Chapter 2: Teaching and learning

David Langhan for Pearson's International Schools Business Unit, November 2013

This chapter outlines the recommended approach to teaching and learning in Pearson schools[1].

First it describes an inclusive approach to teaching and learning that ensures that every learner receives the teaching attention and learning support they require. Then it explains how to plan lessons and organize classrooms to support inclusive, meaningful learning.

At the core of the chapter is a description of the teaching strategies necessary to ensure optimal learner development across the curriculum; and guidelines for how to develop the oracy, literacy, numeracy and thinking strategies that enable all learning.

This if followed by guidelines for how to use technology meaningfully to enhance learning; how to plan and monitor homework; and how to assess learner progress in ways that inform teaching and improve learning.

Finally, the chapter provides guidelines for an extra-curricular programme necessary to develop well-rounded individuals.

Inclusion in teaching and learning[2]

In Pearson schools there is no discrimination in the enrolment policy[3]. The schools are open to any learner who can access the curriculum and manage their own personal and medical needs.

The staff at Pearson schools believes that all learners have the potential to learn. The schools are free of negative attitudes to and stereotyping of difference/diversity. They cater for all learners by providing:
- Disability-friendly facilities
- An integration unit to address the particular needs of individual learners
- Teachers who have the aptitude and training to cater for a broad range of learning needs
- A range of teaching and learning resources (including technology) that can meet all learners' needs.

Pearson schools provide ongoing professional development[4] to ensure that their teachers are able to accommodate the learning needs, styles and paces of a diverse range of individuals by delivering a common curriculum via differentiated lesson planning which is supported by aligned classroom organisation & management, and teaching and assessment strategies[5].

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[1] See the Pearson Learning Framework's chapters on professional development & leadership and management for how teachers are trained and supported to implement the approach explained in this chapter.

[2] Department of Education, South Africa (2001, 2005 & 2011); Department of Education, Alberta (2007); Gewertz, C. (2013); Hattie, L. (2008 & 2012); Pritchard, A. (2009)

[3] Pearson Plc Code of Ethics (2013)

[4] See the chapter on professional development in the Pearson Learning Framework

[5] A list of titles that will help teachers to understand and work effectively with a range of diverse learners is included on page xx of the Appendix.

Differentiated lesson planning[6]

Teachers plan every lesson thoroughly to ensure inclusive, active, meaningful engagement by incorporating their understandings of:

- The curriculum guidelines, required learning programme and learning outcomes
- Their learner's individual backgrounds, learning needs, learning styles, abilities, interests and individual education programmes (IEPs)[7]
- Required teaching, learning and assessment strategies[8]
- All necessary teaching and learning resources (including technology)
- Individual learner progress against assessment and homework requirements
- Where the school is on the continuum of school effectiveness[9]

To support thorough lesson planning, all schools provide either:

- A prescriptive scheme of work
- Explicit teaching, learning and assessment guidelines
- All necessary learner and teacher resources and equipment[10] including: teachers guides & lessons plans; learner books/textbooks, workbooks, readers, & supplementary materials; laboratory equipment; suitable technology; stationery etc

OR

- A prescriptive scheme of work & clear teaching and learning guidelines to enable teachers to draw on multiple resources to develop their own lesson plans

Primary Schools also provide equipment for:

- Experiential learning (crayons, paints, play dough, counters)
- Extramural programmes (outdoor & indoor facilities)

High Schools also provide specialist equipment for:

- Arts, science & technology studios/laboratories
- Learning resource centre including broad range of fiction & non-fiction texts, newspapers, journals, technology for online resources
- Resource centre manager
- Extramural programmes (outdoor & indoor facilities)

A stimulating, inclusive learning environment[11]

The learning environment refers to the physical environment of the school and its classrooms as well as the characteristics of the setting. Two key dimensions of the learning environment are the psychosocial and the physical. Teachers need to be able to adapt these to best suit the needs of individual learners.

> **The psychosocial environment**[12] covers psychological and social factors that have consequences for satisfaction, health, well being and ability to perform effectively. It includes: interpersonal cooperation; classroom and school culture; protection against harassment and mental harm; and effective communication.

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[6] Department of Education, South Africa (2001, 2005 & 2011); Department of Education, Alberta (2007); Gewertz, C. (2013); Hattie, L. (2008 & 2012); Pritchard, A. (2009)

[7] This is a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of adapting, extending, and varying content; teaching strategies; assessment strategies and the learning environment in response to individual learner needs. The aim is to take each learner to a similar endpoint via a different route. See Department of Education, South Africa (2001, 2005 & 2011); Gretchen (2013) & Hattie (2008 & 2012)

[8] See: A differentiated approach to teaching and learning on page xx below.

