

## Teaching Practice Requirements & Progression

### BEd Foundation Phase

The teaching practice experience is critical to professional learning, as it offers student teachers a place to consolidate and apply what they are learning in their coursework to the classroom setting. Through teaching practice, student teachers acquire a “big picture” understanding of schools, communities, learners and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons.

Student teachers bring varying background experiences into their teaching practice. Clear dialogue between mentor teacher and student teacher early on will facilitate the development of an appropriate teaching practice plan that aligns with the emerging knowledge, skills and abilities of the student teacher, and their experience to date. Reviewing the plan regularly together, and communicating about how things are going, will help to ensure a gradual scaffolding of responsibility that builds confidence and builds on successes in a supported environment. Any difficulties must be communicated early on.

The goal of teaching practice is to share a learning journey, and provide a learning environment that focuses on modelling practice, and scaffolding expectations through feedback focussed on growth toward future performance. Goals need to be specific to the student teacher and mentor teacher pairing, communicated in a clear and coherent form, and aligned with expectations.

Expectations will see a gradual building of engagement of the student teacher over the course of the teaching practice:



ESAs Professional Teaching Standards	Engagement	Year 1	Year 2	Year 3	Year 4
<b>First Semester</b>					
Professionalism and Ethics	Observe Assisting/Participating	Participation in all activities of the professional orientation programme (POP) (contact) Watch all video recordings of POP sessions/content (distance).	Observe and participate in extra and/or co-curricular activities at school.  Acts in a professional and ethically responsible way <b>towards learners</b> , in accordance with the Code of Conduct of the South African	Acts in a professional and ethically responsible way <b>towards colleagues in and out of school.</b>	Acts in a professional and ethically responsible way <b>towards the community, the profession and the employer.</b>  Plan and conduct a “practice parent meeting” with one of the other teachers at the school who is not your mentor.



	Critical reflection	<p>Critically reflect on how policies, rules, regulations and codes of conduct impact learners as well as themselves as teachers.</p> <p>Critically reflect on how teachers manage learning environments by referring to rules and behaviour management (e.g., relationship building, praise and misbehaviour) in the classroom.</p>	<ul style="list-style-type: none"> <li>○ Add any aspect of your choice or that the MT asks you to.</li> </ul> <p>Critically reflect on the effectiveness of seating arrangements for all learners' learning</p>	<p>Reflect critically on your audio recording where you focussed on the giving of directions during a classroom routine.</p>	<p>Critically reflect on your implementation of procedures, routines, transitions and strategies in the learning environment.</p>
21 <sup>st</sup> Century Technology	<p>Active Observation</p> <p>Assisting/participating</p> <p>Planning &amp; Co-teaching</p> <p>Critical reflection</p>	<p>Observe technology integration</p> <ul style="list-style-type: none"> <li>✓ Blackboard work</li> </ul> <p>Watch videos on TPACK model and Gen Z. Read documents on the use of ICT in education. Complete practical handwriting on the blackboard. Integrate animation and apps into a Grade R programme.</p> <p>Co-plan and co-teach a Grade R activity by integrating technology.</p> <p>Critically reflect on the use of technology for teaching and learning.</p>			
Planning and Preparation	<p>Active Observation</p> <p>Assisting/participating</p>	<p>Observe planning and preparation</p> <ul style="list-style-type: none"> <li>✓ Classroom profile</li> <li>✓ Learner profile</li> </ul> <p>Plan and prepare Grade R programmes (year, week and day);</p>	<p>Observe MT's method of planning.</p> <p>Discussion session with MT to determine how she plans, what she uses, factors she considers, etc.</p>	<p>Co-plan four whole mornings of lessons for four consecutive days –</p>	<p>Plan for five whole mornings of lessons for five consecutive days</p>

