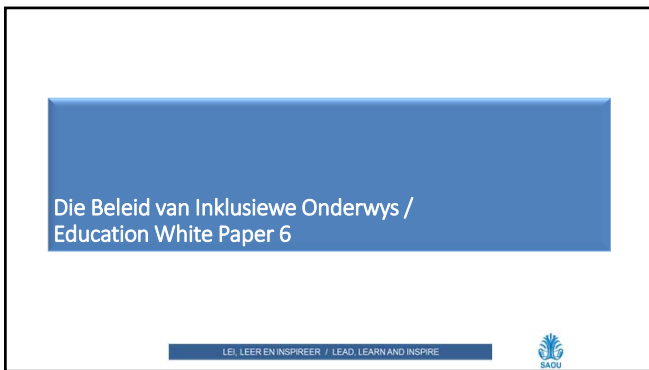
Domains	Sub Totals	Percentages
Learning and Cognition	57 982	49%
Neurological and neurodevelopmental	21 653	18%
Other	14 470	12%
Mobility	9 943	8%
Hearing	7 742	7%
Vision	3 695	3%
Behaviour, Emotional and Social Skills	4 068	3%
Multiple and Complex	6	0%
TOTAL	119 559	100%

16 TO 18 YEAR OLD CHILDREN WITH DISABILITIES ATTENDING EDUCATIONAL INSTITUTIONS BY PROVINCE, 2005-2014

Province	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Eastern Cape	53.4	46.9	45.7	42.0	41.4	71.0	83.0	40.2	34.5	18.9
Free State	72.0	51.5	60.6	54.8	70.2	65.2	79.4	89.5	88.8	83.5
Gauteng	100.0	95.1	91.6	70.3	75.0	71.3	90.1	74.4	92.1	92.8
KwaZulu-Natal	69.7	34.5	53.4	49.5	39.3	58.6	58.0	69.3	74.2	62.9
Limpopo	32.6	43.8	42.0	40.6	65.9	61.0	83.4	87.5	43.9	19.8
Mpumalanga	62.2	57.1	85.1	51.1	100.0	80.7	96.1	85.7	58.5	30.1
North West	80.5	100.0	82.2	48.9	18.0	77.2	46.2	50.4	78.0	75.1
Northern Cape	79.4	75.2	61.8	44.4	0.0	57.8	100.0	73.8	49.2	100.0
Western Cape	16.8	66.5	59.7	49.1	74.3	79.1	100.0	82.4	87.6	65.5
National	61.4	57.3	64.6	52.8	54.3	68.3	80.7	66.7	70.3	54.1

Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations





**Sleutel Paradigmaskuiwe/
 Key Paradigm Shifts**

Inklusiewe Onderwys behels:

- Die prosesse om deelname te bevorder en uitsluiting uit die kultuur, die kurrikulum en die gemeenskap van die skool te minimaliseer
- Alle leerlinge kan leer en alle leerlinge het ondersteuning nodig
- Strukture, sisteme en metodologieë wat bemagtig
- Die erkenning van en respek vir andersheid – ouderdom, geslag, etnisiteit, taal, klas, gestremdheid, seksuele oriëntasie en MIV status
- Dit is breër as formele onderwys maar behoort te geld oral waar leer plaasvind – by die huis, in die gemeenskap, formele en informele kontekste

(Witskrif 6)

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**Denkskuiwe vervat in die beleid/
Key Paradigm Shifts**

'spesiale behoeftes'
(probleme lê by die leerder; mediese ontoereikendheid model)

↓

'hindernisse tot leer en ontwikkeling'
(stelsels en benaderings moet verander – maatskaplike regte model)

Grondliggend aan inklusiewe onderwys is om mens daarvan te weerhou om leerprobleme en andersheid te patologiseer of te medikaliseer

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Wat wil die beleid bereik?

- Beweeg van parallele stelsels na een geïntegreerde stelsel
- Wat moet verander? :
 - **Onderwyspraktyk**
 - **Skoolontwikkeling**
 - **Stelsels**

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'Etiese Projek' / 'Ethical Project'

- Insluiting is nie iets wat ons doen vir 'n diskrete gemeenskap se kinders nie, maar eerder iets wat ons aan onself moet doen (Julie Allan)
- Vind nuwe verbande, ontdekkings, blaas weer lewe terug in die menslike projek.
- Die projek behoort ons optimisties te maak oor wat kan verander in ons samelewing.

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Ideale van die inklusiewe onderwysbeweging / Ideals of the Inclusive Education Movement

- Witskrif 6 stel al die sleutelbeginsels voor:
 - Holistiese benadering in skole dat alle leerlinge potensiaal het
 - Sin vir gemeenskap
 - Dienste gebaseer op behoefte eerder as plek
 - Natuurlike verspreiding
 - Ondersteuning beskikbaar in algemene onderwys
 - Samewerking tussen onderwysers
 - Kurrikulumdifferensiasie
 - Verrykte en gevarieerde onderrigstrategieë
 - Hoë standaarde en verwagtinge vir almal

Lipsky and Gartner, 1999

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GUIDELINES TO ENSURE QUALITY EDUCATION AND SUPPORT IN SPECIAL SCHOOLS AND SPECIAL SCHOOL RESOURCE CENTRES / RIGLYNE VIR SPESIALE SKOLE AS HULPBRONSENTRUMS

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HOE OM EFFEKTIEWE BESTUUR TE BEWERKSTELLIG IN 'N SPESIALE SKOOL

Pilaar 1:

- Hersien die skool se toelatingsbeleid en prosedures in ooreenstemming met die Skolebeleid en die SIAS Beleid;

Pilaar 2:

- Onderwysersopleiding en ondersteuning om te verseker dat alle onderwysers die kennis het om die kurrikulum te differensieer en spesialiskennis het ten opsigte van die domein van spesialisasie van die betrokke skool

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HOE OM EFFEKTIEWE BESTUUR TE BEWERKSTELLIG IN 'N SPESIALE SKOOL

Pilar 3:

- Institutional and management development through strengthening the network of district and school support systems, including the strengthening of district-based and school-based support teams, special schools as resource centres and full-service schools; and

Pillar 4:

- Strengthening collaboration by engaging stakeholders such as Departments of Health, Social Development and Transport, as well as rights-holder organisations representing interests of parents, children, youth and persons with disabilities.

