Extract of Section 2 of the work

*Getting Practical: Classroom-based Teaching for the NCS 9780195986518*,
published 2009, used with permission from the publishers
Oxford University Press Southern Africa
2.3 Developing teaching plans

We have learnt about how learning outcomes – both critical cross-field outcomes and learning-area or subject learning outcomes – should guide what we teach and how we teach. We have also learnt that we need to develop learning-area curricula that provide much more detail about core learning content, logical sequencing and appropriate conceptual depth than what is provided in curriculum policy documents. In this sub-section, we will learn how to develop:

- Longer-term teaching plans (for a three-year phase and a year)
- Shorter-term lesson plans (for a single lesson, or a unit of lessons).

In other words, we are beginning to highlight time. But we will look at time in two ways:

- How it limits how much we can do in a lesson, a week, a year and so on
- How it suggests the order in which we do our teaching.

As we work through the levels of planning, we will refer to the work of a particular educator. Joe is an HOD in his school and he teaches Social Sciences in Grade 7. However, before we introduce you to Joe, we need to think a little bit about the planning that must happen at whole-school level to make Joe’s work possible.

Whole-school planning

Curriculum planning should be based on a very clear teaching and learning vision of the school. As instructional leader, the principal is expected to help the school community to develop a shared vision for the school. This vision guides or influences the institutional vision. The institutional vision reflects the views of a much larger and more diverse group. By its nature, vision is future directed. It projects a desired future state for the school and this implies that the school is striving to attain something different from its current state. In response to its vision, the school develops what we normally refer to as a school development or renewal or improvement plan. In this manner, all teaching and learning activities are guided by the vision. Research indicates that shared vision and staff co-operation feature high amongst the key factors that have been associated with effective schools (Roberts and Roach, 2006; Fidler and Bowles, 1989).

A school with a meaningful shared vision is always working towards improvement. Curriculum development should take place within the parameters identified in whole-school planning and in particular in terms of the school’s improvement plan (SIP). The SIP should provide some guidance on targets and strategies for achieving improved learner performance. It will also help to identify possible contexts or themes for learning. These themes should address specific issues considered to be important by the school and its community. The themes should support the realisation of the school’s vision and mission, so they will differ from school to school.

You will find more about this research in the following books:
It is important to ensure that planning for subjects, learning areas and phases is guided by the whole-school plan, which is based on the SIP.

Activity 14

a. Which issues in your SIP will guide the decision on themes to be addressed in your subject, learning-area and phase planning?
b. Are there any areas of the school curriculum in which you are aware that your school is underperforming? What strategies do you have in place to correct this situation?
c. What contexts help to shape (or should help to shape) the overall curriculum in your school?

The themes to be addressed will depend on the context of a school. School A, for example, might highlight the following issues:

- HIV/AIDS
- Unemployment and entrepreneurship
- Overcrowding
- Pollution
- Substance abuse
- Multi-culturalism and tolerance.

School B might highlight the following issues:

- HIV/AIDS
- Subsistence farming
- Access to clean water
- Indigenous knowledge systems and practices
- Community development.

Activity 15

Mr Ramano is a newly appointed HOD in charge of the Intermediate Phase at Buhlebethu Primary School in Gauteng province. The school has five Grade 4 classes, five Grade 5 classes and four Grade 6 classes. It is the beginning of November and the principal, Ms Mokoena, has asked the HODs to complete their curriculum planning for the following year before schools close for the summer holidays. As a new appointee from a school outside South Africa, Mr Ramano does not know exactly how to tackle this assignment.

Drawing from your experience, how would you guide him? You may consider the following questions (and/or others):

- What curriculum planning needs to be done?
- Why is it necessary?
- What is he expected to plan for?
- How does he organise the planning process?
- What resources will he use?
- Who should be involved and what roles should they play?
- What is the relationship between curriculum management, curriculum planning and curriculum development?
Having helped stakeholders to develop a meaningful shared vision for the school, the principal has to lead and manage curriculum planning through the school management team (SMT). This team consists primarily of instructional leaders. Each subject or learning-area head leads a subject or learning-area group that covers the entire phase.

As instructional leaders, the HODs are responsible for taking the lead in putting the curriculum into practice and improving it. Among other things, the HODs will:

- Oversee the curriculum planning
- Ensure that teaching time is used effectively
- Ensure that classroom activities are learner-paced and learner-centred
- Develop and use team-planning and team-teaching techniques.

One of the functions of the HOD as instructional leader is to ensure that time is managed and used effectively. Therefore, timetabling is one of the most important aspects of curriculum planning.

Time is a very important resource for learning and teaching. We must manage it carefully in order to avoid chaos and to ensure that learning outcomes in a given learning area or subject are achieved. Timetabling can be a very complex exercise especially at a big school. Many schools fail to start on time at the beginning of the year because the school timetable is not ready.

Care has to be taken that all learning areas and subjects are covered. The school must allocate time to each learning area or subject as stipulated in the policy statement. Remember that learners in the General Education and Training (GET) band are required to study all learning areas, whilst learners in the Further Education and Training (FET) band have to make subject choices. We often overlook a number of questions raised by subject choice. It is an aspect of curriculum planning that must be managed carefully in a way that is in line with the SIP.

Enough time must be set aside for the detailed curriculum planning that is required at the level of classroom teaching. Once plans have been made, the principal and HODs must ensure that these plans are implemented, monitored, reviewed and resourced.

Joe, as both an HOD and a classroom teacher, needs to work within this context when doing his own planning.

We will follow Joe as he plans his teaching for the year. As HOD, he has decided to teach Social Sciences (SS) to Grade 7s. He has many resources to draw from in his planning: a pile of curriculum policy documents from national and provincial departments, a selection of new SS textbooks, a file of printed resources collected over the years, his fellow teachers and some big ideas of his own. What are the key decisions he has to make in his planning process?
Phase-level planning

What will I teach? Deciding on content and concepts

How did Joe’s team decide what to teach during the Senior Phase (three years) and in Grade 7 (one year)? Logically, they looked at official national curriculum documents. But then they looked at provincial curriculum plans (learning programme guidelines, subject assessment guidelines, pacesetters and so on) and at textbooks. Finally, they used their own knowledge and training, and brainstormed what they believed were the key concepts that learners at a Grade 7 level should learn.

We’d like you to go through the same process that Joe’s team did.
Activity 16

a. Choose a learning area and phase with which you are familiar. Get hold of the national curriculum, provincial learning programme guidelines, subject assessment guidelines, textbooks and any other curriculum plans developed by either the national Department of Education or your provincial department for that learning area and phase.

b. Read through these documents, making notes of any crucial concepts and strands of linked or related concepts.

c. Organise these concepts and strands into a logical sequence. Which will you teach first? How will you then develop depth and breadth?

d. Then, with a few other teachers, brainstorm your ideas. Select those concepts you think are crucial. Finally, decide on the content you will teach in order to develop an understanding of these concepts. Write these up as a plan for a three-year phase of teaching.

This is the Senior Phase plan for SS that Joe’s group developed. You will notice that they haven’t yet developed much detail about assessment and the selection or sequencing of assessment standards.

<table>
<thead>
<tr>
<th>SS concept</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key SS skills</td>
<td>• Using sources</td>
<td>• Using sources</td>
<td>• Using sources</td>
</tr>
<tr>
<td>(These skills and approaches</td>
<td>• Understanding cause and effect</td>
<td>• Understanding cause and effect</td>
<td>• Understanding cause and effect</td>
</tr>
<tr>
<td>will be revisited and</td>
<td>• Making informed judgements</td>
<td>• Making informed judgements</td>
<td>• Making informed judgements</td>
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<tr>
<td>consolidated in the programme</td>
<td>• Being able to learn co-operatively</td>
<td>• Being able to learn co-operatively</td>
<td>• Being able to learn co-operatively</td>
</tr>
<tr>
<td>contexts that follow.)</td>
<td>• Being able to problem-solve</td>
<td>• Being able to problem-solve</td>
<td>• Being able to problem-solve</td>
</tr>
<tr>
<td>LO1</td>
<td>• Graphicacy skills</td>
<td>• Graphicacy skills</td>
<td>• Graphicacy skills</td>
</tr>
<tr>
<td></td>
<td>(using maps, graphs and diagrams)</td>
<td>• Picture interpretation.</td>
<td>• Picture interpretation.</td>
</tr>
<tr>
<td>Settlement and shelter</td>
<td>• Ancient civilisations in South Africa and other parts of the world</td>
<td>• African kingdoms/states/empires</td>
<td>• Migrant workers</td>
</tr>
<tr>
<td>(social organisation)</td>
<td>• Buildings</td>
<td>• Settlement patterns</td>
<td>• Formal/informal settlements</td>
</tr>
<tr>
<td>LO2</td>
<td>• Rituals</td>
<td>• Population distribution</td>
<td>• Apartheid laws</td>
</tr>
<tr>
<td>LO3</td>
<td>• Problems</td>
<td>• Urban/rural settlement</td>
<td></td>
</tr>
<tr>
<td>The use of natural resources</td>
<td>• Resources</td>
<td>• Investigating resources</td>
<td>• Ensuring our future</td>
</tr>
<tr>
<td>LO2</td>
<td>• Renewable/non-renewable</td>
<td>• Using our land</td>
<td>• Appropriate technology</td>
</tr>
<tr>
<td>LO3</td>
<td>• Distribution</td>
<td>• Land</td>
<td>• Environmental issues</td>
</tr>
<tr>
<td></td>
<td>• Environmental issues</td>
<td>• Pollution</td>
<td>• Alternative energy</td>
</tr>
<tr>
<td></td>
<td>• Imports/exports</td>
<td>• Tourism</td>
<td>• Nuclear power</td>
</tr>
<tr>
<td></td>
<td>• Waste – consumerism</td>
<td>• Heritage sites.</td>
<td>• Sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Global warming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Heritage sites.</td>
</tr>
</tbody>
</table>
We hear you say: ‘Ah! This looks a lot more like a syllabus’. And it does. It provides more detail about the content to be taught, but also organises the content in terms of key SS concepts. Some concepts are clearly related to the discipline of Geography – settlement and shelter, for instance – while other concepts come from History – colonisation, for instance. (Remember Social Sciences is an amalgam of History, Geography, Sociology and so on). In an integrated learning area, links will be drawn between settlement and colonisation. Teachers will begin asking questions like: ‘What influence did colonisation (formerly History) have on settlement (formerly Geography) in South Africa?’

