

*An Exploration of Understandings and
Expectations around Differentiation in
Mathematics, Science and Technology
Education.*

Submitted in fulfillment of the requirements for the

Degree of

MASTER OF EDUCATION

of

Rhodes University

by

Fauzia Cherub

February 2005

ABSTRACT

The exploratory study presented in this thesis is a case study, interpretive in nature and located in the qualitative paradigm. The conceptual focus is on differentiation, recognizing that learners vary from one another and so will need educators to consider a wide range of factors to enable learners to learn.

The objectives of the study are:

- To identify what Whole School Evaluation (WSE) supervisors understand by the term differentiation (conceptual)
- To identify how WSE supervisors expect differentiation to be achieved by educators (conceptual).

In order to contextualise this research, a further objective was considered necessary:

- To identify the roles of WSE supervisors (contextual)

This was set in the context of mathematics, science and technology education.

The study was carried out with a group of ten WSE supervisors who were involved in evaluating Mathematics, Science and/or Technology education in the GET (General Education and Training) Band. Analysis of questionnaires and documents led to the identification of supervisory roles, while analysis of semi-structured interviews revealed a range of dimensions related to differentiation understandings and expectations. These dimensions have been developed into a typology, which is then drawn upon in the development of a new conceptual model of differentiation, particularly relevant to the South African context.

Findings presented in the study represent an attempt to understand and make recommendations related to policy, practice, research, curriculum and learning support material (LSM) development, training and evaluation. Textual layering in the form of reflective footnotes and issue boxes, plus specific reflective sections in the main text e.g. limitations and assumptions, help the text to achieve this goal.

While the study was focused on the context of mathematics, science and technology education, it became apparent that the findings could be applied across all the learning areas.

TABLE OF CONTENTS

	Page
Abstract	ii
Table of contents	iii
Acronyms	iv
Figures	v
Dedication	vi
Acknowledgements	vii
Chapter 1 - Introduction	1
Chapter 2 - Context	4
Chapter 3 - Research Design	41
Chapter 4 - Data Analysis	69
Chapter 5 - Conclusion	122
REFERENCES	133
APPENDICES	144

ACRONYMS

ANC	African National Congress
ASCD	Association for Supervision and Curriculum Development
BECTA	British Educational Communications and Technology Agency
CASS	Continuous Assessment
CAT	Common Assessment Task
C2005	Curriculum 2005
DoE	Department of Education
ELRC	Education Labour Relations Council
FET	Further Education and Training
GDE	Gauteng Department of Education
GET	General Education and Training
HOD	Head of Department
IQMS	Integrated Quality Management System
LOLT	Language of Learning and Teaching
LSE	Learners with Special Educational Needs
LSM	Learning Support Material
MLMMS	Mathematical Literacy and Mathematical Sciences
MST	Mathematics, Science, Technology
NPO	Non-Profit Organisation
NSMSTE	National Strategy for MST Education
OBA	Outcomes-based Assessment
OBE	Outcomes-based education
OFSTED	Office for Standards in Education
RNCS	Revised National Curriculum Statements
SAFCD	South African Council on Disability
SGB	School Governing Body
SIMS	Schedule for Institutional Monitoring and Support
SMT	School Management Teams
SOED	Scottish Office Education Department
WCED	Western Cape Education Department
WSE	Whole School Evaluation

FIGURES

	Page
Fig. 2.2.2a Three approaches to differentiation	24
Fig. 2.2.2b Differentiation of instruction	27
Fig. 2.2.2c Model showing the four main categories	29
Fig. 2.2.2d Factors influencing learning styles at home or school	31
Fig. 4.1.1a Supervisor background: professional profiles	71
Fig. 5.3a A new model of differentiation	130

This thesis is dedicated

to

LAYLA

AND

**ALL THE OTHER
DIVERSE RANGE OF LEARNERS
IN OUR CLASSROOMS**

ACKNOWLEDGEMENTS

I wish to express my sincere thanks and appreciation to all the people who have supported me to enable this journey to reach it's destination:

To all the WSE supervisors – thank you for providing me with rich data and for your openness in sharing your understandings and expectations at a very busy time in your work related functions. This research has been greatly influenced by your perceptions.

To my supervisor, Dr. Susan Southwood – thank you for your inspiration, insight, ideas, guidance, encouragement, support, constructive critique, patience, time, believing in me and my research and for your dedication across the miles even when you officially left the university. I've learned so much from you. You're the best!

To the Carnegie Foundation and Rhodes University – thank you for providing me with funding during the course of this research.

To the library and MiST Research Centre staff – thank you for lightening the load.

To my friends – thank you for spurring me on and for understanding that I didn't always have time to see you.

To mum and dad – thank you for constantly reminding me 'to get it done' when I felt like giving up.

To Milo and Toffee, my two adorable cats – thank you for not making a fuss when I forgot to clean your tray a couple of times when I was so busy.

To Je'Ran – I have missed 'us' and look forward to our time together. Thank you for your support in more ways than one. Experiencing the house move, car accident, high-jacking, job move, as well as your own Masters programme with *you* has given this journey more perspective.

CHAPTER 1

INTRODUCTION

The research presented in this thesis explores the role of whole school evaluation (WSE) supervisors and their understandings and expectations around the concept of differentiation. The study is described as a case study, interpretive in nature and located in the qualitative paradigm. The objectives of the study are:

- To identify what Whole School Evaluation (WSE) supervisors understand by the term differentiation (conceptual)
- To identify how WSE supervisors expect differentiation to be achieved by educators (conceptual)

In order to contextualise these insights it was considered necessary:

- To identify the roles of WSE supervisors (contextual).

This was set in the context of mathematics, science and technology education because this was my area of experience and expertise and a particular area of concern in South Africa.

During the course of my journey as an educator, educator trainer and learning support material (LSM) developer in OBE thus far, I have experienced that there is a lack of awareness, amongst many educators and LSM developers, of what exactly is meant by differentiation in terms of classroom practice, or what is expected from educators in their teaching during WSE. With this in mind I considered it would be valuable to explore this concept.

The text of this thesis attempts to capture significant issues of the research journey itself, personal reflections, as well as address the objectives of the study. Issues written in boxes and footnotes describe personal reflections and responses during the course of my research. My personal reflections are based on my own experiences and background. Participant quotes are used throughout most of the thesis to enrich and support the work. The quotes are coded according to participant [P], interview [I] and line numbers [L]. Data from the questionnaires is referred to as [Q]. In certain instances, when an interview could not be finished, participants responded to questions in writing. These are referred to as [F] with the comment number referenced to transcript, next to it. My responses during the interview are in bold italics,

Chapter 1: *Introduction*

whereas the participants' responses are in regular italics. Participants are all referred to as 'she' to avoid disclosure of their gender.

I have been trained as an educator in the U.K. where I specialized in Science and Mathematics education for the upper primary school. I taught in the U.K. and underwent an Office for Standards in Education (OFSTED) inspection prior to moving to South Africa. Currently, I am involved in writing textbooks for schools and have occasionally had the privilege of training teachers, Heads of Departments (HODs), principals and district officials on Outcomes-based education (OBE) and Outcomes-based assessment (OBA).

Chapter 1 - Introduction, offers a brief introduction to the research presented here and provides a framework of the whole thesis.

Chapter 2 - Context, orientates the research both physically and conceptually. The physical section locates the research in its South African educational context and describes WSE and WSE supervisors who work at OFSTED. The conceptual section explores the main concept of this study, i.e. differentiation, as documented in the literature. This section looks at how differentiation is defined (what), the practice of differentiation (how) and finally the importance of differentiation (why).

Chapter 3 - Research Design, describes and orientates the research methodologically - an interpretive case study in the qualitative paradigm. Ten WSE supervisors who were involved in evaluating Mathematics, Science and/or Technology in the General Education and Training (GET) Band participated in the project. Data was generated by means of fairly closed questionnaires and individual semi-structured interviews. The interviews were transcribed and a thematic analysis was undertaken. Some appendices are included to show how data analysis was carried out using words, capital letters and bold text to identify the themes and sub themes respectively. Analysis of WSE documentation was used to build a picture of the physical context, which has been included in Chapter 2 - Context. Issues identified during the course of my research journey, based on the techniques used and assumptions made are included in this chapter, which reflect a critique of the process.

Chapter 4 - Data Analysis, presents an overview of what emerged from the process of analysis. This chapter is divided into two sections: contextual and conceptual echoing the structure of Chapter 2 – Context. In the contextual section, different supervisory roles are identified. Other interesting themes, which though not directly related to roles, have also been elaborated on in detail. In the conceptual section, analysis of understandings and expectations around differentiation is presented. A typology of categories, themes and sub themes, which was developed from the analysis is also presented in this chapter. While the analysis of understandings is presented in a tabular form using direct quotes from the participants, the analysis of expectations is presented in a more discursive format with reference to only few direct quotes. This is due to issues of space and complexity. Specific issues that emerged, have also been elaborated on to add richness to the quality of this research.

Chapter 5 - Conclusion, presents an overview of the research, and makes recommendations for both future research and development around the concept of differentiation, highlighting issues of significance related to WSE, teaching and learning. A model of differentiation for the South African context is also presented, which has been developed, based on O'Brien and Guiney's (2001:70) and Fortuin's (2003) model.