	Critical reflection	Differentiate between Grade R and Grade 1-3 planning and preparation.	<p>Read pre-planning considerations. Do weekly planning (alone or co-plan with MT) for all subjects; Do one detailed weekly plan for one subject.</p> <p>Critically reflect on planning (observed, discussed &amp; own planning).</p>	<p>Mathematics, Language and Life Skills (weekly). Plan four detailed lessons (Maths, Home Language, Additional Language and Life Skills)</p>	<p>under the guidance of the MT (weekly for all subjects). Plan four detailed lessons (Maths, Home Language, Additional Language and Life Skills).</p> <p>Critically reflect on your perceived competence in planning and preparation.</p>
Instruction	<p>Observe</p> <p>Assist/participate</p> <p>Critical Reflection</p>	Not applicable	<p>Observe MT and pay attention to MT's questions, wait time and pacing.</p> <p>Co-teach two mornings of lessons with your MT. Assist with all informal and formal assessment activities.</p> <p>Critically reflect on your co-teaching and how you experienced it; what worked well and what didn't.</p>	<p>Observe MT as she gives homework. Observe unplanned classroom language as well as the use of the mother tongue/home language in the classroom.</p> <p>Co-teach the four whole mornings of lessons for four consecutive days.</p> <p>Critically reflect on the giving of homework, unplanned classroom language as well as the use of the mother tongue/home language in the classroom.</p> <p>Critically reflect on your instruction during the teaching practice period.</p>	<p>Co-teach or you teach and your MT observes and advises – five whole mornings of lessons.</p> <p>Do a critical analysis of your instruction.</p>
Assessment	Observe	Not applicable		Observe your MT as she assesses learners' written work.	

	Assist/Participate			Observe the types of assessments used.	
	Critical Reflection			Develop and administer any four assessment activities. Mark and record all assessment under the guidance of the MT. Schedule a discussion session with MT to talk about how Departmental school-based assessment documents should be utilised.  Write a critical reflection on your understanding of assessment and its role in planning and instructional delivery.	Develop one task with its relevant activities (formal assessment) under the guidance of the MT. Do all the marking and recording for the MT.  Do a critical analysis of your assessment competence and your ability to use the assessment results to inform your planning and instruction.

As a **Mentor Teacher (MT)**, you can support your Student Teacher (ST) by:

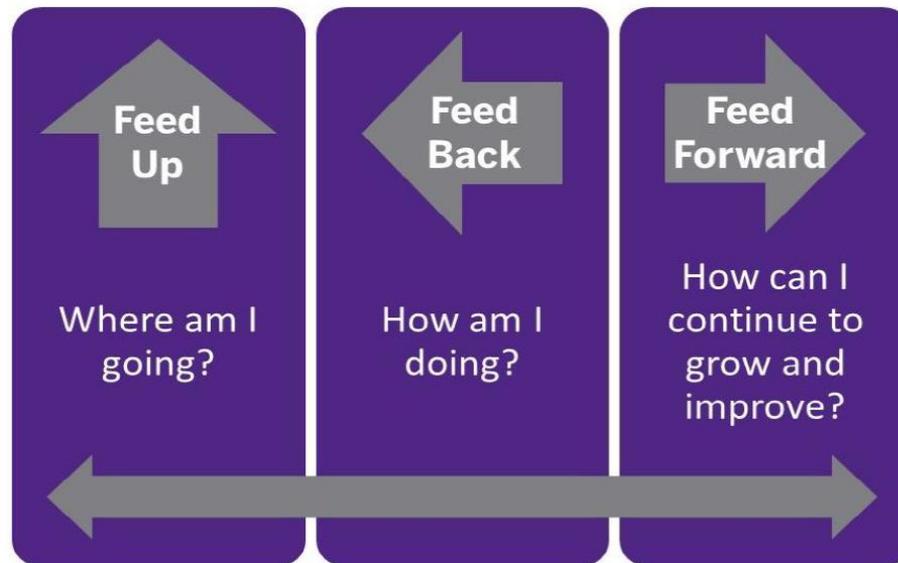
- **Welcoming** your ST to the school, inviting him or her to the staff room, and introducing him or her to others in the school;
- **Assisting** your ST in clarifying learning goals for the practicum;
- **Modelling** your best classroom teaching strategies, and discussing them with yourST;
- **Encouraging** your ST to engage with learners, assist you with your lessons, and observe your classroom management strategies, etc.
- **Discussing** with your ST your planning, teaching and assessment practices;
- **Maximising** success by using your best professional judgement to assign teaching responsibilities that draw upon your ST's strengths;
- **Expecting** written lesson plans – initially lesson plans should be very detailed; later, as your ST gains experience and can demonstrate good teaching, lesson plans can become briefer;
- **Observing** your ST while he or she interacts with learners and providing constructive feedback afterwards.