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Level and Nature of Support

- Shift from individual learner as driving organiser for support provision to that of range, nature and level of support programmes, services, personnel and resources that should be available in special and in ordinary schools.
- Can be based at school or nodal site, circuit or district levels.
- Provincial factors play a critical role to determine where and how best to deliver the services.
- Support needs to address the barriers arising from factors such as disability, psycho-social and contextual conditions to ensure that the learner receives what he/she needs closest to his/her home
- SIAS aims at identifying Barriers to learning experienced, the support needs arising from the barriers, the support programme that needs to be in place to reduce the impact of the barrier.

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Nuwe Definisie van 'n Ondersteuningspakket

- Kurrikulumdifferensiasie
- Besikbaarheid van spesialisondersteuningspersoneel
- Onderwyseropleiding
- Toeganklikheid van die geboue en terrein
- Besikbaarheid van tegnologiese hulpmiddels

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Areas in which Support Programmes will be delivered			
DOMAINS OF SPECIALISATION	Disability/Impairment		
Learning and Cognition	Severe Intellectual, Profound Intellectual, Mild to Moderate Intellectual		
Mobility	<table border="1"> <tr> <td> Muscular Skeletal: <ul style="list-style-type: none"> Amputation Joint disease Other (specify) </td> <td> Neuro Muscular: <ul style="list-style-type: none"> Stroke Hydrocephalus Spina Bifida Cerebral Palsy Para/quadruplegia Other (specify) </td> </tr> </table>	Muscular Skeletal: <ul style="list-style-type: none"> Amputation Joint disease Other (specify) 	Neuro Muscular: <ul style="list-style-type: none"> Stroke Hydrocephalus Spina Bifida Cerebral Palsy Para/quadruplegia Other (specify)
Muscular Skeletal: <ul style="list-style-type: none"> Amputation Joint disease Other (specify) 	Neuro Muscular: <ul style="list-style-type: none"> Stroke Hydrocephalus Spina Bifida Cerebral Palsy Para/quadruplegia Other (specify) 		
Hearing	Deaf, Hard of Hearing		
Vision	Blind, Partially Sighted		
Neurological and neurodevelopmental	<table border="1"> <tr> <td> Autism Epilepsy Foetal alcohol syndrome Traumatic head injury Other (specify) </td> <td> Specific Learning: <ul style="list-style-type: none"> ADD ADHD Dyscalculia Dyslexia Dysgraphia </td> </tr> </table>	Autism Epilepsy Foetal alcohol syndrome Traumatic head injury Other (specify)	Specific Learning: <ul style="list-style-type: none"> ADD ADHD Dyscalculia Dyslexia Dysgraphia
Autism Epilepsy Foetal alcohol syndrome Traumatic head injury Other (specify)	Specific Learning: <ul style="list-style-type: none"> ADD ADHD Dyscalculia Dyslexia Dysgraphia 		

Areas in which Support Programmes will be delivered			
DOMAINS OF FUNCTIONAL LIMITATION	Disability/Impairment		
Behaviour, Emotional and Social Skills	<table border="1"> <tr> <td> Conduct disorder Schizophrenia Depression Anxiety </td> <td> OCD Bipolar Other (Specify) </td> </tr> </table>	Conduct disorder Schizophrenia Depression Anxiety	OCD Bipolar Other (Specify)
Conduct disorder Schizophrenia Depression Anxiety	OCD Bipolar Other (Specify)		
Communication	Speech related (e.g. Stuttering, Dyspraxia) Voice related (No voice, low voice) Language related (Receptive, expressive) Auditory processing Visual Processing		
Health	<table border="1"> <tr> <td> Diabetes Hypertension Asthma HIV and AIDS </td> <td> TB Allergies Other (specify) </td> </tr> </table>	Diabetes Hypertension Asthma HIV and AIDS	TB Allergies Other (specify)
Diabetes Hypertension Asthma HIV and AIDS	TB Allergies Other (specify)		

GUIDELINES FOR FULL SERVICE SCHOOLS / RIGLYNE VIR VOLDIENSSKOLE

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Wat is 'n Voldiensskool? / What is a Full Service or Inclusive School?



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Key Features of Full Service Schools

- They are schools that welcome all learners and celebrate diversity;
- They are flagship schools that demonstrate best practice in inclusive education;
- They ensure that the curriculum is accessible to all learners through the way in which they teach and allow learners to learn;
- They provide support to all learners in a multitude of creative ways without necessarily referring them elsewhere;
- They promote team work amongst teachers and between teachers and parents;

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Key Features of Full Service Schools

- They have a flourishing relationship with other schools and with all members of the community and send a message of tolerance, respect and acceptance towards all;
- They are advocates for all learners who are at risk of becoming marginalised, including learners with disabilities, chronic illness, learning difficulties and social, emotional and behaviour problems;
- They take every possible measure to ensure that the school is physically accessible, safe and equipped with the necessary equipment that individual learners might need; and
- They demonstrate how all children of school-going age can attend their local school and achieve their full potential.

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Hoe kan die kultuur van 'n skool diversiteit verwelkom en akkommodeer?

Kyk krities na u eie skool:

- Is die skoolorganisasie sensitief vir verskillende kulture en waardes?
- Word alle onderwysers en leerlinge regverdig behandel?
- Is daar 'n taal van respek vir andersheid in die skool?
- Glo die skool dat leerlinge regte het?
- Luister die skool na ouers, versorgers en die gemeenskap?
- Spreek die skool diskriminasie aan?
- Is die skool toeganklik vir alle leerders, onderwysers en families?
- Is die skool 'n veilige en gesonde omgewing?

Index For Inclusion,
Booth en Ainscow

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Is daar hoë verwagtinge van alle leerders?