No claim is made around generalizing the findings of this study. However, readers are invited to engage with the text in order to generate greater awareness of the understandings and expectations of WSE supervisors and to find possible significance with their own understandings and expectations around the concept of differentiation.

~~~~~

## CHAPTER 2

### CONTEXT

In the previous chapter I provided a brief framework for this thesis. The purpose of this chapter is to provide a background of, and justification for, my research. The context is documented in two sections: the physical and the conceptual context. This chapter is aimed not only at situating the work physically and conceptually, but also theoretically.

The physical context section situates the research in the macro-context of South African education and more specifically within the context of WSE. The Gauteng Province has established OFSTED to monitor and evaluate educational standards across the Gauteng Province through processes such as whole school evaluation. I attempt to background my study by providing an overview of the purpose and function of WSE, as well as describe the role of WSE supervisors. The participants involved in the research, WSE supervisors, will be referred to more specifically in Chapter 3 - Research Design, and Chapter 4 - Data Analysis.

The conceptual context section explores the main concept of this study, i.e. differentiation as documented in the literature. This section looks at how differentiation is defined (what), the practice of differentiation (how) and finally the importance of differentiation (why).

Literature drawn upon in this chapter does not only refer to the South African context, but also the international context, which is considered as significant for the new curriculum in South Africa.

#### **2.1 Physical Context**

##### **2.1.1. South African education**

South Africa has seen many changes in education since the new government, the African National Congress (ANC), came into power in 1994. Taylor, Diphofa and Waghmarae (1999:27) state that 'with the institution of the first democratically elected government in the history of the country, a vigorous effort was mounted to reform South African schooling'. In

response to the needs for change in education, including meeting the needs of the diversity of learners, a transformational outcomes-based approach to education was developed and is currently being implemented in schools. These 'outcomes encourage a learner-centred approach and activity based approach to education' (DoE, 2002a:1).

*Learner-centred approach to teaching/learning can be said to be an outcome of an integration of overlapping and sometimes different perspectives on teaching/learning... perspective that couples a focus on individual learner's heredity, experiences, perspectives, background, talents, interests, capabilities and needs.*  
(Pulist, 2001)

Transformational Outcomes-based education (OBE) may be viewed as a collaborative, flexible, trans-disciplinary system, which is geared towards empowering learners (Van der Horst & McDonald, 2001:20). Underpinning the outcomes-based approach to education is a philosophy of striving to enable *all* (my emphasis) learners to achieve to their maximum ability (DoE, 2002a:1). Each learner's needs are catered for by means of a variety of instructional strategies and learners are given the necessary time to fulfil their potential (Van der Horst & McDonald, 2001:12). The intention, therefore, is that the curriculum is made accessible to *all* (my emphasis) learners by taking their diverse needs into consideration.

After the introduction of OBE through the vehicle of Curriculum 2005 (C2005) in 1996, South Africa's education system has seen profound changes in teaching and assessment policies. Educational policies make reference to range statements, which indicate the scope, depth and parameters of learner achievement. Range statements allow for multiple learning strategies, for flexibility in choice of content and process, as well as for a variety of assessment methods (DoE, 1997:36).<sup>1</sup>

C2005 was reviewed by a Ministerial Review Committee in 2000 and a report was presented during the same year. The issues raised in the report were 'resolved' by the cabinet. The revision resulted in a Draft National Curriculum Statement (NCS) for the GET Band, which was made accessible for public remarks in 2001. The Draft NCS was then revised during 2001/2002 and introduction of the Revised National Curriculum Statement (RNCS) took place in the Foundation Phase in 2004. The RNCS, it is argued, is a streamlined and strengthened version of C2005, maintaining the principles and purposes of OBE. It is being

---

<sup>1</sup> In my conversations with educators during workshops, I have come to understand that many educators are really struggling with the practicality of using a variety of learning strategies and assessment methods. This, in part, has motivated the focus of this research.

introduced in the Intermediate Phase this year (2005), and will be introduced in the Senior Phase in 2006.

The new curriculum is designed to create an 'awareness of the relationship between human rights, a healthy environment, social justice and inclusivity' (DoE, 2004:3). The curriculum particularly attempts to raise sensitivity around issues such as poverty, diversity, multilingualism, inequality, race, gender, age, disability, and epidemics such as HIV/AIDS, safety and human rights (DoE, 2004a:3).

*Issues such as poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS all influence the degree and way in which learners can participate in schooling.* (DoE, 2002a:2)

Van Niekerk and Killen (2000:93-94) acknowledge some of the underlying principles of OBE as educators allowing learners to learn in different ways and at different rates; educators varying methods of instruction to suit the learning and having high expectations of all learners. Such issues, together with the kind of learner envisaged, are regarded as very significant to the conceptual focus of this research, differentiation. The concept of differentiation is explored in section 2.2.

The learning area focus of this research is the field of Mathematics, Science and Technology (MST) education. This not only reflects my own field of interest and experience, but is also an area of much concern in South Africa in terms of learner achievement. In response to this situation the National Strategy for MST Education (NSMSTE) was launched in 2002. Aligned with this, the Gauteng Department of Education (GDE) MST Strategy was launched to improve the teaching and learning of MST education (Dlami, 2003:2). This strategy was formulated around a model based on five elements embedded in pedagogy and research: curriculum development, professional development, materials support, assessment of learning and administrative support. It may be argued that differentiation is of relevance to each of these aspects. It is regarded here, however, as being of particular relevance to 'assessment of learning'. This will be explored in section 2.2, when differentiation is defined and described in detail.

### 2.1.2 Whole school evaluation

The White Paper on Education and Training (DoE:1995) highlights the right to quality education for everyone through two main goals. The first goal is to 'redress the discriminatory, unbalanced and inequitable distribution of the education services of the apartheid regime, and secondly to develop a world-class education system suitable to meet the challenges of the 21<sup>st</sup> century' (DoE, 2001a: 8).

For many years, South Africa has seen no national system of evaluating school performance and there has been 'no comprehensive data on the quality of teaching and learning' (DoE, 2001a:7). To rectify this situation, the National Policy on WSE has been introduced (DoE, 2001a:7).

*The purpose of WSE is to evaluate the overall effectiveness of a school - including the support provided by the district, school management, infrastructure and learning resources - as well as the quality of teaching and learning.*  
(ELRC, 2003:3)

The policy on WSE (DoE, 2001a:3) has been recently declared national policy in South Africa to help the monitoring and evaluation process to improve the quality and standards of performance in schools. The 'external' whole school evaluation, is carried out by supervisors, according to stipulated national criteria. This is an integral part of the new quality assurance approach (DoE, 2001a:8). Incorporated within WSE is the notion of whole school self-evaluation, according to the same national criteria carried out by individual schools.

External WSE, as conducted by WSE supervisors based in OFSTED in Gauteng allows the Provincial Education Department and the National Education Department to evaluate the performance of schools, so that judgements can be made about how the schools are functioning. The approach is developmental in the sense that the evaluation should highlight strengths and areas for development for each school (ELRC, 2003:28).

*Whole school evaluation is the cornerstone of the quality assurance system in schools. It enables a school and external supervisors to provide an account of the school's current performance and to show to what extent it meets national goals...This approach provides the opportunity for acknowledging the achievements of a school and for identifying areas that need attention.*

(DoE, 2001a:10)

The approach of the WSE process is different to the 'inspection' process from the previous educational dispensation.<sup>2</sup> One thing that has changed, is the use of the word 'inspection':

*The shift in terminology from 'inspection' to 'whole school evaluation' is important.* (DoE, 2001a: 8)

The process is now much more transparent. Interestingly, one supervisor [P3], mentioned that the process used for WSE is an OBE approach:

*So when we do the whole school evaluation we also base it on on outcomes based education, because, or should I say, it is an outcome based, the whole school evaluation, because we tell them exactly what is expected. We tell them exactly what we are going to do and how we are going to go about it and at the end of the day this is what we want to see happening, and then also er at the end of the day how they can then improve their wherever or whatever the problems they may encounter, just for developmental purposes just like we would do with our learners.* [P3, II, L384-391]

Lack of transparency in criteria and communication appeared to be an issue in the previous inspection orientated approach to evaluation:

*Ok and you mentioned a little bit about inspections that were happening before, you know, before the supervisory OFSTED came along, came along. Can you tell me what the main differences are about, between the inspections at that time and the, you know, now?*

*There's a few very, very big differences I think. At that time the principal and the teachers would not know when the inspection was going to happen.*

*Oh really?*

*So it was a team er of inspectors that would come from House of Delegates and it will be like a day or two, prior to the pitching up at the school where they will inform the principal that look you will be having 'A form' inspection. So er the principal will then prepare overnight or something for these people to come. There was no er benchmarks against which they would come and evaluate your school or assess. You wouldn't know clearly the areas by which they're assessing, the criteria.*

*Sure.*

*So they would come as a team and they would request learners' books and they would come into classrooms, observe er the quality of teaching and learning. They'd go through finances, was a very big aspect that they would er evaluate. Yes, they'd look at the auditors report, they'd look at a receipt books and try and link er the financial documents to what is happening at the school. So the*

---

<sup>2</sup> When I was initially making telephonic enquiries during writing my proposal, I was told by someone at OFSTED 'We are not using the word inspector anymore. We are using the word supervisor or evaluator now'.

*staff was not briefed at all in terms of what was going to happen. I just think the principal knew. Er by word of mouth we were told look there's an 'A form' going on and they would be visiting your class but er the areas they would be looking at the criteria for how long and er they would not even share their reports with you. So they'd come in, they'd sit, they'd do their work very quietly. You'll find them walking around the school. They may chat with you or with a few learners and they'd leave, and what was the out puts and what was their findings is something that we never got to know. Whether they shared it with the principal, that may be another, another thing. So they could have sent a report perhaps to the school, but that that report wasn't shared with the staff and what it entailed, also as the members of the staff we were never told and er I don't think there was a rating that the school got.*

**Hmm.**

*And it was not er sort of a cyclical thing fixed like after 3 years or 5 years. They got their own random way of sampling with schools they will go and do their 'A form'. So er I mean a few very very big gaps in terms of what we do now and what was happening then because I think we have very clear criteria. It's a very transparent process. It's also very democratic. The whole staff know about it. The governing body knows, the learners knows and I think data collected from various stakeholders is triangulated in terms of getting a holistic picture of what the school is about.* [P2, 11, L174-212]

Lack of communication was also highlighted by P8.

*I say the difference I can see it's more a two-way communication and there is no punitive action involving.* [P8, 11, L143-144]

WSE has a different approach, which appears to adopt a more democratic approach:

*Whole school evaluation is an interactive, transparent process to evaluate the holistic performance of the school measured against agreed criteria with a view to improve the quality of education.*

(GDE, 17 December 2004, no page given, <http://www.education.gpg.gov.za>)

Currently, judgements about the performance of individual educators are not made during WSE, but only the overall performance of the school is recorded (ELRC, 2003, Section C: 6).<sup>3</sup>

*Ag if you think back, an old er inspection, what would you call this, reports and so on, you'll see people's names. You'll see, let's say for argument sake, in science the following people were visited, this is one of those classes you know things like that. That you don't get anymore.* [P8, 11, L148-151]

---

<sup>3</sup> This is a different approach to the OFSTED inspections I have experienced in the UK, where my own performance as an educator was evaluated.

*... at the moment, teachers' names specifically are not mentioned. It's more holistic like a general, you know, that this happened in science but not specifically in this class.* [P8, 11, L158-160]

It seems, however, as if educators will be evaluated in the future, through a process that will enable educators to be appraised alongside the process of WSE, in order to 'empower and motivate educators'. For educational outcomes to be successful, there needs to be empowerment, motivation and educator training, which will take place in the future through what is known as the Integrated Quality Management System (IQMS). The IQMS endeavours to monitor and support three programmes, which have been agreed by the Department of Education and Trade Unions to be put into place to improve and monitor performance of the education system:

*Developmental Appraisal (DA)*  
*Performance Measurement (PM)*  
*Whole School Evaluation (WSE)* (ELRC, 2003:3)

The three features in IQMS were in the process of being aligned, and structures related to the three features were being put into place at the time of research. These three features need to be in place and aligned to enhance and monitor performance of the education system (ELRC, 2003:3). One of the supervisors pointed out that while educators are not currently evaluated during external WSE, it seems as if the upcoming process of aligning DA, PM and WSE will enable this, so that educators will be given an opportunity to also develop.<sup>4</sup> Thus, the WSE policy compliments other quality assurance proposals conducted under the auspices of Systemic Evaluation and Developmental Appraisal for educators so that the characteristics of good practice required in whole school evaluation are in alignment with those promoted through appraisal and development (DoE, 2001a:7).

Whole school evaluation encapsulates school self-evaluation as well as external evaluation. External evaluation is carried out by accredited WSE supervisory teams, and the mentoring and support provided by the district-based support teams. External WSE enables the Provincial and National Education Departments to measure and evaluate school performance to 'make judgements about the level of functioning of individual schools, as well as part of the public education system. In addition to measuring performance, the approach for external

---

<sup>4</sup> *Brilliant! Yes! I hope this happens because I personally learned a lot from my own experiences when I was OFSTEDed in England and found the process very rewarding. I knew what my strengths and weaknesses were, which gave me a chance to get better and go on particular INSET training sessions which benefited me in the long run.* [Research Journal: October 2004]

WSE is developmental and the evaluation should include highlighting strengths as well as specific areas in need of further development for each school that is evaluated' (ELRC, 2003:28).

The main role of the WSE supervisory teams is to 'provide an account of the school's current performance' (DoE, 2002b:3) in terms of the quality of provision in nine focus areas (which will be referred to later in this section) and make recommendations on the report on how improvements might be made.

*Whole school evaluation measures the contribution of educators and learners against set criteria (standards), as well as the support system to the school and their performance using nine focus areas.* (GDE, 2001:16)

Reporting and feedback are an integral part of the WSE process. Supervisors have to prepare a written report, which must include evaluation of the quality of teaching and learning (ELRC, 2003:10).

*Whole school evaluation also contains a mechanism for reporting findings and providing feedback to the school and to various stakeholders- the National and Provincial Education Departments, parents and society generally on the level of performance achieved by schools. At the end, the report made will suggest the areas upon which the School Development Plan will be based.*  
(GDE, 17 December 2004, no page given, <http://www.education.gpg.gov.za>)

During the evaluation, evidence must be collected by the supervisors in the form of documentation, observations, interviews and questionnaires. Each WSE team 'should consist of supervisors with appropriate knowledge of learning areas to be evaluated' (ELRC, 2003:9).

The national policy emphasizes the use of criteria and performance indicators in the evaluation of schools. Evidence is to be used by supervisors to make valid and reliable judgements on the quality and standards of performance in a variety of areas. The nine focus areas for evaluation are:

- Basic functionality of the school
- Leadership, management and communication
- Governance and relationship
- Quality of teaching and learning and educator development
- Curriculum provision and resources
- Learner achievement

- School safety, security and discipline
- School infrastructure
- Parents and the communities

Supervisors make judgements and report on the quality of provision in the nine focus areas of evaluation and make recommendations on how improvements can be made (DoE, 2001b:1).

In the focus area, 'quality of teaching and learning and educator development,' for example, supervisory teams report on the effectiveness of the following:

1. *Educators' planning and schemes of work/work programmes;*
2. *Educators' expectations of learners;*
3. *The educator's subject/learning area/ programme knowledge;*
4. *The teaching strategies the educators use;*
5. *The educators use of resources, including books, equipment, accommodation and time;*
6. *The way educators control and manage the learners;*
7. *The arrangements made by the educators for learners of different abilities, especially the most able and those with learning difficulties;*
8. *The methods used by educators to assess learners' progress and levels of achievement;*
9. *The use of homework;*
10. *The methods educators use to gauge the success of their lessons and what they do as a result of the findings.* (DoE, 2001b:9-10)

In order to be able to report on the above focus area, supervisors are expected to answer certain questions, as stipulated in the criteria for WSE:

- ***How well do educators plan and do they have high enough expectations?*** (Related to aspects 1 and 2 above)  
*Supervisors will need to decide how closely the educator is following the learning programme and learners are covering all the relevant work. They will need to assess whether the educator plans effectively and has appropriate expectations for all children, including LSEN.*
- ***Are the educators knowledgeable about the subject?*** (Related to aspect 3 above)  
*The supervisor needs to have a record of the educator's qualifications and experience and of any subsequent training. The supervisor evaluates the extent of the educator's subject/learning area/programme knowledge in lessons.*
- ***Do the educators employ appropriate teaching strategies for all learners?*** (Related to aspect 4 above)  
*The supervisor evaluates the effectiveness of teaching strategies and styles used by educators. The suitability of questioning learners, of explaining content, and of organising the learners in a range of different ways. The creativeness of the educators will aid the supervisor in judging the quality of teaching.*
- ***Do the educators use resources appropriately?*** (Related to aspect 5 above)  
*The supervisor should know from the educator's plans what resources (books and equipment) are to be introduced at various stages of the lesson. How they*

*are used to increase learners' knowledge, understanding and skills will have to be judged. Consideration of the way the educators organise the accommodation and to what extent this helps learners' learning is important. The structure and pace of the lesson and the way an educator makes use of time to improve learning have to be judged.*

- ***Do the educators manage the class well and create a good working environment?*** (Related to aspects 6 and 7 above)  
*The supervisor has to assess how well the educator manages learners, how effectively the educator reacts to the learners, recognises their needs and challenges them appropriately. The supervisor has to judge the effectiveness of arrangements for learners of different abilities, especially the most able and those with learning difficulties.*
- ***Do the educators assess learners in such a way as to help their teaching to be effective?*** (Related to aspect 8 above)  
*Judgement needs to be made on how the educator assesses learners' progress and levels of performance achieved. Supervisors evaluate the accuracy of the assessments, and how well the information is used to provide different work for learners with different levels of achievement. Consideration needs to be given to the educator use of learners' self-assessment to improve their learning.*
- ***Do the educators make good use of homework?*** (Related to aspect 9 above)  
*The supervisor needs to scrutinise homework to decide if it is appropriate and helping the learners' learning.*
- ***Have the educators any means of evaluating the success of the lesson?*** (Related to aspect 10 above)  
*The supervisor needs to look at the educator's plans to see if there are any strategies for evaluating the lesson, discuss with the educator how s/he intends to gauge the success of the lesson and what will be done as a result of the findings.* (DoE, 2001b:18 Adapted slightly)

Each focus area pertaining to WSE is evaluated using national criteria found in the Evaluation Guidelines and Criteria for the WSE Policy (2001b) in order to ensure a common approach to evaluation. The National Policy on WSE (DoE, 2002b:iii) states, 'the policy places particular emphasis on the need to use objective criteria and performance indicators consistently in the evaluation of schools.' Descriptors of criteria are also provided in the policy to 'provide a guide for supervisors and schools on how to interpret the criteria' (DoE, 2001b:1).

One of the criteria, for example, which falls under the focus area 'quality of teaching and learning and educator development' is whether educators employ appropriate teaching strategies for all learners, and the effectiveness of teaching strategies and styles used by educators. The descriptor used to evaluate this criteria, reads:

*Teaching strategies are chosen according to the content to be covered, the resources available and the levels of achievement of the learners.*

(DoE, 2001b:18)

There are five main processes that supervisors are involved with in WSE. These are listed below to give more insight into the roles of the supervisors:

- **Pre-evaluation**
  - *Agreeing with the school for a pre-evaluation visit,*
  - *Arrangements to collect documentation,*
  - *Arrangements for post evaluation feedback,*
  - *Analysis of documentation before on-site evaluation.*
  
- **School self- evaluation**
  - *Copy of school's self evaluation given to supervisors,*
  - *Provide supervisors with documentation.*
  
- **On-site evaluation**
  - *Scrutinise documentation, district records, developmental plans and appraisal systems,*
  - *Discussions with personnel,*
  - *Observations of school's work, lesson observations.*
  
- **Post-evaluation - reporting**
  - *Brief oral feedback is given to educators on the quality of their work,*
  - *Brief oral feedback to learning area Heads on the quality of the work,*
  - *Oral feedback of the school is presented to the principal and SMT,*
  - *Written report of the school is presented to the principal and SMT.*
  
- **Post-evaluation - support**
  - *Within four weeks, the leading supervisor provides a written report, which will inform school development. (DoE, 2002c:8)*

Supervisors should also have the ability to evaluate a specialist subject and be capable of making statements about the quality of provision for special educational needs (DoE, 2001a:22).

Each supervisory team has a team leader whose responsibility is to build a profile of the school and to communicate the procedures of the evaluation to the school (DoE, 2001b:1). Supervisors can also take the role of a team leader. Each evaluation team has a team leader with certain responsibilities:

- i. *Agree on dates with the school for pre-evaluation visit, for collecting the school's documentation, and for post-evaluation feedback to appropriate personnel.*
- ii. *Visit the school before the evaluation in order to discuss the evaluation arrangements with the Principal and to explain to the staff the evaluation procedures and answer any of their questions.*
- iii. *Decide, in consultation with team members, on the nature of the evaluation and how the evaluation responsibilities are to be shared.*

- iv. *Provide the school with a brief supervisors' profile of the team members, the length of time they will be in the school and the subjects/learning area/programme and areas of evaluation they will be evaluating.*
- v. *Timely inform the schools of any changes if such arise.*
- vi. *Draw up a programme in consultation with the team members to ensure that an appropriate sample of data is collected in order to inform discussions and lead to agreed judgements regarding the effectiveness of the school.*
- vii. *Produce a pre-evaluation commentary for team members on the basis of the documentation provided by the school.* (DoE, 2001b:3-4)

The learning areas in the SIMS document are currently labelled according to C2005 terminology, but will be changed according to the RNCS. Through conversations with various people at OFSTED, it was envisaged at the time of conducting this research, that this document would in the future, align with the IQMS and become part of a Handbook for Supervisors. Supervisors had made input into this handbook, which was still in the process of development, at the time of this research.

At the time of conducting this research, supervisors were using an instrument specifically for classroom observation as found in the IQMS documentation. This instrument was being used alongside the national WSE criteria. For classroom observations, the IQMS observation instrument was being used, but during *writing* the report, the WSE criteria were used. The instrument had four focus questions that had to be addressed:

- *Does the educator create a suitable environment and climate for learning and teaching?*
- *Does the educator demonstrate adequate knowledge of the learning area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?*
- *Is lesson planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?*
- *Is assessment used in order to promote teaching and learning?*

(ELRC, 2003:10-16)

The above questions are taken from an IQMS document referred to as Protocol 8. At the time of doing this research, supervisors were using an instrument referred to as Protocol 3, which had undergone a process of refinement and the new instrument, Protocol 8, was to be used in the future. The four focus questions, however, were going to remain with slight changes on the wording. Supervisors had been using the lesson observation schedule from Protocol 3 at the time of research, but had recent access to Protocol 8.

It is important to note, that at the time of research, educators themselves were not being evaluated. The process of educator appraisal was still in the process of taking place in the future once all the structures were in place to align DA, PM and WSE. However, supervisors were using this instrument alongside the national WSE criteria when conducting their evaluations and writing their reports. Many aspects related to differentiation [Please refer to section 2.2.2] are found within the instrument.

---

A study carried out in the United Kingdom (Millett & Johnson, 1998), which focused on OFSTED policy and implementation, highlighted that it is the interpretation of policy, which becomes a crucial issue. It is believed, therefore, that an exploration of WSE supervisors' understandings and expectations of differentiation at the interpretive interface between policy and anticipated practice would be of great significance.

To date, no research on the expectations and understandings, of differentiation held by WSE supervisors in the OBE context, appears to have been carried out in South Africa. This research is, in part, an attempt to fill this gap. During the course of my journey as an educator, educator trainer and LSM developer in OBE thus far, I have experienced that there is a lack of awareness, amongst many educators and LSM developers, of what exactly is meant by differentiation in terms of classroom practice, or what is expected from educators in their teaching during WSE. With this in mind I considered it would be valuable to explore this concept and produce a document that will be informative for educators and developers [Please refer to Chapter 1 – Introduction].

## **2.2 Conceptual context**

This section presents a brief look at literature relating to the concept of differentiation.

Concepts may be described as general expressions of particular phenomena (Walliman, 2001:71). According to Cohen and Manion (1994:17) a 'concept is the relationship between a word (or symbol) and an idea or conception.' Walliman (2001:71) suggests that concepts can be helpful to provide a system of classification, offer explanations and attain a sense of understanding. In order to offer explanations and acquire a sense of understanding, statements containing concepts also need to be used.

This section is divided into three sections: how differentiation is defined [what], different models documented for the implementation of differentiation [how] and why differentiation is considered important [why].

### **2.2.1 Definition of differentiation - WHAT**

In my walk as an educator, I have experienced that many educational terms sometimes have a tendency to become merely ‘buzz words’ or educational jargon communicated through professional discourse and assorted media. I believe that these discourses may blur intended meanings. This can result in confusion and hence possibly devalue the importance of the concept. I believe that this plays a part in hindering curriculum implementation. This point is also highlighted by O’Brien and Guiney:

*What seems to have happened with differentiation is that, whilst definitions can be found for the term, there is a lack of clarity and detail available about what lies behind the definitions... There is also lack of clarity on how to achieve differentiation in practice.*  
(O’Brien & Guiney, 2001: x)

Similarly, Barthorpe and Visser (1991: OHP1) state that ‘teachers understanding of the term differentiation appears to vary considerably,’ a point with which Weston (1992:6) seems to agree:

*What is differentiation? Definitions proliferate and often conflict.*  
(Weston, 1992:6)

In attempting to define what differentiation is, it might be argued that the underlying foundation upon which it rests ‘is based on an understanding of individual differences, also the worth of each pupil’s learning’ (Barthorpe & Visser, 1991). Barthorpe and Visser (*ibid*) state that ‘differentiation is concerned with the delivery of the curriculum and its assessment.’

Simpson and Ure (1994:3) cite the definition of differentiation used by the Scottish Office Education Department (SOED) in their context:

*The identification of, and effective provision for a range of abilities in one classroom, such that pupils in a particular class need not study the same things at the same pace and in the same way at all times. Differentiated approaches should mean that the needs of the very able, and of children with learning difficulties, are discerned and met.* (SOED cited by Simpson & Ure, 1994:3)

While the above definition specifies children with special needs and very able children, it seems to be based on an assumption that the needs of the other learners are being catered for.

Further, Naicker (1999) cites the South African Council on Disability (SAFCD):

*Learners with Special Education Needs (LSEN) have a right to equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of all learners, accommodating learning styles and rates of learning as well as different language needs in the case of deaf learners where their first language is sign language, and ensuring quality education for all through appropriate curricula, organizational arrangements, teaching strategies, resource use.* (SAFCD cited by Naicker, 1999:43)

It must be recognised that although the SAFCD is referring only to learners with 'special needs', differentiation is concerned with *all* learners.

*Differentiation has to be seen as an inclusive concept in that it should apply to all pupils...A teacher is responsible for all learners that they teach and therefore differentiation must apply to all.* (O'Brien & Guiney, 2001:54)