As a **Student Teacher**, you can maximise your chances of success by:

- **Using your initiative** to find ways to learn about the school as a whole, and to assist your MT, support learners, and share your own skills and gifts in the classroom;
- **Taking lesson planning seriously:** when you are experienced, you will not need to prepare such detailed lesson plans; right now they are important in providing a record of what you teach during the practicum;
- **Reflecting** upon your experiences in the school.

### Planning for Feedback

In *Visible Learning Feedback*, John Hattie and Shirley Clarke have noted that there is a distinction between what teachers think about when they give feedback, and what students/learners are expecting. From this insight, they distilled a model that helps both the educator and the student/learner reach a shared understanding of goals, compare those goals with the expected standard, and then engage in dialogue, remediation and action which can close any gaps that exist between where they are, and where they need to be (aligned with their level of experience and progression in the programme).



## Second Semester

ESAs Professional Teaching Standards	Year 1	Year 2	Year 3	Year 4
Professionalism and Ethics	<p>Observe and participate in extra and/or co-curricular activities at school.</p> <p>Acts in a professional and ethically responsible way in accordance with the Code of Conduct of the South African Council of Educators (SACE).</p> <p>Critically reflect on how the SACE Code of Conduct affects role as educator</p>	<p>Observe and participate in extra and/or co-curricular activities at school.</p> <p>Acts in a professional and ethically responsible way <b>towards learners</b>, in accordance with the Code of Conduct of the South African Council of Educators (SACE).</p> <p>Critically reflect on responsibility as educator towards learners.</p>	<p>Observe and participate in extra and/or co-curricular activities at school.</p> <p>Write a message to a “stand-in” parent or caregiver, under the supervision of your mentor teacher, in which you either ask for information about a learner’s interests or comment on an aspect of the learner’s behaviour or academic work. The message/letter should be professional and it should be language edited. It should focus on a positive aspect. The letter should not be sent to a real parent at the school. This is for practice purposes.</p> <p>Acts in a professional and ethically responsible way <b>towards parents and the community</b>.</p> <p>Critically reflect on responsibility as educator towards parents and the community.</p>	<p>Read point 5 (Conduct: The Educator and the Community), point 7 (Conduct: The Educator and The Profession), point 8 (Conduct: The Educator and His or Her Employer) of SACE’s Code of Professional Ethics.</p> <p>Be at school for the entire practicum period at the partner school.</p> <p>Participate in extra and/or co-curricular activities at school.</p> <p>In this ESA you are required to observe three different conflict situations (or misunderstandings) occurring between learners either in the classroom or during break. For example, you observe George pushing Peter from play equipment during break; Neo tells the teacher that Tshepo has taken her pencil; Ontatile pushes Karabo, who falls and starts to cry; Carli tells the teacher that Jaime is copying her work.</p> <p>Schedule a discussion session with your mentor teacher and ask her/him how they would handle the situation and what intervention they would put in place. IF your mentor teacher allows you to, you may implement the intervention.</p> <p>Reflect on the situations, your discussion with the mentor teacher as well as your own ideas on how to handle the conflict</p>