### What does this process teach us about curriculum planning?

Let’s listen to Joe explain his experience of this process.

*This was a time-consuming but really exciting curriculum development experience. We brainstormed a range of possible SS concepts and skills that we thought our learners should and could learn over the three years. But then we had to prune these ideas to fit into the time we had estimated we would have available for teaching in the three years. We all had our favourite topics and argued strongly for these. But one teacher kept his head. He said we must make reasoned decisions guided by the following principles:*

- **Choose concepts that are fundamental to an understanding of SS before choosing other concepts, which might be interesting but not crucial.**
- **Turn these into competence-based learning outcomes. In other words, write out a list of outcomes for the phase (and the year) similar to this: ‘The learner must be able to develop a simple plan for water usage in his or her community that demonstrates an understanding of the key concepts learnt’.
- **Only then decide on the particular content and methods we would use to develop these competences. Again, relate them strongly to the level at which we want to teach, and note that this must be appropriate to the age and intellectual development of our learners.**
- **And, of course, keep checking to see that our ideas are in line with the policy documents.**

<table>
<thead>
<tr>
<th>SS concept</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colonisation</strong></td>
<td><strong>Exploring the world (15th, 16th and 17th centuries)</strong></td>
<td><strong>Winner takes all (18th and 19th centuries)</strong></td>
<td><strong>Breaking the chains (19th and 20th centuries)</strong></td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>• Journeys of exploration</td>
<td>• Colonisation</td>
<td>• Scramble for Africa</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>• Renaissance – culture</td>
<td>• Trade – inequalities; games</td>
<td>• Decolonisation</td>
</tr>
<tr>
<td></td>
<td>• Atlantic slave trade</td>
<td>• Slavery?</td>
<td>• Effects/legacies</td>
</tr>
<tr>
<td></td>
<td>• Slaves – a feature of African society</td>
<td>• The Dutch at the Cape</td>
<td>• Apartheid</td>
</tr>
<tr>
<td></td>
<td>• Khoikhoi resistance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A number of important planning points emerge from this:

- Organise content into concepts. Don’t teach lots of fragmented bits of information without demonstrating how they fit together to provide schemata, or concepts, with which learners can think about the learning area and the world.
- Make sure that you teach those concepts that are critical to a learning area, rather than being motivated entirely by your own interests or the interests of your learners. In other words, reading is a crucial part of Languages and must be taught, regardless of whether this is an interest of your learners or not!
- Limit what you teach. Instead of overloading learners with information, limit the information and get learners to use the concepts taught in real-life and learning contexts. Get learners to apply knowledge, and so deepen their understanding of it, rather than getting more and more information.

How do we decide on time allocations?

You will have noticed that Joe’s team has already had to think about time planning, something that doesn’t appear in much detail in broad national curriculum documents! But they did this in a vague way at first. They wanted to first develop their ideal phase and year plans. Then they went back to these and adapted them, taking into account time and other constraints. They allocated particular topics to particular grade levels, and pruned down a long list of desirable teaching ideas into a list of what is possible in three years. How did they do this?

- First, they looked at the school calendar. This showed them that 192 days had been set aside for school in that year.
- Second, they realised that this was an ideal, and that every school year was likely to lose teaching days through a variety of disruptions. So they tried to predict how many days would be spent on athletics meetings, choir competitions, examinations and so forth. They also assumed a couple of days for other disruptions, such as teacher or learner strikes! In the end, they decided that they could rely on having 180 days (or 36 weeks) of learning.
- Their third step was to convert these days into school hours. They found that, on average, a school day contained five hours of teaching time. This converted into 900 hours of teaching time per year.
- Finally, they had to work out what percentage of this time was going to be allocated to SS in the Senior Phase. They found out that the national Department of Education had recommended that schools allocate 10% of the total time to SS. This worked out to just 90 hours a year for SS. In other words, they now knew that their ideal curriculum had to be taught in 36 weeks with only two-and-a-half hours per week.

Later, on page 75, we discuss the question ‘What do we teach?’ in relation to lesson planning.
Activity 17

 Teachers virtually always overestimate the amount of time they think they have available for teaching. We’d like you to do an exercise that might make you more realistic in your planning of time.

a. Find out when teaching should begin (the first day of term) and end (the last day of term), and compare this to the reality. How many days are lost?
   • What other activities take away days of teaching in an actual year? (Ask about sports events, choir competitions, strikes, administration and so on.)
   • Observe each day and a couple of lessons. How many minutes are lost by late arrival at school and at class?

b. What does your research suggest you should do when planning to make the best possible use of time?

Using time efficiently

What did Joe’s team think? How much change did they have to make to their ideal plan? Let’s listen to Joe again:

At first we simply went back to our phase plan and divided these 90 hours per year into four: in other words, 22.5 hours for settlement, 22.5 for SS skills and so on. But I immediately raised three important considerations that changed our group’s thinking. I asked:

• Can’t we teach SS skills as an integral part of the other three content sections? For example, when we teach colonisation, we could teach the skill of using primary and secondary historical sources at the same time.

• Are all these concepts equally difficult for learners? Are any of these concepts more fundamental than others? We need to consider these questions. If we believe that, for instance, settlement is either more difficult or more fundamental, then we should allocate more time to it.

• What about adding homework into learning time? After all, we want a learner-centred pedagogy, so why don’t we plan and conceptualise homework as part of an integrated learning process? We could give increasing amounts of homework as learners get used to the idea.

These questions forced us to look at our planning in a new way.

By integrating skills into the everyday teaching of SS concepts, Joe’s team created more time for teaching. At the same time, they encouraged a skills-focused teaching style. The more systematic use of homework also created more time for teaching and encouraged independent work by learners. The reason for limiting the amount of homework at first and increasing it later was probably for one or both of the following reasons:
• The teachers understood that they needed to teach learners how to work independently before giving them large amounts of independent work.
• The teachers planned more research projects, which require learners to move outside of the classroom and into their neighbourhood, in later sections.

We would suggest that Joe’s team provide more detail about the nature and complexity of the skills and SS concepts they’d teach at each level. For example, their plan lists ‘Using sources’ in Grades 7, 8 and 9, with no sense of progression in using this skill. In other words, they should pay more attention to tools such as the learning programme guidelines.

Let us try to sum up what we have learnt in this section and relate it to the kind of guidelines you will have found in your NCS LPGs if you are teaching in South Africa. Phase planning is called a learning programme in GET policy documents and a subject framework in FET policy documents. Phase-level planning requires school management to make time available for teachers to meet together in phase groups to plan for learner development across the phase. At this level of planning, the emphasis is on deciding on the clustering and sequencing of learning outcomes and assessment standards, and identifying appropriate contexts and possibilities for integration. It is important to note that the learning outcomes and assessment standards are given in the policy documents. Teachers need to make decisions about the sequence, grouping, context, progression and integration of these learning outcomes and assessment standards.

**Steps for phase-level planning**

With some variations, LPGs normally recommend that teachers designing a subject framework or learning programme for a phase follow the four steps given below.

**Step 1: Clarify the learning outcomes and assessment standards**

The learning programme design begins with a reflection on learning outcomes and their related assessment standards. These are the foundations upon which work schedules and lesson plans are built.

The essential question when planning at phase level is: ‘What learning outcomes do learners have to master by the end of the phase, and what assessment standards should they achieve to show that they are on their way to mastering these learning outcomes?’

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce at the end of a particular grade, and ultimately by the end of the phase. The learning outcomes and assessment standards that learners should master by the end of Grade 12 are specified in the NCS Grade 10–Grade 12 (General). The learning outcomes and assessment standards for other phases are listed in the relevant policy documents for NCS GET Grade R–Grade 9.