Similarly, Weston's (1992:7) notion of differentiation is to include all learners:

*Differentiation applies to all learners. There has been a persistent tendency in secondary schools to assume that 'differentiation' is merely another euphemism for helping low attainers.* (Weston, 1992:7)

The issue of diversity is also recognised as fundamental to ideas around differentiation. Johnson and O' Mara (1992) define diversity as 'any difference in race, gender, age, language, physical characteristics, disability, sexual orientation, economic status, parental status, education, geographic origin, profession, lifestyle, religion, or position in hierarchy of the organization.' Tomlinson also highlights another aspect of diversity - academic diversity (Tomlinson, 2001:14).

The issues of diversity and differentiation are encompassed within the concept of an inclusive learning environment:

*This is a learning environment that promotes the full personal, academic and professional development of all learners, irrespective of race, gender, disability, religion, culture, sexual preference, learning styles and language. It is one, which is free from discrimination, segregation, and harassment and which intentionally tries to facilitate an atmosphere of mutual acceptance and respect. It is an environment, which respects learners and values them as partners in teaching and learning. It respects the rights of learners and enables them to participate fully in a democratic society.* (DoE, 1998: vi-vii)

Corbett (2001:48) illustrates how inclusive education can be supported by differentiation. Corbett (2001:50) states that inclusion is not merely about special education but about

‘improving quality for all, not just one group.’ Corbett (2001:48) links differentiation to ‘effective learning and with the valuing of differences, both cultural and specific.’ Similarly, Weston (1992:6) states that differentiation is based on diversity:

*Learners vary: from each other, from day to day and year to year, apparently in intellectual, physical, aesthetic, and other endowments, in motivation, upbringing, health and sheer luck. Given their diversity, it seems fair to assume that pupils and teachers will need a wide range of strategies and flexibility of timing and approach if they are to achieve the common goals set out in National Curriculum targets.* (Weston, 1992:6)

As advocated by the Department of Education (1996:11) each learner needs to be provided with a variety of opportunities for demonstrating their competencies, ‘addressing the diverse backgrounds, learning styles and needs of all learners.’ As Tomlinson points out, differentiation may be conceptualized as an educator’s appropriate response to, or provision for, the diverse needs of all learners (Tomlinson, 1999).

Vithal (2002: 15) views diversity positively and makes links with differentiation:

*Differentiation seemed inevitable when some pupils are unable to engage the medium of instruction and have differing competences and interests in mathematics. But if differentiation is valued positively as diversity, rather than seeing these same pupils as English language deficient, a multilingualism may become visible and tapped into, but this can only happen if equity exists as a shared concern in the classroom. Similarly, mathematics can be interpreted more broadly so the range of competences considered mathematical is increased, creating the possibility for more pupils to experience mathematics as success rather than as failure. No doubt differentiation exists by virtue of our deeply diverse society...* (Vithal, 2002:14)

Hart (1992:10) argues that ‘rather than emphasising differences, we need a way forward which emphasises the *links* between special educational needs and the needs for all learners, and use those links constructively as a resource for improving learning opportunities for all children.’ In a similarly constructive vein, Battersby (2002:71) asserts that differentiation is an enabling process concerned with creating optimum learning opportunities for each child regardless of age, gender, race or ability. It is concerned with how the curriculum is made accessible to all learners by understanding their individual differences. The learner is clearly at the heart of it. This inclusive orientation focused on ‘all learners’, rather than a few learners in a classroom situation, echoes my own personal orientation to this issue.

### 2.2.2 Description of differentiation - HOW

While research has been conducted in South Africa, as well as internationally on attempts to implement differentiation (Battersby, 1997; De Witt, 1982; Jansen van Rensburg, 1999; Keikabile, 1992; Meyer, 1988; Stradling & Saunders, 1993; Smit, 1993; Smith, 1981; Van Staden, 1992), it is not the purpose of this research to focus on how differentiation is actually being practiced by educators. Rather this project focuses on ways in which educators are expected to differentiate. Various models and strategies are discussed in the literature. These include those by Barthorpe and Visser (1991), Fortuin (2003), Hart (1996), King (1989:1-4), McNamara and Moreton (1997:5), Montgomery (2000), O'Brien and Guiney (2001) and Tomlinson (1999, 2001).

Differentiation involves recognizing the variety of individual needs within a classroom situation, 'planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximize the achievements of individual students' (British Educational Communications and Technology Agency, 2003).

It may be argued that the increasing diversity in South African schools, as well as the ongoing demographic changes across it's rainbow nation, points educators in the direction to develop a more in-depth understanding and response to culture. Baldwin argues that recognising cultural diversity, for example, leads to success in meeting the needs of diverse learners (Baldwin, 2002:139). Gay (2000:29) highlights culturally responsive teaching as a pedagogy that uses the cultural background, prior experiences and learning styles to meet learners' needs:

- *It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.*
- *It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived socio-cultural realities.*
- *It uses a wide variety of instructional strategies that are connected to different learning styles.*
- *It teaches students to know and praise their own and each other's cultural heritages.*
- *It incorporates multicultural information, resources and materials in all subjects and skills routinely taught in schools.* (Gay, 2000:29)

Fortuin (2003) discusses one of the challenges of familiarising oneself with the needs of all learners in a diverse classroom:

*A number of factors, such as the learners' socio-economic backgrounds and experiences, learning style and pace, cognitive abilities and cultural and gender influences, have a profound effect on their school performance. In order to address the diversity in classes, all educators are challenged to find ways to provide opportunities for all learners to experience success and to develop holistically.* (Fortuin, 2003: 10 December 2004, <http://curriculum.wcape.school.za/site/40/res/view/246/>),

Weston (1992:7) also acknowledges the importance of knowing learners. The literature offers a number of suggestions of ways in which the challenge may be met. Fortuin (2003), for example, stresses the importance of knowing and observing learners to enable educators to plan.

Barthorpe and Visser (1991) state that individual differences need to be understood when differentiating. They acknowledge Gordon's work related to differentiation, which considers:

- *Matching work to the child's previous experience*
- *Valuing differences in outcome*
- *Differing speeds in completing work*
- *Parts of a complete piece of work tackled by different children*
- *A consideration of different forms of input*
- *Varying styles of teaching*
- *Available resources*
- *Additional help needed by certain pupils in terms of skills /resources /materials*
- *Amount of revision or reinforcement required by different groups of children*
- *Extension activities required for some groups/individuals*
- *Strategies to ensure understanding*
- *Matching curriculum to pupils' motivational levels.*

(Barthorpe & Visser, 1991: OHP1)

As part of the initiative to address diversity, the Language in Education Policy promotes multilingualism, the underlying principle of which is to maintain home languages while providing access to effective acquisition of additional languages (WCED, 2004:16) where:

*The right to choose the language of learning and teaching is vested in the individual.* (WCED, 2004:16)

However, if the home language of the learner is not offered at the school, the learner must not be regarded as an underachiever and be given easy tasks<sup>5</sup>. Educators must have high expectations from all learners:

*Clearly teachers have a key role in permitting and encouraging expectations to be challenged. If pupils who have learning difficulties (initially diagnosed as difficulties in reading) are simply given 'easier' tasks or worksheets, the only positive outcome may be some temporary reduction in frustration.*

(Weston, 1992:8)

Reading levels associated with language competence can also restrict learners to uninteresting materials which learners can dismiss as too 'babyish' (Barthorpe & Visser, 1991:OHP 6).

*In preparing worksheets, teachers need to be careful when considering factors such as layout, number of new concepts on one sheet, and the way explanations are given. However, differentiation does not mean that the text has to be simplified to the point of having only one concept on a sheet and explanations being monosyllabic, thereby underestimating what special needs pupils can achieve.*

(Barthorpe & Visser, 1991:OHP 6)

Another feature of OBE is to use different types of grouping strategies in a classroom, for example, individual work, pair work and groups. This is evident in the many OBE textbooks that are written to support the learner and the educator, where activities are categorised according to individual, pair and group.<sup>6</sup> Grouping in a classroom needs, however, to be considered carefully. For example, Baldwin (2002:140) cites Banks (1989) who refers to research conducted in America, which highlights that cultural groups who have not experienced high levels of cultural incorporation into mainstream culture are more group orientated than other cultural groups and experience problems in a highly individualistic learning environment in a school situation. It might be true to say that learners who have not experienced cultural assimilation in South Africa might also experience difficulties during individual work. Thus, while grouping is considered a strategy in many cases for promoting differentiated learning, the *type* of grouping that takes place in a classroom needs to be thought about carefully. However, Weston (1992:7) states that grouping learners into

---

<sup>5</sup> In my experience of working with educators, I have noticed that when a learner is not proficient in the LOLT of the school, it is assumed that the learner is an underachiever in most areas of the curriculum. For example, a learner who cannot speak or read the LOLT of the school, which might be English, for example, the learner is given easy work in mathematics and science.

<sup>6</sup> I have been involved in writing LSMs for educators and learners related to Mathematical Literacy, Natural Science, Economic & Management Sciences and Life Orientation for a variety of publishers. One stipulation was to ensure that activities include a variety of grouping strategies.

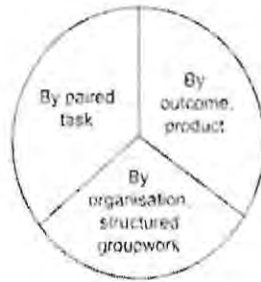
'homogenous groups' does not completely meet their individual needs. Hart (1992:11) also argues against emphasising differences through grouping:

*One of the reasons for the abandonment of streaming, setting, remedial classes and so on in the past was our growing awareness of the impact which such groupings could have upon teachers' and pupils' expectations and upon learning opportunities made available. The same problems can also emerge within a teaching group and, ironically, as a result of well intentioned strategies adopted to provide for differences. Children are quick to spot and interpret the significance of differential provision. We need to think very carefully, therefore, before making distinctions, which may have self reinforcing effects.*  
(Hart, 1992:11)

Similarly, the notion of grouping is highlighted by McNamara and Moreton (1997:5) who state that 'differentiation is about giving access and entitlement. It should also lead to an end to dependency.' Their model for differentiation [Please refer to Fig.2.2.2a] is based on a collaborative approach, which involves collaboration between learners with different learning styles and strengths and *not* on a hierarchy of abilities. In this model, talk and collaboration are the focus and not matching task to learner. They outline three approaches to differentiation: by paired task, by outcome (product) and by classroom organization. They describe differentiation by paired task as learners working in supportive pairs to help each other, differentiation by outcome as learners demonstrating their learning through any media they prefer, and differentiation by organization as structuring learning and assessment so that learners can learn through talking, reading and writing. This model places greater responsibility on the learners, taking much of the onus away from the educator.

Weston (1992:7) draws attention to differentiation calling 'for greater variety in the ways pupils work, alone or with others, but always in the light of the individual's needs and targets' where learners play a more active and responsible role towards their learning.

### Three Approaches to Differentiation



- By paired task: (Task) Children work in supportive pairs to identify weaknesses, break down task into smaller steps and work on the steps
- By outcome: (Product) Usually workshops, varied stimuli, varied task, variety of recording every time
- By organization: (Structured group work) Groups working on same topic, equal and interchangeable recording systems.

(Fig. 2.2.2a - McNamara & Moreton, 1997:5 Adapted slightly)

Barthorpe and Visser (1991:OHP3) emphasize that the following differences in learners need to be taken into consideration when differentiating:

*Differences in abilities*  
*Interests*  
*Feelings*  
*First hand experiences*  
*Environments*  
*Resources*  
*Expectations*  
*Needs*  
*Thoughts*  
*Intervention*  
*Assessment*  
*Time*  
*Involvement*  
*Outcome*  
*Necessary Support*

(Adapted slightly - Barthorpe & Visser, 1991: OHP3)

Allowances need to be made in terms of learners' abilities in order for learners to reach their maximum potential. Learners are not capable of doing everything equally well (Barthorpe & Visser, 1991:OHP3).

Weston (1992:7) challenges the notion of linking learners' levels only to their ability. She describes a pattern often seen in classrooms as:

*A teacher becomes aware that the written materials in use in his classroom cannot be understood (or read) by some members of the class. Worksheets are rewritten and/or alternative materials prepared. It is suggested that other pupils may need challenges, so extension material is also developed...the problem has been solved: the needs of the 'high', 'middle' and 'low' attainers can now be met.*  
(Weston, 1992:7)

Weston (*ibid*:7) goes on to suggest that although there is some merit in this, there are other significant questions that need to be addressed:

*But there are ... questions to ask about the resources for learning in the class. Why does the teacher rely so much on worksheets and other written materials? Are they the most appropriate tool for the task? What other possibilities are there for oral enquiry and reporting, use of books, databases, photographs, modeling? Are there alternative methods which some pupils will find more effective or challenging? Can pupils help and challenge each other, is group work planned in the light of their respective strengths and developmental needs? How well does the teacher know these pupils? Is each pupil's learning profile-in terms of proficiency in a range of key skills - known to this and other teachers of the pupil?*  
(Weston, 1992:7)

Barthorpe and Visser (1991:OHP6) state that tasks must be relevant to learners and be set at a level that allows learners to achieve.

*The context provides a powerful ethos...* (Barthorpe & Visser, 1991:OHP6)

Frederickson and Cline (2002:261) cite King (1989) noting what aspects might be differentiated:

- *General aspects including aims, content, breadth, depth, pace or language.*
- *Requirements for social interaction including forms of teacher-pupil interaction, forms of pupil-pupil interaction and forms of pupil grouping.*
- *Teaching and learning strategies including teaching styles, reinforcement, forms of pupil recording, learning contexts, forms of classroom organisation...*
- *Assessment strategies including materials to get started on and resources for self-study.* (Frederickson & Cline, 2002:261)

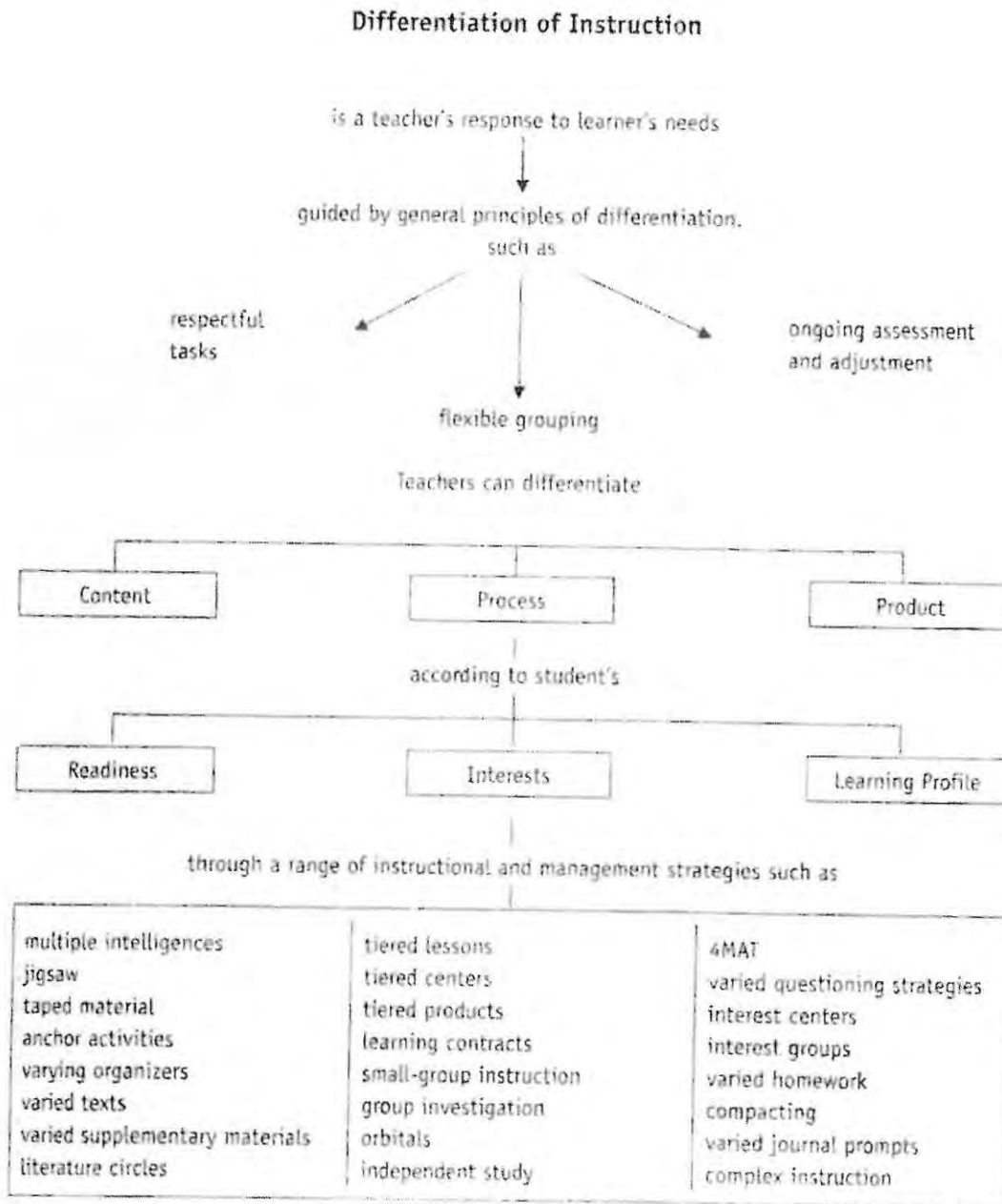
Wehrmann (2000:22) sums up aspects of differentiation as: content (what is learned), process (how the content is taught) and product (how the learning is observed and evaluated).

Tomlinson (1999:11) describes these in more detail [Please refer to Fig. 2.2.2 b]. The content is what the educator wants the learners to learn and the resources through which this is achieved. The process is the activities designed by the educator to enable learners to make sense of things. The product is the tasks through which learners demonstrate and extend their learning. Tomlinson further considers learners' readiness, interests and learning profile. She describes readiness as where the learner is at in terms of his/her understanding or skill. Interest is described as a learner's curiosity for a particular topic or skill. The learning profile is described as how learners learn, which could be shaped by gender, culture, or learning style (Tomlinson, 1999:11).

As Barthorpe and Visser (1991) point out, taking advantage of learners' interests will motivate them. Interests 'should not be overlooked in the planning and delivery of a piece of learning (Barthorpe & Visser, 1991:OHP3). Tomlinson (1999) highlights that to differentiate educators are not to be knowledge distributors, but organizers of learning opportunities. To provide most advantageous learning opportunities, the classroom situation must be altered to accommodate the interests and abilities of learners.

Other factors are highlighted, which need to be considered to enable learners to attain success and develop holistically, e.g. 'the learners' socio-economic backgrounds and experiences, learning style and pace, cognitive abilities and cultural and gender influences' (Fortuin, 2003). O'Brien and Guiney (2001: 52-53) discuss such factors, which can impact upon a learner's aptitude to learn, in terms of four groups (based on a model developed by O'Brien). The model represents how learning is affected by issues related to what takes place outside of the head of the learner as well as within i.e. internal and external factors:

- Pedagogical (outside the head),
- Cognitive (inside the head),
- Emotional (inside the head),
- Social (outside the head)



(Fig. 2.2.2b - Tomlinson, 1999:15)

O'Brien and Guiney (2001:69) highlight the integral nature of the four factors [Please refer to Fig. 2.2.2c]:

*It is when all the four factors are unified and integrated, in relation to the learning needs of a specific individual, that grounded and intimate learning*

*can take place. The top of the triangle represents the point of connectivity for inclusion.* (O'Brien & Guiney, 2001:69)

O'Brien and Guiney (2001:54) emphasise that 'differentiation is a key feature of **pedagogical practice**.' Pedagogical practice is related to ethics of teaching, methodologies and content of teaching. One way they suggest, addressing this, is by considering differentiation for autonomy and differentiation by teacher. O'Brien and Guiney (2001:54) draw attention to an environment where choices need to be given to learners to allow them to become autonomous:

*The choice-making that is provided through differentiation illuminates a vital stage in becoming autonomous as a learner and as a person. As a learner, the more choices that you make the less you need to depend upon the control and direction of others.* (O'Brien & Guiney, 2001:54)

O'Brien and Guiney (2001:55) highlight a strategy, which they refer to as 'differentiation by teacher', where an extra educator can be provided for learners who require additional support, in the form of a Learning Support Assistant (LSA).<sup>7</sup> They also claim that being a reflective practitioner both as an individual as well as with others, is part of the differentiation process.

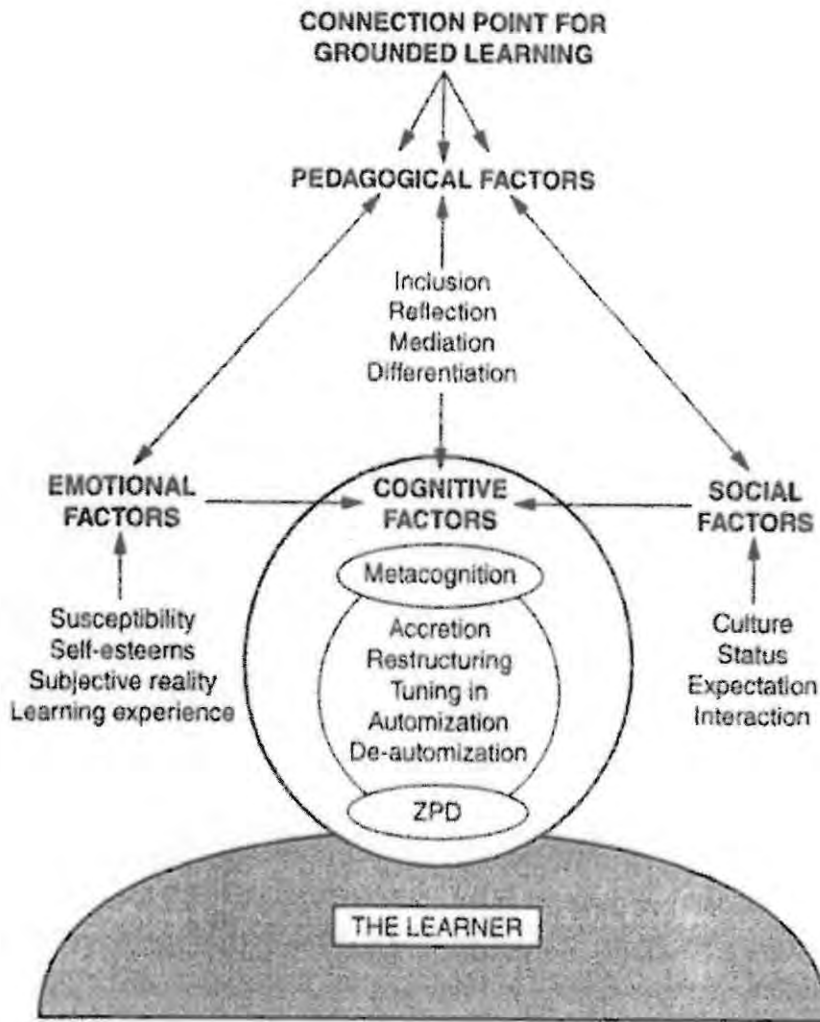
*Where teachers reflect upon their own practice, in teams, mutual solutions to difficulties can be sought* (O'Brien & Guiney, 2001:57)

Levin (1993:25) claims that it is critical that we use appropriate methods of differentiation in questioning. In addition, educators need to be sensitive to the amount of intervention, or the timing of the intervention:

*In both planning and delivery it is vitally important to be aware of intervention strategies e.g. when to listen, when to question, and when to facilitate* (Barthorpe & Visser, 1991:OHP 3)

---

<sup>7</sup> I personally used an LSA when I was teaching in the UK as one way of differentiating, but I realize that this is not the accepted practice currently in South Africa. However, South African schools could possibly provide this kind of differentiation by making use of the expertise of final year students studying a B.Ed for example. This could not only help our learners and our education system, but it could provide valuable practical experience of being in a classroom situation working with an experienced educator. I have no doubt that this would be an enriching experience both for the final year student as well as the classroom educator.



(Fig. 2.2.2c – Model showing the four main categories. O’Brien & Guiney, 2001:70)

O’Brien and Guiney (2001) go on to say that **emotional** differentiation can support learners to change their behaviour to support learning (O’Brien & Guiney, 2001:59).

*The ability to look at reality with a new eye, from the point of view of the emotional state and stance of others, is also presented as an important part of the differentiation process.* (O’Brien & Guiney, 2001:60)

Learners who are confident and with a good self-esteem will perform ‘to the upper limits of their ability’ (Barthorpe & Visser, 1991:OHP3). It is important, therefore, to reflect upon the

degree to which one might have contributed to a learner's lack of confidence in a school situation.

O'Brien and Guiney (2001) also point out that some learners are more susceptible to emotional difficulties than others if inappropriate questioning is used, or even before a task is attempted. They claim that educators could deal with this through the 'process of differentiation by explanation; ensuring that all learners are clear as to what an activity involves and that all learners will be able to achieve success during the task' (*ibid*:61). They also say that the context in which learning takes place needs to be considered, as this could manifest into a specific emotional response:

*For example, if you felt pressurized to complete a task under the watchful gaze of someone who could already do it or were clearly expected to do it in a specific time and could not do so, you may have responded by becoming angry or you may have given up on the task in hand completely.*

(O'Brien & Guiney, 2001:60)

Inappropriate questioning can also make learners feel susceptible:

*For example, a teacher might ask 'Why have you done it that way?' This may cause the learner to think that there is an implicit unspoken ending to this question which is 'because that is the wrong way to do it'.*

(O'Brien & Guiney, 2001:61)

Learners' individual learning biography influences his/her performance. They state that educators need to change a negative self-image of a learner by utilizing differentiated learning experiences (*ibid*:62).

In relation to differentiation and the **cognitive** factor, O'Brien and Guiney (2001:63) state that learning styles demonstrate how learners process information and make judgements about their own learning capabilities. They mention that there are tests that help learners determine their main modality of learning in terms of whether learners are auditory, visual or kinaesthetic. The modality of the educator is important in that it can promote a certain teaching modality, which can be unhelpful to learners who might prefer a different modality (*ibid*:64). They also emphasise the concept of metacognition where they assert that learners should be provided with opportunities which enable them to learn how to learn (*ibid*:65).

Further, Fortuin (2003) focuses on the notion of modality in her model titled, 'Factors Influencing Learning Styles at Home or School' [Please refer to Fig. 2.2.2d].

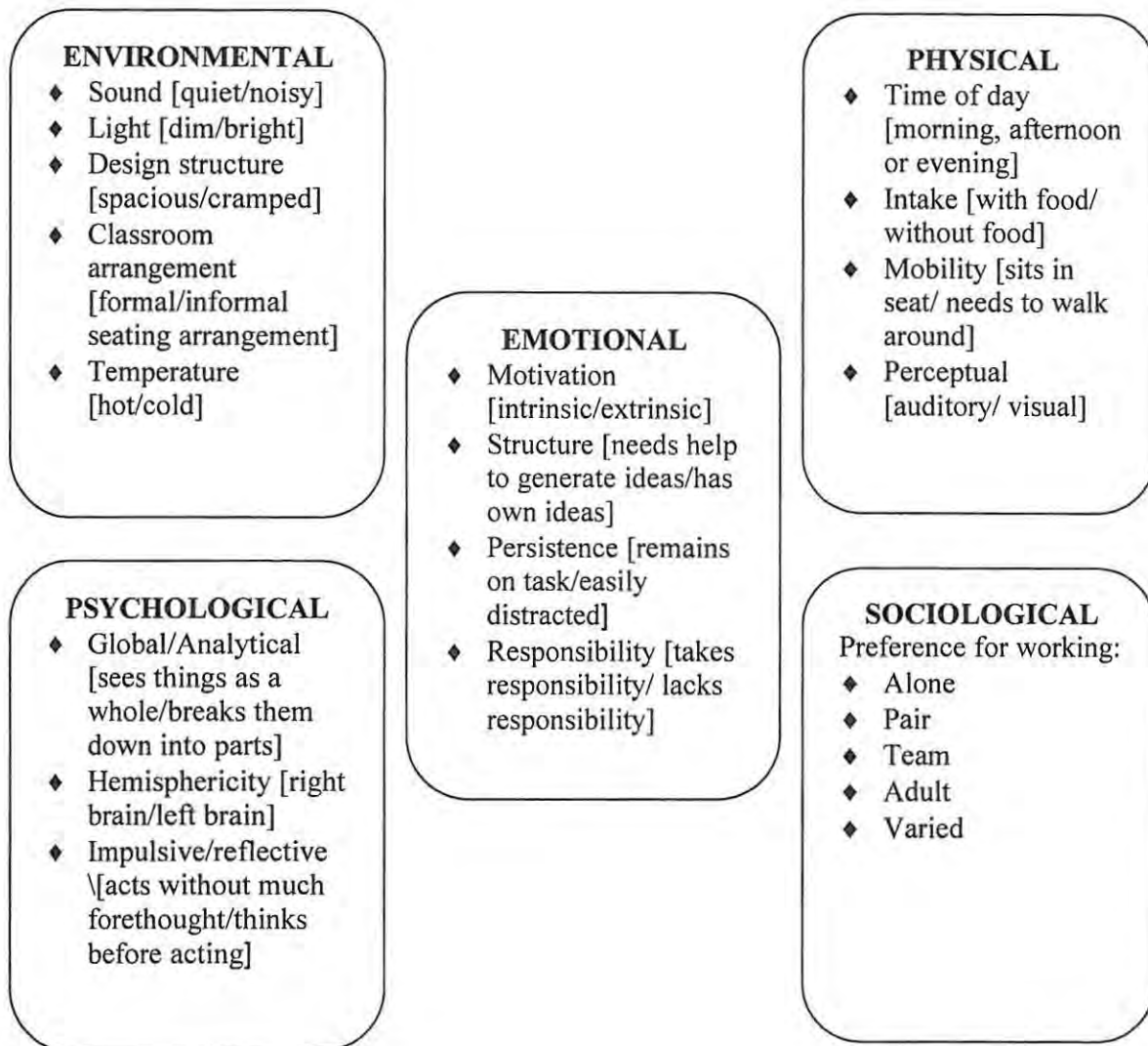


Fig. 2.2.2d - Factors Influencing Learning Styles at Home or School

(Fortuin, 2003:10 December 2004,

<http://curriculum.wcape.school.za/site/40/res/view/246/> )

O'Brien and Guiney (2001) describe **social** interaction as a component of a differentiated environment (*ibid*:66). Here educators need to consider issues of status within an educator-learner context. For example, by allowing learners to be socially included, by allowing them

to have a voice and empowering them to make choices. This includes allowing learners to interact with their peers, to extend their ability to learn by differentiated groupings (*ibid*: 66):

*..there will be issues for teachers who teach learners that have difficulties working in groups. There are many techniques that teachers can deploy to differentiate social settings and groupings within the classroom.*

(O'Brien & Guiney, 2001: 66)

Expectations need to be differentiated because different learners need different support around common and individual expectations (*ibid* 68). Educators need to ensure that high expectations are made explicit:

*For example, some learners may immediately understand the concept 'respect others' and what it means. For others, it may be necessary to provide visual examples of how respecting is achieved.* (O'Brien & Guiney, 2001: 67)<sup>8</sup>

This is particularly relevant in classrooms where learners move from one educator to another because one educator's perception of what constitutes respect might be different to another educator.

Awareness of issues related to the social class of the learner are important in providing differentiation. Unemployment, poverty or vast wealth, deficient healthcare facilities etc can be a barrier to learning. If a learner is marginalized and stereotyped, this can be a huge barrier to his/her learning. Consideration needs to be given to 'real life domestic conditions such as those where teenagers might be responsible for organizing the family for school while their alcoholic parent remains asleep, or where young children in large families sleep on the floor' (O'Brien & Guiney, 2000:68). In my experience, educators penalize learners who haven't done their homework, without considering the climate at home. This needs to be taken into account:

*How some learners complete homework in homes where domestic violence or categories of abuse are rife is also remarkable. The concept of education for all is brought into disrepute when learners who come from such backgrounds receive limited opportunity within systems where some groups are afforded more value than others are. In such a culture, minority groups such as*

---

<sup>8</sup> I think this is particularly relevant in our rainbow nation because respect in one culture might not be regarded as respect in another. I recall an educator sharing her experience with a group I was facilitating recently. She talked about how a learner was sent to the principal by another educator because the learner had not looked up when he was speaking to the educator. The educator considered this as disrespectful and rude, only to realize afterwards, when another educator explained, that it is part of the learner's culture to show respect by looking down when speaking to an adult.

*travellers, refugees, ...can suffer negative consequences. They experience the rhetoric rather than reality of education for all (my emphasis)*  
(O'Brien & Guiney, 2001:68)

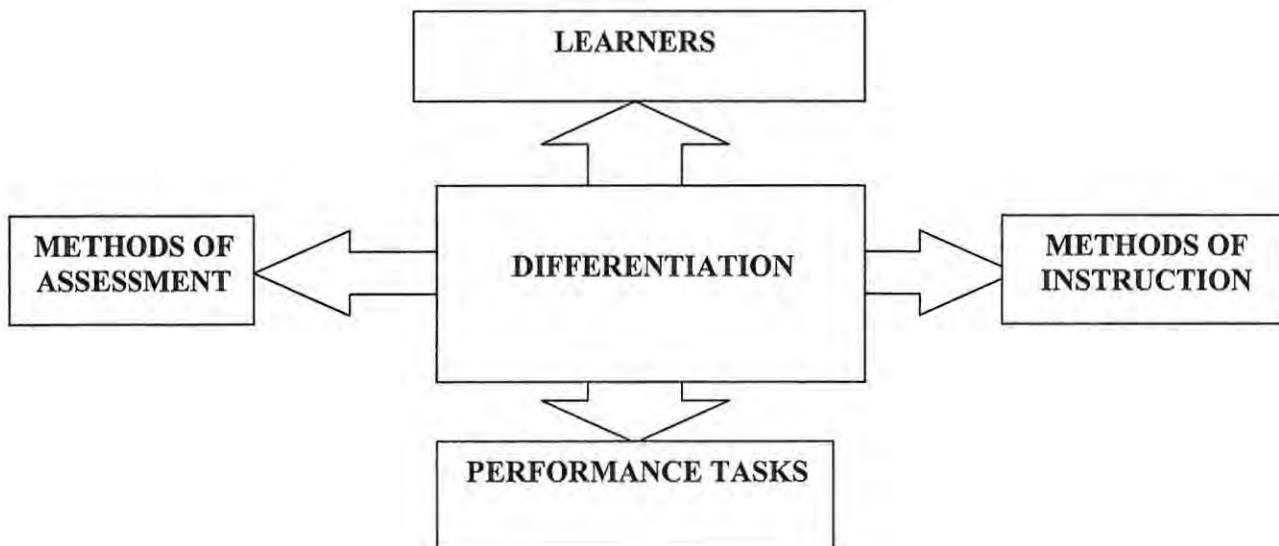
Barthorpe and Visser (1991:OHP 3) also refer to the environment of the learner:

*This is so, whether we are talking about deprivation in terms of housing conditions or home circumstances....It is possible to use the environment in a positive manner, valuing the child's circumstance without necessarily condoning it. All environments have their disadvantages. Our role as teachers should be to maximise and use positively the environment from which the child comes.*  
(Barthorpe & Visser, 1991:OHP3)

The context in which learning takes place is very important because learners could 'fail to make conceptual links between the task as presented by the teacher and the task they solve in the real world' (Barthorpe & Visser, 1991:OHP3).

Fortuin (2003:1) describes the concept of differentiation by discussing various elements that influence it, namely, learners, methods of assessment, methods of instruction and types of performance tasks.

Assessment is not only considered an important aspect of educative practice in general, but is also integral to the notion of differentiation.



(Fortuin, 2003:10 December 2004,

<http://curriculum.wcape.school.za/site/40/res/view/246/> )

As Weston points out 'there is an essential link between diagnostic assessment and effective task differentiation' (Weston, 1992:7). This means it is important to know what learners know, understand and do, before embarking upon any new work. Kotze (1999:32-33) cites Mackrory as stating that formative assessment enables teachers to diagnose whether learners are experiencing problems and reveals where differentiated instruction is necessary.

Riley (1997) suggests suitable evaluation methods should be used when differentiating including rubrics, portfolios and checklists. Combrinck (2003:61) states that certain factors need to be in place for outcomes-based assessment to be successful in South Africa. One factor is that assessment policy should accommodate cultural diversity.

GDE (2002:4) states that continuous assessment (CASS) allows educators to 'pace learners and to provide enrichment for fast learners...and ensures that learners are exposed to a wide range of assessment techniques'. It further advocates the use of diverse learning styles in assessment (GDE, 2002:5):

*The role of the educator would be to find out what kind of support a particular learner might require and how this would have to be accounted for in assessment procedures, whether CASS or the CTA. For example, a learner who cannot see a picture or who cannot write could be assessed by audio cassettes that would enable the learner to achieve the same outcome.*

(DoE, 2002d:7)

Frederickson and Cline (2002:133) assert that the ultimate aim of all assessment in the classroom must be to enable educators to match their delivery of the curriculum to the needs of each learner, a process of differentiation. They cite studies carried out in England (Bennett, Desforges, Cockburn & Wilkinson, 1984) and Scotland (Simpson, 1997), which found that many tasks that were given to learners did not match their capabilities and attainments. Barthorpe and Visser (1991: OHP3) suggest the importance of recognising extra support to embark upon tasks. Assessment is therefore vital in order to know where to support the learner. The demands of the new curriculum, particularly with respect to assessment strategies educators are expected to employ, highlight the importance of classroom practice meeting the needs of the learners. This is also emphasised in the criteria within the WSE document (DoE, 2001b:18), which stipulates that one of the criteria for school evaluation is to ensure that educators are using effective arrangements for learners of different abilities, especially the most able and those with learning difficulties.

The Curriculum 2005 Assessment Guidelines for Inclusion (DoE, 2002d:5) state that 'educators must find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potential...allow expression or demonstration of knowledge in multiple ways.' Pahad (1999:270) suggests varying the medium of assessment to give learners a range of opportunities to demonstrate competence, thus being fairer, for example, to those learners who express themselves better verbally than in writing. Because differentiation is concerned with how the curriculum is made accessible to all learners by understanding their individual differences, it could be argued that assessment is an integral part of differentiation.<sup>9</sup> The Curriculum 2005 Assessment Guidelines for Inclusion (2002d:8-9) emphasize the importance of using adaptive methods of assessment:

- *Learners should be given sufficient time to demonstrate competency in assessment tasks. Learners can be given more time, not only to write tests but also to demonstrate outcomes through all other methods of assessment...*
- *Learners can have the papers/task instructions read to them and they can dictate the answer to an educator/learner/other person who writes it down to be marked. Learners can also dictate their answers onto a cassette. This can assist learners with reading and writing barriers, severe visual barriers and those with physical barriers that affect their hand movements.*
- *Assessment can include a practical component so that learners can demonstrate their competence without having to use language....if they have language problem.* (DoE, 2002d:8-9)

The practice of multi-level classes may also be used to support processes of differentiation. A multi-level class can be referred to as a:

*learning environment that provides an opportunity for learners to work at their own level of experience through integrating assessment and instruction. The focus is always on key knowledge, skill, attitude or value but the teacher can use varied approaches, teaching and learning models and levels within the same lesson. These variations can be in terms of knowledge, skills, attitudes or values, methods of gathering information or in learner activities*  
(WCED, 2004:26)

One of the principles in planning for outcomes-based assessment is the principle of expanded opportunities (GDE, 2002:7). Expanded opportunities enable educators to find several ways

---

<sup>9</sup> While there is much literature in South Africa on assessment practice outlining the different forms, such as formative and summative, as well as the tools and techniques educators can employ, there is an apparent lack of literature on how such practice can support the implementation of differentiation in South African classrooms. I feel this further emphasises the importance of determining the differentiation expectations from OFSTED/WSE supervisors of educators in our classrooms today.