				<p>situations. Describe the conflict situations and write a critical reflection of about 400-600 words.</p> <p>Write a critical reflection on your responsibility as educator towards the community, the profession and your employer, refer to SACE Code of Conduct.</p>
Context: School & Learning Environment	<p>Observe your school mentor teacher and document, using the learning environment form below, what you see while he/she is teaching – focus on respectful interactions, managing classroom procedures, managing learner behaviour, and organising physical space.</p> <p>Observe and actively assist the school mentor teacher in the switch between learning activities where handing out, collecting or organising learning materials needs to be done.</p> <p>Observe the school mentor teacher perform the beginning of the day routine and procedural tasks (e.g., marking of registers) and ask permission to execute this on your own under his/her supervision.</p> <p>Watch the videos on classroom routines, procedures and transitions BEFORE going to school. Classroom management: Routines and procedures <a href="https://www.youtube.com/watch?v=0-n3ZncKAcU">https://www.youtube.com/watch?v=0-n3ZncKAcU</a> Classroom management: Transitions</p>	<p>Watch the following video BEFORE going to school. Click on the link below: Substitute teachers (i.e., student teachers at school) <a href="https://www.youtube.com/watch?v=w2FUk_h_eY">https://www.youtube.com/watch?v=w2FUk_h_eY</a></p> <p>Observe and reflect on the effectiveness of your mentor teacher's classroom management system.</p> <p>As you grow more confident, ask your mentor teacher whether you may take over the management of a small group of learners when they are, for example, doing group work.</p> <p>Development your own system of classroom management with these learners.</p> <p>Write a critical reflection on classroom management and the effect on learners' learning and engagement in the classroom.</p>	<p>Observe the mentor teacher performing procedures, routines and transitions in the learning environment (i.e., between learning activities, breaks, visit to the cloakroom, washing hands, lunch, visit to the tuck shop, etc.), as well as how she handles misbehaviour.</p> <p>Ask permission to initiate procedures, routines and transitions for a period of five consecutive days.</p> <p>Initiate an effective classroom management plan for handling misbehaviour either by individuals or the class as a whole.</p> <p>Write a critical reflection on the value of set routines, procedures, transitions and behaviour management in creating a safe and engaging learning environment.</p>	<p>Observe your school mentor teacher for the first week of the practicum. Pay attention to how she/he implements procedures, routines, transitions and strategies to support learning in the classroom environment (i.e., between learning activities, breaks, visit to the cloakroom, washing hands, lunch, visit to the tuck shop, etc.), as well as how she handles learner behaviour.</p> <p>Ask permission to initiate procedures, routines, transitions and strategies for a period of five consecutive days.</p> <p>Pay attention to the following:</p> <ul style="list-style-type: none"> <li>○ Efficient procedures for non-instructional activities: taking attendance, distributing and collecting materials, making transitions, etc.</li> <li>○ Clear guidelines for learner work when it is unsupervised, e.g., in small groups.</li> <li>○ Evidence of clear standards of conduct, understood by the learners, monitored by the student teacher, corrected successfully (when necessary) by student teacher or learners, or both.</li> </ul>

	<p><a href="https://www.youtube.com/watch?v=S0a8Pkcfc2g">https://www.youtube.com/watch?v=S0a8Pkcfc2g</a></p> <p>Schedule a reflective session (i.e., a discussion) with your school mentor teacher and engage with the teacher on how respectful interactions, managing classroom procedures, managing learner behaviour, and organising physical space can facilitate instruction and enhance learners' learning (Complete the Observation: Discussion form).</p> <p>Engage with (i.e., discuss) your school mentor teacher on how and why classroom rules and routines were developed, and write a reflective narrative on the how and why of classroom rules and routines.</p> <p>Actively support the school mentor teacher in routine tasks associated with creating an effective, organised and well managed classroom environment.</p> <p>Write a reflective narrative on your observation, the discussion with your school mentor teacher and indicate how the four aspects observed can facilitate instruction or enhance learners' learning.</p> <p>A reflective narrative on the how and why of classroom rules and routines.</p>			<ul style="list-style-type: none"> <li>○ Physical environment supportive of learning activities.</li> <li>○ Write a critical reflection on your implementation of procedures, routines, transitions and strategies in the learning environment.</li> <li>○</li> </ul>
Learner Development	<p>Watch the videos BEFORE going to school.</p> <p>The importance of promoting social-emotional skills in children</p>			