[9] See the Pearson Learning Framework page xx

[10] Hattie (2008)

[11] Department of Education, South Africa (2001, 2005 & 2011); Department of Education, Alberta (2007)

[12] For details, see behaviour management in the Pearson Learning Framework's chapter on leadership & management

The physical environment includes factors such as classroom spaces, infrastructure, the arrangement of furniture, levels of noise, class size, classroom displays and resources.

Both of these factors combine to either support or undermine teaching and learning. To create an environment that enhances teaching and learning, it is critical that classrooms are well organised, warm, stimulating environments that promote meaningful, inclusive, and active learner participation. To achieve this, it is recommended that the number of learners per class facilitates behaviour management, the approach to teaching and learning promoted in this chapter and maximizes teacher time for the individualized attention necessary to support IEPs.

Recommended number of learners per class

Stage	Age range[13]	Recommended class size
Stage 1: Early childhood	0 – 4 years	15 learners
Stage 2: Pre-primary	3 – 6 years	20 learners
Stage 3: Lower primary	5 – 9 years	20 -25 learners
Stage 4: Upper primary	8 – 12 years	30 learners
Stage 5: Lower secondary	11 – 15 years	30 learners
Stage 6: Upper secondary	14 – 18 years	30 learners

In addition, it is necessary to ensure that the following are in place:

All classrooms are:
- Clean and well maintained
- Have a clear, well defined daily routine
- Have a clear behaviour management policy for teachers & learners
- Have clear escalation procedures for managing behaviour problems

Stage 2 & 3 pre-primary and lower primary classrooms (ages 4 – 6) have:
- Flexible space
- A teaching mat
- Furniture that enables multiple arrangements – individual, pairs & small & large groups
- Resource corners (for reading & projects)
- Relevant technology

Classes in late stage 3 and upwards (age 7 years and older) above should have:
Similar classroom facilities without a teaching mat

Positive climate for learning
The climate for learning in all classrooms should is characterized by:
- Structured well ordered starts to all lessons
- Stimulating use of wall space in the classroom combining frequently refreshed 'teacher input' and 'celebration of learners' work
- Respectful interactions between teacher & learners

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[13] Youngest & oldest ages, comparing similar stages across several countries

Teacher experience[14]
Teachers should:
- Have own classrooms
- Wear name tags
- Know their learner's names
- Be in classrooms ahead of the learners every day and for every lesson
- Meet, greet and seat learners in a warm orderly manner
- Have a growth mindset
- Have high expectations of learners
- Know and use a range of behaviour management strategies appropriately[15]
- Use respectful terminology in addressing learners

Learner experience[16]
The learners should:
Move from class to class
Know and use respectful terminology when addressing teachers
Have respectful interactions with other learners
Feel safe to express themselves
Feel free from ridicule
Feel affirmed and included

A differentiated approach to teaching and learning[17]
Pearson schools implement an approach that:
- Employs a range of teaching strategies, methods and techniques to activate and mediate meaningful learning across the curriculum
- Accommodates different learning styles to engage all learners actively and meaningfully in their own learning
- Supports individualized education programmes (IEPs) to enable every learner to develop at their optimal pace

Pearson teachers are activators and mediators of learning [18]. They understand their learner's life experience and know what knowledge, processes and skills they need to master. They employ a range of teaching, learning and assessment strategies designed to ensure individual learner success; and they develop learners who confidently achieve the learning outcomes listed on pages 6 and 7 of the Pearson Schools Learning Framework.

To do this, teachers integrate transmission, activation and mediation strategies as outlined below.

Effective transmission strategies include:
Explaining, modelling and providing as much practise as is necessary; reinforcing learning via positive feedback; assessing how closely learner's behaviour matches what has been modelled; and identifying areas requiring further practice and providing meaningful opportunities to do so.

Effective activation and mediation strategies include:
Developing differentiated individual and cooperative learning tasks that include clear learning outcomes.

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[14] Hattie, J. (2012)

[15] See behaviour management in the chapter on leadership & management in Pearson's Learning Framework

[16] Hattie, J. (2012)

[17] Department of Education, South Africa (2001, 2005 & 2011); Department of Education, Alberta (2007); Gewertz, C. (2013); Hattie, L. (2008 & 2012); Pritchard, A. (2009)

[18] Bruner, J (1976); Dewey, J (1938); England, et al (2011); Fairclough (1989); Feurenstein, R (1980); Hattie, J (2008 & 2012); Kennedy & Kennedy, (2011); Macdonald, C (1990 & 1993); Piaget, J (1969 & 1977); Pritchard, (2009); Skinner & Watson in Rodseth (1996); Vygotsky, L (1978 & 1986)

Providing clear task implementation instructions (process, roles, responsibilities, time frames & outputs); and format instructions (written summary, annotated diagram, poster, paragraph, calculation, practical demonstration etc; accompanied by verbal explanation etc).