of exposing learners to learning opportunities, which allows them to demonstrate outcomes in terms of knowledge, skills, attitudes and values to their full potential. The Department of Education (1996:11) advocates that each learner is provided with a variety of opportunities for demonstrating their competencies. It further advocates addressing the diverse backgrounds, learning styles and needs of all learners. Identifying learning styles, for example, can prompt instruction that matches how learners prefer to learn so that they can demonstrate their achievements and have a stronger desire for learning (Given, 2000:3). Different learning styles would indicate allowing for different types of responses. Clarke (2003:5) places importance on providing opportunities for a range of student responses. Similarly, one way in which Barthorpe and Visser (1991:3) highlight the importance of differentiating by considering the outcome, is by allowing a learner to present their work in different ways.

Grove (1992:332), (now known as Van der Horst), in a model she developed to cater for differentiation in a multi-cultural context, recommends that in order to implement differentiation, educators will need to take cognisance of particular characteristics and needs displayed by each learner as far as pre-knowledge, linguistic ability in the medium of instruction and preferred learning styles are concerned. An M.Ed study by Malan (1998) found that no learning style instrument exists that can accommodate the diverse learners' needs in South Africa. Educators, according to Malan, need a user-friendly system to classify the learning styles of the learners. They need to adapt their teaching methods to allow them to accommodate the learners' different learning style preferences (*ibid*).

Linked to the concept of different learning styles is Multiple Intelligence Theory, a theory relating to the multifaceted profile of the human mind. This is based on the notion that every human possesses several intelligences in greater or lesser degrees:

*The Multiple Intelligence Theory has been making its way into the educational setting over the past decade. Educators have recognized that their learners learn differently, respond uniquely to a variety of teaching techniques, and have their individual preferences...the multiple intelligences theory challenges us to redefine assessment and see it as an integral part of the learning process.*  
(Waldman, 1999:1-3)

Learners could learn and demonstrate the achievement of a particular outcome more effectively if given the opportunity to do so, in one or more of a variety of ways. Spanneberg and Southwood (1996:78) acknowledge the importance of activities presented to children as being flexible enough to enable them to work at their own level of ability or pace and respond

in different ways. They further go on to say that assessment should allow for multiple approaches to promote equity where learners can demonstrate what they can do in different ways. Educators need to be open to alternative solutions.

Daweti (1999:54) claims that one of the ways in which the environment can be enriched is to bring learners' own strengths, working preferences and individual orientations to bear constructively on the design of teaching and learning activities. She cites Kinsella (1995) defining 'Learning Style' as an individual's natural, habitual and preferred ways of absorbing, processing and retaining new information and skills, which persist regardless of teaching methods or content areas. She further goes on to say that learning style is seen both as a student characteristic and an instructional strategy.

This section has discussed a variety of aspects that need to be taken into consideration in order to differentiate. The next section looks at why differentiation is important in the South African educational context.

### **2.2.3 Importance of differentiation - WHY**

Barthorpe and Visser (1991:OHP2) state that 'differentiation is necessary to identify and meet the needs of every individual pupil within a classroom setting.' Research around the issue of differentiation is particularly relevant to the South African context, with the large size classes and the diverse range of learners found within a classroom. Catering for diversity in terms of culture, learning style, abilities etc, creates greater challenges as far as effective curriculum provision is concerned. Educators need to be sensitive to a large number of factors in their diverse classrooms. These factors include what are referred to as 'barriers to learning'.

Barriers to learning need to be taken into consideration to help learners achieve their outcomes. The DoE (2002d:6) highlights that 'any barriers to the learning and development need to be identified and understood so that learning and assessment can appropriately be adapted and modified,' and categorises barriers to learning under four broad headings (DoE, 2002d:6):

- Systemic
- Societal
- Inappropriate pedagogy

- Physical disabilities (of learner)

It is important to look at these barriers in detail to understand how these have an impact on the importance and need of differentiation. Aspects related to each category have been summarised:

- **Systemic**, e.g. lack of basic and appropriate learning support materials, lack of assistive devices, inadequate facilities at schools, overcrowded classes, lack of mother tongue teachers, lack of early intervention programmes etc.
- **Societal**, e.g. severe poverty, late enrolment at school, natural disasters (fires, floods), epidemics (HIV-AIDS), abuse, crime, teenage pregnancies, gangs, violence at home and in neighbourhood, gender issues in cultural groups, societal attitudes regarding gender, lack of basic amenities such as water, electricity, toilets, home language which differs from LOLT<sup>10</sup>, socio-emotional traumas etc.
- **Inappropriate pedagogy**, e.g. insufficient teachers, inappropriate and unfair assessment procedures, inflexible curriculum, ignoring the variety of learning styles in class, tempo of teaching, content used, management and organisation in class, ignoring diversity in class etc.
- **Physical disabilities**, e.g. hearing loss, visual impairment, cerebral palsy, learning disabilities, communication disorders, perceptual disorders, motor disorders, memory disorders, attention disorders, physical disabilities, disorders of the skeleton, muscular weakness and paralysis, health impairments, chronically sick learners, heart conditions, tuberculosis, asthma, haemophilia, cancer, diabetes, cognitive disabilities etc. (WCED, 2004:19)

As the estimated figure of learners who experience such barriers to learning who were not catered for in 'ordinary' schools in South Africa was about 400 000 (DoE, 2001c:7) differentiation is of utmost importance. Such barriers need to be taken into account during processes of planning, teaching and assessment:

*Any barriers to the learning and development need to be identified and understood, so that learning and assessment can be appropriately adapted or modified.* (DoE, 2002d:6)

The White Paper on Special Needs Education (DoE, 2001c:19) addresses barriers to learning within a child-centred approach to learning and teaching. It highlights some of the barriers to learning for all learners, whether they go to a special or 'ordinary' school:

*One of the most significant barriers to learning for learners in special and 'ordinary' schools is the curriculum. In this case, barriers to learning arise from different aspects of the curriculum, such as:*  
*The content (i.e. what is taught).*  
*The language or medium of instruction.*

---

<sup>10</sup> LOLT stands for the Language of Learning and Teaching

*How the classroom or lecture is organised and managed.  
The methods and processes used in teaching.  
The pace of teaching and the time available to complete the curriculum.  
The learning materials and equipment that is used.  
How learning is assessed.* (DoE, 2001c:19)

All these relate to the concept of differentiation.

In relation to the new outcomes based curriculum in South Africa, one of the goals is that we need to create independent thinkers. Differentiation practices offer opportunities for learners to develop as such.

*A central consideration for any teacher who is planning for differentiation is the choices that will be offered to the learner. The choice-making that is provided through differentiation illuminates a vital stage in becoming autonomous as a learner and as a person...learning to make choices can empower you to deal with dilemmas and make decisions that lead towards outcomes that you have judged to be of benefit to you.*  
(O'Brien & Guiney, 2001:54)

Another goal of OBE is to provide child-centred education. This can be achieved by assessing learners' needs:

*All teaching should begin from a child's current achievements. In this sense differentiation is child-centred.* (Barthorpe & Visser, 1991:OHP5)

As Botha (2002:364) points out OBE 'places great demands on teachers to further individualise instruction, plan remediation and enrichment, administer diagnostic assessment and keep extensive records.' Educators are expected to:

*... mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; constructing learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of the...identify the requirements for a specific context of learning and select and prepare suitable textual and visual sources for learning. The ...also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners...develop a sense of respect and responsibility towards others...promote democratic values and practices...supportive and empowering environment for the learner and respond to the educational and other needs of learners...supportive relations with parents...use assessment results to feed into processes for improvement of learning...different approaches to teaching and learning...and how these may be used in ways which are appropriate to the learners and the context*  
(Gov. Gazette, 2000:13-14)

O'Brien and Guiney highlight the concept of being a reflective practitioner 'in relation to differentiation' (2001:56). This concurs with the notion of being a life long learner. Educators are also expected to be lifelong learners (Gov. Gazette, 2000: 13). One way in which this can take place is through reflecting on one's practice:

*For differentiation to work effectively, it will be necessary to devote more time to the evaluation of lessons* (Barthorpe & Visser, 1991:OHP 5)

For the reasons outlined here, together with the rights of all learners to a good education, I believe differentiation demands specific attention and deliberation in the changing educational context in South Africa. Given the previous political dispensation, it could be argued that differentiation is vital for the strengthening of South Africa's empowered future, and therefore an issue of international interest.

---

This chapter has presented the educational background of South Africa and the context of OFSTED in South Africa, with particular reference to WSE. Further it has defined, described and rationalised the concept and practice of differentiation, highlighting various aspects relating to it. These aspects form the conceptual framework that informs the exploration of this case study i.e. the understandings and expectations held by WSE supervisors with regards to differentiation.

The next chapter illustrates the design of this study to meet the research objectives [Please refer to Chapter 1 - Introduction]

## CHAPTER 3

### RESEARCH DESIGN

Having how I tried to meet the objectives of my research. In this chapter, I describe the research orientation by defining the methodology used. I describe who the participants are, the materials and instruments used and the approach taken to the enquiry.

A description of certain research issues related to my research are found in boxes. Personal reflections, as in other chapters, may be found in the footnotes. These describe my thoughts and responses during the course of my research with anecdotal evidence taken from my personal research journal, where appropriate. The main purpose of the footnote is to record the more personal parts of my research journey (process), which I believe played an important role in my personal development as a researcher. I believe the footnotes could help me in any future research that I might undertake by reminding me of the journey and learning from it and possibly even help other novice researchers like myself.

#### 3.1 Research orientation

The research presented here is based on the time I spent with 10 supervisors who had been identified by their manager as having responsibility for the areas of Mathematics, Science and/or Technology education in the GET Band. The overall aim was to explore understandings and expectations held by MST supervisors of differentiation in the GET Band.

##### **Issue: Finding focus**

To actually get to this stage took a long time. Initially, when I was thinking about what to do for my research, I wanted to explore differentiation practices of mathematics educators based in different socio-economic areas. I was going to identify how educators practice differentiation, explore their understandings around differentiation and to identify which factors hinder or support differentiation practices. I wanted to compare this to what district officials and supervisors thought.

One of the comments made by the Higher Degrees Education Committee at Rhodes was whether this was actually doable. It was suggested to me that it might be interesting to take a step back and look at what is actually *expected* from educators in terms of differentiation. I thought that because Whole school evaluations had recently started in South African schools, it seemed that WSE supervisors would be a good choice, as they were at the cutting edge of knowing what should be happening in schools

The research is positioned within the qualitative tradition of enquiry:

*Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting.*

(Creswell, 1998:15)

Qualitative research centres on ‘process, meaning, and understanding’ (Merriam, 1998:8). Qualitative research does not begin with hypotheses, but rather research objectives to guide the enquiry.

The aim of the research was to gain a deep and rich understanding of the participants’ perceptions about differentiation. The objectives of this research were:

- To identify what WSE supervisors understand by the term differentiation (conceptual)
- To identify how WSE supervisors expect differentiation to be achieved by educators (conceptual).

In order to do this, it was considered necessary:

- To identify the role of WSE supervisors (contextual).

I was interested in exploring the participants’ ‘words and actions in narrative or descriptive ways more closely representing the situation as experienced by the participants’ (Merriam, 1998:2). I employed a qualitative tradition of enquiry to explore and capture the experiences of the participants, as well as their perspectives on differentiation. Johnson (1993:7) asserts that social research should seek to extract the ‘meaning’ of events and phenomena from the research participants’ point of view. Anderson (1998:119) asserts that qualitative research

explores phenomena in their natural setting and uses a range of methods to interpret, understand, explain and bring meaning to them. Berg (1995:7) suggested that qualitative research allows 'the researchers to share in the understandings and perceptions of others.' In this sense my research attempted to do that.

A qualitative design best fitted the exploratory nature of my study. I wanted to move away from a positivist orientation, aimed at proving a hypothesis, towards an interpretive orientation aimed at developing understanding. This, I understood, would mean that my research would probably be more open and less structured.<sup>11</sup> However, after learning more about the richness of data that I would get with qualitative research, I decided to go that route. I realised that this would be more enriching and meaningful to me as a researcher, as I believed it would enhance the value of my data, as well as be more appropriate in meeting my objectives.

*I imagine myself as a kind of private investigator trying to see patterns and links in my data, the evidence that I will collect, and maybe I might find something interesting to note.*

[Research Journal: Feb 2003]

During studying for my Honours, I had undertaken an action research project. I was aware that this consisted of continuous cycles of planning, action, observation and reflection (McNiff, 1988:27). However, I came away thinking that even if I didn't carry out an action research project as such, surely any research would include all these components. In this sense my research included a plan of action, observation of what happened during the research process and then a reflection of what was observed to plan further.

The research may be described as interpretive in that its intention is focused on generating understandings of personal realities of a particular context through the interpretation of data generated through interaction with the research participants. This approach 'aims to explain the subjective reasons and meanings that lie behind social action' and is thus built on an intersubjective epistemological stance (Terre Blanche & Durrheim, 2002:6). The key assumption in interpretive research is that reality is subjective and multiple realities are constructed socially by people (Merriam, 1998:4; Maykut & Morehouse, 1994:11; Cassell &

---

<sup>11</sup> *I can't decide whether I want to go with that route because I feel that I might feel more secure with something more structured.* [Research Journal: Feb 2003]

Symon, 1994:2). Anderson stated that studying and interpreting human experiences in authentic settings cannot be best represented quantitatively.

*Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.*  
(Anderson, 1998:119)

The research was conducted as a case study focusing on supervisors employed by the GDE in South Africa. A small qualitative case study was considered best suited to my research objectives [Please refer to Chapter 1 – Introduction]. According to Leedy and Ormrod (2001:149) a case study may be especially suitable for learning more about a poorly understood situation. A case study according to Cantrell (1993) as cited in Southwood (2000:38) is ‘a small information-rich sample, selected purposefully to allow the researcher to focus in depth on issues important to the study.’ In this regard, my research may be portrayed as an interpretive case study. It is recognized that a case study approach is not aimed at generalising but rather gaining deeper insights into specific contexts that may have relevance for and resonance to other contexts (Southwood, 2000).

Yin (1989) viewed the use of qualitative methodology in case studies focusing on ‘how’ and ‘why’ questions as a preferred strategy when dealing with current phenomena within a real life context. In this sense, the most appropriate method for conducting a study on the understandings and expectations around differentiation was to use a qualitative methodology. Because this study was narrowly focused in one office setting with ten s, a case study methodology was considered best suited.

*By concentrating on a single phenomenon or entity, this approach aims to uncover the interaction of significant factors characteristic of the phenomenon.*  
(Merriam, 1991:10)

In this sense, using case study methodology helped me provide a means to try to understand the experience of my research. The phenomena, which in my case was the concept of differentiation, was interpreted through two interacting lenses; through the participants’ lens, and through my own lens, based on my own experience and expertise, but more directly influenced by theory around differentiation.

### 3.2 Participants

The focus of the research was specifically on the understandings and expectations of differentiation held by s. The rationale for this was to develop insight that would inform future development work and further research with educators, district officials, learning support material developers and teacher training institutions in the field of differentiation. The role of the supervisors is to collect evidence to help them reach fair judgements about schools. Amongst other evidence to be collected, observation of classroom practice occupies 50% of the supervisors' time (DoE, 2001b:4) . Hence, the role of the supervisors in terms of evaluating teaching and learning in schools is of great significance, and it was therefore considered important to develop awareness around their understandings and expectations.

The focus of qualitative research is on quality instead of quantity and so on data richness instead of data volume. This understanding informed my choice of participant sample size. Sample design in qualitative research is usually purposive (Walker, 1985). As the research was interpretive in nature, purposive sampling, whose deliberate aim is to select 'information rich cases' was chosen (Merriam, 1998:61; Maykut & Morehouse, 1994:45).

*The logic and power of purposeful sampling lies in selecting information rich cases for study in depth. Information rich cases are those from which one can learn a great deal about the issues of central importance to the purpose of research, thus the term purposeful sampling* (Patton, 1990:169)

#### **Issue: Entry into field**

I tried to call the WSE office on numerous occasions to find out how many supervisors were actually involved in MST evaluations who worked full-time at the GDE. I was unable to obtain the exact figure from the various people I spoke to telephonically. Also, it was difficult to actually get anything in writing because I had to first get permission to do my research with s. This would have helped me to be more specific in my proposal but I could only get access to this information as well as their library once I had gained entry into the field. It felt like a catch 22 situation.

It was anticipated that approximately twelve supervisors would participate in the study. These supervisors would be employed full-time with the education department and would all be

specialists in MST education in the GET Band. I decided to focus on supervisors that were employed full-time, rather than contract workers, because I felt it would be easier to locate them and arrange meetings, if they were based in the same office. In this sense, it was a convenience sample, due to specific limitations of research, in terms of financial and time constraints. The decision to involve *all* MST supervisors was in order to elicit more data, because at that particular stage, I didn't know the quality of the data I would get from just a few participants. Nor did I know whether they would all be happy to participate in my research as the research continued.

**Issue: Flexibility**

The supervisor manager kindly offered to invite all MST supervisors to the meeting scheduled for 1,5 hours where I had envisaged giving them a debriefing about my research and then allow time for a few questions for about ten minutes and then the rest of the time to complete the questionnaires. During my telephonic discussions with the manager before the debriefing meeting, I had asked the manager if it would be ok to ask them to complete questionnaires after my debriefing session and I was told that was no problem. However, on the actual day of the debriefing meeting, the other manager said that I should rather leave the questionnaires with them to complete in their own time. I indicated that this was no problem at all. I knew I had to be flexible because they were giving me their time and I should consider myself privileged. I had to make a plan as to how I would collect the questionnaires and at the meeting the supervisors suggested that they would like to give their questionnaires to the manager for me to collect. Of course I asked the manager myself if this was ok with her. One cannot just assume these things. She was very kind to say that she'd be happy to collect them for me. I asked her for a list of all MST supervisors who were responsible for evaluating schools in the GET band. She said she'd have it ready for me the following week when I collected the questionnaires.

Participation of the supervisors would depend on accessibility and the level of willingness on their part to be involved in the research. I decided to hold a debriefing meeting to inform the supervisors about my research and to tell them that their participation would be greatly appreciated. I felt it was better for me to do this in person than send a letter because we hadn't met each other and I believe that being there in person creates more of an impact on both

parties. Fortunately, everyone who attended the debriefing session decided to participate in the research.<sup>12</sup>

I found out who wanted to participate by actually asking them at the debriefing meeting and they agreed very amicably. They were asked to complete the questionnaire if they wanted to participate in my research. They were informed that their individual names would not be used in the research. I was very grateful for their willingness. After the debriefing meeting, a participant encouraged me by saying that I handled the questions at the debriefing meeting very well. As a novice researcher, it gave me the impetus to move forward.

Three participants who attended the debriefing meeting were not working directly as WSE supervisors anymore, but were involved with the work carried out by these supervisors in many ways. They had participated in supervisory training, were involved with either Maths, Science or Technology education and had shown an interest in my research at the debriefing meeting that they were invited to by the manager, so they were included in the sample too.

The reason I chose to focus on MST learning areas was because the National Strategy for MST education had been recently introduced in South Africa, reflecting the interest and concern in these areas of the curriculum, and secondly my own personal interest in these learning areas

### **3.3 Data generation**

According to Maykut and Morehouse (1994:46), qualitative data is most often people's words and actions, which require methods that allow the researcher to capture language and behaviour. For the purpose of this study, I focussed on words rather than actions, based on the assumption that this would reveal their feelings and understandings regarding differentiation. I therefore used questionnaires and interviews as techniques for generating this type of data. I

---

<sup>12</sup> *After the debriefing session, I had expected a few questions from the participants. However, I felt absolutely exhausted after the questioning session. I felt that I had been bombarded with hundreds of questions about my research methodology. I got the impression that some felt that I had come there with my own hidden agenda. I felt that I handled the questions very calmly and well and tried to explain what I was trying to do. I came away feeling that overall it was a fruitful and positive meeting. On hindsight I am glad they asked me the questions because it helped to clarify my own thinking. It was good practice for me to go through this process. I think the unexpectancy of it was what caused me to get tired. Next time be prepared for many questions after a debriefing session. Don't assume anything.* [Journal entry: May 2004]

also recorded personal reflections in a research journal - a 'written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data' (Bogdan & Biklen, 1982:74).

Before administrating the questionnaires or interview schedule, a pilot of the questionnaires and interviews was run with a colleague involved in teacher training with a science background. The pilot was used to improve and amend the questionnaire and interview schedule by changing the wording in order to elicit a better response from the participants (Strydom, 1998:183). While it would be ideal to use WSE supervisors to carry out the pilot, there were too few and I did not want to compromise my sample. The pilot helped me to ascertain how effective the questionnaires and interviews were and thus validate the tools being used. It helped me ensure that the questions were clear and not misleading, i.e. to see how well the tools worked (Gillham, 2000:42) and also indicated the type of data that the questionnaires and interviews might generate [Please refer to Appendix 1: Questionnaire and Appendix 2: Semi-structured interview schedule].

Further, I found that when time allowed at the end of the interviews, I asked participants if they had any questions to ask me. Interesting data that I hadn't considered came through a few times. I might not have received this information if I hadn't asked this question.<sup>13</sup>

### **3.3.1 Document Analysis**

Analysis of a range of WSE related documents, generated data about the context of the research [Please refer to Chapter 2 - Context]. Some document analysis was conducted prior to gaining entry in order to contextualise the research. These documents were freely available and included governmental policy documents such as Evaluation Guidelines and Criteria for the WSE Policy document (DoE, 2001b) and the Government Gazette regarding policy on WSE (DoE, 2001a). It was envisaged that other WSE documents would be made available to me from the OFSTED library once I had gained entry, for example documentation on the background of WSE in South Africa. This would give me information on the context in which I was working. If other evaluation tools such as observation schedule/profile forms were used by supervisors, this would help me see if differentiation was included in any way. WSE reports would possibly indicate something about differentiation too. It became apparent,

---

<sup>13</sup> In future research I would plan more deliberately for this question.

however, during the course of my research that there seemed to be some hesitation and uncertainty in allowing me access to these reports, so I didn't pursue this avenue further. The information was mainly obtained from the supervisors, as there wasn't much documentation relevant for my research in the library.

Initial analysis of the Evaluation Guidelines and Criteria for the WSE Policy document (DoE, 2001b) led to the identification of two specific focus areas which the study would relate to, namely 'Quality of teaching and learning and educator development' and 'Curriculum provisioning and resources', both areas which encapsulated aspects of differentiation. However, during the course of the research it became apparent that all the focus areas relate to differentiation.

### **3.3.2 Questionnaires**

Questionnaires, designed with reference to the guidance offered by Kanjee (1999), were administered at the beginning of the research process. The questionnaire was given to all MST supervisors. This questionnaire was intended both to build a picture of the participants' teaching and training experiences, as well as qualifications, in the form of professional profiles. These were used to help develop some questions for the interviews. I was aware that at the time the questionnaires were administered, participants were in the process of completing their portfolios towards recognition as accredited assessors<sup>14</sup> and supervisors.

The questionnaire was divided into two sections. The first part of the questionnaire related to teacher training and development and the second part to OFSTED training and development. Some questions would require one word answers, some would need a tick for yes or no, a few questions required a sentence or two and a couple required completing a table. This questionnaire was fairly closed, in order to encourage a greater response and to elicit specific data, which could be clarified and enriched further through the interviews if deemed necessary. The questionnaire helped ascertain some background information about the supervisors' experience in education.

---

<sup>14</sup> *I handed out the questionnaires today after I debriefed them about my research and asked them to complete the questionnaire if they were happy to participate in my research. Before the debriefing meeting I met with one of the supervisors' managers, who informed me that the supervisors were busy with their portfolios for accreditation to become assessors. [Research Journal: April 2004]*

### 3.3.3 Interviews

*If a researcher's goal . . . is to understand the meaning people involved in education make of their experience, then interviewing provides a necessary, if not always completely sufficient, avenue of inquiry.* (Seidman, 1998:4)

Burton (2000:203) mentions that qualitative interviews are 'conversations with a purpose'. My aim was to try to understand the meaning of my participants' understandings and expectations of differentiation based on their experiences.

I attempted to elicit two types of qualitative data in my interviews – *contextual*, relating to individual supervisors and the WSE context, and *conceptual*, relating to the concept of differentiation and the understandings and expectations around differentiation [Please refer to Chapter 2 - Context]. Ideas derived from the literature survey played a vital part in informing the type of questions I asked. Analysis of the questionnaire responses also informed questions asked during the interviews.

The interviews were semi-structured in nature. The questions were open-ended and corresponded with my research objectives [Please refer to Chapter 1 – Introduction]. Berry (1999) suggests that open-ended questions give participants greater autonomy to answer questions in their own way. Southwood (2000:54) cites Ely, (1991) where she emphasises that open-ended questions 'can unearth valuable information that tight questions do not allow.' In this sense I was hoping my participants would be encouraged to share their valuable understandings with me in their own way using their own terms.

Questions in a semi-structured interview allow flexibility in wording (Merriam, 1998:74) and the enquiry process. This allowed me to guide the interviews with a series of questions and issues to be explored (*ibid*: 74). This format afforded me the opportunity to 'respond to the situation at hand, to the emerging worldview' of the participants and 'to new ideas on the topic' (*ibid*: 74) of differentiation. I wanted the flexibility to ask questions that could lead to new issues on the topic, which could add a richer generation of information during the interviewing process. Markson and Gognalons-Caillard (cited in Stones, 1988:152) state one of the advantages of these interviews is their flexibility, which allows the researcher to 'grasp more fully the subject's experience.'

The aim of the semi-structured interviews was firstly, to generate rich qualitative data that would go beyond the surface talk to a rich discussion of thoughts and feelings (Maykut & Morehouse, 1994:80). Such in-depth interviews provide 'the opportunity for the researcher to probe deeply, to uncover new clues, to open up new dimensions of a problem and to secure vivid, accurate, inclusive accounts that are based on personal experience' (Burgess, cited in Walker, 1985:4). Secondly, the interviews were used to clarify and enrich data gathered in the questionnaires. Follow up interviews were carried out for clarification, to invoke further response to the questions or to explore further issues which arose in previous interviews.