	<p><a href="https://www.youtube.com/watch?v=JzQ0i_mvxb">https://www.youtube.com/watch?v=JzQ0i_mvxb</a> The importance of cognitive development.</p> <p><a href="https://www.youtube.com/watch?v=0gaxu3CZSOY">https://www.youtube.com/watch?v=0gaxu3CZSOY</a></p> <p>Supervise and observe learners during break, physical education, creative arts, etc. to understand learner development.</p> <p>Make connections between your observations and the video material you should have watched.</p> <p>Observe your school mentor teacher's interactions with learners on:</p> <ul style="list-style-type: none"> <li>• Learners' language development.</li> <li>• Special learner needs</li> <li>• Differentiation of instruction.</li> </ul> <p>Select three learners who have different emotional, social, physical, cognitive and language profiles. Ask your school mentor teacher to assist you with this.</p> <p>Obtain information from your school mentor teacher in terms of the identified learners' interest, cultural background and linguistic profile (e.g., what language is spoken by mother/caregiver, etc.).</p> <p>Attach evidence to support your documentation (e.g., copies of learner's work, evidence can also be the reporting of an incident, with the exact words of the learner etc.). Please note that NO learner should be mentioned by name. Use a pseudonym or refer to the learners as Learner A, Learner B and Learner C.</p>			
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	<p>Schedule a discussion session with your school mentor teacher and talk to her about your observation and what you have learnt about the developmental profiles of the learners you selected.</p> <p>Ask the school mentor teacher whether you may mark the identified learners' workbooks/worksheets/activities (Coaching by your school mentor teacher is necessary) and/or tasks/tests with a memo (school mentor teacher acts as an instructor and moderator).</p> <p>Record marks under supervision of the school mentor teacher.</p> <p>Discuss with your school mentor teacher how the learners' assessment data (i.e., informal tasks, worksheets, tests, homework, etc.) is used by the teacher to inform planning and instructional decisions.</p> <p>Write a detailed analysis of each learner's developmental profile. Indicate how their profiles would affect your lesson planning as well as the choice of instructional activities and resources, and how their assessment results (i.e., informal tasks, worksheets, tests, homework, etc.) would affect your planning.</p>			
<p>Planning and Preparation</p>	<p>Ask your teacher if you could study her year planning.</p>			<p><b>Grade 1 to Grade 3 Placement</b> Co-plan for five whole mornings of lessons for five consecutive days under the guidance of your school</p>