- Voel elke leerling dat hy/sy 'n skool bywoon waar die hoogste prestasies moontlik is?
- Word alle leerlinge behandel asof daar geen plafon is vir hulle om te presteer nie?
- Word leerlinge se prestasies gemeet aan hulle eie potensiaal eerder as aan die prestasies van ander?
- Vermoeg personeel dit om leerlinge te evalueer aan die hand van hulle huidige prestasie?
- Skep onderwysers 'n positiewe gesindheid teenoor leerlinge wat gretig en entoesiasies is om goed te presteer?
- Ontmoedig onderwysers neerhalende etikette vir leerlinge wat swak presteer?
- Spreek onderwysers leerlinge se vrees om te faal aan?

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Hoe inklusief is die skool se beleide?

- Is leerderondersteuning die verantwoordelikheid van almal?
- Word daar dieper gekyk na die redes vir afwesigheid van leerlinge?
- Is daar aktiewe ondersteuning vir leerlinge wat rou, vanweë siekte lank afwesig was, aan depressie ly, ens.?
- Is daar 'n daadwerklike poging om geweld in die skool en sy omgewing aan te spreek?

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Hoe inklusief is die onderrigpraktyke by die skool?

- Is kurrikulum materiale kultureel relevant?
- Is die geskrewe en gesproke taal wat gebruik word toeganklik?
- Vermy personeel alle opmerkings wat negatiewe t.o.v. Gestremde en klas oordra, sowel as seksistiese en rassistiese opmerkings?
- Respekteer onderwysers alternatiewe standpunte in klaskamerbesprekings?
- Werk onderwysers saam, bv. gesamentlike beplanning, uitruil van materiale, gesamentlike onderrig?
- Deel onderwysers hulle besondere vaardighede met ander?
- Word kultuurverskille van personeel aangewend ter verryking van die kurrikulum?
- Is daar formele sowel as informele geleenthede vir personeel om hulle besorgdheid oor leerlinge te bespreek en by kollegas kers op te steek.

KURRIKULUMBESTUUR / CURRICULUM MANAGEMENT



DIE ROL VAN SKOOLBESTUURDERS IN KURRIKULUMBESTUUR / THE ROLE OF SCHOOL MANAGERS IN CURRICULUM MANAGEMENT

- Like all other principals, principals in specials schools should adhere to regulations and policies with regard to curriculum management.
- As curriculum managers they must ensure that The National Curriculum Statement is the norm in their schools. A school may not offer programmes outside of the National Curriculum Statement without the approval of the provincial Department of Education.
- The principal, supported by the SMT should ensure effective curriculum management. These include but are not limited to:
 - Ensuring the programme offered at the school is, as far as possible, aligned to the National Curriculum Statement;
 - Ensuring there is adequate and appropriately qualified teaching and professional personnel to deliver the curriculum;



DIE ROL VAN SKOOLBESTUURDERS IN KURRIKULUMBESTUUR / THE ROLE OF SCHOOL MANAGERS IN CURRICULUM MANAGEMENT

- Ensuring the availability of adequate and appropriate learning and teaching support material. These should be provided for all learners in an appropriate and relevant format, depending on the learners' needs;
- Ensuring that the principle of one textbook per subject per learner is adhered to;
- Ensuring that all learners have access to Workbooks and are supported to use these the appropriate level;
- Mediating curriculum differentiation by making simplified versions, special editions or lower grade levels of texts available where necessary;
- Providing adequate and appropriate assistive devices and technology and ensuring that these are effectively integrated in the teaching and learning process;
- Effectively managing, retrieving, storing and maintaining Learning Teaching and Support Materials (LTSM), assistive devices and technology;

DIE ROL VAN SKOOLBESTUURDERS IN KURRIKULUMBESTUUR / THE ROLE OF SCHOOL MANAGERS IN CURRICULUM MANAGEMENT

- Managing timetabling and adherence to tuition time (also introducing periods for mastering of specific skills such as Braille, orientation and mobility, South African Sign Language, Augmentative and Alternative (AAC), computer application technology, etc.);
- Ensuring there are support structures, resources and systems (e.g. a School-based Support Team (SBST), database of community and other resources and clear protocols and referral systems for personnel and students on how to utilise these) – community resources include social welfare services, primary health clinics, mental health drop in centres, support services at Higher Education Institutions, programmes run by non-governmental and disabled people organisations, teacher centres, etc.;
- Managing assessment and support records (Accommodations, SNA 1 and SNA 2 and other SIAS Forms); and
- Creating a school environment that is welcoming, enabling and has high expectations for all learners.

DIE ROL VAN SKOOLBESTUURDERS IN KURRIKULUMBESTUUR / THE ROLE OF SCHOOL MANAGERS IN CURRICULUM MANAGEMENT

- Teaching and assessment in special schools should not only be guided by the National Curriculum Statement (NCS), but also by the Screening Identification Assessment and Support (SIAS) Policy, the Guidelines for Inclusive Learning Programmes, Inclusive Teaching and Learning and Responding to Learner Diversity through the Curriculum.
- Curriculum delivery must focus on ensuring differentiation and adaptation so that learners can access the National Curriculum Statement. Content, teaching and assessment methods and LTSM should be differentiated and adapted.
- Individual support plans for learners should emphasise acquisition of knowledge and skills required for academic success and development in general.
- The development of literacy and numeracy should form part of everyday teaching for all learners, also learners with severe intellectual disability.

DIE ROL VAN SKOOLBESTUURDERS IN KURRIKULUMBESTUUR / THE ROLE OF SCHOOL MANAGERS IN CURRICULUM MANAGEMENT

- Practical application and skills development must be linked to knowledge, theory and conceptual development as contained in the National Curriculum Statement.
- Schools that offer skills and vocational programmes must do this with the approval and under the supervision of the Provincial Department of Education and should ensure that the academic component as well as the skills component of the Learning Programme, is up to standard. Learners should not be compelled to follow the skills programme.
- Schools should use the National Protocol for Assessment, Grade R-12 policy to guide assessment, recording and progression. Chapter 9 of the policy makes provision for assessment of learners with special needs.
- All learners must have the opportunity to make use of accommodations and adapted forms of assessment as outlined in the National Policy on the Conduct of the Senior Certificate, 2014 and applications must be submitted in time to the relevant structures at district and provincial level.