The interviews were carried out on an individual basis to create space for the participants to respond freely. I carried out all interviews in a conference room at the OFSTED premises, where we were unlikely to be disturbed or heard. The interviews were conducted at a time agreed by each participant. Each interview was planned for an hour with half hour breaks in between each participant. This allowed me time to write down some thoughts after the interview if I needed to and also if an interview started late for some reason, such as if the supervisor had to be in a meeting for example, it gave me a bit of leeway.

Capturing of the interviews was carried out using an audiotape recorder after verbal permission was sought from the participants.<sup>15</sup> This permission was recorded on the tape. Burton (2000) points out that tape recording an interview is a more reliable record than note-taking. In this sense, my choice of recording tool served its purpose of allowing me to record accurately every word for later transcription and analysis. I also used the interviews to evaluate myself as an interviewer so that I could improve in my interview techniques during the course of my research.

Southwood (2000) describes how she dealt with the issue of the fear the participants might have in committing themselves to tape:

*The fear of 'committing oneself' to tape was an issue that I tried to alleviate by assuring the teachers that they would have editorial rights over their transcript. I recognised I risked possibly losing significant information, but felt that the more comfortable they felt, the more forthcoming they were likely to be.*  
(Southwood, 2000:57)

---

<sup>15</sup> Capturing conversations

*I must remember to take lots of paper with me so that if someone doesn't want to be tape recorded, I have something to write on. I wonder what will happen then. Maybe I won't be able to ask everything I want to ask because my time will be spent writing up in the interview. I should seriously consider learning shorthand for future research [Research Journal: May 2004].*



I adopted a similar approach inviting my participants to edit their transcripts as they saw fit. I felt this transparent approach helped my participants to be forthcoming and relaxed during the interviews. In turn, as a novice researcher, this helped me to feel relaxed too. One participant said that she had the confidence in me and my supervisor, and wouldn't even mind if she didn't see the transcript at all. I did show it to her for her comments, however. It appeared as if they were eager to discuss their perceptions freely, apart from just one time when I was asked to switch the tape off for about half a minute, where one of the participants wanted to share something very personal off the record with me. They were also assured that their personal names would not be used in the research.

Most interviews were transcribed by me apart from a couple, which were transcribed by a professional transcriber (due to time constraints). Each transcript was checked through by myself and then each participant was asked to review the transcription of her own interview to edit it and/or to add things that they might have forgotten to tell me. This not only helped to ensure the accuracy of the data, but also created further opportunity for further enriching and validating the data.

Certain issues arose during data generation:

**Issue: Technique**

My questions seemed a bit difficult to answer at times. I had to rephrase some of my questions more than once. I wonder whether a differentiated approach to interviews would be a good idea as a research strategy. I know I personally am a learner who cannot remember things easily. I prefer to have something written down because that's how I process information. If I had given written questions for the participants to refer to during or prior to the interview it might have aided both clarification of the question, but also given the participants time to think about the questions, possibly encouraging more comprehensive responses.

***Sub issue: Some of my questions were very similar and I was getting similar answers.***

Some questions were quite similar in nature, so I was getting similar answers for the following two questions: 'What would you say are the key strategies of differentiation that

you would expect from educators?’ and ‘What evidence would you look for to show that differentiation is taking place?’

*Er, I don't know because you know, the question seems exactly the same as the previous one. (Laughs). Because I was just going to say I've already answered that question.* [P3, I1, L636-638]

Similar answers were obtained for both questions. My initial reason to include both of these was to get as much specific information as possible.

***Sub issue: Some of my questions weren't worded very clearly.***

Regarding a question on how the OFSTED training equipped the participants to evaluate teaching and assessment using OBE principles, I was not necessarily referring to the training that OFSTED itself had done, but the training the supervisors had had whilst they were at OFSTED:

*Ya the training that we received from the province ya I wouldn't classify that as OFSTED training...*

***It's to do with teaching and learning of educators?***

*Ya. It's it's for all officials. It's not an initiative from OFSTED er it's run by the province er but ya OFSTED are sending us there, so perhaps you can consider it as an OFSTED training.* [P4, I1, L522-529]

P9 responded similarly:

*Ya, look being a science teacher we always did practical exams, we always did practical, so moving from... I never taught in OBE. I trained in OBE.*

***Then many years ago?***

*No, no I did the training.*

***I see, with OFSTED?***

*No not with OFSTED, in the district. I trained the OBE people.*

***Ok, but you haven't had an opportunity to teach it.***

*I never taught it, no. So, but, being a science teacher gave me the opportunity to understand what they're looking for, because we did the experiments and we did the practicals and we did the, and we did the practical exams, you know so that the learners could experience the science which made it so much more*

*clear to them and then carry on there, so that's what I meant by saying my training did not equip me for OBE.* [P9, I1, L198-216]

When I asked the question, 'Where in your list of priorities would you place differentiation when you evaluate the quality of teaching and learning?' I was asked 'In comparison to?' If I was to do this again, I would be more specific and ask, 'Where in your list of priorities would you place differentiation when you look at documents, when you make observations and when you interview teachers about the quality of teaching and learning?' This is because as I was interviewing people, I noticed that these are the areas where they look for their evidence. Of course I wasn't aware of this before the interviews.

I had to rephrase the same question to help one of the participants:

*I would be able to answer that if I knew what elements we are looking at in the quality of teaching and learning?*

*Differentiation.*

*Ya no we have this differentiation and what are the other, where would I put it in the list...*

*Ya.*

*By list you are saying the elements*

*What I'm saying is say for example how important is differentiation do you think when you are talking about the quality of teaching and learning?*

[P10, I1, L927-940]

P1, P5 and P8 needed clarity on the same question:

*Yes sure that's er very very important. What I was going to ask you P1 was where in the list of priorities would you place differentiation when you evaluate the quality of teaching and learning? What I'm basically asking is how important is it?*

*In comparison to?*

*In comparison to maybe other things you would look for within the quality of teaching and learning?*

(Longish pause)

*How important is differentiation? Let me rephrase that. How important is differentiation when you talk about the quality of teaching and learning?*

*I think it is very much important er...*

[P1, I1, L503-516]

P5 responded similarly:

***Ok thank you. Where would you say, P5, in your list of priorities, where would you place differentiation in your list of priorities when you evaluate the quality of teaching and learning?***

*Er, you know, it's a conglomeration of things. Ok, I cannot say this supercedes this. It's like teamwork you know. It's like a link, you know. It's like a chain. Even a missing link er... Definitely it won't work out, you see. So I cannot say this is much better than this one. They are all on the same level.*

***When you say they are all on the same level, what do you mean all?***

*I cannot take differentiation more than er er er quality of teaching or governance or whatever, you know, specifically say this one is important than this one. Differentiation definitely it's very very very important. It's part of of what is happening there. It's not the the you know. It doesn't supercede other ones because if it's not there nothing will ever happen. It's not like that.. It forms part of the chain. If you're talking governance there's there's differentiation, if you're talking quality of teaching, if you're talking parents and community you know it comes around like that.*

***What I'm talking specifically about is with respect to the quality of teaching and learning er as you've said there's so many elements of the quality of teaching and learning. So within quality of teaching and learning, where would you place differentiation in terms of your list of priorities?***

*Er (pause)*

***What I'm saying is would it be a really important one, a medium important one or a low important one? Can you give me some kind of idea?***

*I really can't tell about this one. I cannot say to me, I cannot say this is priority number one, this is very important. If it doesn't happen things will no no no no no. To me it's it's ok it's on the same line as all the other priorities.*

[P5, 11, L872-904]

P8 also responded similarly:

***P8 where in the list of priorities would you place differentiation when you evaluate the quality of teaching and learning? Where in the list of priorities...***

*Which priorities?*

***Priorities in terms of the things you would look for to evaluate the quality of teaching and learning, what I'm basically asking is how important is...***

*Ya, do I feel it's important? I feel it is very very important*

[P8, I1, L531-540]

This was quite a difficult question I think for many participants. Even after I had asked the question more specifically, P5 paused for a little while before answering the questions.

**Issue: Unnecessary data generated due to inappropriate questioning in the initial stages of the research**

In the questionnaires, I asked specific questions about OFSTED training and consequent expertise to evaluate teaching a diverse range of learners. I also asked questions around the evaluation of teaching and assessment using OBE principles. The data that was generated from these questions proved to be somewhat confusing and actually not of direct relevance to my research objectives [Please refer to Chapter 1 - Introduction], so I chose not to analyse that data during the course of my research.

I thought it would be interesting to see if there was alignment between understandings of OBE principles, teaching a diverse range of learners and expectations around differentiation. Whilst I still feel it would have been interesting, I decided that it was unnecessary, in terms of the objectives of this particular research project.[Please refer to Chapter 5 Conclusion –Issues and implications]

**Issue: Data generation procedures**

There were times where I made reference to the dictaphone, which might have hindered the participants to say exactly what they wanted and interrupted the flow of the interview.

This was quite a difficult question I think for many participants, even after I had asked the question mo There were times when the dictaphone wasn't allowing the tape to go around, which meant that I lost some information during the interviews.

In some instances I had gone way over time and so didn't get an opportunity to ask all the questions. This indicated that I possibly had too many questions on the schedule [Please refer to appendix 2: Semi-structured interview schedule]

### **3.4 Data Analysis**

Hammersley and Atkinson (1995:209) state that 'The initial task in analysing qualitative data is to find some concepts that help us to make sense of what is going on in the scenes documented by the data.' New concepts may be taken from 'folk terms' i.e. the terms the participants use (Spradley, 1979), or the researchers may find useful concepts through literature. I have used both these approaches in my analysis. It was hoped that the conceptual aspect would give me a rich understanding of the participants' understandings around differentiation.

Pseudonyms were used in the process of data analysis to protect participant identity, so that that the analysis would 'not embarrass or in other ways harm them' (Bodgan & Biklen, 1982:44). For the purpose of not divulging their identity further, I used codes instead of *pseudonyms* when tabulating their roles because within the sample, I had supervisors who were involved with other functions [Please refer to Appendix 3: Roles]. I have also referred to the supervisors in the text as females to further protect their identity. During the course of my research, I also found out that one supervisor had achieved her accreditation as an assessor. I didn't write this in her professional profile to further protect her identity.

I conducted data analysis in conjunction with the data generation, as well as subsequent to data generation, rather than as a separate activity.

*The analysis of qualitative data is best described as a progression, not a stage;  
an ongoing process, not a one time event.*

(Erlandson, Harris, Skipper & Allen, 1993:111)

While informal data analysis occurred during data generation in the form of journaling and memos, formal processes of data analysis occurred immediately after gathering the data and continued during the other stages of the research (Maxwell, 1996:130). The data was first

analysed broadly after data transcription in order to interrogate further issues and/or for clarification.

According to Bogdan and Biklen (1992:153) data analysis involves working with data, categorizing it, breaking it into manageable units, synthesizing it, searching for patterns within it, ascertaining what is important and what is to be learned, and finally settling on what you will tell others. Thematic analysis in particular, the approach taken in this research, involves:

*. . . looking at the occurrence of selected terms within a text or texts, although the terms may be implicit as well as explicit. While explicit terms obviously are easy to identify, coding for implicit terms and deciding their level of implication is complicated by the need to base judgements on a somewhat subjective system.*

(Palmquist, <http://writing.colostate.edu/references/research/content/com2b1.cfm>, 10 December 2004)

I categorized themes both inductively and deductively:

*An inductive approach involves the researcher 'immersing' herself in the data in order to identify the various dimensions or themes that seem meaningful to the producer of each message. In a deductive approach the categories are suggested by the theoretical perspective and the data is searched for material that supports these categories* (Dugmore, 2003: 43)

After transcribing, I listened to the tapes again and read the transcript. I recorded common words and phrases and potential themes. Some themes did not relate directly to my research objectives [Please refer to Chapter 1 - Introduction], so later after my second interviews, I categorized themes using the research objectives as a framework from which to start. However, I didn't initially disregard data that was not directly related to my research objectives, because at the back of my mind I thought that other things might emerge from my data that I hadn't even considered.

Analysis of the questionnaires, interviews, documents related to WSE and my private research journal was carried out integrally. Interview analysis occurred informally during the interview, as well as more formally during later engagement with the transcripts. Informal analysis occurred during the interview in the sense that upon hearing the responses, questions were asked, which I thought would be significant to my research objectives [Please refer to Chapter 1 - Introduction]. At times the interviews were more like conversations where I asked questions that were of interest to me. These were not necessarily related to my research

objectives. I felt that this helped the interview to be less 'formal' in nature and eased the flow of the interview.

A more formal process of thematic analysis was carried out later. After transcribing, broad themes were identified and indicated on the transcript. During interview analysis of participant roles and Differentiation expectations, I carried out certain steps to enable me to analyse the data. Firstly, I read the whole transcript to myself a number of times to familiarize myself with the responses. Secondly, I wrote some of my thoughts on the side of the transcript. Thirdly, I highlighted areas that were relevant to the questions on my interview schedule [Please refer to Appendix 2: Semi-structured interview schedule]. This was followed by identifying and coding broad themes emerging from each transcript by using an open coding system (Suri, 1999).

I started the more formal process of thematic analysis by focussing on my research objectives. I read the transcripts to identify chunks of data that would help me meet my research objectives. Once I chose the chunks of data, I started to code the data into themes. The process of analysis proved to be complex, non-linear and non rigid in nature. I had to go back and forth between each transcript to recode transcripts I had already coded.

The coding consisted of words. I tried to identify themes related to my first research objective, which was to identify what is understood by the term differentiation. As a result of this process a typology emerged [Please refer to Chapter 4 – Data Analysis]. As Taylor & Bogdan, (1998:144) point out, 'typologies can be useful aids for identifying themes and developing concepts and theories.' The typology displays different dimensions related to understandings and expectations of differentiation.

I tried to use more than one participant's response, where possible. Usually such analysis 'requires that you decide beforehand what your code set should look like, by determining important relevant key terms or codes beforehand, after looking at the relevant literature on a subject' (Babbie & Mouton, 1998:492). However, my coding didn't work exactly like that. My literature review *did* help me to establish themes in my mind, but as I analysed the data, other themes emerged which informed my literature review. I didn't want my preconceived themes to hinder me from discovering new aspects emerging from my data. If I found something relevant to my objectives in the data, I made a note of it. By doing this, I wasn't

only concentrating on coding for frequency, but, instead I was coding for existence (Babbie & Mouton, 1998:492).

It was difficult for me to sift through many pages and recode the themes so many times, so I decided to condense the data of each participant using Excel worksheets. This helped me to see the data in one or two pages rather than sifting through many pages of the transcript. Instead of writing the full quote I mostly wrote the keywords or the main idea, as I interpreted it, from the quotes to show the roles and expectations [Please refer to upper case text in Appendix 3: Roles and Appendix 5: Differentiation expectations.

I wrote the main idea of what the participant was saying in a sentence. Sometimes a whole paragraph was condensed and sometimes a few sentences. Sometimes a sentence was written as found in the transcript. Upon identification, the themes were colour-coded. Microsoft Excel was used to illustrate the identification and organization of the identified themes from the responses of the participants (Miles & Huberman, 1994). Broad themes were written in capital letters on each line and each line was analysed for key words in order to determine sub themes [Please refer to Chapter 4 – Data Analysis]. I highlighted the key words in each line in 'Bold'. This helped me to write themes on each line on the Excel sheet. Some of these themes were quite broad, so upon further analysis, sub themes emerged. The key themes identified in the understandings and expectations around differentiation were then categorised into four broad categories. [Please refer to Chapter 4 – Data Analysis].

### **3.4 Validity and reliability**

The terms validity and reliability have been used commonly within a more positivistic orientation to research. It has been argued by many researchers that qualitative research, which is based on different assumptions about reality and a different worldview, should consider validity and reliability from a perspective compatible with the philosophical assumptions underlying the paradigm. This may result in renaming these concepts (Lincoln & Guba, 1985; Merriam, 1998:200) to 'trustworthiness' and 'credibility.' I employed different techniques to make my research more credible and trustworthy.

More than one method of data generation was employed to ensure greater validity in terms of triangulation. Maxwell (1996:75) states that triangulation reduces the risk that one's conclusions will reflect only the systematic biases or limitations of a specific method. The use of both questionnaires and interviews not only helped to enrich the data but also allowed opportunities for clarification, which added to the validity. If answers in the questionnaires were unclear, they were clarified during the interview. If the answers in the interview are unclear, they were clarified during further interviews.

Throughout the process of data generation and analysis I endeavoured to ask questions of reflexivity and voice as part of a process of engaging with the data (Patton, 2002: 495) and validating the interpretation of it. I tried to own my own voice and try to be reflective about my own voice and perspective. This was done by trying to understand the perceptions and expectations of my participants in all their complexities whilst at the same time being self-analytical (*ibid*:4). I endeavoured to 'triangulate' the analysis using self-reflexivity, participant reflexivity and peer/supervisor reflexivity. This involved a process of 'consensual validation' (Southwood, 2000; Lincoln & Guba 1985), which resulted in sharing the data generated and interpretations made with the research participants for their critical engagement and feedback.

*Having those who were studied review the findings offers another approach to analytic triangulation. Researchers and evaluators can learn a great deal about the accuracy, completeness, fairness and perceived validity of their data analysis by having the people described in that analysis react to what is described and concluded* (Patton, 2002:560)

### **3.5 Limitations**

The main limitation of my research was time. The process of entry took longer than anticipated and by the time my entry permission was granted, my time was quite limited. The availability of some of my participants was also quite limited as they were very busy with work related to the functions of their office. On certain days, staff meetings were arranged on the morning of my arrival, which meant rescheduling interviews for other days. There was a period when the participants were not going to be available for at least three months, which created some tension and stress for me.

Another limitation was physical accessibility. The OFSTED site was quite far from my home. One particular time I was involved in a car accident on the way there, which meant that I

couldn't carry out my second interviews with some participants. I resolved this situation by getting feedback on the transcripts through electronic mail. The feedback had to be chased up on numerous occasions before I finally received it because the participants were called out of their office for other functions. Only one participant was unable to even respond to the questions via electronic mail on time.

Another limitation was the use of a dictaphone, which was not as reliable as I had anticipated. Sometimes the dictaphone didn't allow the tape to turn round and sometimes, I couldn't hear the participants' words clearly. Also, instead of not focusing on the dictaphone, there were times where I asked the participants to see if the tape was going round, which I realize made them more aware of the tape and therefore possibly more self-conscious.

I only engaged in two cycles of interviews. However, I would have liked the opportunity to follow these up further and to ask the participants to provide me with their input on my data analysis. Unfortunately, time was limited in terms of getting my thesis completed as well as participant availability due to their many office functions. I have resolved this by deciding that this study will not be published until I have received input on my analysis from the supervisors.

If the data generation was compromised, it might have been due to my own lack of experience in interviewing. My questioning technique left room for much improvement. However, I do feel that this improved over time. For example, some of the questions were rephrased once I realized that participants needed more clarity on what I was asking. In retrospect, the opportunity to do second interviews clarified some issues that only came to my attention during the transcribing and analysis process. A third interview would have been very beneficial and might have added further richness to the data and improved the reliability of the data analysis. In retrospect, a more thorough piloting process would also have been beneficial and may have contributed towards a smoother process of data generation. I also feel that if I had carried out observations of the participants actually carrying out WSE, this might have enhanced the richness of my data.

Because of the sample size and to protect their identity, participant differences such as gender or the relationship between learning area expertise and expectations were not explored, which

could have been quite interesting. It might have been interesting, for example, to explore if supervisors who worked within the same learning area had similar expectations around differentiation.

Data was also generated around things that initially were perceived as important, but later were not seen as having relevance to the scope of this study. This, in my opinion was a waste of time. I could have possibly got richer data on other questions, if I hadn't wasted time on this.

I came to this research with a range of my own assumptions, which may also have limited the research. Some of these assumptions have been identified and are listed in the following section.

### **3.6 Assumptions**

Some assumptions made during this study are discussed below:

- **Any 'OFSTED' training that the participants had would be regarded as training that was received during working with OFSTED regardless of who did the training.**

P4 pointed this out:

*Ya the training that we received from the province ya I wouldn't classify that as OFSTED training but er...*

*It's to do with teaching and learning of educators?*

*Ya. It's it's for all officials it's not an initiative from OFSTED er it's run by the province er but ya OFSTED are sending us there so perhaps you can consider it as an OFSTED training.* [P4, 11, L522-529]

The question would have been better worded and possibly better answered by most participants if I had not specified the word 'OFSTED.'

- **All supervisors will be familiar with appropriate approaches for different needs.**

P10 was unable to give me an answer on how to address partially deaf children:

*Ok and those that are partially deaf what would you ..*

*Yah those that are partially deaf then they will have to find a way of doing it also. (Laughs)*

**(Laughs) So P10 what kind of things would you expect on the learning programme to accommodate the partially deaf children?**

*Er, look I'm not a specialist in that, I don't want, I don't want to answer your every question with a yes or no answer,*

**Hmm.**

*Because I am not a specialist ok, I have never been in a situation where I would be faced with such a kid, but from my understanding and also from my my experience of er being a teacher of being taught methods...*

**Hmm**

*I'm sorry, I'm able to answer some of the questions, but as we go deeper into 'What specifically would you do?' ... (laughs)*

**(Laughs).**

*Really, I'll not be able to answer unless you get a specialist to tell you the truth, otherwise I'll be lying to you, you know* [P10, I2, L171-196]

- **The educators were being evaluated.**

I had gone into the field with an assumption, based on my own evaluation by OFSTED in the UK, that educators will be assessed and given a level of competency. However, the South African context is apparently different:

*But I'm not looking at the person as such, I'm just looking at what is happening in the class, that is for WSE.* [P3, I1, L439-440]

P6 responded similarly:

*Whereas with the UK er inspection they hold educators accountable, yes yes they hold them accountable* [P6, I1, L584-585]

- **They'll remember everything I'd said at debriefing meeting.**

Because I had already talked about differentiation in the context of teaching and learning at the debriefing meeting, I had assumed that the participants would remember what I said.

*Ok, I did say at the briefing meeting that its linked to the quality of teaching and learning. So maybe you know you can...*

*Ok. I can't even remember that.*

[P3, I1, L463-466]

- **Different racial backgrounds in South Africa are neatly divided into African, Indian, Coloured and Afrikaans.**

In my ignorance, I hadn't realised that there are many African languages and different cultures within them, so even if a black learner was Zulu-speaking for example, his behaviour might be different to a Tswana speaking learner. In my teacher training experiences, I have not come across anyone discussing different behaviours amongst black learners speaking different languages. This was an eye opener for me. What a vast variation of cultures we have in our classrooms and how rich we are in terms of our diversity. Our rainbow nation truly represents a rainbow in that the light spectrum is not neatly divided into separate colours according to different wavelengths, but each spectrum's boundary diffuses in the next one giving us such richness and variation.

*They come from different backgrounds. Er you'll find that in a certain area it's all a group of Tswana people you know and it becomes very easy, you know, how they behave and all that even though their language you're a Tswana also, but if you move to another section you'll find that the Zulu and Tsonga and that and that and that. And then you have to understand the cultural background some don't do this, some do this, some will look you in the eye, like you know, some don't look you in the eye, different cultures, that's different backgrounds.*

[P5, I1, L607-613]

*For example, in the black culture the learners from the township, they are not always from the same racial groups. We have the Sotho, Tswanas, the Tsongas, who might be speaking different languages at home but at school they learn one.*

[P1, I1, L737-740]

- **Terminology used would be understood similarly. For example, the word 'strategies' would be understood to be the same as methodologies, techniques, methods.**

One of the questions I asked was, 'What would you say are the main strategies of differentiation that you would expect from educators?' I made an assumption that everyone would understand the word 'strategies' like me. However, P10 needed clarification on the word. I had interviewed a few participants already before P10 and they didn't seem to want

clarity on the word I had used. After an interview with P10, I used all these words in my questions incase they were misunderstood. This showed me that we can be so subjective not only in our interpretations during research, but also in the choices of words we use in the interview questions:

*Thank you. What would you say are the main key strategies of differentiation that you would expect from educators? The key strategies of differentiation?*

*Wow. Key strategies. Why do you say strategies, may I ask?*

*Methodologies, strategies whatever you want to call it.*

*Techniques or strategies?*

*Techniques, strategies yes.*

*Because when you say strategies now I'm thinking high I'm really thinking high.*

*Ok techniques.*

*Ok that helps, that's better. (laughs)*

**(laughs)**

*That really helps.*

*And that helps me to understand as well what kind of questions I must ask.*

*Ya, can you repeat your question now putting in techniques?*

*Sure, what would you say are the key techniques of differentiation that you'd expect from educators?* [P10, I1, L872-895]

- **Educators and research participants would be acquainted with the term 'differentiation.'**

It seems as if the word differentiation is not used in training:

*In their training, the word differentiation is not used, although they are expected to cater for learners with different ability levels.* [P4, I2, L732-734]

- **Educators should meet the needs of all learners to allow them to reach their maximum potential.**

Although OBE specifies meeting the needs of all learners, in reality it isn't as easy to do this as I initially thought. I was coming with my own perspective and experiences that as an educator I have to meet the needs of every learner in my class. Coming from a background of having no more than 30 learners in my classroom, I was speaking in ignorance, not realizing that the South African context is often quite different to that. I hadn't considered the challenges of the large class sizes that many of our educators are faced with.

*I think I'm not sure which supervisors would look for something like that but I think a good lesson would address er the needs of most learners. I don't think we can address the needs of all learners especially if you look at the number of learners that educators have in the classroom* [P2, 11, L576-578]

This was reiterated later in the interview again:

*...and most often er they don't know their learners well enough whether it's because of the work loads that they're having or number of learners in the classroom.* [P2, 11, L795-796]

- **The participants would have no problems with being transparent**

My past experiences related to research where I myself have been a participant have been of being transparent. I have been very open about what I have shared with researchers and was under the impression that all the participants in this research would be the same and wouldn't feel uncomfortable if any of their transcripts were used for the research. However, I was making a great assumption. There was a time when one particular participant asked me to switch the dictaphone off because she wanted to share something quite personal from her experiences.

*It was quite interesting that P5 asked me to switch the tape off today. I felt quite good that she felt she could share this with me because she obviously felt comfortable with me as a person. Luckily it wasn't really related to my research objectives, so that was fine. However, if it was significant for my research, I'd have to write about it as one of the limitations in my research.*

[Research Journal: May 2004]