	<p>Ask to attend a phase, grade or subject meeting if they are held at your school. Take minutes during this meeting with the permission of the HOD.</p> <p>Schedule a discussion session with your school mentor teacher and talk to her about how she does planning, what resources she uses, factors she takes into consideration when planning, and how she uses learner assessments (e.g., worksheets, informal assessments, quizzes, etc.) to inform her planning for future planning and instruction.</p> <p>Co-plan with your school mentor teacher or plan on your own for two weeks (i.e., weekly planning). Make use of the weekly planning templates used by your school mentor teacher or that required by the district in which the school resorts. If planning on your own, please ask your mentor teacher to check your planning.</p> <p>Complete a daily task form that relates to YOUR tasks for a day (i.e., everything you did on Monday). Devise your own form.</p> <p>In addition to the planning mentioned in the previous bullet, you should plan one Mathematics, one Home Language, one Additional Language and one Life Skill lesson on your own. If you are placed in a Grade R classroom plan four day programmes. The lessons that you plan can come from the weekly planning you did. The idea is that in these four lessons you provide more detail.</p>	<p>Co-plan with your teacher OR on your own with her support and guidance. Give an example of how weekly planning is done at the school where you are placed. For example, is it done in an integrated manner (all subjects done on one sheet of paper OR does planning for the week take place separately for Mathematics, Home Language, etc.)? You should include planning for TWO weeks.</p> <p>Please note that all planning done while you are at school should be done according to the manner of planning done by your mentor teacher.</p> <p>In addition to the planning done with your mentor teacher (weekly) you also have to Plan ONE Home Language and ONE Mathematics lesson if you are placed in Grade 1-3 OR TWO day programmes if you are placed in a Grade R classroom. The aim is for you to do some detailed planning in order to see all the various aspects that should be taken into consideration when planning. You may use one of the lessons you co-planned with your mentor teacher (weekly planning). This planning you have to do on your own. Pay special attention to how learning goals are selected, linked to CAPS and formulated. Examples of pre-planning considerations and templates are provided under Resources (ESA 3) on eFundi. You may use a format of your choice. However, detailed planning is required. You</p>		<p>mentor teacher. The focus is on Mathematics, Language and Life Skills. <b>The co-planning should be done using the method or manner of planning (weekly) done by the mentor teacher or recommended by the district in which the school resorts.</b></p> <p><b>IN ADDITION to the above</b>, you should plan FOUR detailed lessons (one Maths, one Home Language, one First Additional Language and one Life Skills) utilising a more detailed format (Consult the eFundi site under ESA 3 – Resources – Planning). Any format will be accepted as long as it provides sufficient detail for lesson planning.</p> <p>Write a critical reflection on your perceived competence in planning and preparation.</p> <p style="text-align: center;"><b>Grade R Placement</b></p> <p><i>IF YOUR ARE PLACED IN A GRADE R CLASS.</i> Co-plan five integrated day programmes for four consecutive days, under the guidance of your mentor teacher. <b>The co-planning should be done using the method or manner of planning (weekly plan) done by the mentor teacher or recommended by the district in which the school resorts.</b></p> <p><b>IN ADDITION to the above</b>, you should plan FOUR detailed day programmes utilising a format of your choice. (Consult the eFundi site under ESA 3 – Resources – Planning). Any format will be accepted as long as it provides</p>
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	<p>Consult the pre-planning considerations document under Resources (ESA 4) on eFundi to guide you in your planning.</p> <p>Write a reflective journal in which you comment critically on:</p> <ul style="list-style-type: none"> <li>o year, weekly, and daily or lesson planning or day programmes (Grade R);</li> <li>o how planning is linked to CAPS;</li> <li>o the value of phase or grade meetings;</li> <li>o what you learnt from co-planning and co-teaching with the school mentor teacher or planning on your own;</li> <li>o the learning context (i.e., school information, classroom information, learner characteristics, and resources);</li> <li>o how you will plan for assessment on a weekly and daily basis (e.g., informal).</li> </ul>	<p>may ask your mentor teacher to check your planning.</p> <p>Mark workbooks/worksheets (coaching by your mentor teacher is necessary) and/or tasks/tests with a memo (mentor teacher acts as an instructor and moderator).</p> <p>Record marks under supervision of the mentor teacher.</p> <p>Write a reflective journal in which you comment critically on:</p> <ul style="list-style-type: none"> <li>o weekly and daily planning/lesson planning or day programmes for Grade R (only if you are placed in a Grade R class);</li> <li>o how planning is linked to CAPS;</li> <li>o how to link the setting of learning goals to CAPS;</li> <li>o the learning context (i.e., school information, classroom information, learner characteristics, and resources).</li> <li>o how to use assessment data (e.g., learners' workbooks, worksheets, oral reading, informal assessments) to inform your planning.</li> <li>o what you learnt from co-planning with the mentor teacher or planning on your own.</li> </ul>		<p>sufficient detail for day programme planning.</p> <p>Write a critical reflection on your perceived competence in planning and preparation.</p>
Instruction	Not applicable	Co-teach with your mentor teacher OR on your own (the mentor teacher will inform you) for three consecutive days	You should teach for four consecutive days (i.e., all Mathematics, Home Language, Additional	You should now either co-teach or you teach and your mentor teacher observe and advise the five days of