Activating and building on what learners already know, and mediating learning through successive 'zones of proximal development'

Integrating oracy, literacy, numeracy and thinking processes and skills into all learning tasks (explained in the following section)

Facilitating reciprocal teaching (teacher & peer teaching)

Valuing different learning styles: logical-mathematical; spatial; intrapersonal (private); interpersonal (group work, peer sharing and discussions); bodily-kinaesthetic (movement, practical apparatus, drama, art and craft); musical; and verbal-linguistic

Actively monitoring learning activities in progress & mediating learning where necessary

Using 'insightful' responses to indicate degree of correctness of answers

Using effective questioning techniques ranging from factual, closed questions; to higher-order thinking questions requiring learners to use language to organize their understanding through comparing, sequencing, examining cause and effect relationships, categorising, analysing, summarising, synthesizing and evaluating

Engaging learners in Socratic processes/philosophical dialogue (critical questioning; contesting and debating; proposing and justifying)

Stimulating 'critical awareness' in relation to language, values, ideology & power

Integrating a 'performance' stage into learning tasks for which learners produce written evidence of learning accomplished, and communicate their learning to the whole class

Mediating peer feedback on the performance stage of tasks

Providing reflective feedback and mediating a synthesis of class learning

Continually assessing individual learning in terms of differentiated outcomes; providing regular feedback; and adjusting teaching strategies and individual learning programmes in order to support optimal learning progress (See the section on assessment below for details on differentiated assessment)

Oracy, literacy, numeracy & thinking skills across the curriculum

Oracy, literacy and numeracy are the primary vehicles through which learners construct meaning and fine-tune their understandings. They provide the foundations for all other learning[19]. For this reason, all Pearson teachers integrate their development across the curriculum in the following ways that are aligned with the teaching strategies discussed in the preceding section.

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[19] Hattie (2012); Macdonald & Burroughs (1991); Tough (1985); Vygotsky (1986)

Developing oracy
Teachers provide learners with as many opportunities as possible to actively engage in interactions involving teacher and peers listening, thinking and then speaking to express and fine-tune their understanding of what is being learnt.

Developing literacy
Teachers focus on developing learners basic interpersonal and cognitive academic language proficiencies[20] in order to engage meaningfully with what they are expected to learn in all subjects. They do this by helping learners to develop from learning to read, think and write 'in the language of teaching and learning', to read, think and write 'to learn through that language' in all subjects.

To do this, teachers focus on developing the reading, thinking and writing skills required for both narrative texts (stories/literature) and expository texts (textbooks/reference books). In addition, they help learners to understand and use the specialist language (discourse of the discipline) of each subject they study in the curriculum.

This involves applying the mediation strategies discussed above to the teaching of reading, thinking and writing skills as briefly outlined below.

Develop interactive reading strategies that[21]:
- Activate learners existing knowledge of the topic to be read about
- Relate this knowledge to the topic
- Build up necessary background knowledge about the topic prior to reading
- Engage learners in skimming and scanning the text for clues and cues about the topic
- Engage learners in making predictions based on cues and clues that anticipate what the text will be about
- Mediate 'bottom up' reading strategies, or what readers 'do'. This includes identifying and responding to textual clues: headings and sub-headings; illustrations; general vocabulary; subject specific terminology; topic sentences etc;
- Mediate 'top-down', or 'thinking' strategies. These include: predicting what the text will be about and at strategic points, what will happen next;
- Mediate the learner's active and progressive construction of the meaning of the text for themselves by facilitating the simultaneous application of bottom-up and top-down skills.

An example of how to implement this approach is provided on page xx in the Appendix.

This approach engages learners in cycles of progressively anticipating and then constructing - and if necessary re-constructing - the meaning of the text for themselves. Successful guided experiences of this process inspire learners to want to read. Repeated successful experiences help to internalize these strategies until they become unconscious and automatic and create the momentum that can quickly lead to competent, independent reading. Once this level of competence is achieved, learners are capable of independent learning and able to sharpen their focus on learning the content and skills of their subjects.