~~~~~

Chapter 3: *Research Design*

In this chapter, I have described the design of my study. I have located the research methodology within an interpretive orientation and described it as a case study. In the next chapter, I present a discussion around the process of data analysis

CHAPTER 4

DATA ANALYSIS

In the last chapter, I described my research design to meet my research objectives. The purpose of this chapter is to present the analysis of the generated data in relation to the participants' profiles and experiences, and participants' understandings and expectations around differentiation. This is reflected in the form of identified categories, themes and issues, substantiated through direct participant quotes (in italics).

The analysis is presented in two sections - contextual and conceptual. In the contextual section, I have documented the professional profile analysis and identified roles of supervisors and their educational experiences. Adding to the physical context [Please refer to Chapter 2 – Context], this provides an appropriate backdrop for situating the interpretation of understandings and expectations of differentiation. This is followed by a conceptual analysis around the understandings and expectations of differentiation.

4.1 Contextual analysis

This section of the analysis is divided into two subsections – professional profiles and the roles of supervisors. This is intended to present a contextual backdrop to the participants and the specific context of the research.

4.1.1 Professional Profiles

This section presents an overview of the educational background and professional experiences highlighted by each participant. Relevant data has been tabulated using key words from the questionnaires and the interviews to develop profiles for each participant [Fig. 4.1.1a].

From an initial analysis of the 13 questionnaires that were received, I discovered that two supervisors were not involved with evaluating MST education and one had evaluated only within the Further Education and Training (FET) Band. Because my research was focusing on supervisors involved with evaluating within the GET Band and MST education, I contacted these three supervisors and explained that it might not be necessary to involve them

in my research. They seemed happy with the suggestion. This left me with the remaining 10 participants.¹⁶

It must be noted that many participants had taught before OBE was implemented. The names of the different subjects/learning areas were different before OBE was implemented. For example, P8 and P9 taught Science in the Foundation Phase grades, but according to the C2005 policy documents, there isn't a Learning area called Science as such. However, the RNCS includes Natural Science for the whole GET Band.

The following Key needs to be used with Fig. 4.1.1a below:

KEY

F	Foundation phase
I	Intermediate phase
IDS	Institutional development & support
LA	Learning area
LP	Learning programme
NGO	Non-governmental organization
PS	Partially sighted
Q & A	Question and answer
RPL	Recognition of prior learning
S	Senior phase

¹All these supervisors were invited at the meeting by their manager. I had spoken with the manager before the debriefing meeting and explained that my research was focusing on supervisors involved with evaluations in the GET band and for MST only. The manager had very kindly suggested that she would be happy to get everyone together and organize the debriefing meeting for me. I didn't quite understand why these three supervisors were asked to be at the meeting even though I had tried to be clear as to the type of participants. I asked them to complete the questionnaire if they wanted to participate in my research. Although I was very pleased that they had decided to participate, I was a little unsure of how to now tell them that they were no longer going to be involved. *'I don't know how I will tell them especially as they seemed quite keen. I feel really guilty that they have spent their valuable time at the debriefing meeting and completing the questionnaire.'* [Research Journal: April 2004]

Figure 4.1.1a Supervisor background – Professional profiles

Qualifications	Prior experience	Teacher training related to OBE	Evaluation experience	Significant training/ experience related to differentiation ¹⁷
<p>P1</p> <p>B.Sc (Education) Major courses: Mathematics, Physics & Education [Q]</p> <p><i>Qualified to teach:</i> Mathematics, Physics [Q]</p>	<p>Mathematics tutor [I]</p> <p>Subject advisor [I]</p> <p>Coordinator – curriculum & teacher development [I]</p> <p>Quality assuring LP development [I]</p> <p>OBE LP development [I]</p> <p>RPL [I]</p> <p>Worked with PS learners [I]</p> <p><i>Teaching experience:</i> [FET] [Q]</p>	<p>OBE & OBA, LP development, Assessment (MLMMS) [Q]</p>	<p>Mathematics [FET]</p> <p>MLMMS [F, I, S] [Q]</p> <p>Input into instruments: quality of teaching & learning focus area [I]</p>	<p>Relationships between OBE & OBA [Q]</p>
<p>P2</p> <p>Diploma [SP] [Q]</p> <p>Mathematics & Science graduate [I]</p> <p>Remedial diploma [Q] [I]</p> <p><i>Qualified to teach:</i> English, Afrikaans, Mathematics, Science, Physical Education [Q]</p>	<p>HOD for Mathematics & Science [I]</p> <p>Taught Right Living, Handwriting, & Cultural Studies Remedial [F, S] [I]</p> <p>Acting Deputy [I]</p> <p>Natural Science facilitator [I]</p> <p>School support [I]</p> <p>Monitored & implemented old interim syllabi [I]</p> <p>Coordinated piloting of C2005 [F] [I]</p> <p>Monitored implementation of CD [I]</p> <p>Checked methods relevant to content, volume & pace of work, knowledge of educators, educators use of resources, classroom practice, if assessment had bias, planning, documents of learners & teachers [I]</p> <p>Teaching experience: [F, I, S] [Q]</p>	<p>Assessment Instrument design & question techniques, OBE theory, methodology & assessment OBE theory & practice [Q]</p>	<p>Mathematics, Science, Biology: [I, S, FET]</p> <p>Literacy, Numeracy, Life skills: [F] [Q]</p>	<p>Remedial education diploma</p> <p>Identification of differences, learners specific needs, address in teaching & learning [Q]</p>

¹⁷ According to my interpretation

Figure 4.1.1a Supervisor background – Professional profiles

Qualifications	Prior experience	Teacher training related to OBE	Evaluation experience	Significant training/ experience related to differentiation ¹⁸
<p>P3 Teaching qualification. [Q]</p> <p><i>Qualified to teach:</i> Mathematics, Science, Technology, [F] [Q]</p>	<p>Extensive training - Technology [I] Extensive training - Material writing in Technology & Science [I] Training - Facilitation skills [I]</p> <p><i>Teaching experience:</i> Science & Technology [I, S] Mathematics [I, S] [Q] Literacy, Numeracy, Life Skills [F] Special education [I] [Q]</p>	<p>Technology</p> <p>C2005 RNCS [Q]</p>	<p>Mathematics, Technology, Science & Technology [I, S] [I] Afrikaans [FET] All LAs [F] [Q]</p>	<p>Material development [Q] Technology portfolio guideline assessment [I]</p>
<p>P4 BA & HDE [Q]</p> <p><i>Qualified to teach:</i> Mathematics, History [Q]</p>	<p>Mathematics Facilitator [I]</p> <p><i>Teaching experience:</i> Mathematics [S, FET] [Q]</p>	<p>Implementing C2005 & OBE</p> <p>Implementing & planning MLMMS Implementing RNCS [Q]</p>	<p>Mathematics [FET] MLMMS [F, I, S] [Q]</p> <p>Input into instruments: quality of leaching & LA [I]</p>	<p>Accommodating different learning styles [Q] Psychology course [Q] LSEN course [Q] OBE course: right brain/left brain [I] Integration of MLMMS with other LAs [Q]</p>

¹⁸ According to my interpretation

Figure 4.1.1a Supervisor background – Professional profiles

Qualifications	Prior experience	Teacher training related to OBE	Evaluation experience	Significant training/experience related to differentiation
<p>P5 Teacher's Diploma [Q]</p> <p><i>Qualified to teach:</i> All LAs [Q]</p>	<p>District Language facilitator [I] Trained people in OBE [I]</p> <p><i>Teaching experience:</i> [F, I] [Q] Taught mathematics [I] Afrikaans [I], English [I] Lecturer in Art & English [I]</p>	<p>RNCS [Q]</p>	<p>All LAs [F, I, S] [Q] Particularly Numeracy [I]</p>	<p>Used OBE assessment methods before OBE: Q & A, practical, tell each other. Learners learn at different paces: gifted learners – challenge / more work, slow learners - individual attention / less work until pace reached. Groupwork, Reteach by rephrasing & use different examples; Code switching [I]</p>
<p>P6 Degree [I] Postgraduate Higher Diploma in Education [Q]</p> <p><i>Qualified to teach:</i> Mathematics, Physical Science [Q]</p>	<p>HOD [I] Deputy [I]</p> <p>Trained teachers in Mathematics methodology for NGO [I] Monitored centres & reported [I] Coordinator for Mathematics tutors [I] Mathematics facilitator [I]</p> <p><i>Teaching experience:</i> [S, FET] [Q] Functional Mathematics [FET] Physical Science [FET] General Science [S][Q]</p>	<p>Generic: teaching & learning [S] Teaching Learning & Assessment [F] RNCS [F] Policy on OBA [F, I, S] [Q]</p>	<p>Mathematics [F, I, S; FET] Natural Science [F, I, S] Physical Science [FET] [Q]</p> <p>Input into instruments: quality of teaching & learning focus area [I]</p>	<p>OBE assessment; Integrating assessment and learning; Using alternative assessment methods [Q]</p>

Figure 4.1.1a Supervisor background – Professional profiles

Qualifications	Prior experience	Teacher training related to OBE	Evaluation experience	Significant training/ experience related to differentiation ¹⁹
<p>P7 HDE [Q];</p> <p><i>Qualified to teach:</i> Natural Science, Biology, Physical Science [Q]</p>	<p>Deputy principal [I]</p> <p><i>Teaching experience:</i> Biology & Physical Science [FET] Natural Science [S] [Q]</p>	<p>OBE; Assessment; RNCS [Q]</p>	<p>Natural Science [I,S] [Q] Mathematics [I, S, FET] [Q] Technology [I, S][Q]</p>	<p>White Paper - Inclusion [I] OBE in-house training: - differentiation for training on learners abilities particular criteria on LSEN [I] - quality of teaching and learning [Q]</p>
<p>P8 THED, FDE, D.Ed [Q]</p> <p><i>Qualified to teach:</i> Biology, Science, Physical Science [Q] Qualified psychologist [I]</p>	<p>Worked as Psychologist [I] Science Facilitator [I] Principal [I] District Educator Coordinator [I]</p>	<p>Differentiation Lab skills OBE [Q]</p>	<p>Natural Science [I, S, FET] [Q]</p>	<p>Principles of OBE [Q] - different levels of ability</p>

¹⁹ According to my interpretation

Figure 4.1.1a Supervisor background – Professional profiles

Qualifications	Prior experience	Teacher training related to OBE	Evaluation experience	Significant training/ experience related to differentiation ²⁰
<p>P9 B.Sc, THED [Q]</p> <p><i>Qualified to teach:</i> Physical Science, Mathematics, Biology, Technology [Q]</p>	<p><i>Teaching experience:</i> [I, S] [I] Mathematics, Physics & Chemistry, Engineering Science [FET][I]</p>	<p>OBE & OBA [F, I, S] [Q]</p>	<p>Natural Science [I, S] Physical Science [FET] Mathematics [I, S; FET]; Technology [I, S] [Q]</p>	<p>65 learners in class [I] Taught two subjects in the same period [I]</p>
<p>P10 B.Sc. (Education) [Q] M.Ed (Mathematics-continuous assessment) [Q]</p> <p><i>Qualified to teach:</i> Mathematics, Physical Science, Natural Science [Q]</p>	<p>Worked in IDS: provisioning schools; Policy development e.g. admission, language & school fees [I] Gave schools functions, provided funding for schools, put policies in place, monitored & planned evaluations of policy implementation [I]</p> <p><i>Teaching experience:</i> [S, FET] [Q]</p>	<p>RNCS OBE LA Workshop [Q]</p>	<p>Mathematics [F, I, S; FET] [Q]</p>	<p>Cosider contextual factors e.g. socio-economic back-ground of learners during LP development [Q]</p> <p>Taught High and Standard grade in one classby pitching up for Higher Grade [I]</p>

²⁰ According to my interpretation

Many supervisors spoke of specific training they had received around differentiation:

. . . and it came as a massive drive in the ex-TED differentiation, the word differentiation. The young teachers used to hate it like with passion you know. Because every course everything was around differentiation. Then there was a course around differentiation in laboratory practical work then it's around classwork and even er in physical training you differentiated in the sense that your better learners were used for helping the others in the assisting when you do tumbling and things like that. Whereas the one who has got ten thumbs you know he would write down on a piece of paper who did what. Er you know so it was a major drive in in in the 80s of the TED. [P8, I1, L807-816]

Similarly, P4 made reference to training:

... er I think some of the training sessions we had quite a good mathematics facilitator and her training was quite good and she was one of the employed by one of the service providers, but she was also as teacher, so she brought her experience of classroom learning and different styles of learning that that take place in a class as she observed and there we could see mathematics examples. So that training was was quite worthwhile. [P4, I1, L604-608]

The training received at OFSTED seems to have had an impact on her understanding around differentiation, as described by P7:

Also in our OBE in-house training we looked at, as you said, differentiation for training on learners' abilities and also in the whole school evaluation aspect when it came to the particular criteria on learners with special educational needs we really unpacked what we really needed to do. [P7, I1, L816-819]

One of the functions of the supervisors is to determine the training received by educators. This gives them an indication towards the context of the school. The training that the educators have also affects how they differentiate, as pointed out by P2:

So I think what we need to look at is how and what the educators get trained on prior to entering the school situation. So most of the time they don't have a vast repertoire of teaching strategies. They don't know the psychology behind their learners, they cannot read the learner accurately er so I think the level of competence of the educators and their training backgrounds plays an important part in differentiation. Er and er the extent to which a teacher can differentiate, I mean teach towards these differences in the classroom. So I think one of the contexts is the background of the educators [P2, I1, L930-936]

4.1.2 Role of Supervisors

Out of the ten participants, one was mainly functioning as a monitor, another was mainly involved in the analysis unit and another was mainly involved in systemic evaluation. However, they fulfilled the selection criteria in that they had been involved in working as

supervisors within MST education, and they seemed keen to participate in the research, so I included them as part of my case.

Analysis of documentation led to the emergence of ten main supervisory roles [Please refer to Appendix 3:Roles]:

- Collect data
- Evaluate
- Quality assure
- Report
- Pre-evaluate
- Lead teams
- Develop
- Support
- Analyse
- Record

These roles are not elaborated on, but some interesting themes that emerged from the data related to roles, are discussed below.

Theme: Development

Two types of developmental roles in whole school evaluation emerged – development of people and development of instruments.

Sub theme: People development

P3 showed awareness of playing a role in developing educators during her evaluations:

It's just to develop them more, it's just developmental, it's just to say that er maybe, you know that instead of doing that maybe you could try this way. And also coming with ideas yes, and you know, from the one school to the other school from the one teacher to the other teacher, you can always take along the good practices that you've picked up in another school to another school.

[P3, I1, L450-454]

Some supervisors also saw their role as a developmental one for themselves as well as regarded their role as developing educators:

Every time you go to a school you will develop, you will get something. You will go to a class and see how this teacher teaches the children, and you call out 'oh my goodness, I didn't know this.

[P5, I1, L220-223]

So I grew in a lot of ways. [P5, I1, L246]

You will be discussing to share ideas and make each other grow. Because also as a supervisor you grow in the same situation. [P5, I1, L774-776]

P7 responded similarly:

. . . and I think er, the reason that I go there and the attitude that I go there is not that I know it all and I want to show it all, I go there as a colleague and as a colleague I get to learn from you and share with you, and that is what's it all about. [P7, I1, L746-749]

Sub theme: Instrument Development

Many supervisors were involved with developing instruments to enable them to make evaluation consistent:

It's suffice for us to be able to, also for educators because its problematic when you make a judgement, when we can't show an educator an alternative to say that this is what I mean by problem-solving, critical thinking and all those things. So we had to come up with something that will be user-friendly. [P1, I1, L140-143]

Yes and and to be more specific, we might have had training on how to be a supervisor and whole school evaluation that embraces the nine focus areas. One of which is the quality of teaching. Where there is a gap is mathematics or within our own subject and learning areas...

Is that why you are developing that document the SIMS document for your Learning area for maths for you know . . ?

Ya.

To help to possibly lay down certain you know criteria that you would be looking for at OFSTED?

Yes. [P4, I1, L536-552]

P4 mentioned that supervisors are compiling a handbook to help with evaluating focus areas:

...a handbook that will provide greater detail on the expectations for each focus area. Two other colleagues and myself have made input into the quality of teaching focus area. Once finalised, a workshop will then be organised [P4, I2, F55]

P2 pointed out that there was a need for instruments to help evaluations:

I think the criteria especially for the quality of teaching and learning because we spend about at least 60% of our time in the classroom er er assessing how

the curriculum is delivered in the quality of teaching and learning and I think in that respect we need a better instrument. [P2, I1, L312-315]

Theme: Support

Although the OFSTED supervisory role is not there to support or give advice, it seems that some supervisors actually do this:

We're not here to support, we're here to report, we're there to evaluate, observe and report. [P7, I1, L719-720]

...the amount of advice, examples, strategies that I have given them in four days, they have never received from the district facilitator in four years [P7, I1, L739-741]

P7 continued by pointing out her support to an educator during an observation:

There was a packet of chips lying on the teacher's desk and I said let's take this as a start and we unpacked that into an activity. [P7, I1, L764-766]

A similar response was given by P9, P2, P5 and P4. P9 acknowledged the importance of support, in this instance in the form of giving ideas or guidance to the educator:

..if you see something not working very well would you be able to give them ideas or are you not allowed to do that as a supervisor?...

Look, I'm not really allowed to do that, but as I've said, I give them yes, and as a teacher and somebody that has taught for years. As I've said as well you and I will never teach the same way, but if I give you an idea I can spark something that you could use to your own advantage. [P9, I1, L350-356]

Exactly, that is what we must do you know, to say I've enjoyed your lesson, maybe, however you could have done it ok approach it from this angle or did it from this angle. You don't criticize him to say this is not good, this is not right, but just giving direction and giving suggestions to say you can also try this, you can also try this, because we move from school to school you find if lessons are done in this way and you see that children attend the class then you can suggest that to him. [P5, I2, L490-495]

So we often suggest er themes appropriate themes according to the contexts of the school where they find themselves and how they can get other stakeholders community members and er so forth to assist [P4, I1, L432-434]

Interestingly, some schools contact supervisors for advice even after a school evaluation, which suggests an extended role that they play:

And they keep in touch even after and if they require guidance they'd still call and say look we are doing this we heard this from the district or we have the circular how do you see this thing implemented. So they still lean on us for some level of support or although that's not our function. [P2, I1, L248-250]

Certain issues related to the roles of supervisors emerged during the interviews:

Issue: Lack of coherence and consistency

Sub issue: Interpretations and expectations

P2, P3, P6 and P4 pointed out that the criteria in the Whole School Evaluation Criteria Guideline document are not very clear, which could contribute towards different supervisor expectations. Certain tools are being developed to give more clarity to supervisors to aid their evaluations.

I think that er that instrument and I think we need a little more detailed criteria for the quality of teaching and learning [P2, I1, L334-335]

. . . supervisors notebook²¹, it is a book that we compiled and we, we, we actually developed this book in order for us to to have uniformity when, when looking at er let's say learner achievement. All of us will use this and then we know exactly what er to look for. [P3, I2, L268-271]

It was recognized that training that supervisors had received on OBE was interpreted differently amongst the participants:

I would interpret this way, P4 will go and interpret this way, X will go and interpret this way. You see because the generic part we were fine, but now the nitty gritty, I would come with my own interpretation somebody and so now the educators had a problem ok. [P6, I1, L539-542]

Participant P4 responded similarly about the training:

... they don't explore further training on OBE but use your background as as a basis, which I think it's something that they really need to relook at because often er the expectations amongst us differ. [P4, I1, L492-495]

P4 reiterated this notion of training:

...so even the the expectations are still different. The way you internalise the training is is different, even amongst maths people supervisors the way we understand the training is different, whilst the key principles are generally understood as being the same. How it's implemented at in the classroom level, often differs from one person to the next. [P4, I1, L505-508]

²¹ Please refer to Appendix 4: Part of the supervisor's notebook

P2 elaborated on this in relation to a 'good lesson' suggesting that evaluations are subjective and related to past experiences, which are open to different interpretations and expectations:

Across the supervisors there hasn't been any discussion and these kind of issues are not documented anywhere. But when we have our team that is going out, then it is the responsibility of the team leader to brief his team on procedures, on classroom observation, what are the expectations we have in the classroom. But every supervisor's doing it differently every team leader is doing it differently. In terms of lesson plans also, I mean we don't have it stipulated anywhere that in terms of the teacher's lesson plan what's that documented is following because er that is also largely left to individual teachers in the school. As a province we don't have policy to say this has to be documented and these are key ingredients of a good lesson. So that is left to the discretion of the individual supervisor and again your past experience determines your frame of reference, what you look for and what you're more perceptive towards.

Yes.

And the er problems you have in your teaching normally, the kind of things you'd try and look for in this lesson to say look I'm aware of 123 so we don't have that documented anywhere and we take that discussion of our experiences that we've observed in lessons. But specifically we know that there was problems. It has come up a few times that there's a we often argue we don't agree that that was a good lesson.

Hmm.

And I may interpret it differently from you, so I think that's an area that we need to take cognisance of. [P2, 11, L600-622]

P4 also refers to the difference in expectations, regarding such a subjective stance of evaluating as fair and unbiased:

Our expectations are driven by the criteria outlined in the Quality of Teaching and Learning focus area to which we bring our own background and experiences. It does not mean that the evaluation is unfair or biased but it does differ from supervisor to supervisor. This will often be the case in a qualitative report. Greater standardization will be achieved when learning area criteria have been established. [P4, 12, F54]

P4 referred to her own experiences to illustrate her point:

What I was actually more referring to is our own personal research that informs us you know as an individual. We've conducted research into OBE practices research on mathematics educators that in a way has built up my expertise and my expectations. So that has added to my knowledge [P4, 11, L735-738]

It seems as if there is an understanding that the criteria documents are not very clear and hence the expectations from the supervisors are not necessarily the same. Furthermore, there seem to be different interpretations in training received, for example, around how to actually assess in different learning areas because the generic training did just that, it was general and not specific for each learning area

Issue: Lack of coherence and consistency.

Sub issue: Evaluation

The quality of teaching and learning criteria is adapted for each learning area. These are NOT national criteria.

We don't give give them specific for our but it's adapted. The quality of teaching and learning criteria is adapted for each subject and and

[P4, I1, L137-138]

For each subject area no there isn't as yet agreed criteria for subjects specifically.

[P4, I1, L150]

It seems also that the criteria are not clearly defined in the whole school evaluation policy, which is causing problems for some supervisors.

Sub Issue: Reporting

Some supervisors report things on differentiation in more detail than others and don't actually use the word differentiation in the report but other words that would address the same concept.

...and then you said that you emphasize this on your report, so do you think other supervisors of science and technology would also emphasize this on their reports about the differentiations?

Er, yah, interesting. (Laughs). I think we have been trained to do so er, so it should be happening, I think some in more detail than others.

Hmm.

But er we usually go and check on policy and a key policy is inclusion so differentiation would definitely feature. I don't think they would use the word differentiation, you would see a lot of words with learners with special education... learners and that kind of terminology, er...

Or even though they are talking about er...

Yah, they are talking about differentiation here.

[P4, I2, L706-722]

Issue: Lack of expertise

Some responses seemed to suggest that there isn't enough subject expertise amongst the supervisors:

So we do hear the other side where people were not so sufficiently competent in the learning area they were evaluating...

[P2, I1, L261-262]

This was reiterated a little later in the same interview:

... and I think we need a little more detailed criteria for the quality of teaching and learning. We also need more curriculum expertise to go into the classroom we don't have a balance of er learning areas and subjects that schools offer amongst supervisors. We were not employed in that way. The organogram for OFSTED started off by employing people for the different focus areas in whole school evaluation and not for subject specialisation.

I see.

So you find that that gives us a bit of difficulty when we have to go to school where you haven't taught a subject for many years and you haven't specialised in it and now you're observing that in the classroom

[P2, I1, L335-345]

However, this apparent lack of subject expertise seems to be causing a problem in schools. It seems as if some educators who are being evaluated are losing confidence in supervisors who are carrying out evaluations with no experience of teaching certain subjects as pointed out by P8:

...afterwards you would say you know you could've approached it this way or you'll sometimes get the teacher asking you and they do it purposely as well to test your knowledge. They'll come afterwards and say, you know I did this lesson er but, this and this and this, and then they start asking you pertinent questions around the er subject content

[P8, I2, L1173-1177]

Issue: Training

Sub Issue: *Lack of learning area specific training.*

Supervisors received no training on learning area specifics:

Yes and and to be more specific, we might have had training on how to be a supervisor and whole school evaluation that embraces the nine focus areas. One of which is the quality of teaching. Where there is a gap is mathematics or within our own subject and Learning areas. There and there isn't within OFSTED to train us er on those issues so we can have all mathematics supervisors going in with the same expectations at school. So we've received a lot of training on the nine focus areas, which is quite general, er because we're focusing on the school, but nothing specific for your own focus area

[P4, I1, L536-542]

In this section, I have presented the background and relevant experiences of supervisors as well as their roles. I have also documented themes and issues related to this context, that have emerged from the data.

This contextual analysis has been presented as a background to the following conceptual section. This is based on the premise that experience, training and expertise are likely to influence understandings and expectations around the concept of differentiation.

4.2 Conceptual analysis

In Chapter 2 - Context, I refer to the section on differentiation as my conceptual context. In a similar way, this section on conceptual analysis focuses on analyzing the understandings and expectations held by supervisors around the concept of differentiation.

4.2.1 Understandings around differentiation

So for me differentiation in the classroom would mean that er the teacher needs to differentiate his teaching and learning.

[P2, I1, L654-655]

We did define differentiation to say it's a way to cater for diversity in the classroom.

[P10, I1, L899-900]

Differentiation, for me, simply means catering for different learning styles and er learning needs of different learners.

[P1, I1, L251-252]

So for me differentiation is just about that how to cater for the individual learners. [P1, I1, L260-261]

... differentiation to me is a matter of treating each child as an individual.. [P3, I1, L467]

...differentiation I think is looking at catering for different types of learners with different activities... [P4, I1, L346-347]

From the participants' responses, there wasn't a clear cut definition of differentiation as such, but responses were mainly around certain broad dimensions of differentiation of what needs to be considered. The following matrix displays a typology of themes, which emerged around the concept of differentiation, developed through the analysis of the data generated. The typology is divided into four broad themes - cognitive, emotional, social and pedagogical. This framework was informed by models of differentiation documented in Chapter 2 - Context, particularly that of O'Brien and Guiney (2001).