		<p>(i.e., Mathematics, Home Language, Additional Language and Life Skills lessons). Your mentor teacher will probably not allow you to teach three full days on your own. Please note that the idea is that you get experience to teach a particular subject on consecutive days, for example if you did a maths lesson on Monday, you should follow up with the maths on Tuesday and if possible Wednesday so that you can learn to adapt, adjust and revise as necessary based on how the learners were responding, engaging and comprehending what was being taught. You should be teaching the lessons you planned in ESA 3 (drawn from your weekly planning).</p> <p>A one-page summary to indicate whether your teaching did in fact align with the planning you did in ESA 3.</p> <p>Write a critical reflection on your co-teaching OR your teaching alone, and how you experienced it; what worked well, what didn't, etc.</p>	<p>Language and Life Skills lessons) under the guidance of your mentor teacher. In order to teach for four consecutive days, it will be necessary to plan for those days of teaching. You may use a planning format of your choice OR you may use the planning format of your mentor teacher. If lessons during the course of a day are integrated (e.g., primarily a phonics lesson, but mathematics or life skills is integrated), this is in order – please indicate on the planning format you use that it is an integrated lesson. IF you are placed in a Grade R class, you should teach complete day programmes for four consecutive days. Your mentor teacher will probably not allow you to teach four full days on your own. Please note that the idea is that you get experience to teach a particular subject on consecutive days, for example if you did a maths lesson on Monday, you should follow up with the maths on Tuesday and if possible Wednesday and Thursday so that you can learn to adapt, adjust and revise as necessary based on how the learners were responding, engaging and comprehending what was being taught.</p> <p>During your teaching over the course of the four days you should pay attention to eliciting learners' thinking by asking questions and using tasks.</p> <p>Write a critical reflection on your planning and teaching during the course of the four days. You should pay</p>	<p>instruction you planned for ESA 3.</p>
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			<p>particular attention to justifying the choices you made on aspects crucial to instruction, namely:</p> <ul style="list-style-type: none"> <li>✓ Link to CAPS;</li> <li>✓ Essential question (central focus of lesson)</li> <li>✓ Objectives</li> <li>✓ Learners' profile and contextualisation</li> <li>✓ Learners' background knowledge</li> <li>✓ Academic vocabulary and concepts</li> <li>✓ Resources</li> <li>✓ Differentiation</li> <li>✓ Management plan</li> <li>✓ Lesson procedures</li> <li>✓ Assessment</li> </ul>	
Assessment	Not applicable		<p>Schedule a discussion session with your mentor teacher to determine how she uses and implements the school based assessment documentation in her/his class.</p> <p>Develop assessment activities that you will use with the learners (entire class). These can be assessments or tasks or worksheets (that can be assessed) that you mentor teacher uses or develop your own and ask your mentor teacher to check your assessments.</p> <ul style="list-style-type: none"> <li>• Capture and record your formative assessments (the marks) on an Excel spreadsheet (for six learners)</li> <li>• Analyse the learners' performance in the Home Language and Mathematics (for six learners).</li> </ul>	<p>You should develop one task with its relevant activities (formal assessment), under the guidance of your mentor teacher.</p> <p>You should do all the marking and recording for the mentor teacher. The mentor teacher should advise and monitor you all the way.</p> <p>Use the School Based Assessment documents as your point of departure for the assessments.</p> <p>Write a critical analysis on your perceived competence with regard to Teaching and Assessment. Focus on accurately and objectively describing learner behaviour, making inferences about your teaching and adjusting teaching strategies based on an analysis of learner data (assessment) (Decision Making)</p>

			<ul style="list-style-type: none"><li>• Write a detailed report on the performance of SIX learners (low, average and high) and indicate how instruction will have to be adapted to ensure that all learners make progress or stay on track. <b>Please note that all learner and school identification must be removed/deleted.</b></li></ul>	
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