DIE ROL VAN SKOOLBESTUURDERS IN KURRIKULUMBESTUUR / THE ROLE OF SCHOOL MANAGERS IN CURRICULUM MANAGEMENT

- Accommodations and adapted forms of assessment must be applied throughout learners' school careers.
- All learners must be appropriately assessed for progression throughout the year.
- The advancement of learners through the grades should be the norm and no learner should remain in the same grade throughout the learner's school career. The Head of Department may give approval for learners to spend longer than four years in a phase if and when necessary.
- Certification at least at Grade 9 level and, as far as possible, at Grade 12 level should form part of the curriculum package of all special schools.

KURRIKULUMDIFFERENSIASIE / CURRICULUM DIFFERENTIATION

Two Sleutel Implementeringstrategieë / Two Key Implementation Strategies

- Nasionale Beleid vir Sifting, Identifikasie, Assessering en Ondersteuning (*National Policy on Screening, Identification, Assessment and Support*) (2014)
 - Hoe om leerlinge te identifiseer wat addisionele ondersteuning nodig het;
 - Hoe om die hindernisse tot leer te identifiseer wat hulle verhoed om hulle volle potensiaal te ontwikkel
- Riglyne vir 'n Respons tot Diversiteit in die Klaskamer (2012)
 - Hoe kan die kurrikulum toeganklik gemaak word vir alle leerlinge deur die manier waarop ons onderrig gee?

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The image shows three educational policy documents. On the left is the 'Policy on Screening, Identification, Assessment and Support 2014' with a collage of students. In the middle is a green vertical banner titled 'GUIDELINES FOR RESPONDING TO LEARNER DIVERSITY IN THE CLASSROOM | English'. On the right is the 'National Curriculum Statement (NCS) Curriculum Assessment Policy Statement' for 'Grades R - 12', featuring a key graphic and the text 'CAPS STRUCTURED, CLEAR, PRACTICAL BETTER TEACHERS MEET THE POWER OF SET'.


Curriculum delivery
a simplified model

Method of presentation	input	→	How new information is presented to learners
Method of practice and performance	processing	→	What methods and activities learners use in order to understand the context on their own terms
Method of assessment	outcome	→	How learners show understanding of what they are learning or have learned

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GEDIFFERENSIEERDE ASSESSERING / DIFFERENTIATED ASSESSMENT


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IMPORTANCE OF ADDRESSING BARRIERS IN ASSESSMENT / BELANGRIKHEID VAN BILLIKE ASSESSERING

- The DBE sees these procedures as critical towards providing equitable opportunities to all learners to achieve their maximum potential
- The procedures should not be so cumbersome that they become a barrier to accessing this service
- The accommodations should also not be abused by schools and by the system to artificially increase pass rates
- ICT and assistive technology gives a new scope to making exams and assessment accessible
- All learners should have access to accommodations if needed
- Schools should take all possible measures to administer accommodations


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Principles for Assessment in a Diverse Classroom

- Having high expectations for every learner
- Every learner having access to standard of assessment suited to their needs
- No learner to be disadvantaged by assessment strategy
- Teachers are accountable for learners' achievements
- Assessment integral in the teaching and learning process
- Assessment to be authentic and provide for multiple abilities, styles and needs
- All learners can be accommodated within the flexible NCS framework
- Learner's ability determines what's to be expected of him/her

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What is Differentiated Assessment?

- Rethinking the conservative practice of assessing all learners using same assessment tasks at the same time
- Using assessment approach and plan that's flexible and accommodating of a range of learner needs
- How to assess in a Differentiated way (p. 23-25 Guidelines for Responding to Diversity):
 - Allow for different learning styles or intelligences
 - Allow for oral and written assessment tasks
 - Give multiple choice options
 - Allow questions requiring short answers for certain learners
 - Focus on positive aspects or talents of the learner
 - Apply accommodations and concessions – Braille, extra time, reader, audio-visual equipment
- Chapter 9 of the Assessment Protocol makes provision for learners functioning at different levels

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Assessment Policies 1

NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT

GRADES R – 12

Chapter 6.

33. Concessions

34. A National Senior Certificate With Endorsement For Learners With Special Needs

Assessment Policies 2

NATIONAL PROTOCOL FOR ASSESSMENT
GRADES R – 12

Chapter 9: Assessment of learners with special needs

Assessment Policies 3

GOVERNMENT GAZETTE, No. 37652, 16 MAY 2014
 DEPARTMENT OF BASIC EDUCATION 2014
 NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996)

APPROVAL OF THE AMENDMENTS TO THE POLICY DOCUMENT, NATIONAL POLICY
 PERTAINING TO THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF
 EXAMINATIONS AND ASSESSMENT FOR THE NATIONAL SENIOR CERTIFICATE
 ANNEXURE C1
 ASSESSMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING AND
 ASSESSMENT

Differentiating Assessment

- The minimum requirements for achieving grades may not be compromised. However, within a flexible learner-based and learner-paced approach to the curriculum, all learners could be enabled to achieve their full potential irrespective of whether or not the end result will be a final certificate.
- There needs to be consistent representation of inclusive assessment practice across all grades. This needs to be dealt with in assessment, recording, reporting and promotion.
- Learners who experience barriers to learning in both ordinary and special schools need to be able to exit school with a recognition of competence.

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Three proposed types of alternate assessment (1)

1. **Alternate Assessments Based on Alternate Attainment of Knowledge (content, concepts and skills)** for learners with a significant cognitive disability. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined as a high expectation for these learners. Target learners can include learners with intellectual disability who are currently enrolled in special and ordinary schools.

- **Apply Form DBE 124 and 125 of the SIAS Policy to determine how learners can straddle grades and which accommodations or concessions they can receive.**
- **These learners will all have an approved individual support plan (see SIAS Policy)**

Three types of alternate assessment (2)

• **Alternate Assessment Based on Modified Attainment of Knowledge (content, concepts and skills)** for learners with disabilities who are working on grade-level content that is covered in the general assessment. However, because of their disability they may require more time to master the content. These assessments measure a learner's mastery of the grade-level over time. Target learners can include learners with moderate intellectual disability, who are deaf, some learners on skills programmes, etc.