Teachers also need to take the critical and developmental outcomes into consideration when planning. Ideally, teachers should work together to plan ways of creating learning, teaching and assessment opportunities that will develop these outcomes in conjunction with the learning outcomes.
Step 2: Clarify the kind of evidence required and ensure progression

This step helps teachers to plan what they will teach and assess in each grade, while taking progression across the three grades in the phase into account. This requires the planning of the following:

- In what contexts will learning, teaching and assessment take place in each of the grades for the learning area or subject?
- What knowledge will learners acquire, understand and demonstrate in each of the grades for the learning area or subject?
- What skills will learners learn and practise in each of the grades for the learning area or subject?
- Ensure that there is clear conceptual progression across the phase.

Make use of the learning programme guidelines provided for each learning area and subject when working on Step 1 and Step 2.

Step 3: Consider the assessment plan

This step helps to create a general plan for assessment in each grade for the learning area or subject, while taking progression across the three grades in the phase into account. Teachers should start considering the instruments to be used for assessment at this level. This will ensure that assessment remains an integral part of the learning and teaching process in the learning area or subject. Refer to the three-year assessment planning guidelines that are available for each learning area and subject.

Step 4: Consider resources

This step helps to create a general plan for the utilisation and requirements of resources in each grade for the subject, while taking the resources spectrum for three grades in the phase into account.

Teachers should start considering the resources to be used for learning, teaching and assessment at this level. This will ensure that the relevant resources are utilised and available for the learning, teaching and assessment process in the subject.

Table 6 and Table 7 are examples of two ways in which phase level-planning can be recorded. Compare the templates, which are taken from two different policy documents at two different levels.

| Table 6 Learning outcomes for Mathematics – Grade 4 to Grade 6 |
|---|---|---|---|
| Week | Grade 4 | Grade 5 | Grade 6 |
| ... | ... | ... | ... |
| 4 | ... | ... | ... |
| 5 | ... | ... | ... |
| 6 | Data handling 1 L05 | Symmetry and transformation L03 | Whole numbers/time L01 and L04 |
| 7 | ... | ... | ... |
| 8 | Patterns and functions 1 L02 | ... | ... |
| 9 | ... | ... | ... |
| 10 | ... | ... | ... |

[Department of Education (DoE) 2003]
Table 7 An illustration of planning for a learning outcome for Life Orientation – Grade 10 to Grade 12

Learning outcome 1: Personal well-being
The learner is able to achieve and maintain personal well-being.

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>
  - Factors influencing self-awareness and self-esteem (including the media)  
  - How to develop self-awareness and self-esteem, including strategies for building confidence in self and others  
    - Communication, including public speaking  
    - Successful completion of tasks or projects  
    - Participate in community organisation or life  
    - Making the ‘right’ decisions  
    - Affirmation by and of others  
  - Respect others and respect differences (for example, race, gender, ability)  
    - How to display respectful attitude and behaviour, including how to differ from the opinions of others in a respectful manner  
    - Exploration of positive influences or role models.  
  Possible certificate tasks:  
  - Identify document – necessity, application for ID  
  - Bank account – necessity, opening an account. | AS1: Applies various life skills to provide evidence of an ability to plan and achieve life goals. Concepts: Personal growth plan, life goals, goal setting.  
  - Types of goals and how they relate to one’s vision and mission in life  
  - Important life goals (for example, goals related to family, marriage, parenting, career choices, relationships), including how to prioritise life goals  
  - Why set goals and steps in goal setting (and/or planning)  
  - Action plan  
    - Personal growth plan – short-term, medium-term and long-term goals and how to achieve them  
    - How to implement an action plan and measure one’s progress. | AS1: Applies a range of life skills, evaluates own ability to prevent and manage stress, and adapts to change as part of an ongoing healthy lifestyle choice. Concepts: Stressors, managing stresses and change, lifestyle choices.  
  - Good stress versus bad stress, including when stress is beneficial  
  - Identify stressors (for example, physical, emotional, social, environmental, abuse, vocation, life crises, personality, social pressure)  
  - Various coping mechanisms and/or management techniques, including stress management and coping with change  
    - Living to change and changing to live: growth and change, change in circumstances  
    - Why change is not always such a good or bad thing  
    - Transition between school and post-school destination  
  - Assess level of stress (for example, signs and symptoms of stress, positive and negative aspects of stress) and develop own strategy - personal lifestyle plan, including stress-management activities.  
  Possible certificate tasks:  
  - Basic stress-management course. |
<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>
| AS2: Explains different life roles, how they change and affect relationships. Concepts: Life roles, how life roles evolve, impact of life roles on relationships.  
  - Identify different roles in life and highlight rights and responsibilities of each (for example, child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader, follower and so on)  
  - Identify evolving nature of roles in life and explain how these link up to developmental stages in life  
  - Explore impact of life roles on relationships (for example, how do relationships change as roles evolve, how roles build or break a relationship and so on)  
  - How to handle life roles effectively (for example, where to get help, coping mechanisms – conflict management, influence of society and culture, examples of positive role models and so on). | AS2: Explains that relationships can influence and are influenced by own well-being. Concepts: Relationships, influence of relationships on well-being, influence of well-being on relationships.  
  - Identify different types of relationships and their characteristics  
  - Explain how one's well-being – social, emotional, physical, mental – impacts on one's relationships and how one's relationships impact on one's well-being – social, emotional, physical, mental  
  - Identify personal relationships and characteristics present in these relationships that contribute or are detrimental to own well-being – social, emotional, physical, mental – and their influence on one. | AS2: Discusses the importance of initiating, building and sustaining positive relationships with family and peers, as well as in the workplace and broader social context. Concepts: Initiating, building and sustaining relationships, positive relationships, relationships in different contexts.  
  - Discuss the different types of relationships that exist in different contexts: family, peers, community, work, society and so on  
  - Identify the characteristics of a positive relationship, in other words, a healthy, respectful and long-lasting relationship  
  - Explore the role and place of positive relationships in life - support network and so on  
  - Explain how one can make or break a relationship  
  - Identify and explain the skills required to initiate, build and sustain positive relationships – for example, communication, dealing with conflict, rights and responsibilities. Possible certificate tasks:  
    - Basic conflict-management course. |
| AS3: Explains changes associated with growing towards adulthood and describes values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential. Concepts: Developmental changes: physical, mental, emotional and social; making decisions: values and strategies; sexuality; lifestyle choices; personal potential.  
  - Discuss physical, intellectual, emotional, social and motor growth in both genders at different stages of development and explore how change or growth in each domain impacts on other domains – highlight the details of the various growth processes pertinent to a Grade 10 learner  
  - Making decisions: Strategy or model for making an informed decision and use of personal values as decision-making filters, including considering all the consequences (short-, medium- and long-term) of decisions and how these consequences influence decisions  
  - When and where to go for help – organisations to approach (for example, Lifeline, AA and so on) | AS3: Explores characteristics of a healthy and balanced lifestyle, factors influencing responsible choices and behaviour in the promotion of health, and the impact of unsafe practices on self and others. Concepts: Balanced lifestyle, responsible choices and behaviours, unsafe practices and their impact.  
  - Explain characteristics of a healthy and balanced lifestyles (for example, physical, psychological, social, emotional and spiritual facets)  
  - Explore factors that impact negatively on lifestyle choices, for example:  
    - Accidents (types of accidents, lack of knowledge and skills, unsafe attitudes and behaviours, unsafe environments, emotional factors)  
    - Risk behaviours and situations (for example, personal safety, road use, substance use and abuse, dietary behaviour, sexual behaviour, risk of pregnancy, sexually transmitted infections [STIs], HIV)  
    - Socio-economic environment (for example, literacy, income, poverty, culture, social environment). | AS3: Investigates the human and environmental factors that cause ill health, accidents, crises and disasters, and explores appropriate ways to deal with them. Concepts: Factors causing ill health, accidents, crises and disasters, managing human and environmental factors that impact on health.  
  - Human factors that impact negatively on health (for example, psychological, social, religious and cultural practices, and different knowledge perspectives)  
  - Lifestyle diseases:  
    - Major lifestyle diseases (for example, cancer, hypertension, diseases of the heart and circulatory system, sexually transmitted infections, including HIV and AIDS)  
    - Contributing factors (for example, eating habits, lack of exercise, smoking, alcohol abuse, unsafe sexual behaviour)  
    - Prevention and control  
  - Environmental factors and disasters that impact negatively on health (physical environment, for example, lack of infrastructure; environmental hazards, for example, pollution, waste dumps, radiation, floods, fires, damage caused by wind). |
### Grade 10
- Sexuality: what it is – attitudes, values and behaviour; how the two genders differ in their perspective - the need to belong and feel loved; how one's attitude towards sexuality influences behaviour of others; impact on relationships; environmental influences; portrayal of sexuality in media, and on film and TV – influence on own attitude; rights and responsibilities, gender; cultural and social perspectives; values such as respect for self and others, self-control, loyalty in a relationship, right to privacy, right to protect oneself, right to say 'No', taking responsibility for own actions; myths; behaviour that leads to abstinence; teenage pregnancies, sexual abuse and rape; effects of choices on responsible sexuality
- Other lifestyle choices: Personal choices that impact on physical (for example, hygiene, substance abuse, nutrition, exercise and so on), mental, emotional (sticking to your principles, taking chances and so on) and social (peer pressure, the right crowd and so on), well-being – positive and negative – and consequences; making and explaining decisions relating to own individual well-being and quality of life – positive role models
- Personal potential: self-awareness and self-esteem – how to enhance these; being the best you can be; realise your potential and work to achieve it through informed and responsible lifestyle decisions – don’t throw opportunities or your life away.