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[20] Cummins, J (1979); O'Malley (1988); Marland (1988); Van Rooyen (1990)
[21] Ausubel et al (1978); Adams & Collins (1979); Carrell, Devine & Eskey (1988); Lowe (2002); Maskew Miller Longman Foundation (2010a)

Develop writing strategies that draw on reading strategies[22]

To develop writing strategies that draw on and consolidate the reading strategies outlined above, teachers need to understand the direct relationship between reading and writing, which are flip sides of the 'same coin'.

If learners understand the strategies that good readers use to 'unlock' and construct the intended meanings of the written texts in their content subject texts (expository texts); they will more easily understand how to plan and write the well organized, logically structured explanatory paragraphs and essays required in most content subjects.

To ensure the development of the required writing strategies in each learning stage, it is necessary to plan and implement a comprehensive writing programme which follows a systematic, gradual progression through the learning stages that is adapted to match the capacity of individual learners. An example of this kind of programme is provided on page xx in the Appendix.

Developing numeracy

Need a Maths person to do this section

Developing thinking strategies to support learning across the curriculum[23]

Thinking strategies are central to all learning. As already discussed in previous sections, learners approach new knowledge with existing networks of knowledge and skills. For meaningful learning to take place, learners need to be able to encounter new knowledge, then assimilate and accommodate it - thus altering and elaborating their existing knowledge structures and skill sets. They also need to develop the ability to understand and reflect on their thinking strategies, so that they are able to develop problem solving strategies which enable them to: plan to avoid impulsivity; monitor the effectiveness of their learning and adopt more effective strategies as necessary; and transfer knowledge and skills from one context to another.

In order to develop the thinking strategies necessary to do this[24], teachers must mediate the following kinds of teaching and learning processes[25]:

- Activate a learner's existing network of relevant knowledge
- Correct this knowledge if it is faulty
- Prepare learners to assimilate, accommodate and apply new knowledge and skills by:
  - Using questioning techniques that help learners to anticipate new knowledge to be encountered
  - Establishing the meanings of new concepts clearly through explanations, modelling & mediation
  - Using questioning techniques requiring learners to organize their understanding through comparing, sequencing, examining cause and effect relationships, categorising, analysing, summarising, synthesizing and evaluating
  - Engaging learners in discussing and writing or demonstrating new concepts and skills to construct better understanding
  - Requiring learners to produce spoken, written or practical evidence of new knowledge and skills
  - Requiring learners to reflect on the thinking/learning strategies they have used and consider more effective alternatives

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[22] Cretchely & Stacey (1990 a & b); Rodseth, Johanson & Rodseth (1992); Maskew Miller Longman Foundation (2011); Williams (1984)
[23] Ausubel et al (1978); Bruner (1976); Feurenstein (1980); Macdonald (1990 & 1993); Piaget; Resnick in Rodseth (1996); Vygotsky (1986)
[24] See the table on page xx in the Appendix
[25] See also 'effective activation & mediation strategies' on pages x – x above.

Technology enhanced learning

Developing the skills to harness technology for meaningful learning is a critical dimension of developing 21st century learning capabilities. It should however be seen as one of many vehicles for teaching and learning, and care should be taken to ensure that all learning through technology is as relevant, meaningful and empowering as all other learning[26].

In particular, care should be taken to ensure that the values, content and teaching, learning and assessment processes that inform technology-based or delivered programmes are aligned with the principles outlined in this framework. This point is emphasized because many technology-based programmes are informed by behaviourist[27] approaches characterised by a limited range of repetition and multiple choice activities that do not foster the development of the learning strategies promoted by this framework.

To support technology enhanced learning, it is recommended that Pearson schools adopt a blended learning model[28] which combines face-to-face classroom teaching and technology-based learning (online content & offline mediation) to deliver the individualised education programmes promoted in this chapter.

The proposed blended learning model allows teachers to customise and mediate student learning; and enables individual learners to learn optimally through a combination of:
- Teacher and peer mediated learning experiences in the classroom; and
- Technology-based, learning experiences that gradually progress from teacher mediated learning to 'anywhere anytime' independent learning.

Required equipment and recommended ratios of classroom teaching & learning time to technology-based learning time for each of the learning stages are provided in the table below.