Quotes generated from data	
Category: Cognitive	
Themes: Attention span [Barrier learning] to	<i>... a good teacher also acknowledges that some learners are ADT learners and they need medication from time to time ...</i> [P4, I2, L790-791]
Language [Barrier learning] to	<i>... bearing in mind whether the medium of instruction is first language or second language.</i> [P4, I1, L364-365] <i>...because the same learners who will be given the question paper, they can't answer in siSwati.</i> [P1, I1, L301-302] <i>...we speak them in our language, they might mean something different. Besides that it might influence the thinking of the learner er when he or she faces the examination.</i> [P1, I1, L311-313] <i>So they speak Zulu in class. When they go home they speak their mother language.</i> [P1, I1, L750] <i>...that that might prevent them from learning concepts as quickly as others. One might be their language, like in mathematics, language plays a key role. They don't understand the instruction, they usually do not know how to implement the maths concepts...</i> [P4, I1, L370-372] <i>...that you can even hear that this person has the idea, but the only thing that is failing him or her is how to express because that is one thing in primary schools...</i> [P1, I1, L476-478]
Creativity in solving problems	<i>But there are learners that will come up with their own unconventional methods to solve the problems ...</i> [P1, I1, L462-463]
Different abilities	<i>... different er learning capabilities. We have gifted children we have learners with special educational needs ...</i> [P4, I1, L209-210] <i>In other words learners abilities will er will actually inform you of the kind of differentiation</i> [P6, I1, L1033-1034] <i>...so learners' abilities in maths for example</i> [P6, I1, L1039] <i>Ya so now that is differentiation by ability</i> [P6, I1, L1051] <i>...learners' ability, so we no longer say learners must fit into the tasks the common tasks...</i> [P6, I1, L1059-1060] <i>...accommodates all the kids of different backgrounds and of er different understanding and of different abilities...</i> [P10, I1, L678-679] <i>...whether he's catered for those with the low thinking ability..</i> [P10, I2, L93-94]

Quotes generated from data	
Category: Cognitive	
Themes: Different abilities	<p><i>Er, even different cultures we did talk about cultures at length, and then yah different cultures, different backgrounds, different abilities.</i> [P5, I2, L386-387]</p> <p><i>This learner who is er fast learner are you able to see a gifted learner and are you able to provide according.</i> [P10, I1, L712-714]</p>
Disabilities	<p><i>So when you have different kinds of disabilities in your class you also have to be very much differentiating otherwise you're going to have problems.</i> [P1, I1, L632-634]</p> <p><i>... accommodate everybody in their learning and who'd show their different ways of doing things in that taking into consideration those who are disabled</i> [P10, I1, L710-711]</p> <p><i>...accommodates all the kids of different backgrounds and of er different understanding and of different abilities and disabilities.</i> [P10, I1, L678-679]</p> <p><i>...disabilities. Er you'll look at the way the er what the er ok it doesn't you know disability depends on how severe is the disability, because in our schools ordinary schools we don't accommodate er physically er disabled kids you know we we have different schools for those who are severe just the mild, so mild we normally take them as learning learning disabilities because they are slower than those others but they still can do what these others are doing, so they will also fall into ability groups, they will also fall into that</i> [P10, I2, L122-128]</p> <p><i>...disability leads to differentiation of tasks</i> [P6, I1, L1055]</p> <p><i>So one has to be able to really make an attempt to accommodate all the learners and that we don't put labels on them.</i> [P1, I1, L518-519]</p>
Learning Style	<p><i>...the teacher, but the teacher needs to be more inclusive in his or her planning, taking into account...activities need to be differentiated for different learning styles...</i> [P4, I1, L211-214]</p> <p><i>Er learners usually learn in different styles.</i> [P4, I1, L354]</p> <p><i>And also the issue of learning styles and multiple intelligences, they really change the way we approach assessment in class.</i> [P1, I1, L596-597]</p> <p><i>Practical, you cater for the practical mind. If you use a theory you cater for the theoretical mind and that for me as well, is differentiation.</i> [P9, I1, L421-422]</p>

Quotes from generated data	
Category: Cognitive	
Themes: Learning Style	<p><i>...the social background we have lots of learners that come from informal settlements, don't have electricity don't have water and this also plays a role in their in their learning styles and their interaction...</i> [P4, 11, L374-376]</p> <p><i>Er I mean even psychologically we know that some are more inclined to be left brain or right brain.</i> [P4, 11, L356-358]</p>
Category: Pedagogical	
Themes: Assessment/ different ways of demonstrating achievement	<p><i>We would look at the assessment er that in terms of the Assessment Criteria the Assessment Standards how are you going to differentiate between a learner that you might say is at level 1 who needs urgent support .. and a learner who is at level 5, is the one who has it the first time.</i> [P1, 11, L422-424]</p> <p><i>...accommodate everybody in their learning and who'd show their different ways of doing things</i> [P10, 11, L710-711]</p> <p><i>Prior knowledge that they have and that which they don't have.</i> [P10, 11, L953]</p> <p><i>You should really find out what is it that they know and what is it that they don't know. It's part of differentiation.</i> [P10, 11, L969-970]</p> <p><i>...grouping kids, giving them different exercises you know methods of assessment also different methods of assessment should be taking into consideration also teaching style...</i> [P10, 11, L901-903]</p> <p><i>I think it is very much important er if we base the argument on the inclusion policy, that also on the premise especially OBE that all learners can learn but at different paces. So one has to be able to really make an attempt to accommodate all the learners and that we don't put labels on them.</i> [P1, 11, L516-519]</p>
Catering for every individual learner	<p><i>I think the teacher needs to have at the back of the mind my learners are all different but also having these differences, what's the best way that I can make maximum use of their potential when I deliver the curriculum</i> [P2, 11, L661-663]</p> <p><i>...to treat them each as an individual...</i> [P9, 11, L 248]</p> <p><i>...differentiation to me is a matter of treating each child as an individual, and not teaching as if everybody is on the same wavelength and expect everybody to understand the same way at the same time, that to me is sort of differentiation.</i> [P3, 11, L467-469]</p> <p><i>...to cater for different kinds of children in his or her class.</i> [P4, 11, L238]</p>

Quotes from generated data	
Category: Pedagogical	
<i>Themes:</i> Catering for every individual learner	<p><i>So how do you then as a teacher accommodate all of them in the class because that is mandated for me to be able to teach these heterogeneous learners who are in your class?</i> [P1, I1, L537-539]</p> <p><i>Because in your class there's 30, 40 individuals and you don't, you can never see them as a group, you must see them as individuals...</i> [P9, I1, L382-383]</p>
Grouping	<p><i>So the educator has to work on er on er groups according to the best fit of learners...</i> [P6, I1, L1037-1038]</p> <p><i>Secondly er now when you now teach, you have to er organise your learners into groups according to er the best fit ok, according to ability the best fit..</i> [P6, I1, L1035-1036]</p> <p><i>Some will learn in a group, some work well independently...</i> [P4, I1, L355-356]</p> <p><i>...grouping kids, giving them different exercises you know methods of assessment also different methods of assessment should be taking into consideration also teaching style...</i> [P10, I1, L901-903]</p> <p><i>...grouped the learner according to their their pace according to their what er abilities and disabilities...</i> [P10, I2, L298-299]</p> <p><i>...group work in a ...to an extent it is also a way of doing differentiation...</i> [P8, I2, L287]</p>
Level	<p><i>For me it about as a teacher having in mind that not all learners learn the same way. Er they learn at a different pace they learn at different levels, every person has unique features that make them different.</i> [P2, I1, L648-650]</p> <p><i>...learners are not all at the same level...</i> [P6, I2, L989]</p> <p><i>...differentiation to me is a matter of treating each child as an individual, and not teaching as if everybody is on the same wavelength and expect everybody...</i> [P3, I1, L467-468]</p> <p><i>...er it is very difficult to get them on the same level, it it it really doesn't work that way because they're all different...</i> [P3, I1, L525-526]</p> <p><i>And when I talk about expanding an opportunity for the brighter ones I am talking about giving them something that will take them to a higher level of progression</i> [P3, I1, L504-506]</p> <p><i>Differentiation, the way I had it is that in the class some learners would be able to do stuff, others would not be able to do stuff and you would have to get all of them to do it on a specific level, on their specific level, and that's the differentiation, so that's my understanding of differentiation.</i> [P9, I1, L233-236]</p> <p><i>to pitch everything at a level that everybody can do, you will achieve it on your level, somebody else will achieve it on a higher level, somebody else will achieve it on a lower level, and that's where the differentiation comes...</i> [P9, I1, L249-252]</p> <p><i>...to cater for the different ability levels...</i> [P4, I1, L452-453]</p> <p><i>...there must be provision made for all levels of students...</i> [P7, I1, L488-489]</p>

Quotes from generated data	
Category: Pedagogical	
Themes: Pace/Time	<p><i>I think it is very much important er if we base the argument on the inclusion policy, that also on the premise, especially OBE, that all learners can learn but at different paces. So one has to be able to really make an attempt to accommodate all the learners and that we don't put labels on them.</i> [P1, I1, L516-519]</p> <p><i>For me, it about as a teacher having in mind that not all learners learn the same way. Er they learn at a different pace, they learn at different levels. Every person has unique features that make them different.</i> [P2, I1, L648-650]</p> <p><i>So for the teacher it it it's very demanding and how he plans the pace of his work</i> [P2, I1, L672-673]</p> <p><i>... expect everybody to understand the same way at the same time, that to me is sort of differentiation.</i> [P3, I1 L468-469]</p> <p><i>...is clear that learners learn differently and they usually learn at different rates, some are faster than the others...</i> [P4, I1, L363-364]</p> <p><i>...activities need to be differentiated for... learners learning at different paces.</i> [P4, I1, L213-215]</p> <p><i>They don't grasp concepts easily and er need more time and explanation, more detailed explanations ...</i> [P4, I1, L2897-298]</p> <p><i>...learners er er moving at a similar pace could be assisted to move at the pace which the educator would say er er this is a reasonable pace for a learner...</i> [P6, I1, L1044-1045]</p> <p><i>...all learners can learn but at different paces...</i> [P1, I1, L517-518]</p> <p><i>...er slow learners they allow them to go at their own own pace of learning...</i> [P10, I2, L274-275]</p> <p><i>...]</i></p> <p><i>...while the slow ones are coming out of this pace, those easy ones you know, or even if they're not easy but giving them space to be able to think through and you know you have to accommodate that.</i> [P10, I2, L277-279]</p>
Progression	<p><i>It is no use having a child in grade 4 with special needs and a child who is still in grade 5 grade 6, what have they done to move the child from grade 4, 5 and 6 to address and help with support.</i> [P7, I1, L709-711]</p> <p><i>So er even if the standard is low but there is some level of progress...</i> [P2, I1, L849-850]</p>
Questioning	<p><i>I feel to differentiate you've got to adapt your questions.</i> [P8, I1, L438]</p> <p><i>...was there any differentiation done, you know in questions</i> [P8, I1, L584-585]</p> <p><i>...ask questions within teaching there should be that difference you see that which goes down for those who who are slow learners and for those who are er gifted she pitches up.</i> [P10, I2, L96-98]</p>

Quotes from generated data	
Category: Pedagogical	
Themes: Resources	<p><i>...and adaptingand resources...</i> [P2, I1, L675]</p> <p><i>Er in technology for example you'll find that er the backgrounds that you have are different. We come from when I was still at the district office, we we we used to go to farm schools we used to go to town schools and we used to go to township schools. And when we look at their resources, they'd all be different.</i> [P5, I1, L559-563]</p> <p><i>...if learners don't have access to to resources, they might be at a disadvantage and might be classified as slow learners.</i> [P4, I1, L392-393]</p>
Tasks/ Activities	<p><i>Differentiation through tasks ok</i> [P6, I1, L1029]</p> <p><i>But then disability leads to differentiation of tasks.</i> [P6, I1, L1055]</p> <p><i>...differentiation is looking at different tasks...</i> [P7, I2, L686-687]</p> <p><i>...all kids can't do the same thing.</i> [P8, I1, L432-433]</p>
Teaching strategies/methods/techniques (Teaching style)	<p><i>...adapting the curriculum and teaching strategies methodologies</i> [P2, I1, L675]</p> <p><i>So for me differentiation in the classroom would mean that er the teacher needs to differentiate his teaching and learning.</i> [P2, I1, L654-655]</p> <p><i>Where do we find this term mainly you know in in in teaching when we talk about differentiation, we we look at the methods and er the way the techniques that are used. In OBE when we talk about differentiation we look at er er what the techniques mainly of er how how you'd er facilitate your lesson.</i> [P10, I1, L672-675]</p> <p><i>...grouping kids, giving them different exercises you know methods of assessment also different methods of assessment should be taking into consideration also teaching style</i> [P10, I1, L901-903]</p>
Category: Social	
Themes: Educational background	<p><i>...and even educational you know. For example, if you look at the Foundation Phase learners there are those who were staying with their grandmothers, we have those who are from ECD...Which means for me the level of development when they come to grade 1 will be quite different.</i> [P1, I1, L526-53]</p>
Socio-economic background [Barrier to learning]	<p><i>...and you don't know if that kid left home for argument sake, this morning with mom threatening dad with a bread knife or whatever. And now that kid's doing bad at school but kids got far more bigger problems in life, than knowing, you know that magnetism or whatever.</i> [P8, I1, L474-478]</p> <p><i>...er and some learners often come from broken families, er the sensitivity towards family, roles on the single parents...</i> [P4, I2, L791-792]</p> <p><i>...the social background. We have lots of learners that come from informal settlements, don't have electricity don't have water...</i> [P4, I1, L374-376]</p>

Quotes from generated data	
Category: Social	
Themes: Socio-economic background [Barrier to learning]	<p><i>So I want to believe that it is important to be able to differentiate because it's quite true that we don't have homogenous classes learners from different backgrounds socio-economic backgrounds and even educational you know.</i> [P1, I1, L524-526]</p> <p><i>Nowadays we don't just look at it as you go to classroom and teach. Like I was saying socio-economic that's one element which in the past we wouldn't look at that you'd teach your lesson and go out. Nowadays it's not like that. We have to look at those things.</i> P10, I1, L762-764]</p>
Cultural background	<p><i>...so that they can also appreciate, learn and appreciate other people's culture.</i> [P10, I2, L263]</p> <p><i>Er, even different cultures. We did talk about cultures at length, and then yah different cultures, different backgrounds, different abilities.</i> [P5, I2, L386-387]</p> <p><i>You'll be saying no, you go on I'm fine, when you know this person's not fine. But it it comes from different backgrounds you know. Some will just dive into your food you know. They just dive into your food and you like what's happening you know. So you know, you're brought up differently. So even in their class, same thing will be happening. Some learners before you say anything, they will have coughed up the answer you know, so different backgrounds.</i> [P5, I1, L950-955]</p>
Political stance	<p><i>Politically speaking it also comes in. Let's say what's your background where do you come from. Will you be able to push a certain point as a teacher in this classroom. Let's say kids let's take for instance these kids that you are teaching are from the DA dominant area and then you are in this government of the ANC obviously...</i> [P10, I1, L768-771]</p> <p><i>Now again differentiation politically also will go like different ideologies, ideologies that we have within the community. What is our ideology which will somehow drive you to be able to choose a party that encompasses most of your ideologies.</i> [P10, I1, L714-717]</p>
Resources	<p><i>So I think resources is also are an indication linked to socio-economic circumstances.</i> [P4, I1, L397-398]</p> <p><i>...to resources, there might be some very poor children in this group that are very good at maths but don't have resources, so they have a special need as far as calculators are concerned and so forth, yah I think they also have to be considered.</i> [P4, I2, L671-674]</p>
Category: Emotional	
Themes: Labelling	<p><i>...we don't put labels on them</i> [P1, I1, L519]</p> <p><i>...the distinction between or amongst these er, three groups is obvious. They are the bright sparks, the others are the middle ones and the others are the weaker ones.</i> [P3, I1, L740-742]</p> <p><i>I don't want my child to be labelled.</i> [P6, I2, L1002]</p>
Emotional well being [Barrier to learning]	<p><i>...sometimes there are emotional problems...</i> [P4, I1, L374]</p> <p><i>...they more often feel that learners are lazy or disinterested rather than looking at something deeper emotionally that is maybe causing a problem in terms of the learner's success as achieving or demonstrating...</i> [P2, I1, L797-799]</p>

Theme: Inclusion and differentiation

A strong thread which came through the interviews was the close link made between the concepts of inclusion and differentiation. Much reference was made amongst the supervisors to the concept of inclusion in relation to differentiation.

P1 initially based her concept of differentiation on the principle of inclusion:

How important is differentiation? Let me rephrase that, how important is differentiation when you talk about the quality of teaching and learning?

I think it is very much important er if we base the argument on the inclusion policy, that also on the premise especially OBE that all learners can learn but at different paces. So one has to be able to really make an attempt to accommodate all the learners and that we don't put labels on them

[P1, I1, L513-519]

In a later interview, P1 elaborated further with reference to disabilities in learners:

Yes, you mentioned when you were talking about how important differentiation is and you obviously mentioned the word inclusion and you continued to do that, do you think it means the same thing differentiation and inclusion?

Yes but I think inclusion is far beyond differentiation er differentiation is just a small a small part of er differentiation of er the bigger picture of learning and teaching er because inclusion has to also to the perceptions of educators. What what what do they perceive as er er learning disability, can they do they have the skills of detecting learning inabilities? If so, what are the kind of interventions that teachers that we can think of to assist these learners without necessarily putting labels. Because I think it's a common practice that er as soon as educators detect er learning disabilities they put labels on this learners that er can have long lasting consequences

[P1, I2, L645-656]

P4 saw the two concepts as the same thing:

Er, so differentiation, inclusion are not er highly prioritised by them, their planning or delivery of lessons. So in their files if there is nothing to indicate that they've been trained in the new curriculum, it's one of the first indicators that you are not likely to see. In some cases you will, but generally you won't you won't see differentiation or inclusion happening in their classes.

You mentioned differentiation or inclusion. Can you tell me what would you say are the main differences between them? Does one encompass the other do you think?

They are linked. I don't know whether one encompasses the other. But ya differentiation and inclusion, I think they both kind of trying to incorporate

learners with different kinds of learning abilities and er differentiation I think is looking at catering for different types of learners with different activities and inclusion is about the same thing. So I'm not sure now whether they are different. (laughs) Maybe it's just different terms used at different times, meaning the same thing. (laughs) [P4, I1, L335-349]

This was reiterated in a later interview too:

Yah, it's it's very broad, it's it's it's covering every type of learner that you'd find at the school and inclusion would refer to to different kind of needs that the learners are having, Some might be severe handicaps, some might be simple er socio-economic factors and so on, some might be just within the Learning area, er the mathematics Learning area where concepts are not understood er because of . . further learning within the subject. So I think it's quite broad it's this whole range of er er criteria that you would consider to fall within inclusion. [P4, I2, L382-388]

But er we usually go and check on policy and a key policy is is inclusion. So differentiation would definitely feature. I don't think they would use the word differentiation, you would see a lot of words with learners with special education... learners and that kind of terminology ...

Or even though they are talking about...

Yah, they are talking about differentiation here. [P4, I2, L715-722]

Similarly, P6 also linked the two terms:

Ok er um differentiation is a very important term. Actually it's what the department in its inclusion policy of 1996 wants to drive education in SA in that direction. [P6, I1, L1026-1027]

And inclusion is against er this very principle of having learners who are coping together who will then develop to be snobs ok. Whilst there are those whose self concept er er er and self images will be low because they are always behind this that other group ok. So inclusion says we shouldn't we should not not differentiate (laughs). But that differentiation makes sense I mean for an educator where you are able to challenge a group to move faster whilst giving more time explaining to these ones er pushing them you see whilst monitoring those other ones and giving them more attention. So it is er this kind of er debates ok . [P6, I1, L1095-1102]

This conceptual link between differentiation and inclusion was reiterated by P6 in the same interview as well as a later interview:

...now now for inclusion or differentiation, ok er to me would be if an educator introduces a task ok and gives learners a task, the educator must then begin the process of differentiation as soon as [P6, I1, L1530-1532]

Ok all right thank you. Er ok here you mentioned differentiation because I asked you what do you understand by the term differentiation and then you first said differentiation is very is a very important term can tell me why you think it is important.

Look I don't know whether I said to you that er er that policy is using the word inclusion ok.

Yes I remember you telling me that possibly.

Yes inclusion, but what it is talking about when it talks of inclusion it's talking about differentiation, ok. [P6, I2, L977-987]

P7 also saw the two terms as being strongly connected:

Now differentiation in a class, you must be able to see that inclusivity is included in the strategy. What I mean by inclusivity, I mean we have a White Paper 6 that talks about inclusion in education. It covers both ends of the scale, the high flyers as well as the strugglers [P7, I1, L485-488]

It's not the same thing. I personally feel it's not the same thing. Differentiation is looking at different abilities and inclusion is looking at strategies that these learners that add values to learning, that appropriate measures are made to interest them, now other people would argue that it's one and the same thing.

Yes, that's why I'm asking you. (Laughs)

A lot of people would argue that it's one and the same thing, I don't think so, that differentiation and inclusion is the same. I, I would say that differentiation is looking at different tasks er or look at different ways of testing learning or assessing teaching and learning, whereas inclusion is looking at strategies of how that differentiation can be worked out in their class.

Ok, can you just give me a little bit more elaboration on that?

Er, for example if er you you could use, let's take a test, a multiple choice test, a multiple choice test is not going to test their skills.

Yes

So you could have a differentiation using the same type of information, but use a different type of testing model.

Ok, ok I think I I...

Right, you could use multiple choice but multiple choice is not testing skill, so it's, it's a 50% chance.

Is it like

You will get a 50%, if you give two variables 50% of them is going to get it right and 50% will get it wrong. Ok, but if you're looking at skills to test whether the child has developed a skill, then you will differentiate the testing by using a different task.

Ok I'm with you.

But now where inclusion, on the other hand, is making sure that irrespective of the child the child must be given adequate opportunity to show that he or she has learned whether it being in a multiple choice or whether it's being in a skilled or a poster or an essay, now that's where lots of people would say, but hang on, differentiation and inclusion is one and the same thing.

Ok, thank you. So you're saying basically er if I understand you correctly, that differentiation is giving them all the different tasks right and then the inclusion is basically implementing?

That's right, that's right.

Ok I think that's quite clear to me.

The other thing, inclusion, lots of people feel that inclusion only deals with learners with disabilities, sick learners, those that can't read or write, er people have eyesight problems, physical disabilities, I think it goes beyond that, I think it goes for both sides of the coin because there are some learners that are high flyers, how would, how would you address that, so that is where I would say that is where the inclusion, the differentiation part will come in because I can differentiate for high learners. This is what I would do so to include them, the inclusivity part I will have different tasks for them. I may give them a take home thing or a research get on the internet if they have facilities, that's how I look at it, does it make sense?

Yes, so are you saying that the implementation side of it is the inclusion and the actual practicality side of it is...

Yes, is the differentiation.

[P7, I2, L677-741]

There seemed to be difficulties in clarifying the two concepts, differentiation and inclusion illustrating the integral nature of the two concepts. If the scope of the study allowed, I would have liked to follow up understandings around the concept of inclusion. This could be something to be considered in future research [Please refer to Chapter 5 – Conclusion: Issues and implications].

4.2.2 Expectations around differentiation

In this section, key themes have also been identified from the transcripts based similarly on the models presented in Chapter 2 - Context. Analysis of the interviews revealed a range of dimensions related to Differentiation expectations. These echo most of the sub themes previously identified in the typology. Only a few direct quotes have been documented due to issues of space and complexity.

Analysis of the key themes proved to be a complex process, as it became apparent how integrally related the themes are - there were between one to three key themes related to each individual key theme. For example, in order to consider different abilities, educators were expected to consider pace and learning style. Upon further analysis of each key theme [Please refer to upper case text in Appendix 5: Differentiation expectations] sub themes emerged [Please refer to bold text in Appendix 5: Differentiation expectations]. The questions in the semi-structured interview related to what was expected from educators to show that differentiation was taking place and what evidence would be looked for, are considered together as they are inextricably linked. Each of these key themes are organised within the four main categories used previously, based on the O'Brien and Guiney (2001) model.

Category: Cognitive

[Please refer to Appendix 5: Differentiation expectations (Language – Barrier)]

Theme: Language [Barrier]

Sub themes: learning area terminology, learner response, grouping, planning, resources, knowing learners, learning style, tasks, assessment.

Educators are expected to consider language barriers that might hinder learning. P1 spoke very strongly about the issue of language. She felt that the terminology in the Learning area needed to be explained for learners to understand the content. P7 expected educators to consider performance of learners in other learning areas in case the problem was related to the terminology. P1 mentioned that educators needed to make use of code switching if the LOLT was not the mother tongue of the learner. Similarly, P7 expected educators to address learners who were not fluent in a particular language such as English. P1 also highlighted that educators need to recognize that black learners spoke different African languages. P2

expected educators to be aware of the language background of the learner, who on the other hand, mentioned the use of pictorial resources to help learners understand certain words.

P1, P2 and P7 expected educators to make allowances for different learner responses. P1 mentioned that some learners cannot express themselves but have the idea and educators need to take cognizance of that. P2 highlighted that educators are expected to be aware of cultural bias in language, for example, where a learner might describe a ball as a 'tennis'. P7 expected Common Assessment Tasks (CATs) to allow for varied responses and expected a variety of task responses in the classroom. For example, where learners could make a model, speak, draw etc instead of writing. P2 and P6 expected educators to group learners to address language barriers.

Issue: The incorrect use of mathematical terminology or not even using mathematical terminology can impact future learning.