### Grade 11
- Explain behaviours that lead to injury- and abuse-related deaths, teenage suicides
- Impact of the above and other unsafe practices on self, family and community (for example, physical, emotional, spiritual, social economic, political environmental impact)
- Explore factors that impact positively on lifestyle choices, for example:
  - Role of parents and peers
  - Personal values and belief system
  - Religion, media, social and cultural influences
  - Economic conditions
  - Access to information
- Making decisions: Strategy or model for making an informed decision and use of personal values as decision-making filters, including considering the consequences (short-, medium- and long-term) of decisions and how these consequences influence decisions

### Grade 12
- Dealing with factors that contribute to ill health on a personal level (attitudes, safety skills, first aid, coping with disasters)
- Making decisions: Strategy or model for making an informed decision and use of personal values as decision-making filters, including considering the consequences (short-, medium- and long-term) of decisions and how these consequences influence decisions
- Community responsibility to provide environments and services that promote safe and healthy living (responsibilities of various levels of government, laws, regulations, rules, community services)
- Suggest strategies such as educational or intervention programmes, impact studies to address factors and improve quality of life and well-being.

Possible certificate tasks:  
- Learner driver's licence (theory).
Grade 10
AS4: Describes the concept power and power relations and their effect on relationships between and within genders. Concepts: Power and power relations.
- Define power and power relations
- How the different genders view the roles of men and women – impact on power relations between the two genders and status of each
- Stereotypical views of gender roles and responsibilities versus modern views – shift of power between genders and its effect on relationships
- Influence of gender power inequality on relationships and general well-being (for example, sexual abuse, physical abuse).

Grade 11
- Explain different gender roles in the family, culture and society, including how modern gender roles are different and/or similar to traditional roles
- Describe how different gender roles and the differing perspectives thereof impact on one, one’s family and society.

Grade 12
AS4: Investigates how unequal power relations between the sexes are constructed and how they influence health and well-being, and apply this understanding to work, cultural and social contexts. Concepts: Unequal power relations; impact of unequal power relations on well-being; different contexts.
- Explore the issue of power balance and power struggle between the two sexes, between family members, between friends, between colleagues and how it impacts on personal, family, cross-cultural, social and work relationships
- Suggest how and why power relations emerge between the sexes in contexts such as the work setting, family context, a friendship and so on
- Describe how the abuse of power in relationships in the work setting (for example, sexual harassment), cultural context (for example, different mourning periods for males and females), family context (for example, physical abuse), social context (for example, domestic violence, sexual violence or rape) and so on impacts on health and well-being
- Explain how to manage power relations between the sexes in different contexts to encourage a win-win situation.

[Department of Education (DoE) 2008]

As noted in the Department of Education’s module for Leading and Managing a Subject, Learning Area or Phase in the Advanced Certificate of Education (ACE) for School Management and Leadership (visit the Thutong website at www.thutong.org.za and follow the link to the ACE SL), schools will need to ensure that:
- Phase-level planning is completed or revised before the start of a new school year.
- All teachers participate and contribute.
- Selected contexts are appropriate for the level of learning. These contexts must address concerns of the school and the school community. They should not violate any rights or core values. The contexts can be resourced adequately.
- The plans indicate progression across the phase in terms of contexts. For example, the learners might first be asked to discuss the topic ‘HIV/Aids – what is it?’ After this, they might be asked to discuss the topic ‘HIV/Aids – supporting families living with the virus’ and finally ‘HIV/Aids – exploring the socio-economic impact’. Each context involves progressively more complex issues that are increasingly removed from the learners’ everyday experience.
- The plans indicate progression across the phase in terms of the challenge implicit in activities. For example, the learners might first be asked simply to present information on HIV/Aids in a factually correct, non-judgemental way. As their skills develop, they might be asked to present
and sustain opposing arguments on HIV/Aids treatment, or to participate in a formal debate where they have to think on their feet.

- In most schools, the actual task will be delegated to an HOD. However, it is important for the SMT to provide space, time, resources and a guiding template. The SMT must also monitor and evaluate the development of the final product of the phase-level planning process.

**Activity 18**

In this activity, either develop a phase-level plan of your own, or critique a phase-level plan that has already been developed in your department. As you complete the activity, make sure that you address the following questions:

a. Who should be involved?

b. How long will it take, when should it happen and what resources will you need?

c. What do you like or dislike about the templates offered in the examples?

   If necessary, design a template that works better for you.

d. Now complete at least one level of your revised phase-level plan, using different ideas from those given in the examples.

Your attempt to engage with this activity should have made it very clear that:

- Planning takes time
- You need access to the relevant policy documents
- You need a process to check that all the learning outcomes and assessment standards will be covered over the phase
- You need a process to check that there is a logical sequencing and progression from one grade to another in terms of contexts and typical activities
- In practice, both top-down and bottom-up strategies guide the planning process.

It will be much easier to keep track of all these variables if phase educators work together in teams within the school. Where possible, educators could even work together in school clusters.

In this section, we looked at phase-level planning. In the next two sections, we will focus on grade and lesson planning.
Grade-level planning

Joe now had a good understanding of how his Grade 7 work would fit in with the work of other SS teachers in his phase. But let’s hear how he went ahead and put together his year plan.

You ask what I did next? Well, much of the thinking was similar to phase planning. A year plan and plans for terms are simply more-detailed phase plans. To start, I simply wrote down the Grade 7 column from the phase plan with the details we had added about depth.

I had about 90 hours of SS teaching time (plus about 20 hours of homework time) spread across about 36 weeks (at two-and-a-half hours per week). I wanted to teach in an active and integrated way, so I realised that, instead of thinking in single-lesson units, I needed to think in longer units. I decided to run each of my ‘lessons’ over five hours (or two weeks). In this time, learners would do about an hour of independent study at home. So I drew up a table on a large A3 sheet of paper (a friend did her plan on her computer). My plan looked like this:

<table>
<thead>
<tr>
<th>Learning area concept and content that must be taught</th>
<th>Key learning outcomes desired and how I will assess them (in other words, LOs and ASE)</th>
<th>Everyday ideas I will use to link content with lives of learners (themes)</th>
<th>Methods, activities and resources</th>
<th>How long I will take to teach these concepts and skills</th>
<th>How can I link this to other learning areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1 and 2: Settlement and shelter - early settlement</strong></td>
<td>• Understand why people move&lt;br&gt;• Understand how this region came to be settled&lt;br&gt;• Able to draw up a questionnaire&lt;br&gt;• Able to draw a demographic map of the region&lt;br&gt;• Do assessment of written group-research reports.</td>
<td>• Me, my family and my community.</td>
<td>• Learners research when their parents arrived here&lt;br&gt;• Role-play discussions about why people move&lt;br&gt;• Watch video on forced removals in South Africa&lt;br&gt;• Individual reading about settlement (textbook)&lt;br&gt;• Explanation (link family experiences to theory of settlement)&lt;br&gt;• In groups, develop reports on common experiences of parents.</td>
<td>• Five hours in class&lt;br&gt;• One hour of home research.</td>
<td>• Speak to Maths teacher about stats we need to do&lt;br&gt;• Find out if Language teacher is interested in doing literature on removals&lt;br&gt;• Check on what work they have done on report-writing.</td>
</tr>
</tbody>
</table>
I have only included the first two weeks, but basically the rest of my work plan looks like this. I tried to be as detailed as possible (and so haven’t shown you all of my outcomes!), but realised that I’d add detail in individual lesson plans.

<table>
<thead>
<tr>
<th>Weeks 1 and 2</th>
<th>• No graphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 3 and 4</td>
<td>• Understand pie graphs and draw pie graphs to depict statistics</td>
</tr>
<tr>
<td>Week 5</td>
<td>• No graphs</td>
</tr>
<tr>
<td>Weeks 6 and 7</td>
<td>• Understand and draw bar graphs</td>
</tr>
<tr>
<td>Week 8</td>
<td>• Understand and draw line graphs</td>
</tr>
<tr>
<td>Week 9</td>
<td>• Interpret a combination of bar and line graphs, for example, climate graphs (temperature and rainfall)</td>
</tr>
<tr>
<td>Weeks 10 and 11</td>
<td>• No graphs</td>
</tr>
<tr>
<td>Week 12</td>
<td>• Extrapolating, comparing and analysing information presented as line and pie graphs</td>
</tr>
</tbody>
</table>

Activity 19

a. Choose one of the grades from the phase plan you developed in Activity 16. Brainstorm how you will teach one of the topics you have planned for this grade. Think about integration with other learning areas and how much time you will allocate to this.

b. Fill in your topics in a table like the one Joe used. Obviously you can adapt it if you think it can be improved.

What does this teach us about developing a year plan?