Stage	Age range[29]	Equipment	Ratios - classroom learning: technology-based learning
Stage 1: Early childhood	0 – 4 years	Computers; internet connectivity Data projector; whiteboard Software to provide exposure to best practices and expert knowledge to supplement teacher input	90% face-to-face & 10% mediated technology learning
Stage 2: Pre-primary	3 – 6 years	Stage 1 + A small number of computers in a resource centre & in 1 or 2 IT classrooms	80% face-to-face & 20% mediated technology learning
Stage 3: Lower primary	5 – 9 years	Stage 1 + Technology at the point of learning (small number of computers per classroom)	75% face-to-face & 25% mediated technology learning
Stage 4: Upper primary	8 – 12 years	Stage 1 + Every learner has own device Introduce anywhere/anytime learning	70% face-to-face & 20% mediated technology learning & 10% independent technology learning
Stage 5: Lower secondary	11 – 15 years	Stage 1 + Every learner has own device Expand anywhere/anytime learning Introduce 'flipped'[30] learning in some subjects	60% face-to-face & 20% mediated technology learning & 20% 'anytime anywhere' technology-based

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[26] Kahn, S (2012)

[27] Rodseth (1996) describes behaviourist teaching practices as promoted by education psychologists such as Skinner & Watson

[28] Spark Schools (2013)

[29] Youngest & oldest ages, comparing similar stages across several countries

			independent learning
Stage 6: Upper secondary	14 – 18 years	Stage 1 + Every learner has own device Expand anywhere/anytime learning Introduce 'flipped' learning in more subjects as appropriate	50% face-to-face & 50% 'anytime anywhere' technology-based independent learning

Homework

Homework should always be a meaningful extension of classroom learning that:
- Extends or consolidates learning
- Develops the ability to work independently
- Fosters parental/family involvement in learning

The following should apply to all homework given:

Teachers	Learners	Family
Set meaningful, manageable tasks with clear instructions Monitor completion & family monitoring Engage with completed homework Provide meaningful feedback	Have homework diaries & write down teacher's daily instructions **Primary school learners:** Do most homework under supervision at school Do some at home combining conventional & technology modes. This should include reading to the family daily **High school learners:** Do 1 – 2 hours daily at home, combining conventional & technology modes	Monitor homework Provide necessary support Sign on completion

Differentiated assessment for learning[31]

Differentiated assessment is integral to the teaching and learning process. It involves rethinking the traditional practice of having all learners do the same assessment tasks at the same time. In requires a flexible approach that enables learners of various abilities and with varied experience to best demonstrate what they understand. Its goal is to meet learners where they are, and to help them progress to the next step in their individual learning programme. When differentiated assessment for learning is well established in a school[32], all learners are:
- actively involved in their own learning
- able to judge the success of their work and set their own targets for improvement
- able to take responsibility for their future learning and progress

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[30] Flipped learning refers to reversing the ratio of face-to-face classroom learning & technology-based learning
[31] Coffey (2009); Department of Education, South Africa (2001, 2005 & 2011); Department of Education, Alberta (2007); Gewertz, C. (2013); Hargreaves (2005); Harlen & James (1997); Hattie, L. (2008 & 2012); Pritchard (2009)
[32] See the sections on: monitoring & evaluation; school self review & evaluation; tracking learner's progress at whole school, class and individual level; and assessment for learning in the chapter on leadership & management in Pearson's Learning Framework

Key principles informing differentiated assessment for learning are:
- High expectations of all learners
- All learners can be accommodated within a flexible curriculum framework
- Learner's abilities determine what is expected of them
- Assessment is integrated into teaching and learning
- Learners have access to the standard of assessment best suited to their needs
- Assessment should be authentic and make provision for multiple abilities, learning styles and levels
- No learner should be disadvantaged by the assessment strategy
- Every learner can show what knowledge and skills they have learned in creative ways
- Teachers are accountable for learner's achievements
- Assessment informs teachers and learner about what a learner can do at a particular stage
- It informs teachers about the support a learner needs to progress to another level

For guidelines about what to assess at the level of individual learners and how to approach assessing it, see page xx in the Appendix.

Differentiated assessment for learning informs the following key activities:
- Identify individual learner needs and strengths
- Set ambitious, realistic individual, class and school learning targets based on learner's actual needs and strengths; and on national and international benchmarks
- Curriculum planning for the whole school
- Lesson planning for whole classes and individual education programmes
- Teaching focus & strategies to address all learner's needs
- Design of learning and assessment activities suitable for every learner
- Evaluation of individual learner achievement against predetermined criteria for grading and reporting
- Teacher feedback to learners
- Tracking learner progress at individual, class and whole school levels
- Integrating specific support interventions into teaching of learners who are struggling
- Reporting on learner progress to school leadership and management, parents & community & the Pearson School Support System
- Continually evaluating the effectiveness of:
  - Teaching for every learner
  - Professional development for every teacher, school leader & manager
  - The school in delivering quality teaching and excellent learner achievements
  - The Pearson Learning Framework
  - The Pearson School Support System
- Ongoing collaborative review and revision of all key activities by Pearson School Support; school leadership and management; and teachers to ensure continual improvement at all levels of the Pearson school system.