Apply Curriculum Differentiation Schedule – SIAS DBE 125
Apply Accommodations – SIAS DBE 124

Three types of alternate assessment (3)

• **Alternate Assessments Based on Grade-level Attainment of Knowledge (content, concepts and skills)** for learners with disabilities or learning difficulties who need testing formats or procedures that provide them with equal opportunities to demonstrate their attainment of content which is at the same grade-level as the general assessment. Target learners can include learners who are blind, have communication, physical disabilities, dyslexia or hearing loss.

• Apply Accommodations – SIAS DBE 124

Assessing diverse learners

- All three types of assessment should, where possible be available in ordinary and special schools.
- Every learner should be assessed.
- There should be high expectations of all learners.
- All learners should have the opportunity to receive a school leaving statement.



Annexure C1: Accommodations Policy

Eligibility:

- Learners who experience barriers because of impairments
- Learners who experience emotional trauma or illness during exams or assessment
- Determination of learners who are eligible for differentiated assessment and accommodations in Grades 10 to 12 should have been done **as early as the Foundation Phase** or at least by October of their Grade 10 year, except in a situation where the need arises at a later stage.



Types of Accommodations

Differentiation Strategy or Accommodations	Visual impairment/color blindness	Deaf/ Hard of Hearing/ Deaf Blind	Physical Barriers	Learning Difficulty	Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders	Limited Functional Speech	Other Medical Conditions
Adaptation of questions	✓		✓	✓		✓	
Additional Time	✓	✓	✓	✓	✓	✓	✓
Digital Player/Recorder	✓		✓	✓	✓	✓	
Braille	✓						
Computer/ voice to text/ text to voice		✓	✓	✓	✓	✓	✓
Enlarged Print	✓		✓				
Handwriting	✓		✓	✓	✓	✓	✓
Medication/food intake	✓		✓				✓
Oral examination	✓	✓	✓	✓	✓	✓	✓
Personal assistant			✓				✓
Prompter				✓	✓		
Reader	✓	✓	✓				✓
Rest Breaks	✓	✓	✓	✓			✓
Scribe	✓	✓	✓	✓	✓	✓	✓
Separate Venue	✓	✓	✓	✓	✓	✓	✓
Sign Language Interpreter		✓					
Spelling		✓		✓		✓	


Verantwoordelikheid van die Skoolbestuurspan / Responsibilities of School Management Teams

- Verseker dat stelsels in plek is vir die administrasie van die akkommodasies:
 - Skool-gebaseerde ondersteuningspan
 - Skoolassesseringskomitee
- Verseker dat alle onderwysers opgelei is om differensiasie en akkommodasies deurlopend toe te pas in hulle betrokke vakke
- Begroot vir akkommodasies:
 - Elektroniese hulpmiddels
 - Lesers, ens.
 - Aangepaste vraestelle
- Skakeling met ouers



Getting practical in adaptation of tasks


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General Principles Underlying Adaptation

1. Only adapt if it is necessary to provide access
2. Assess the same skills, knowledge and concepts
3. Keep the same level of difficulty as original
4. Keep balance in term of weighting and content
5. Avoid requiring a disproportionately large amount of time
6. Replace material only when essential to provide access
7. Guard against complete removal of visual material


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Approaches to adaptation

1. Picture or diagram simplified or shown differently
2. Picture/diagram replaced with written description
3. Picture/diagram supplemented with written description
4. Picture/diagram replaced with real item or model
5. Unnecessary picture/diagram removed
6. Amount of information reduced
7. Measurements altered
8. Inherently visual material replaced with equivalent non-visual material
9. Question/task that requires learner to draw, replaced/ reversed or written explanation accepted as response

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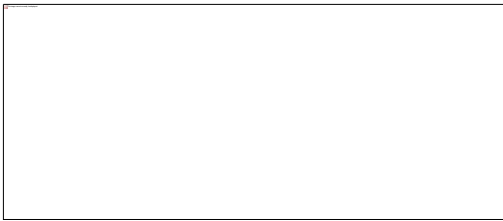


1. Picture or diagram simplified or shown differently /
Skets of diagram vereenvoudig of anders voorgestel

Foundation Phase

Grade 1 Mathematics

• Find the picture that is the same as the one in the first box.

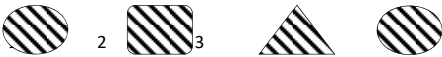


The learner cannot identify these pictures.

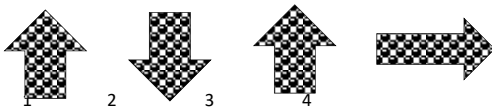
Adaptation

Find the picture that is the same as the first one. Is it 2 or 3 or 4?

a.



b.



2. Picture or diagram replaced with written description /
Skets of diagram vervang deur 'n skriftelike beskrywing

Grade 9 English Home Language

19. Write a paragraph.

Look at the picture below. Use this picture to write a creative paragraph. The contents of your paragraph must be about the picture.

Your paragraph should have the following:

- ☑ a topic sentence, supporting sentences and a concluding sentence.
- ☑ a suitable title.
- ☑ 60 to 80 words.



Adaptation

19. Write a paragraph.

Look at the picture below. A patient is lying on a bed while the doctor is holding a stethoscope against the patient's toe. The doctor's eyes are almost closed. The corners of the patient's mouth are turned downward and his nose seems big and there are lined radiating around it.

Use this picture to write a creative paragraph. The contents of your paragraph must be about the picture.

Your paragraph should have the following:

- ☑ a topic sentence, supporting sentences and a concluding sentence.
- ☑ a suitable title.
- ☑ 60 to 80 words.

Mathematics Grade 7

22. Examine the map below and answer the questions that follow.



- 22.1 What is the time difference in hours between Cape Town and Rio de Janeiro?
- 22.2 If it is 11:00 a.m. in Rio de Janeiro, what is the time in Cape Town?

Adaptation

22. Examine the map below and answer the questions that follow.



The questions remain unchanged.

Senior Phase
Grade 7 English Home Language

10. Study the advertisement and answer Questions 10 – 15.

10.1 Which product is being advertised?

11. Answer the following question.

Would you buy this product? Give a reason for your answer.