We can learn the following:

- **Content planning and sequencing:** Ensure that the knowledge you will teach builds from the previous year’s level and up to the next year’s level. Ensure that you don’t duplicate content or the teaching of particular skills, but teach so that you develop the sophistication of learner understandings by teaching new skills and reinforcing old concepts or skills. For instance, notice how Joe develops graphing skills in all of his themes. He teaches new ideas and gets learners to practise old ideas. So, by the end of the period, a learner will be more advanced and able to demonstrate higher-order graphing abilities than at the beginning or middle of the period.

- **Time planning:** Realistically work out how much time you have, and then use it well. So, for instance, use homework time for learner activities that feed into class time. Notice how Joe kicks off one module with classroom work exploring why people settle in different areas – sometimes by choice and sometimes because they have been forced to do so. He then teaches learners how to do research from books and primary sources, and then uses lots of homework time for research.
• *Planning teaching methods and assessment:* Joe doesn’t provide a great deal of detail in his year plan. Later we will see that he does provide this detail in his module and lesson plans. But he thinks broadly about assessment and makes sure that he mixes his assessment in order to get a well-rounded understanding of learning. He also indicates when the more formal assessment will be done so that he isn’t overloaded with marking and administration.

**How do we choose teaching methods, activities, resources and assessment?**

Teaching methods, activities, resources and details of assessment do not have to be specified in phase or year plans. However, they are crucial in lesson planning. But it is important to make decisions about some longer-term issues:

• *Co-operating with other teachers:* For instance, are there any skills or concepts that, as a school, or a grade in a school, you want to work on? Perhaps the reading skills of learners are poor. Your school could then decide that all teachers should prioritise reading as a method of learning. Or maybe you want to improve learners’ group skills. If all teachers co-ordinate action, they will iron out contradictory messages about group work that are being sent to learners, which, in turn, will improve learning.

• *Forward planning:* Events or learning experiences that require forward planning, such as field trips, long research projects or the ordering of learning, need to be planned in advance if they are to be successful.

• *Planning assessment:* Some kinds of assessment – such as portfolios – require forward planning. Learners need to be told at the beginning of a year or even a phase that they should collect particular kinds of activities in order to develop a portfolio of work.

As before, let us try to link what we have learnt generally to the specific guidelines emerging from the Department of Education in South Africa. We have now moved to the next level of planning, the grade-specific work schedule.

The work schedule is a more detailed planning tool that focuses on the work to be completed in a particular grade. The example that follows on page 68 could be considered for this level of planning.
Table 8 Extract from Grade 5 work schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit title</td>
<td>Shapes and objects</td>
<td>Symmetry and transformations (introduction to different transformations)</td>
<td>Patterns and functions involving whole numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning outcomes and assessment standard clusters</td>
<td>LO3</td>
<td>SHapes and objects.</td>
<td>LO3</td>
<td>Transformations.</td>
<td>LO2</td>
<td>Patterns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related learning outcomes and assessment standard clusters</td>
<td>LO1</td>
<td>Applications of numbers to problems</td>
<td>None</td>
<td>LO1</td>
<td>Recognising, classifying and representing numbers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching, learning and assessment contexts</td>
<td>LO4</td>
<td>Units and instruments</td>
<td>Patterns.</td>
<td>Introductions to rotational symmetry and the different transformations.</td>
<td>Applications of numbers to problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms of assessment</td>
<td>LO4</td>
<td>Perimeter, area and volume.</td>
<td>Review and extension of Grade 4 learning.</td>
<td>Grades involving increased number ranges compared with Grade 4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>Week-3-4</td>
<td>Investigation.</td>
<td>Classwork.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Department of Education (DoE) 2003]

The HOD must sign off the completed phase-level planning. Each teacher who was involved must have a copy of the phase-level plan before work commences on the work schedule.

**Recommended steps for developing a work schedule**

The subject framework sets out the broad plan for each phase, for example, Grade 10 to Grade 12. After this, it is necessary to plan in more detail what will happen in each grade. This year-long grade-level plan is called a work schedule. This is the second stage in the design of a learning programme. It is the point at which theory becomes practice. The following steps provide guidance on how to develop a work schedule. The recommended steps are similar across LPGs for different learning areas and subjects.

**Step 1: Integrate learning outcomes and assessment standards for the grade**

This step helps determine the way in which the teacher will address the assessment standards for each learning outcome in a particular grade during the learning, teaching and assessment process. In instances where integration does occur, the learning, teaching and assessment process must focus on the skills, knowledge, values and attitudes (SKVAs) of the assessment standards that have been grouped together. If no integration takes place, the SKVAs of the individual assessment standard can be dealt with independently.
Integration should not be forced, but should flow naturally from the activities that have been designed. For example, in preparing to write an essay, learners will need to draw on assessment standards linked to the Languages competences of reading, thinking, writing and language domains, and probably also speaking and listening. If teachers have planned together, it is conceivable that the same essay could address assessment standards for both Languages and a subject area such as History or Economics. However, this does not mean that it is necessary or desirable to try to force integration between assessment standards and subjects or learning areas. If the link is not readily apparent, rather group the assessment standards according to natural and authentic links.

**Step 2: Sequence and pace integrated learning outcomes and assessment standards for the grade**

This step helps determine the order in which SKVAs will be presented in a particular grade, and the period of time that will be spent on the learning, teaching and assessment of each learning outcome and/or assessment standard in that grade.

For example, the suggested time allocation per grade for an FET subject in a school year assumes 33 weeks per year and 4,5 hours per week. Teachers should work out the number of weeks per term in their particular school and schedule teaching accordingly.

**Step 3: Consider activities, resources and assessment instruments for the grade**

This step assists the teacher in choosing the most effective types of activities, resources and assessment instruments to ensure the achievement of the learning outcomes and assessment standards as sequenced and paced in Step 2 above.

You should consider the following points when monitoring and evaluating work schedules:

- Does the planning take inclusivity issues into account? In other words, do we make adequate provision both for learners who experience barriers to learning and for gifted learners? Is provision made for overcoming barriers to learning and expanding opportunities?
- Are the resource requirements realistic in terms of the school's budget?
- Is there sufficient variety in learner activity?
- Is there sufficient variety in assessment strategies?
- Do time allocations seem realistic?
- Is the work schedule consistent with the phase plan?
Table 9 provides a useful checklist of additional points to consider when completing a work schedule for a grade.

**Table 9 Checklist for a work schedule**

<table>
<thead>
<tr>
<th>Have I …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Checked policy documents for curriculum requirements?</td>
</tr>
<tr>
<td>2  Considered what critical and developmental outcomes are being</td>
</tr>
<tr>
<td>addressed?</td>
</tr>
<tr>
<td>3  Covered all learning outcomes repeatedly in different contexts during</td>
</tr>
<tr>
<td>the year?</td>
</tr>
<tr>
<td>4  Covered all assessment standards repeatedly in different contexts during the year?</td>
</tr>
<tr>
<td>5  Integrated the different learning outcomes and assessment standards in the course of my lessons?</td>
</tr>
<tr>
<td>6  Linked with other subjects where relevant?</td>
</tr>
<tr>
<td>7  Covered the knowledge required for the learning area or subject fully?</td>
</tr>
<tr>
<td>8  Covered the skills required for the learning area or subject fully?</td>
</tr>
<tr>
<td>9  Addressed attitudes and values through the choice of themes with</td>
</tr>
<tr>
<td>particular attention to human rights and indigenous knowledge?</td>
</tr>
<tr>
<td>10 Ensured the development of higher-order thinking throughout the</td>
</tr>
<tr>
<td>programme?</td>
</tr>
<tr>
<td>11 Ensured that the programme is at an appropriate level of difficulty, depth and breadth for the grade, age and level of development of learners, particularly in terms of the texts chosen?</td>
</tr>
<tr>
<td>12 Ensured that my approach is participative and resource-based?</td>
</tr>
<tr>
<td>13 Given due attention to assessment as an integral part of the teaching process?</td>
</tr>
<tr>
<td>14 Ensured that my assessment is accompanied by appropriate criteria at all times?</td>
</tr>
<tr>
<td>15 Ensured that proper attention has been given to both the process and the product?</td>
</tr>
</tbody>
</table>

Table 10, Table 11 and Table 12 on the next four pages provide sample extracts from work schedules for three grades, in this case for Mathematical Literacy. Do these extracts appear to meet the checklist requirements set out in Table 9?
### Table 10: Extract from a possible work schedule for Mathematical Literacy Grade 10