Assessment data, tracking and reporting[33]
To enable the above key activities, it is essential that:
- Teachers in every grade systematically conduct the following assessments[34]:
  - Baseline diagnostic assessments for every learner at the beginning of each year, and on the introduction of each new section of work

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[33] See monitoring & evaluation and tracking learners' progress at whole-school, class and individual level in the chapter on leadership & management in the Pearson Learning Framework

[34] For details on the forms of assessment for different purposes, see page xx in the Appendix.

- Ongoing formative assessments for every learning task during the year[35]
- Summative assessments at the end of each meaningful chunk of learning (topic/section/chapter/module)
- There are reliable and easy-to-use systems in place to capture, process, analyze and report on all assessment data and related evidence of learning
- This information is easily accessible to, and comprehensible for, school leaders, teachers, parents, learners and the wider school community
- School leaders, teachers, parents, learners and the wider school community regularly engage with this information and plan in response to it, in order to meaningfully improve the key activities listed above.

An inclusive, meaningful extra mural programme

A balanced, inclusive, meaningful extra mural programme is essential for developing well-rounded learners whose emotional and physical well-being will help to:
- Develop self esteem and a sense of belonging
- Develop individual talents and skills
- Develop the ability to work collaboratively as part of a group or team
- Contribute towards positive, cooperative behaviour
- Provide an important platform for successful academic engagement
- Extend the range of learning and possible career opportunities for learners

A meaningful extramural programme will mean:
Teachers are actively involved in:
- Organising, coaching or mediating offered activities
- Encouraging all learners to participate in activities that suit their talents or interests
- Modelling an inclusive, supportive and enthusiastic approach to participation

Learners feel:
- Encouraged and welcome to participate
- Able to participate in activities of their choice
- Supported in their participation

A wide range of activities is offered, as appropriate to the country, region and culture. For example: sports, arts, culture, religion, hobbies, academic support, social integration and behaviour management, personal and interpersonal development etc.

The necessary facilities and equipment are provided and properly maintained

Necessary health and safety measures are in place

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[35] Coffey (2009); Hargreaves (2005); Harlen & James (1997)

Appendix

Some useful resources to help teachers understand and work effectively with a range of diverse learners

Dowling, C., Nicoll, N. & Thomas, B. (2004) A different kind of perfect: Writings by parents on raising a child with special needs. Boston: Trumpeter

Englebrecht, P. & Green, L. (Eds.) (2007) Responding to the challenges of inclusive education in southern Africa. Pretoria: Van Schaik Publishers

Ferrucci, P. (2002) What our children teach us: lessons in joy, love and awareness. London: Simon & Schuster

Glasser, H. & Easley, J. (2005) Transforming the difficult child: The natural heart approach. Shifting the intense child to new patterns of success and strengthening all children on the inside. Alberton, South Africa: Lourie Books

Greene, R. W. (2005) The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children. New York: Harper

Grisdale, M., Cater, J. & Morton-Evans, M. (2005) Why won't my child listen? Australia: Simon & Schuster

Gruwel, E. & the Freedom Writer Teachers (2009) Teaching Hope. New York: Broadway Books

Leman, K (2008) Have a New Kid by Friday: How to change your child's behaviour & character in 5 days. Grand Rapids: Revell

Rutherford, J, J. & Nickerson, K. (2010) The Everything Parent's Guide to the defiant child: Reassuring advice to help your child manage explosive emotions and gain self–control. Avon, Massachusetts: Adams Media

Swihart, E. W. & Cotter, P. (1998) The manipulative child: How to control and raise resilient, resourceful, and independent kids. New York: Bantam Books

A reading-centred method[36]

BEFORE A LESSON:
Teacher preparation
1) Read the section/passage/story the learners need to read during the lesson. Make sure you understand the topic, vocabulary and terminology.
2) Go over the steps in the reading-centred method (below) and prepare to implement them by thinking about:
- How you will get the learners to look for clues that will help them to predict what the passage will be about.
- 2 or 3 questions you will ask the learners to find out what they already know about the topic.
- What you might need to explain to build up their background knowledge so that they are ready to read with understanding.
- Which vocabulary or terminology you should explain before reading.
- How to make sure that they read actively and work out and construct the meaning of the passage for themselves.
- The questions you will ask them to check their understanding of the passage.

DURING A LESSON:
Use what you have prepared before the lesson as you implement the following guidelines:

Before reading
Learner preparation:
- Find out what learners already know about the topic to be read
- Build up necessary background knowledge (explain new words key terms)
- Get learners to look for clues and cues in the text/passage/book and predict what it will be about

During reading
Make sure learners read actively:
- Shared book reading as a whole class (one individual reads out loud at a time while the rest follow reading silently), with pauses to predict at strategic points; then briefly discuss what the passage is about.
- Shared book reading in groups (one individual at a time), then learners discuss it to help each other to understand, and look up words or terms they don't know.
- Private silent reading as individuals, looking up any other words they don't understand.