12. Circle the letter of the correct answer.

12.1 You can improve your ___ by using this product.

- A. physical appearance.
- B. hair condition
- C. oral hygiene
- D. skin care

13. Answer the following questions.

13.1 State one thing that the product promises to do, other than to improve bad breath.

13.2 Give two words from the advert that would make you buy the product.

14. Give three adjectives (describing words) used in this advertisement.

15. Change the following sentence into direct speech.

Tina said that all her friends used Aquafresh.
Tina said, "All _____."



Adaptation

In this question we have to write a detailed description of the picture, because the learners need the information that is given on the packet and in the advertisement.

The advertisement shows a packet with the following written on it:

**NEW FLUORIDE TOOTHPASTE AQUAFRESH TRIPLE PROTECTION
WITH MICRO-ACTIVE FOAMING ACTION & WHITENING
PURE BREATH ACTION**

There is also a picture of a woman with a broad smile and perfect white teeth on the advertisement. The following words are written below the picture:

**MINERAL FORMULA HELPS TO NEUTRALISE BAD BREATH ODORS
Get a free sample for cleaner, whiter teeth.**

[Adapted from the internet:

<http://www.couponfrugality.com/wp-content/uploads/2011/10/aquafresh-sample.jpg>


-

The questions remain unaltered.

**DIE DRIESTROOM-BELEID/
THE THREE STREAM MODEL**

Akademiese Stroom
Tegnies-beroepsgerigte Stroom
Tegnies-Vaardigheidstroom

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"Van al die leerders wat skool begin, sal ongeveer 60% matriek bereik, 37% matriek slaag, 4,5% een of ander universiteitskwalifikasie behaal en 3% 'n graad behaal."

Daar is verskeie ingrypings wat 'n mens sou kon oorweeg om die ongelykheid in die samelewing aan te spreek, maar die werklike verandering moet in die onderwyssektor plaasvind.

(Servaas vd Berg, 2016)

Volhoubaarheidsontwikkelingsdoelwitte (VOD 4) / Sustainable Development Goals (SDG 4)

- "Om inklusiewe en gelyke kwaliteitonderwys vir almal te verseker en geleenthede vir lewenslange leer te bevorder", Drie prioriteite:
 - Die bevordering van beroepsplasing en entrepreneurskap by die jeug;
 - Bevordering van gelykberegting en geslagsgelykheid;
 - Fasilitering van 'n transisie na 'n groen ekonomie en volhoubare gemeenskappe.

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No Quality without Inclusion and Equity

'Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all.'

World Education Forum: Incheon Declaration 2015

Uitbreiding en versterking van gedifferentieerde bane

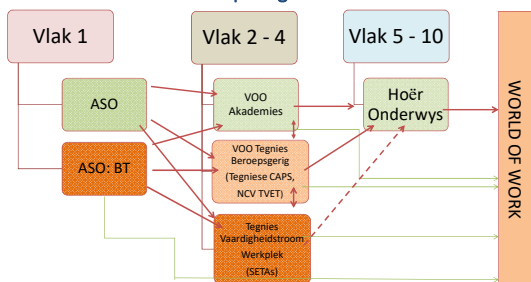
Die Drie-stroom Model:

- Versterk die Akademiese Stroom deur bevordering van toegang, deelname, fokusskole, inklusiewe pedagogiek en ondersteuning vir alle leerlinge
- Uitbreiding van die Tegniese Matriek (NKV 2 vir Tegniese Skole)
- Invoer van 'n Vaardigheids- en Beroepsgerigte kwalifikasie op NKR vlak 1 met 26 nuwe tegniese- en beroepsgerigte vakke in 2018 (loodsprojek in 2017)

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Voorgestelde Model: Algemene Onderwysertifikaat: Beroeps-Tegnies



Beroeps- en Vaardigheidskwalifikasie / Technical Occupational Qualification

Vier jaar kwalifikasie op NKR Vlak 1 vir leerders ouer as 13

- **Algemene vakke (50%)**
 - NKV belynde fundamentele kennis in Tale, Wiskunde en Lewensvaardighede
- **Vaardigheidsvakke (50%)**
 - Tegnies beroepsgerig: Elektries, Landbou, Motorwerktuigkunde, Instandhouding, Swys, Plaatmetaal, Loodgieters, etc.
 - Dienste en vaardighede: Voedselproduksie, Haarkapperij, Stoffering, Gasvryheidstudies, Toerisme, Kantoorpraktyk, Aanvullende Gesondheidsorg, Kuns en Handvaardigheid, Naaldwerk, ens.

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Technical Occupational Subjects

No	Subjects	SPECIALISATION/SUBJECT SUB SECTIONS
A. General Subjects		
1 - 4	Language Mathematics Life Skills	HL, FAL, Functional Maths, Creative Arts, Social Sciences, Life Skills, Physical Education and Sport, Natural Science, Computer Application Technology
B. Skills and Vocational Subjects (Electives)		
5.	Agricultural Studies	Plant production, Animal husbandry, Gardening
6.	Art and Crafts	Craft production, Working in different Materials
7.	Office Administration	Office Practice Computer Application Technology, Client services and communication
8.	Early Childhood Development	Child Development and Care, Resource Development (for learning)
9. – 12.	Mechanical Technology: Motor Mechanics Body Works Welding Sheet Metal Work	Motor Mechanics, Panel Beating and / or, Spray Painting, Welding, Metalwork Welding, Sheet metal work
13.	Electrical Technology: Electrical	Electrician Work, Air conditioning and refrigeration
14. – 16.	Civil Technology: - Bricklaying and Plastering - Plumbing - Woodworking and Timber	Bricklaying; Plastering, Brickmaking Plumbing, Solar Systems Carpentry, Joinery, Shuttering

Technical Occupational Subjects...