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Context</th>
<th>Lesson focus, activities and resources</th>
<th>Learning outcome(s)</th>
<th>Assessment standard(s)</th>
</tr>
</thead>
</table>
| 1 and 2 | Understanding your water account | Supply learners with water consumption tariffs for two different municipalities and let them:  
- Calculate the cost of water for a range of consumption levels in each of the municipalities (LO1)  
- Draw graphs for the different municipalities on the same graph paper and determine which municipality is more economical for different consumption levels (LO2)  
- Relate the answers determined by calculation to the answers read off the graph (LO1 and LO2). | LO1: Numbers and operations in context  
(The learner is able to use knowledge of numbers and their relationships to investigate a range of different contexts that include financial aspects of personal, business and national issues.)  
LO2: Functional relationships  
(The learner is able to recognise, interpret, describe and represent various functional relationships to solve problems in real and simulated contexts.)  
LO3: Space, shape and measurement  
(The learner is able to measure using appropriate instruments, to estimate and calculate physical quantities, and to interpret, describe and represent properties of and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.)  
LO4: Data handling  
(The learner is able to collect, summarise, display and analyse data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.) | 10.1.1 Solve problems in various contexts, including financial contexts, by estimating and calculating accurately using mental, written and calculator methods where appropriate, inclusive of:  
- Working with simple formulae (for example, \( A = P(1 + i)^n \))  
- Using the relationships between arithmetical operations (including the commutative, distributive and associative laws) to simplify calculations where possible  
- Working with positive exponents and roots.  
10.1.2 Relate circulated answers correctly and appropriately to the problem situation by:  
- Interpreting fractional parts of answers in terms of the context  
- Reworking a problem if the first answer is not sensible, or if the initial conditions change  
- Interpreting calculated answers logically in relation to the problem and communicating processes and results.  
10.2.1 Work with numerical data and formulae in a variety of real-life situations, in order to establish relationships between variables by:  
- Finding the dependent variable  
- Finding the independent variable  
- Describing the rate of change.  
10.2.2 Draw graphs in a variety of real-life situations by:  
- Point-by-point plotting of data  
- Working with formulae to establish points to plot  
- Using graphing software where available. |
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 and 3</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson focus, activities and resources**

- Have learners measure the amount of water different typical daily activities use using appropriate measuring instruments:
  - Combine data for the class discussing why different people got different values for similar activities (LO3).
- Have learners keep a water-use diary for their home recording how many of each typical daily activity occurs for each day of a week:
  - Summarise class data by means of appropriate data graphs (LO4).

| Learning outcome(s) | 10.3.1 Solve problems in two-dimensional and three-dimensional contexts by:
|                    |  - Estimating, measuring and calculating values that involve:
|                    |   - Lengths and distances
|                    |   - Perimeters and areas of common polygons and circles
|                    |   - Volumes of right prisms
|                    |   - Angle sizes ($0^\circ$–$360^\circ$)
|                    |  - Checking values for solutions against the contexts in terms of suitability and degree of accuracy.

10.4.1 Investigate situations in own life by:

- Formulating questions on issues such as those related to:
  - Social, environmental and political factors
  - People’s opinions
  - Human rights and inclusivity
- Collecting or finding data by appropriate methods (for example, interviews, questionnaires, the use of data bases) suited to the purpose of drawing conclusions to the questions.

10.4.2 Select, justify and use a variety of methods to summarise and display data in statistical charts and graphs inclusive of:

- Tallies
- Tables
- Pie charts
- Histograms (first grouping of data)
- Single bar and compound bar graphs
- Line and broken-line graphs.

**Consolidate the mathematical knowledge and skills that the activities have addressed, namely:**

- Calculating values based on information or formulae provided in tables
- Drawing algebraic graphs based on values calculated
- Measuring using a measuring instrument
- Recording values
- Converting between metric units (ml to l)
- Summarising data and drawing data graphs.

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[Department of Education (DoE) 2008]
### Table 11 Extract from a possible work schedule for Mathematical Literacy Grade 11

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Context</th>
<th>Lesson focus, activities and resources</th>
<th>Learning outcome(s)</th>
<th>Assessment standard(s)</th>
</tr>
</thead>
</table>
| 6     | Using formulae and solving equations – bank costs | Supply learners with fee brochures for a range of banks:  
  - Study the various different fees that each of the banks charges  
  - Identify the different ways in which banks determine the cost of a transaction. There are typically the following:  
    - Fixed fee for a transaction:  
      Statement request = R4,00  
    - Basic plus a percentage of the transaction amount:  
      Deposit = R2,50 + 0,9% × amount  
    - Percentage up to a maximum:  
      Cheque = 1,1% × amount, maximum fee R16,25  
  - Provide a worksheet with many examples for students to calculate. | **L01: Numbers and operations in context**  
(The learner is able to use knowledge of numbers and their relationships to investigate a range of different contexts that include financial aspects of personal, business and national issues.)  
**L02: Functional relationships**  
(The learner is able to recognise, interpret, describe and represent various functional relationships to solve problems in real and simulated contexts.) | 11.2.1 Work with numerical data and formulae in a variety of real-life situations, including:  
- Finding break-even points involving linear functions by solving simultaneous equations.  
(Types of relationships to be dealt with include linear and inverse proportion relationships.)  
11.2.2 Draw graphs (by hand and/or by means of technology where available) as required by the situations and problems being investigated.  
11.2.3 Critically interpret tables and graphs in a variety of real-life and simulated situations by: - Estimating input and output values. |  
Research task and regular informal classroom-based assessment

- Interpreting answers in terms of the context  
- Reworking a problem if the first answer is not sensible or if the initial conditions change  
- Interpreting calculated answers logically in relation to the problem, and communicating processes and results.

11.1.3 Apply mathematical knowledge and skills to plan personal finances and investigate opportunities for entrepreneurship inclusive of:  
- Specifying and calculating the value of income and expenditure items  
- Estimating and checking profit.
# Table 12 Extract from a possible work schedule for Mathematical Literacy Grade 12

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Context</th>
<th>Lesson focus, activities and resources</th>
<th>Learning outcome(s)</th>
<th>Assessment standard(s) (bold text is used to highlight the areas addressed by the lesson)</th>
<th>Assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>International exchange rates:</td>
<td>LO1: Numbers and operations in context (The learner is able to use knowledge of numbers and their relationships to investigate a range of different contexts that include financial aspects of personal, business and national issues.)</td>
<td>12.1.3 Analyse and critically interpret a variety of financial situations mathematically, inclusive of:</td>
<td>Control test</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>• Look at a number of advertisements from international magazines and so on that quote prices in other currencies</td>
<td></td>
<td>• Personal and business finances</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Source exchange rates for the currenecies used in the advertisement(s) and convert the price to SA Rand</td>
<td></td>
<td>• The effects of taxation, inflation and changing interest rates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practise converting between a variety of currencies and the SA Rand (use a worksheet).</td>
<td></td>
<td>• The effects of currency fluctuations</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Exchange rates over time:</td>
<td>LO2: Functional relationships (The learner is able to recognise, interpret, describe and represent various functional relationships to solve problems in real and simulated contexts.)</td>
<td>12.2.3 Critically interpret tables and graphs in real-life situations including in the media, inclusive of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Given a graph that shows exchange rates between the SA Rand and various currencies</td>
<td></td>
<td>• Graphs with negative values on the axes (dependant variable in particular)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Develop tables of values for the given period from the graph.</td>
<td></td>
<td>• More than one graph on a system of axes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify trends in the exchange rate if possible and answer questions such as:</td>
<td></td>
<td>12.3.1 Solve problems in two-dimensional and three-dimensional contexts by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– When was the exchange rate greatest, in other words, when would the item have cost the most in SA Rand?</td>
<td></td>
<td>• Estimating, measuring and calculating values that involve:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– When was the exchange rate lowest, in other words, when would the item have cost the least in SA Rand?</td>
<td></td>
<td>– Lengths and distances</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– If you had to buy the item in six months’ time, how much do you think it would cost? Justify your answer.</td>
<td></td>
<td>– Perimeters and areas of polygons</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Measurement conversions:</td>
<td>LO3: Space, shape and measurement (The learner is able to measure using appropriate instruments, to estimate and calculate physical quantities, and to interpret, describe and represent properties of and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.)</td>
<td>12.3.2 Convert units of measurement between different scales and systems using conversion tables provided as required in dealing with problems.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Source examples of scale drawings and plans on which the dimensions are given in imperial units and supply conversion charts to convert from imperial to metric units:</td>
<td></td>
<td>12.3.3 Use and interpret scale drawings of plans to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Calculate the actual dimensions for the measurements shown on the plans and scale drawings</td>
<td></td>
<td>• Estimate and calculate values according to scale, and build models.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Convert the dimensions of the actual items shown on the plans or drawings into metric units using the conversion tables provided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Calculate areas, volumes and other dimensions appropriate to the items depicted in the plans or drawings in metric units.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 20

In this activity, either develop a work schedule of your own, or critique a work schedule that has already been developed in your department. As you complete the activity, make sure that you address the following questions:

a. Who should be involved?
b. How long will it take, when should it happen and what resources will you need?
c. What do you like or dislike about the template offered in the example? If necessary, design a template that works better for you.
d. Now complete or revise at least one learning outcome of your subject framework or learning programme, using different ideas from those given in the example.

Make sure that there is a clear link between your subject framework and your work schedule.

As you experienced in Activity 18, your attempt to engage with this activity should have made it very clear that:

- Planning takes time
- You need access to the relevant policy documents
- You need a process to check that all the learning outcomes and assessment standards will be covered over the phase
- You need a process to check that there is a logical sequencing and progression from one grade to another in terms of contexts and typical activities
- At this level, it is useful to have available some of the resources that you might want to use.

It will be much easier to keep track of all these variables if grade educators work together in teams within the school. Where possible, educators could even work together in school clusters.