After reading
- Learners explain what they have understood so teacher can check their understanding
- Teacher consolidates what they do understand
- Teacher 'teaches' what they do not understand
- Learners do an activity that consolidates their reading through speaking and writing on their own or in pairs/groups

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[36] Maskew Miller Longman Foundation (2010a)

An example comprehensive writing programme

Stage	Age range[37]	Focus
Stage 1: Early childhood	0 – 4 years	Pre-reading and writing activities that include: - Experiencing and listening to parents, teachers and others explicitly modelling the interactive reading process while reading to child (looking at pictures and predicting out loud what they story could be about; stopping at exciting points in the story and predicting what will happen next) - Manipulating crayons for 'free drawing/messing about'
Stage 2: Pre-primary	3 – 6 years	As for stage 1 +: - Identification of pictures and predicting what a story will be about - Reading 'a picture story/ies' - Arranging jumbled pictures for the story into correct sequence and, depending on development, giving reasons for selected sequence - Developing fine motor coordination and basic writing skills through copying patterns, shapes and letters etc
Stage 3: Lower primary	5 – 9 years	As for stages 1 + 2 +: - Practising basic writing skills: letters, words, simple sentences - Learning vocabulary, saying sentences they think up, finding the words that 'build' the sentence/s they have thought of, and then placing the words in sequence to 'write' their sentence. - Reading their sentence - Progressing to writing their own words in sentences and eventually a few sentences linked sentences on a single topic. - Reading simple passages and then completing structured writing activities about them such as: filling in missing words; completing sentences; completing a paragraph by adding a missing sentence - Reading picture stories with captions or simple texts and completing guided writing activities such as: arranging captions for pictures in correct sequence/ sentences in the correct sequence and then writing them in that sequence; re-arranging jumbled sentences into the correct sequence for a picture story. - Reading an incomplete paragraph and completing it by adding a last sentence. - Reading an incomplete story and finishing it by adding a last paragraph that tells how the story ends. - Writing instructions for how to make something simple like a bowl of porridge/cup of tea etc.
Stage 4:	8 – 12	As for second half of stage 3 at more sophisticated levels +:

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[37] Youngest & oldest ages, comparing similar stages across several countries

Upper primary	years	Guided writing of paragraphs and passages[38] including use of predictive headings and sub-headings, topic sentences, main ideas in paragraphs and basic expository structure (beginning, middle & end/introduction, body and conclusion)
Stage 5: Lower secondary	11 – 15 years	As for stage 4 at more sophisticated levels +: Connective words (cohesion and coherence); using the language of specific subjects correctly; logic, reasoning and valid arguments; and Guided experiences of planning and writing drafts of passages, short essays, short projects etc.
Stage 6: Upper secondary	14 – 18 years	As for stage 5 at more sophisticated levels +: Independent planning and writing through drafts to final version of a range of texts including: summaries, reviews, syntheses, short arguments, extended essays and projects etc.

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[38] See an example of how to guide the planning & writing of drafts in learning stages 4 – 6 on page xx .

An example of steps to guide the writing of a passage or essay[39]

Planning
Step 1: Brainstorm ideas

Step 2: Select your topic

Step 3: Develop your topic more fully

Step 4: Organize your ideas

Step 5: Structure and sequence the sections

Step 6: Structure and sequence the paragraphs

Step 7: Structure and sequence the sentences

Step 8: Take a break

Step 9: Check and edit your structure and sequence

Writing
Step 1: Write your first draft

Step 2: Take a break

Step 3: Read and revise your first draft

Step 4: Write the second draft

Step 5: Take a break

Step 6: Read and revise your second draft

Step 7: Write your final draft

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[39] Maskew Miller Longman Foundation (2011)

Thinking strategies and activities to develop them[40]