No	Subjects	SPECIALISATION/SUBJECT SUB SECTIONS
17 - 19.	Personal Care: - Hairdressing and Beauty Care - Beauty and Nail Technology - Ancillary Health Care	Hairdressing, Cosmetology Beauty Care, Nail Technology -Baby Care: Baby Care, First Aid, Cooking, Cleaning and Housekeeping, - Life Care: Adult/ geriatric care, First Aid, Cooking, Cleaning and Housekeeping, -Personal Care: Disability Care, Technology, First Aid, Cooking, Cleaning and Housekeeping
20 - 21.	Service Technology: - Upholstery - Maintenance	Upholstery; Leather work; Industrial sewing Plumbing; Painting; Electrical; Mechanical; Glazing; Tiling and Flooring; Bricklaying and Plastering; Welding; Woodwork
22 - 23.	Consumer Studies: - Food Production - Sewing	Food production; Food and nutrition; Entrepreneurship; The consumer Machine sewing; Soft furnishing and upholstery; Patchwork, Quilting and Embroidery, Knitting and Crocheting; The consumer
24.	Hospitality Studies	Food and beverages services; Watering; Cleaning and Housekeeping, Client Service and communication
25.	Wholesale and Retail	Wholesale and Retail Studies
26.	Security Services	Security Services (to be completed)

TARGETS: NUMBER OF SCHOOLS TO OFFER TECHNICAL OCCUPATIONAL STREAM (2016-2030)

	2016	2019	2021	2023	2025	2027	2030
EC	3	39	75	111	147	175	212
FS	7	17	27	28	38	48	58
GT	16	38	62	86	110	134	159
KZN	4	70	136	202	268	334	401
LP	6	62	119	177	235	293	350
MP	6	24	41	59	77	95	112
NC	2	6	11	15	20	24	29
NW	5	18	30	43	55	68	81
WC	20	33	46	59	72	85	98
TOTAL	69	306	548	780	1022	1255	1500

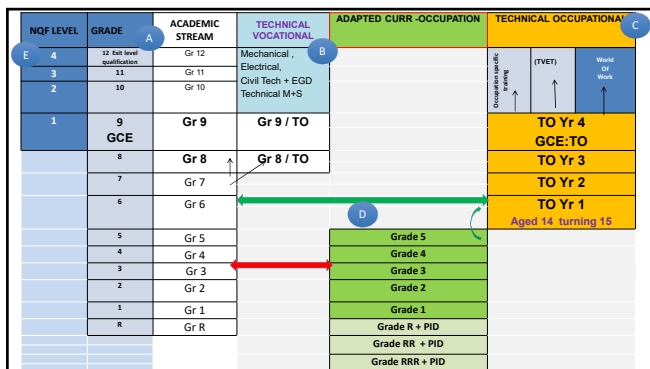
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Schools Selected for Pilot

PROVINCE	AFFECTED DISTRICTS	NUMBER OF SCHOOLS OF SKILLS AND OTHER SCHOOLS	LEARNERS	TEACHERS
EC	East London, Port Elizabeth, Uitenhage	3 + 3	1728	131
FS	Fezile Dabi, Lejweleputswa, Motheo, Thabo Mofutsanyana	7 + 3	1979	193
GP	All except Ekurhuleni South	16 + 7	10269	1159
KZ	Amajuba, Harry Gwala, Pinetown, Ugu, Umgungundlovu, Umlazi, Umzinyathi, Uthungulu, Zululand	4 + 3	2212	114
LP	Capricorn, Waterberg	4 + 3	1923	137
MP	Gert Sibande, Nkangala	6 + 3	1732	151
NC	Frances Baard, John Taole Gaetsewe, Namaqua, ZF Mgcawu	2 + 1	491	47
NW	Bojanala, Dr K Kaunda	5 + 4	2429	80
WC	All Districts	20 + 6	7920	495
National		67 + 33	30683	2507

Source: Provincial Inclusive Education Directorates, July 2016

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Differentiated Curriculum for Learners with Severe Intellectual Disability/ Gedifferensieerde Kurrikulum vir Leerders met Verstandelik Erg Gestremdheid

- Nuwe gedifferensieerde kurrikulum gebaseer op die NKV, Gr R – 5
- Kurrikulum kan toegepas word in gewone, sowel as in spesiale skole
- Strek oor 14 jaar
 - Gr R – 3 oor 9 jaar
 - Gr 4 – 5 oor 5 jaar
- Gestandaardiseerde nasionale leerprogram
- Voorgestelde implimentering vanaf 2018

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Learning programme for learners with SID – GETC subjects

D Gr R – 3
(5 – 14 years)

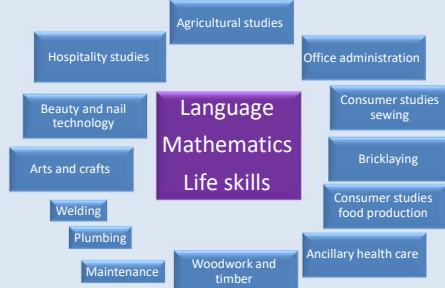
Language, Mathematics and Life Skills (Personal and Social Wellbeing, Social Sciences, EMS, Physical Education, Creative Arts)

D Gr 4 - 5

14 years to 18 years

Languages, Mathematics, Life skills (Personal and Social Wellbeing, Social Sciences, EMS, Physical Education, Creative Arts, Natural Sciences and choice from elective subjects)

Subject titles – 14 - 18 years



Skills : Theory



Number of Schools for SID

PROVINCE	NUMBER OF SCHOOLS FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY	TEACHERS	LEARNERS
EC	16	324	3575
FS	7	328	1808
GP	39	1031	10464
KZ	30	528	6687
LP	16	401	5685
MP	12	209	2212
NC	4	78	983
NW	21	419	4229
WC	22	465	4623
National	167	3783	40266

LEERPROGRAM VIR LEERERS MET ERNSTIGE VERSTANDELIKE GESTREMDHEID/ LEARNING PROGRAMME FOR LEARNERS WITH PROFOUND INTELLECTUAL DISABILITY

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WHO WILL USE THE LEARNING PROGRAMME?