Lesson-level planning

Deciding what we teach: Giving detail to concept descriptions

Joe’s phase and year plans describe concepts such as settlement rather vaguely. But as he plans his lessons, or units of lessons, he has to become a great deal clearer about:

- What sub-concepts he will teach and how these will be linked together
- What content he will use to teach these concepts and sub-concepts
- How he will teach these concepts and sub-concepts
- What kind of competences learners must demonstrate by the end of this particular learning process.

Let us see how he went about planning these. We will follow the concept he has chosen to teach in weeks 1 and 2 – settlement.
Joe began by researching textbooks, curriculum documents and other interesting texts dealing with concepts such as settlement, removals and population movements. He then sat down with his phase team and brainstormed these ideas.

This is what emerged from Joe’s brainstorm:

- Factors leading to urbanisation
- Herders and farmers
- Hunter-gatherers
- World map of distribution of urban population
- Urbanisation – world and local scale
- Doing research, transferring information from one source to another, writing an article
- Different sources of information
- History of permanent settlement
- Environmental and social issues in modern cities
- The rise of cities
- Sites of early cities, for example, the Indus River Valley
- Case study to find out about ancient cities
- Archaeological evidence
- Transport and building technology in modern cities – project work
- Factors leading to development of permanent settlement

And then you drown in all of this information!

Brainstorming is fun! Just let your mind expand and the ideas flow in!

Not if you organise it later!

This is what emerged from Joe’s brainstorm:
You will notice that this is really a jumble of disorganised ideas. Joe's planning role was to organise these ideas. In other words, he had to sequence them logically so that learners developed both a breadth and depth of understanding. This is when he went back and looked at the assessment standards again. They suggested the kinds of skills, knowledge and values that could appropriately be developed as part of Grade 7 teaching. He then used this information and the results of the brainstorm to organise his teaching into categories of knowledge, skills, and values or attitudes.

### Skills
- Conduct a survey
- Classify the results of a survey
- Listen for specific information
- Access information from texts
- Compare information
- Acquire information from different sources
- Identify cause-and-effect relationships
- Write up information.

### Knowledge
- Understand why people move
- Understand why the local community formed as it did
- Identify different homes that people live in
- Describe a hunter-gatherer way of life
- Trace the evolution of settlements
- List factors that led to the development of permanent settlement
- Identify reasons that led to the development of urban areas in certain parts of the world.

### Attitudes
- Reflect on the changing roles of men and women in a range of societies
- Express empathy towards people in different situations
- Recognise the detrimental effects of certain human activities on the environment
- Explore urban problems such as homelessness
- Explore their own attitudes towards homelessness.

One of the most useful ideas we heard at NCS/OBE workshops was that outcomes need to deal with three aspects of a learner: his or her head, heart and hands. In the old days, we were mostly concerned with head – knowledge, facts, dates and labels. But if we see learners as rounded, whole people, then we also need to think about skills (hands), and attitudes and values (heart outcomes).
Outcomes need to deal with three aspects of a learner: head, heart and hands.

Choosing resources and designing activities

Joe then looked for appropriate source material that could help him to design his lessons. His group identified and accessed about 20 different resources that could be used to teach settlement. The kinds of resources used included:
- Existing school textbooks
- Reference books
- Newspaper articles
- Information on the Internet
- Personal experience and evidence, for example, photographs and fieldwork
- Videos.

Let's listen to Joe again:

Once we had found the resources that I would use in my lesson, I started to design specific activities based on these resources. As a group, we also gave careful thought to how we would assess whether learners had achieved the lesson outcomes by doing these activities.

A structure for planning a lesson

At this point, the detail regarding content and skills should be very precise. But let’s think of a structure for planning. Here is an excerpt from a lesson plan about halfway through Joe’s two-week focus on settlement. Notice that this lesson plan actually refers to a lesson where he isn’t present – the homework session! But Joe leaves nothing to chance; he even plans this!
Learning area: Social Sciences

Grade level: 7

Date: Wednesday 1 February, homework

AS: Identifies processes that affect population growth and change in various places (factors affecting the issue).

This lesson’s topic (Unit 1, Lesson 3): How our neighbourhoods were settled

Activity 1.3: Researching how our neighbourhoods were settled

What are the outcomes of this activity?

Learners should be able to:

- Understand why their parents, and people like them who live in the neighbourhood settled in this area
- Begin organising their findings (in the next lesson I will ask groups to classify the reasons for settlement into categories, such as forced for political reasons and economic reasons)
- Carry out a simple piece of research and make use of the findings.

What will be done to enable learners to meet the outcomes?

Teaching organisation:

Learners spend afternoon’s homework (an hour) and use questionnaire they developed to research reasons why their parents and two sets of neighbours settled in this city.

Methods:

a. As individuals, learners interview parents and two sets of neighbours.

b. They complete the questionnaire and collect pictures of the houses in which the interviewers live (either photographs or sketches).

c. They bring these interviews to class tomorrow where they will discuss their findings in their groups.

Resources needed:

Copies of the questionnaire developed in class.

What will provide evidence of this learning?

- Learners will have completed the questionnaires and provided pictures of houses
- Learners will participate in the group discussion that follows
- Later, I must assess their conceptual understanding, probably by getting them to analyse a case study of settlement similar to this, but that occurs elsewhere in the world.

How could this learning be assessed?

- At this stage, assessment would be informal and formative
- I will ask individuals and groups to report randomly on their findings in a whole-class session at the beginning of the next lesson
- I will observe discussions in groups and assist with their attempts to classify information.

A little later in this process, Joe wanted to develop both the depth and breadth of his learners’ understanding of settlement. You will have noticed how he drew on the learners’ own experiences in the previous lesson. See how he now gets learners to:

- Experience other people’s lives and their experience of settlement in order to help them generalise their understanding of the concept settlement.
• Progress from reasons why people move to how they settle and live. In order to do this, he begins looking at housing and economic wealth, and how an understanding of these concepts helps us to understand the concept of settlement.

**Learning Area:** Social Sciences

**Grade level:**

**Date:** Thursday 9 February, last period of the day

**AS:** Identifies processes that affect population growth and change in various places (factors affecting the issue).

**This lesson’s topic (Unit 1, Lesson 8):** How other people live

**Activity 1.8:** Examining the kinds of homes other people live in

**What are the outcomes of this activity?**

Learners should be able to

- Classify homes according to criteria they identify themselves
- Link homes to particular forms of settlement.

**What will be done to enable learners to meet the outcomes?**

**Classroom organisation:**

Learners sit in pairs with pictures of different kinds of homes.

**Methods:**

a. Question and answer, demonstration: I will ask learners to consider the different kinds of homes in which people live, such as flats, shacks, small houses, large mansions and village huts.

b. I will show the class examples of different houses. I will find pictures in newspapers and magazines. I must remember to:
   - Take care to represent homes from a wide variety of contexts
   - Make sure the pictures reflect the kinds of homes that learners in my class live in
   - Remind learners that there is often a close relationship between the kinds of homes people live in and the types of settlements that exist, for example, cities, villages, farms, mining hostels and informal settlements.

**Resources needed:**

Pictures of homes or neighbourhood dwellings collected earlier from newspapers and magazines.

**What will provide evidence of this learning?**

- Learners will name and identify different kinds of homes from pictures
- They will be able to classify homes according to appearance
- Learners will be able to relate certain kinds of homes to particular forms of settlement.

**How could this learning be assessed?**

- Through observation and listening in to pair discussion – will informally assess the learners’ classification of homes and the criteria they devised
- Through verbal feedback: learners compare their classification with other groups.
Activity 21

a. You will see from the headings in Joe’s notes that he organised his planning around certain key questions and considerations.
   - Take note of what they are.
   - Suggest why each is important.
   - Suggest how they are linked to each other.

b. Choose a lesson you have planned and write about it under the headings Joe used. Discuss with your partner ways in which you found the structure Joe used helpful or unhelpful. If you have ideas for improving the structure, discuss them with your partner to see if, together, you can find a better way than Joe’s.

We are not going to discuss this activity with you in detail, but will rather make some key points about planning at this level that Joe’s lessons illustrated. At this level of planning, it is important that you think about the following questions:
   - Exactly what do you want your learners to learn?
   - How will you help them achieve this learning? You need to think about what you and your learners will be doing in the lesson to ensure that they have a chance to work towards and show achievement of the outcomes. Usually there are many different activities that could be useful in this. Your choice will be influenced by your knowledge of your learners, the resources you have and the time available. Whatever choice you make, be sure that it is appropriate for the outcomes you have chosen. Joe’s learners couldn’t have achieved the outcome ‘carry out a simple piece of research’ by reading a book on research methodology!
   - How will you mediate their learning? You must think about when you will intervene to help and how. In other words, you must give thought to what both you and the learners will be doing.
   - How will you organise the learners and the classroom? You also need to think about how you will manage time. How much time will you allocate to each part of the lesson? This is something Joe did not pay much attention to in his planning.
   - How will you assess learners’ learning? What evidence will they produce to show you how they are getting on?
   - What do you need to do to be well prepared for the lesson? What resources do you need? Should you ask the learners in one lesson to do anything in preparation for the next lesson?
   - And, of course, your activity outcomes must build in some way towards the broader outcomes of the curriculum. In South Africa, these are the critical outcomes and learning-area or subject learning outcomes. In this way, you can be certain that your teaching is helping learners develop towards the big goals of the curriculum that we discussed earlier in this section.