Thinking strategies	Sub-strategies	Activity types
Observing (To remember)	• Recognize • Recall	• Label, list, name, define, repeat, and fill in, what can you see/hear? • How does it smell/taste/feel?
Find patterns & generalise (To show understanding)	• Compare & contrast • Classify • Identify relevant & irrelevant information	• Find differences and similarities, distinguish between, check, match, tally • Sort, group, examine, tabulate • Select meaningful/applicable/ appropriate; meaningless/ inapplicable/inappropriate information
Form conclusion based on patterns (Apply + theorise)	• Infer • Predict • Hypothesize • Apply	• Deduce, determine, suggest what is implied, derive, make a judgement; express opinion • Foretell, foresee, anticipate, envisage, forecast, prophesise • Guess, estimate, presume, reason, theorise, speculate • Try out, put into use, administer, relate
Assess conclusion based on observation (Thinking critically)	• Check consistency • Identify bias, stereotypes, clichés and propaganda • Identify unstated assumptions • Recognize over-generalisations or under-generalisations • Confirm conclusions with facts	• Look for uniformity • Discriminatory information • Support, verify, validate, reinforce

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[40] Maskew Miller Longman Foundation (2010b)

What to assess and how to approach assessing it[41]

Learner readiness and learner pre-skills
- How much prior knowledge or experience do learners have?
- What level of achievement and readiness do learners have?
- Are any learners missing the skills or understandings they need to learn this material?
- Do any learners need help to overcome misconceptions or gaps in knowledge about the topic?

Progress with the curriculum
- Are learners learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and skills being learned?

Learner Interests
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?
- Are learners engaged in the lessons and activities?

Learner characteristics
- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the materials?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the learning environment?

Differentiated assessment procedures
- Design assessment tasks which would allow for different learning styles or intelligences
- Allow for group assessment tasks
- Differentiate the complexity, pacing or scaffolding of assessment activities as necessary to fairly assess learners of different abilities
- Allow for tests and assignments to be taken orally, in written form or via practical demonstrations
- Allow learners extra time to complete the assessment if necessary
- Use technology, aids or other special arrangements to facilitate assessment tasks

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[41] Department of Education, South Africa (2001, 2005 & 2011); Department of Education, Alberta (2007)

Assessments for specific purposes[42]

Baseline Assessments:
Baseline assessments or entry level indicators are important to obtain and analyse because they help to identify learner' previous learning and knowledge of the content of the curriculum; identify knowledge and conceptual gaps to be addressed; and enable thorough planning of teaching strategies and learning and assessment activities.

Teachers use this assessment with new learners, with learners who they suspect may be experiencing a barrier to learning, or when teachers introduce a new topic or theme. This assessment is most important at the beginning of a unit of study as it guides teachers in understanding and planning accurately for:
- Each learners' entry point at the beginning of a new unit study (differences in existing background knowledge and conceptual understandings that that must be addressed prior to introducing a new topic)
- How to address the learning needs of all the learners in the class (modify content to match individual learner competencies; differentiate learning activities to accommodate different ability levels and learning styles)
- How to assess every learners understanding meaningfully before progressing to another topic

Formative assessments:
The information derived will tell the teacher about the learners' progress through the curriculum, that is, about behaviours, skills, or activities the learner has engaged in, and possible barriers to learning. Questions to reflect on are:
Does the information recorded show that a learner has acquired the skills intended by the teacher?
What does the learner already know?
What does the learner still need to know?
Does the recorded information provide an understanding about why the learner is engaged in learning or not?
Does the recorded information add to knowledge about the learner's progress or learning profile?

There are various strategies that can be used for record keeping. Teachers and learners can share in the process of keeping track of learner entry levels and progress during the academic year. Three simple examples include:

Anecdotal records: Informal notes written and/or recorded anytime and used by the teacher and the learner to review progress. These notes can be written on sheets of paper, in a notebook or on cards.

Portfolios: There are numerous types of portfolios which can be used to assess a learner's progress based on a varied collection of the learner's work. The items in a work portfolio can include work samples, homework assignments, final products and classroom test results. The collection of the learner's work is done over time. Portfolios should include learner self assessment and reflection as well as teacher written feedback on some or all of the collected work.

Journals: Learners are always able to provide quality information on their own learning and academic needs. Thus, another form of learner self-assessment is journaling which refers to having learners reflect and write briefly on their learning usually at the end of the day or after a particular lesson.

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[42] Coffey (2009); Department of Education, South Africa (2001, 2005 & 2011); Department of Education, Alberta (2007); Hargreaves (2005); Harlen & James (1997)

Summative assessments:
Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. High quality summative information can shape how teachers organize their curricula or what courses schools offer their students. Information collected from summative assessments is evaluative and is used to categorize students so that performance among students can be compared.

Although there are many types of summative assessments, the most common examples include:
- State-mandated assessments
- District benchmark or interim assessments
- End-of-unit or -chapter tests
- End-of-term or year exams
- Scores that are used for accountability for schools and students

Summative assessments are often created in the following formats:
- Selected response items
- Multiple choice
- True/false
- Matching
- Short answer
- Fill in the blank
- One or two sentence response
- Extended written response

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