- > Teachers
- > Therapists
- > Caregivers/ facilitators
- > Parents

USER FRIENDLY + FUNCTIONAL


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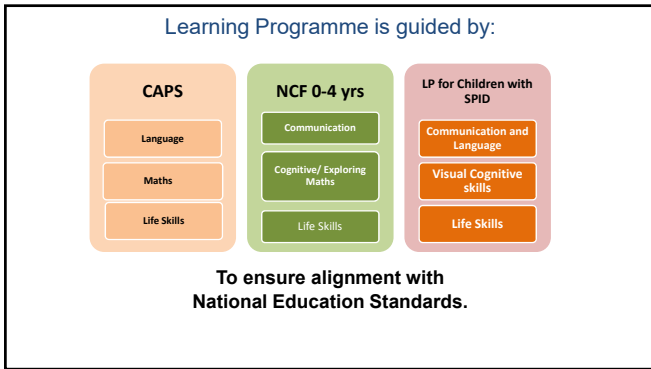


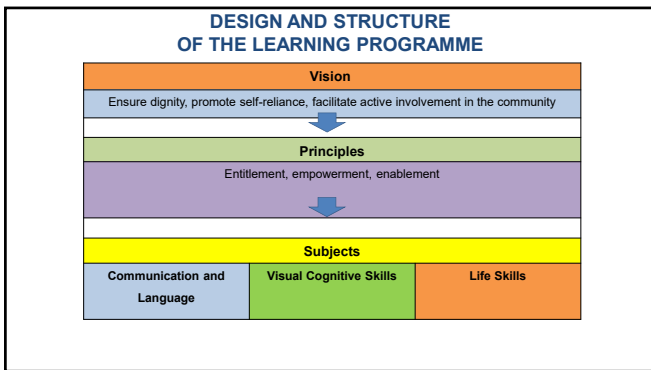
General Aims of Learning Programme

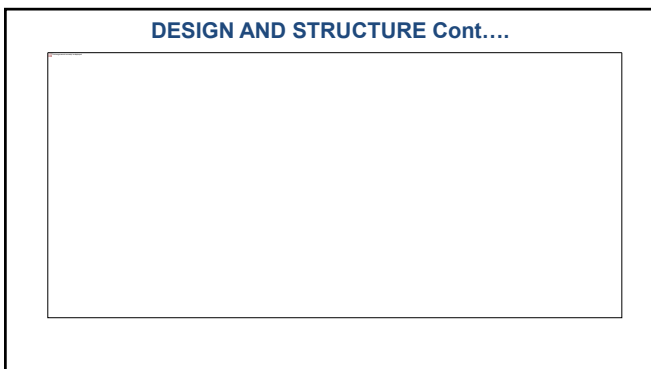
- To follow a **holistic and integrated approach** that is child-centred and individualized i.r.o. developmental and learning needs
- Focus on the care, development and learning needs of children with **SPID (3 – 18)** who function at a Pre-grade R level (0 – 4)
- To create **responsive environments** for the children to learn and develop
- **Acquisition of basic developmental skills** rather than reaching developmental milestones within a framework of high expectations
- Encouraging the realization of **full potential** in spite of the high degree of dependency
- Meeting requirements for **extensive support** in the management of physical and sensory disabilities and complex medical needs
- Promoting early intervention, inclusivity and lifelong learning

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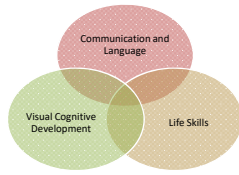






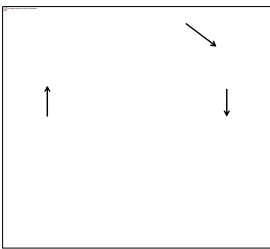
SUBJECT COMPONENTS AND METHODOLOGY

- Integrated
- Play based learning
- Child-centred activities
- Child specific needs
- Natural daily environment
- Responsive environment
- Supported steps to attainment of developmental levels



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Assessment



- Baseline assessment to
 - determine level of functioning
 - determine strengths and weaknesses
- Informs Individual Support Planning (ISP)
- Guides teacher/caregiver in observation
- Provide framework for recording progress
- Allows for reporting and discussion
- Informs further planning of activities, use of equipment and devices and integration of therapeutic and medical interventions

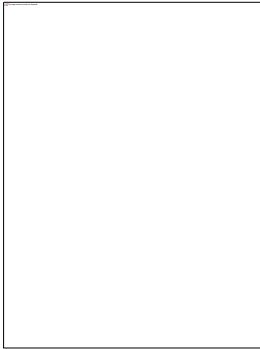
Ander programme om die behoeftes van leerders met spesiale onderwysbehoefte aan te spreek

- Nasionale Kurrikulumverklaring vir Suid-Afrikaanse Gebaretaal / South African Sign Language Curriculum
- Riglyne vir hulpgewende tegnologie / Guidelines on Assistive Technology
- Hersiening van onderwyserkwalifikasies and voorgraadse onderwysersopleiding / Collaboration with DHET, European Union and Higher Education Institutions to redesign teacher training for inclusive education
- Norme en standaarde vir befondsing van inklusiewe onderwys

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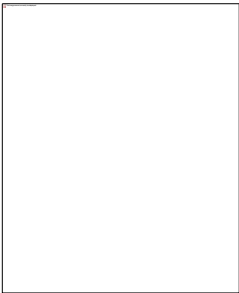


“n Kind wat die geleentheid ontsê word van inklusiewe onderwys in sy plaaslike skool word nie net beroof as kind nie, maar is dwarsdeur sy lewe gestremd deurdat hy nie die dinge kan doen wat afhanklik is van lees, skryf, sosiale vaardighede en die leergierigheid wat op skool aangeleer word nie.”
(Amartya Sen)



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“ Dit is die essensie van die lewens van mense wat ‘versorg’ word en die gepaargaande afhanklikheid wat die mees kritieke verlies aan vryheid vir gestremde persone beteken. Om die passiewe ontvanger van dienste, inkomste en sorg te wees, ontmagtig en depolitisier die individu. Dit sluit die diep persoonlike beslissings van elke dag in.”
(Amartya Sen, 1999)



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Bronne / References

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- Department of Social Development (2015) *White Paper on the Rights of Persons with Disabilities*
- Lipsky, A. & Gartner, D. (1992) Achieving full inclusion: placing the student at the center of educational reform, in: W. Stainback & S. Stainback (Eds)
- OECD (2013) *PISA 2012 Results in Focus: What 15-year-olds know and what they can do with what they know*
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- UN (2006) *Convention on the Rights of Persons with Disabilities*
- UNESCO (2015) *Education For All Global Monitoring Report 2002 – 2015*

Contact Details of the DBE

<http://www.education.gov.za/Programmes/InclusiveEducation/tabid/617/Default.aspx>
<http://www.thutong.doe.gov.za/inclusiveeducation>

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