Lesson plans are developed after the work schedule has been completed and are based on the work schedule. At this level, each individual teacher plans for his or her class, taking into consideration the needs of his or her learners, including individual learners’ level of development, learning styles and possible barriers to learning. This does not preclude possibilities for team-planning and team-teaching, if the timetable allows. This point
takes us back to the advantages and disadvantages of team work at this level of curriculum planning and development.

There are a variety of templates for a lesson plan. However, the template that is chosen must contain elements that are in line with the OBE approach to teaching and learning that underpins the NCS. The template that follows could be considered for this level of planning.

Table 13 Example of a lesson plan for Mathematics for Grade 5

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit title</td>
<td>Symmetry and transformations</td>
<td></td>
</tr>
<tr>
<td>Learning outcomes and assessment standard clusters</td>
<td>LO3</td>
<td></td>
</tr>
<tr>
<td>• Transformations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related learning outcomes and assessment standard clusters</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Teaching, learning and assessment contexts</td>
<td>• Introduction to the different transformations.</td>
<td></td>
</tr>
<tr>
<td>Forms of assessment</td>
<td>• Investigation</td>
<td>• Classwork.</td>
</tr>
<tr>
<td>Unit development</td>
<td>• Teacher describes and demonstrates the three transformations. Learners work with own examples using a range of everyday shapes and objects. Focus attention on the correct use of the language of transformations.</td>
<td></td>
</tr>
<tr>
<td>• Working in pairs, learners match objects to images in terms of the transformations between them. First use worksheets with pictures of objects or shapes and their images. Then have one learner create objects or shapes and their images for each other and let the second learner identify the transformations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Investigation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part 1: Learners are given different pictures of geometric patterns that they must describe (orally) in terms of transformation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part 2: Learners look for and identify geometric patterns in home, school and other environments, sketch the patterns and describe them in terms of transformations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part 3: Learners create their own geometric patterns using at least two different transformations (supply dotty paper).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td>• Have dotty paper available for use by learners in the different activities</td>
<td>• Resources:</td>
</tr>
<tr>
<td></td>
<td>• Pictures with geometric patterns that involve transformations</td>
<td>– Cut out shapes and models of objects</td>
</tr>
<tr>
<td></td>
<td>• Remember that it is important that learners realise that while a shape or object may have been transformed, its properties remain unchanged.</td>
<td></td>
</tr>
</tbody>
</table>

[Department of Education (DoE) 2003]
The school will need to follow the same steps as indicated previously. The HOD must sign off the completed lesson-level planning. Each teacher who is involved must have a copy of the relevant work schedule before work commences on individual lesson planning.

Recommended method for developing a lesson plan

LPGs across the curriculum agree that each grade-specific work schedule must be divided into units of deliverable learning experiences or lesson plans. A lesson plan adds to the level of detail for each aspect addressed in the work schedule. It also indicates other relevant aspects to be considered for classroom practice when teaching and assessing.

Development of learning, teaching and assessment activities

This helps create a detailed plan of how to teach and assess the SKVAs as sequenced and paced in the design of the work schedules. When developing activities for lesson plans, the individual teacher needs to address the following:

- The type of learning, teaching and assessment activities that would be most effective in addressing the learning outcomes and assessment standards as identified and sequenced in the work schedule
- What the teacher and learners will do at each stage of the activity
- What will be assessed during each learning experience
- What learning, teaching and assessment methodologies, strategies, instruments, tools and resources will be used
- How much time is available for each activity or set of activities
- The pre-knowledge of learners
- Expanded opportunities that can be built into the activity, including options for learners who work faster or slower than their peers, and tasks that learners can choose to do in different ways.

Table 14 provides a useful checklist for evaluating a detailed lesson plan.

*Table 14 Checklist for evaluating a detailed lesson plan*

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planned and prepared appropriate resources for each learning activity?</td>
</tr>
<tr>
<td>2</td>
<td>Sequenced the plan logically?</td>
</tr>
<tr>
<td>3</td>
<td>Allowed time for extended opportunities and scaffolding for learners experiencing barriers?</td>
</tr>
<tr>
<td>4</td>
<td>Referred to what learners already know (prior knowledge) and built on that?</td>
</tr>
<tr>
<td>5</td>
<td>Developed suitable learner-centred activities?</td>
</tr>
<tr>
<td>6</td>
<td>Ensured that the activities supply appropriate evidence?</td>
</tr>
<tr>
<td>7</td>
<td>Considered the type of assessment (formative, summative, baseline or diagnostic assessment)?</td>
</tr>
<tr>
<td></td>
<td>Chosen the most suitable assessment instrument (for example, assignment, aural test, case study, examination,</td>
</tr>
<tr>
<td></td>
<td>demonstration or role play)?</td>
</tr>
<tr>
<td></td>
<td>Developed tools for assessing learner performance (rubrics, checklists and rating scales) to assess evidence?</td>
</tr>
</tbody>
</table>
Have I …

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Used a variety of assessment methods, including self-, peer and group assessment?</td>
</tr>
<tr>
<td>9</td>
<td>Ensured that all assessment leads to a demonstration of learning outcomes in the form of evidence?</td>
</tr>
<tr>
<td>10</td>
<td>Balanced group and individual work?</td>
</tr>
<tr>
<td>11</td>
<td>Ensured that all learners read, speak, listen, write and improve their language?</td>
</tr>
<tr>
<td>12</td>
<td>Made reference to real-world contexts in which the learning will be used?</td>
</tr>
<tr>
<td>13</td>
<td>Catered in some way for different learning styles?</td>
</tr>
<tr>
<td>14</td>
<td>Structured homework, projects and other assessment meaningfully?</td>
</tr>
</tbody>
</table>

Table 15 on page 85 provides another example of a possible lesson plan format, this time for an FET Language lesson. Compare it with the example given in Table 13, as well as other examples in this module. Take the features you find useful from each template to make your own lesson-planning template.

After lesson plans have been used to deliver the learning programme to the classroom, you must reflect on what worked, how well it worked and what could be improved. You need to note these observations while the experience is still fresh in your mind, so that you can adapt and change the affected part of the learning programme for future implementation if necessary. You can record this reflection on the lesson planning sheets.

**Conclusion**

In this section, we have learnt why planning is important in teaching. We have also learnt how to plan in an outcomes-based manner. The section has been written in a style that tries to model planning and includes many activities in which you can practise planning.

In the next two sections, we will return to planning and provide more models from which teachers can plan. We will also begin focusing on learners and assessment.

The diagram on page 86 appears in the learning programme guidelines provided by the Department of Education. It summarises the process we have worked through in this section.

Planning is obviously linked primarily to the teacher’s role as curriculum developer, but did you notice that many of the other roles are also integrated in this process? For example, we cannot engage in a planning process without thinking about how we will assess the outcomes we have identified, and what teaching and learning strategies we will need to employ to scaffold the learning experience. We cannot identify appropriate contexts, anticipate and respond to learning barriers or work with others without drawing upon our professional, pastoral and communal role. The very act of planning – getting people together, identifying and marshalling resources and recording our decisions – involves competences linked to leading, administrating and managing. And of course we do all of this within a particular specialist area. No wonder we feel so tired at the end of the day!

Before you continue, though, make sure you have understood this section by doing Activity 22.
Table 15 Example of a lesson planning form for a language

<table>
<thead>
<tr>
<th>Lesson plan form</th>
<th>Date:</th>
<th>Grade:</th>
<th>Language:</th>
<th>Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible integration with other subjects:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>ASs</td>
<td>Period</td>
<td>Process</td>
<td></td>
</tr>
<tr>
<td>Learning activities</td>
<td>Resources and texts used</td>
<td>Teaching and learning strategies</td>
<td>Assessment tasks, activities and instruments</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment methods and instruments</td>
<td>Support to cater for needs of learners with barriers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools for assessing learner performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible enrichment activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Issues to be considered

Philosophy and policy
NCS principles
Conceptual progression within and across grades
Time allocations and weighting
Integration of LOs and ASs
LTSM
Inclusivity and diversity
Assessment
Contexts and content
Learning and teaching methodology

Overview of NCS planning levels

Stages

Stage 1

Subject framework (Grade 10 to Grade 12)

Stage 2

Work schedule (Grade 10)

Work schedule (Grade 11)

Work schedule (Grade 12)

Stage 3

Lesson plans

Lesson plans

Lesson plans
**Activity 22**

Read through this section again. Then:

a. Draw up a work plan for a year’s work in your learning area. Remember to draw on the learning programme for the phase that you have agreed on with your colleagues.

b. Plan a series of detailed lesson plans for about six hours of work (about two weeks).

c. Allow a fellow teacher to assess your plan and ask you to justify why you have planned in the way you have chosen to plan.

This should only take you about four hours if you have been doing the activities throughout this section. You should be able to go back to the activities and simply adapt them!