The correct terminology needs to be taught in the lower grades to understand concepts in the higher grades:

But 2 multiplied by 2 and the product is 4 you're showing that we have the language. The 4 that you're talking about here it has a name in mathematics. Because when we go to learners let's say in grade 11 and do the Remainder Theorem, we ask them what is the quotient or the divisor and those things are supposed to be taught at the lower grades. [P1, I1, L489-493]

P6 mentioned that if English was a second language of a learner, the educator would need to differentiate by spending more time explaining to learners in groups:

You know our our our indigenous languages have not yet been developed to the extent that I can teach er maths in our in the venec... in the language of the learner. So now this then presents us with a new problem of second language teaching. Ok now learners themselves er are not at the same level in terms of their mastery of the second language English. Now so which mean that if I give them a task in English...

Hmm.

I am likely to spend more time explaining to other learners and not other learners.

Hmm.

So which means therefore that now when I organise my learners once more, I need to organise them in such a way that learners who are coping with the language would sit together because then they would move faster in the group.

[P6, I1, L1076-1090]

The issue of language was brought up again when P6 was asked if there were any other contexts that would affect expectations around differentiation:

Differentiation. Look er we the the the language issue that we teach maths with a second language. It's an issue on its own ok. In black schools in particular ok and the language board is still working around that problem. But then we also there is also another perception in our community, the black community, that learners must learn English and they must learn in English ok. That perception of going to prevent any other efforts to try to address the issue of language ok because er like their lived language is the home language. It will be easier for them to learn to extend their knowledge using that language. Now they've got to learn this language and use it to learn er er other concepts ya ok, which like ok English first language because er er have an advantage you know over them ok.

[P6, I1, L1732-1741]

Issue: Using the language of the learner can be a hindrance rather than a help.

...skill of explaining mathematics. They should be able to bring themselves down to the learner's level. Er I know in township schools, we have a problem of teaching maths in an African language. I can't call that code switching because for me when I was still a subject advisor, I ob I observed that 80% or 90 % of the time the educators were er whether Zulu or Sotho or Tswana er. And then I challenged them to really explain to me what prompts them to do that because the same learners who will be given the question paper, they can't answer in siSwati. So it caused a discrepancy from grade 1.

[P1, I1, L295-301]

And we expect them to cope with er discrepancies beyond the grade 12 which is very much problematic because er the concepts in maths when we speak them in our language, they might mean something different. Besides that it might influence the thinking of the learner er when he or she faces the examination. This is what we find when we are marking marking that this learner knew exactly what she wanted to say but the way the the language is put here, you can see that this person clearly knew what she wanted to say. So for me we should be able to explain...

[P1, I1, L310-316]

In a later interview, the issue of language was brought up again. P2 pointed out that parents

wanting their children to go to ex Model C schools, where learners' home language is not catered for, is having an impact on the learning:

You know when you spoke about in the rural schools that er they are taught in their mother tongue in grade 1, 2 and 3 er so does the same not apply if you've got some children there who speak African languages in the ex Model C school would they not be taught in their mother tongue in grade 1, 2 and 3?

No that that doesn't happen because most of the educators they are predominantly speaking in the language of learning and teaching of the school, so is it's not quite a lot of it happens. There are few black educators who work in ex Model C schools.

Yes because as far as I know policy says that you know if there are forty or more learners er in a school or in a grade I'm not quite sure I think it's in a school.

Yah it's in a school it's forty yah.

Yes that that would have er language other than the language of learning and teaching then provision would has to be made for them to be taught in their own language, mother tongue, am I right?

Yah it's right that the the the the I am not sure whether it's strategically being avoided because educators don't want to go through the procedures of getting an extra educator and all those things so they they avoid that by admitting less than the forty that you are referring to, and in most cases even if there are forty you're going to find that twenty is er Zulu maybe fifteen er Setswana and then maybe five er Sepedi. So that that means you can't have an educator because those learners are speaking different African languages. So it's not the forty that...

Yes yes it's not forty it's not forty per language...

...per language yah. So it's statistically being avoided to be honest.

[P1, I2, L381-409]

However, in the lower grades, there seem to be different expectations as pointed out by P4:

It's usually a problem in the primary school in the GET phase, er the language barrier, er, in the Foundation Phase learners are taught in their home language and it has been suggested recently that er that should continue up to grade 4...

[P4, I2, L402-405]

Theme: Different Abilities

Sub themes: *Planning, worksheets, knowing learners, learner response, pace, levels, grouping, assessment, questioning.*

[Please refer to Appendix 5: Differentiation expectations (Abilities)]

Educators would be expected to know learners, consider their planning, worksheets and learner response to cater for different abilities. P4 did not expect grouping of learners with the same abilities, whereas P6 and P8 did. P6 and P3 expected learners of the same abilities to move at the same pace.

Theme: *Disabilities*

Sub themes: *Physical, perceptual, learning disorders, planning, resource, tasks.*

[Please refer to Appendix 5: Differentiation expectations (Disabilities)]

Educators are expected to consider a variety of disabilities, for example, physical disabilities such as partial sight [P1], [P10] and long/short sight [P7], partial deafness [P10] and learners who need medicine [P4]. P6 and P7 highlighted that educators need to be sensitive towards perceptual disabilities. Learning disorders such as dyslexia also need to be taken into consideration [P7]. P7 regarded learners with disabilities as LSEN learners. P10 expected educators to cater for disabilities on the learning programme. P10 expected a variety of resources to be used to deal with partially sighted and partially deaf. For example, for a partially sighted learner, P10 would expect educators to use more touch-based resources. P10 expected partially sighted learners to be accommodated by having to look at the board less and learners with psychomotor difficulties to have more oral tasks and less hands on tasks. P10 also mentioned that she expected educators to deal with 'mild' disabilities because dealing with severe disabilities was beyond the scope of the classroom. P10 also felt that even though she was an expert in her learning area, she did not have the expertise to deal with severe disabilities.

Theme: *Learning style*

Sub themes: *Planning, worksheets, tasks, learner response, teaching style, assessment, resources.*

[Please refer to Appendix 5: Differentiation expectations (Learning styles)]

Educators are expected to address learning styles in their planning [P1 & P4]. P4 expected worksheets to address different learning styles and to cover a range of tasks such as exploratory, investigative and writing. P1, P3, P7, P9 and P10 expected educators to allow for a variety of responses. P1 and P7 expected learners to be given opportunities to respond by

demonstrating their achievements in different ways, i.e. not just by writing. P3 and P10 expected learners to respond in different ways. P9 expected a mixture of practical and theoretical work to cater for responses associated with a theoretical or practical mind. P10 and P4 expected different work given for different learning styles. P4 expected educators to use more graphics and colours to meet the needs of visual learners and expected more talk from the teacher to cater for auditory learners.

Category: Pedagogical

Theme: Approach

Sub themes: Educator flexibility, emotional well being, communication, no prejudice, planning, worksheets, knowing and understanding learners, reflection, positive relationship between learner and educator: sensitivity, attitudes and respect.

[Please refer to Appendix 5: Differentiation expectations (Approach)]

Educators were expected to be flexible, communicate effectively, not be prejudiced, know and understand learners, be reflective, demonstrate a positive relationship with their learners, plan and consider their worksheets.

Many participants such as P2, P3, P4 and P8 made many references to knowing learners. P6, P7, P8 and P9 pointed out that educators need to show a positive relationship with their learners. Elements of a positive relationship include sensitivity of the educator towards the learner, a positive attitude, respect and no belittling.

In her experience, P5 found that she needed to know the learner. P5 ascertained prior understanding of learners,

... so that if they don't understand you need to go back, you know, that kind of thing.

[P5, I1, L61-62]

P5's positive teaching experiences were related to respect:

And it was a really good experience with them because I learned a lot and I I gave them that respect and they gave me respect in return

[P5, I1, L81-82]

P9 mentioned that one of the differentiation strategies that she would expect from educators is to encourage learners to go beyond themselves and not belittle them. In other words the

educator needs to be positive. One can see a parallel between P9's encouragement towards the educator as well as wanting the educator to show encouragement to learners as a way of differentiating:

Not really but you can have a positive influence, by just telling a teacher, you're doing a good job, or motivating a principal saying: look what you have here is good, now how about doing this, that and the other. It depends on how you do it. [P9, 11, L138-140]

Because I believe that the more you focus on the positive the more the negative will be eliminated. Maybe maybe not, but that's the way I do it [P9, 11, L175-177]

Theme: *Assessment*

Sub themes: *Planning, record keeping, prior knowledge, learner response, variety of assessment tools, techniques and methods, knowing learners, no prejudice, educator active, communication with learners, identifying problems/needs, learner response, support, progression, levels, tasks, learning style, language, questioning, socio-economic background, emotional well being, abilities, questioning.*

[Please refer to Appendix 5: Differentiation expectations (Assessment)]

P2 and P10 expected educators to use the baseline knowledge of learners to plan. P4 expected educators to complete learner profiles, where problems such as emotional problems would need to be recorded. P8 also expected learner profiles to indicate the socio-economic background of the learner. P2 expected educators to use Learner profiles from previous grades so that barriers could be tracked. Recording also needed to take place on GDE 450 forms as expected from P4 and P7. These forms are related to assessment and record keeping of outcomes achieved. P8 expected educators to identify achievements as well as problems of learners on reports. P4 expected educators to record individual problems such as emotional problems, support given to learners, summative assessments. P7 expected educators to record the outcomes that learners struggle with. P6 expected educators to identify learners' needs such as behavioural patterns and learners who lacked in basics and record them. P7 expected GDE 450 forms to show different levels of achievement for each assessment criteria for each learner. P1 expected educators to show different assessment tools, techniques and methods on the planning where learners of different learning styles would be catered for and where learners could demonstrate their learning in different ways. P7 expected learners to be part of the assessment. Similarly, P7 and P10 expected educators to allow for different learners' responses in their tasks in the form of writing, drawing, making a collage, making a model, etc. P4 expected educators to communicate with learners through comments in the learners'

books. Assessment was to be used for further planning. For example, P6 expected educators to take into account learners' abilities in the planning, whereas P7 expected provision to be made for different levels. P8 expected educators to start with easy questions in examinations. P9 expected a range of different percentages in class. P9 expected learners' portfolios to show that learners were progressing and not on the same level. The notion of levels was further emphasized by P9 when she expected the use of rubrics. P4 expected educators to be active in class by moving around to determine which learner needed support.

Issue: Learner profile completion is not consistently happening in schools.

In other words er for example I mean at the senior level I am teaching quite specific outcomes ok but now learners come to my class with certain backgrounds so the first thing is I need to study each learner's profile that is if if schools previous schools completing profiles for learners ok its not happening it's not happening you know consistently in all the schools.

[P6, I1, L1292-1295]

Theme: *Catering for every individual learner*

Sub themes: *Non-prejudice, planning, including all needs.*

[Pease refer to Appendix 5: Differentiation expectations (Catering for every individual learner)]

P3 and P10 expected educators to treat each learner equally in the sense of not portraying that one learner is better than another by including all learners. P1 expected educators to recognize that all learners needed to be accommodated. Similarly P2, P3, and P4 mentioned that educators needed to cater for different types of learners and address their needs. P9 expected educators to treat each learner as an individual. P4 and P8 expected educators to give individual attention to learners, particularly slow learners.

Theme: *Expanded opportunities*

Sub themes: *Planning, progression.*

[Pease refer to Appendix 5: Differentiation expectations (Expanded opportunities)]

P3 and P7 mentioned that they expected educators to provide expanded opportunities in the planning:

On a plan the one thing I'll look for is er expanded opportunities, expanded opportunities in terms of of the fast or the bright learner and then also

expanded opportunities for the, so you get the average learners who will perhaps cope with the lesson... [P3, I2, L395-398]

Let's say for example there are students that are struggling, they must be maybe expanded opportunities... [P7, I1, L489-491]

P7 expected educators to address expanded opportunities for struggling learners only, whereas P3 expected expanded opportunities for bright, average and weak learners. P3 also expected educators to make provision for expanded opportunities for learners who coped with the lesson. P3 saw expanded opportunities for consolidation for weaker learners, whereas for bright learners she saw it as progression to a higher level.

Theme: *Grouping*

Sub themes: *Peer learning, learner response, various groupings, language, pace, abilities, tasks, positive relationship between educator and learner: sensitivity, attitudes and respect.*

[Please refer to Appendix 5: Differentiation expectations (Grouping)]

All participants mentioned that they expected educators to group learners. Educators were expected to use grouping in a variety of ways. P2 expected grouping learners but not regularly. P1, P2, P3, P7 and P8 expected educators to allow for peer learning. P1 pointed out that educators needed to make learners aware that they are a resource to themselves. P1 and P4 expected learners to be active and P4 expected maximum participation from all members in a group. P2, P3 and P4 expected different types of groupings and P3 expected the educator to be sensitive and not make obvious groupings for bright, middle and weak learners. Certain grouping strategies could be used by educators, for example, grouping according to language barriers [P2 & P6], grouping for struggling learners [P3], tasks [P7 & P9], pace [P6], similar needs [P6], levels [P2] and abilities [P8 & P6]. P5, on the other hand, did not expect educators to group according to abilities. P6 also expected educators to reorganize groups, which suggests that groups were not expected to remain the same throughout the grade.

Issue: Exclusion through grouping

Grouping learners has a range of dynamics that need to be considered to ensure that learning is an enabling process rather than disabling. P3 had experienced that by making obvious groups in a class, it had a negative impact on learners:

They're in the same class but the differentiation, the distinction between oramongst these er, three groups is obvious. They are the bright sparks, the

others are the middle ones and the others are the weaker ones.

So they were labelled like that?

And they were labelled like that and this is why I am saying it left a stigma, and even when we were at school at primary school, we had the A class and the B class and the C class, and you know within that class there would also be rows of the A and the B and the C people and rows of them

[P3, I1, L740-749]

P4 also mentioned that grouping can be a hindrance. However, her emphasis was to take the background of the learners into consideration:

Even the new the new style of learning to a little extent, learners are so used to being taught in a traditional way. Now when you put them into groups, they don't know how to interact in groups.

[P4, I1, L378-380]

P5 seemed to consider *same* ability grouping as exclusion:

That's what, that's how we used to do it, but it's not preferable now, you don't divide learners according to their abilities, they have to be mixed now.

Is it? Ok, all right in OBE you can't have...

... exclusion yah, yah exclusion, excluding other learners and in life there's no like gifted people in life and then...

Yah, so P5 what I was going to ask you can you in OBE now, does it always have to be mixed groups or can you have sometimes people of the same level and or ability working together?

No, no it's called exclusion in that way.

Ok, ok.

And children can pick it up very easily and other children can live with others so it's not correct.

[P5, I2, L235-253]

Theme: Interest

Sub themes: Planning, learner response, knowing learners, school logistics

[Please refer to Appendix 5: Differentiation expectations (Interest)]

P2, P8 and P10 expected educators to address the interests of learners:

...what are the interests of the learners

[P2, I1, L630]

Make the curriculum more accessible and interesting for all learner

[P2, I1, L832]

...you need to know your learners. For argument sake you have a boy who is interested in space er things, you've got to adapt whatever task you give him to actually influence his...

[P8, I1, L515-516]

P2 expected learning area policies to encourage educators to take the learners' interests into consideration during planning. P10 expected learners to show that they were interested in the work. P8 expected educators to address learners' interests by getting to know them. P8 mentioned that middle and high ability level learners could be given projects that interest them. This seems to suggest that P8 did not expect educators to meet the interest needs of all learners.

Theme: Level

Sub themes: Educator communication, tasks, progression, questioning, assessment.

[Please refer to Appendix 5: Differentiation expectations (Level)]

Participants expected educators to make provision for the different levels of learners. P1 and P4 expected educators to increase the level of complexity for the able learners specifically (i.e. the gifted, more intelligent learners), whereas P6 expected different levels of difficulties in tasks. P3 expected activities at an easier level for weaker learners. P4 expected worksheets to cater for different levels of complexity and thinking, which she equated with ability. P3 expected brighter learners to do the same thing but in a more complex manner. P3 also expected educators to include extra activities at a more difficult level. P3 associated progression as taking learners to a higher level. Similarly P9's response that if learners are improving their achievements and are not at the same level seems to suggest that P9 also associated levels with progression. P7 expected the educator to speak at the right level. Similarly P1 expected educators to explain things at the right level. P1 and P2 expected to group learners according to their levels. P8 understood the importance of different levels of questioning. Assessment was linked to levels by P6, P7 and P10. Levels would be evident by looking at rubrics [P6], levels of assessment on GDE 450 forms [P7] and baseline assessment [P10 & P3].

Theme: Pace/time

Sub themes: Planning, abilities, worksheets, grouping.

[Please refer to Appendix 5: Differentiation expectations (Pace/time)]

P2, P4 and P6 expected educators to address pace in their planning. P3 expected less questions to be given to learners if they wrote slower or if they took longer to understand. P3 and P6 expected educators to let learners with similar abilities work at the same pace. P3 and P4 expected learners to be working on different activities at different times. P4 expected all learners to work at the same pace but on different activities, whereas P6 expected some groups to be challenged to move faster. P4 expected activities on worksheets to be structured differently for fast pace learners. P6 did not expect educators to rush learners to complete their work.

Theme: Progression

Sub themes: Workload, assessment, tracking progress, knowing learners, level, expanded opportunities.

[Please refer to Appendix 5: Differentiation expectations (Progression)]

P6 expected all learners to make progress. Similarly P7 expected learners to achieve outcomes. P1 indicated that educators need to increase the amount of work as learners progress through different grades. P1 also felt that work should become more complex in multi-grade classes. P1 and P2 pointed out that conceptual links needed to be made with what learners already knew. This seems to suggest that a baseline assessment is expected from educators to help with conceptual progression. Tracking progress was expected from educators by P2, P3, P4, P6 and P7. P2 expected educators to know learners by looking at Learner profiles from previous grades to track their performance. P4, P6 and P7 expected educators to track progression using GDE 450 forms. P7 expected educators to use GDE 450 forms to see which assessment criteria needs to be looked at for each learner and the level of their attainments. P8 expected learners' portfolios to show improvements in their achievements by not being at the same level. P6 expected educators to use rubrics to show progression. P2 and P7 expected learners to make progress across different grades. In addition, P2 expected learners to make progress from the beginning of the year to the end. P3 seemed to equate progression of learners as learners moving to a higher level. P3 expected this to happen through providing learners with expanded opportunities. P3 also felt that learners should not just be kept busy for the sake of it, but they should be taken to a higher level. P3 also mentioned extra work given to learners must be marked to help them to progress to a higher level.

Theme: Questioning

Sub themes: *Planning, probing, adapting, assessment, tasks, levels.*

[Please refer to Appendix 5: Differentiation expectations (Questioning)]

P1 expected educators to consider questioning in their planning. P1 expected educators to ask probing questions to learners who didn't understand. P7 expected educators to rephrase questions. P8 expected differentiated questions in learners' books and examinations by starting with easier questions moving to more difficult ones. P8 expected educators to adapt their questions. P8 expected different levels of questioning for class work as well as examinations, which suggests that she considers differentiated questions as different in levels. This was similar to the different levels of questions expected by P10. P10 expected questions to be structured for low ability, average and gifted learners. For example, average learners were expected to be able to answer 'knowledge' and 'analysis' type questions. Further, P8 expected different types of questions to be used; for example, 'true/false', 'missing word' and 'writing paragraphs.' However, P10 expected levels of difficulty within these questions too i.e. if it was a 'true/false' question, this did not mean that it *had* to be an *easy* question. P10 expected questions to be pitched higher for the gifted learners and lower for the slower learners.

Theme: *Real life context*

Sub themes: *Explanations, usable, content.*

[Please refer to Appendix 5: Differentiation expectations (Real life context)]

P1, P4 and P9 expected educators to use examples from learners' real life when explaining things to learners. P10 expected educators to relate things to what learners knew. P4 and P5 expected educators to use content related to learners' contexts, such as huts and houses [P5]. P1 expected educators to make the Learning area usable in everyday life, for example, in problem solving.

Theme: *Reflective practice*

[Please refer to Appendix 5: Differentiation expectations (Reflective practice)]

P7 and P2 regarded the importance of reflective practice to meet the needs of all learners. P7 displayed characteristics of being reflective on how she taught.

In my training we were not exposed to that type of, we conducted tests, we set out questions and questions were for all learners. The examples we were given were given for all learners and yet there were learners when and now when I look back I can say that yes I did not do justice to groups of learners in my teaching degree because I did not give them an opportunity to rephrase

questions or re-adjust questions and maybe use a diagram to explain what I was trying to say. [P7, I1, L809-814]

P2 expected educators to reflect on their teaching practice:

But one of the problems I find that er educators don't do sort of item analysis and don't reflect consciously on their teaching. [P2, I1, L794-795]

Being reflective, it may be argued, contributes towards provision of differentiation.

Theme: *Resources*

Sub themes: *Non-prejudice, tactile, language, learning style, worksheets, disabilities, real-life context, differentiation linked with the constitution.*

[Please refer to Appendix 5: Differentiation expectations (Resources)]

P2 and P10 expected educators to address resources in their planning. P10 expected educators to specifically address resources to cater for disabilities in their planning. P10 expected a variety of resources to be used for disabilities such as partially deaf and partially blind learners. P1 did not expect any racial or gender prejudice to take place in materials used by educators. P1, P2, P3 and P4 expected educators to use tactile resources such as counters [P1 & P3], pictures [P2] and worksheets, different textbooks, other media [P4] to explain something [P3] and reach outcomes [P1]. P7 expected educators to ensure that worksheets had different examples such as pictures in addition to writing. P2 expected educators to consider language barriers and use pictures particularly at the beginning of a lesson. P4 was aware of considering learning styles to choose appropriate resources, for example for a visual learner. P4 expected educators to use lots of graphics and colours.

Issue: Some schools can address differentiation better than others.

Now in white schools what they are doing is the school governing body charges a high fees ok so now what they do they have a budget they create a budget to employ additional educators ok. Now what they do they they employ two types of educators. They they decrease the number the class sizes ok and then pay the other educators the same as the educators who are on the system and then they also pay other educators who will be responsible for after care ok. In the aftercare that's where educators problems that learners experience during the day who are slow learners where educators er er er write notes about er those learners and they are passed on to er those educators to give them support ok Ya. So you see now er at at at this at this stage you find that the inclusive the inclusion principle right is success (laughs) is is is er is becoming has a better chance of succeeding with wealthy schools.

[P6, I1, L1313-1323]

Theme: *Support*

Sub themes: *Record keeping*

[Please refer to Appendix 5: Differentiation expectations (Support)]

P1, P4 and P6 expected educators to use GDE 450 forms to provide learner support:

...so the GDE 450 forms provide the evidence for that er I know that er I think it's.... it's about the support of learners of how the educator is going to support the learner in a particular learning area... [P1, I1, L264-267]

... and one of the things that I look at quite in detail is when an educator identifies a specific problem, and thereby completing the 450a because that's the identification then outlining a programme of action as to what support the educator would give [P4, I1, L248-251]

...So there is a form that is used for learners who are struggling who need additional support right it is called the GDE 450 something. [P6, I1, L1377-1378]

P1 and P4 mentioned that they would expect educators to complete the 450 forms. P4 expected to see problems experienced and support given to be written on the 450 forms. P6 expected strategies used/suggested to be recorded on the 450 forms that would help learners that needed additional support. P1 expected educators to assist learners who needed support. She regarded support as having different levels, for example, learners who were at level one would need urgent support. P7 expected LSEN to have additional support.

Theme: *Tasks/activities*

Sub themes: *Extra work, levels, different, learner response, learners' books, pace, worksheets, learning style, coping, grouping, knowing learners, disabilities, interests, planning.*

[Please refer to Appendix 5: Differentiation expectations (Task/activities)]

P2, P4 and P6 expected educators to address activities in their planning. P2 and P3 expected educators to consider extra activities. P3 expected educators to give extra work to learners who are doing exceptionally well. P6 expected less work for struggling learners. Similarly, P3 expected less questions for some learners, for example, those that wrote slower or took longer to understand. P3 expected learners' books to look different and expected extra activities in learners' books and activities to be at a higher level. P7 expected different activities for high flyers and struggling learners. P7 expected different groups doing different things and P9 expected educators to plan activities for all groups. P7 expected different types of activities such as speaking, collage etc instead of writing only, which would help with assessment too.

P7 expected displays in the classroom to show different types of tasks. P6 expected learners' portfolios to look different with common and different tasks. P3 and P6 expected levels of difficulties in tasks. P6 expected the difficulty level to increase through the phase. P4 expected remedial and developmental activities in learners' books. P1, P3, P4, P6, P7, P8, P9 and P10 expected different activities. P1 expected activities to be different in terms of the challenges. P4 expected worksheets to have graded, basic and abstract activities. She also expected activities on the worksheet not to be rigid and cover exploratory, investigative, writing etc activities to cater for different learning styles. Similarly, P9 expected both theoretical and practical activities. P6 expected different activity sheets. P3 did not expect learners to be doing exactly the same things at the same time or in exactly the same way. P4 expected differentiated activities for fast track and slower learners and expected activities to be structured differently for fast pace learners. P4 expected learners to be working on the same pace but on different activities. P6 expected different activities that learners could cope with. P8 expected educators to consider the interests of learners in activities by knowing their learners. However, P8 expected only 'middle' and 'high' learners to be given projects that interest them. P8 also expected educators to place easier questions in the task first. P10 expected learners with disabilities to be considered.

Theme: Teaching Style

Sub themes: Intervention, educator active, different methods of explaining, learner response, simplifying, displays, providing alternatives, consolidation, grouping strategies and methods, encouraging, knowing learners, educator confidence, planning.

[Please refer to Appendix 5: Differentiation expectations (Teaching style)]

P3, P4 and P6 expected the educator to move around the different groups of learners. P6 expected educators to engage with learners who had problems. Educators were expected to interact with learners if they didn't understand [P1]. P1, P3, P4 and P9 expected educators to explain things in different ways and P4 expected more explanations to be given to some learners. P3 expected educators to say something more than once if necessary and expected educators to provide consolidation opportunities for weaker learners. P7 expected educators to get across to learners i.e. to ensure that learners understood what the educator was trying to say or explain (my interpretation). Learner participation was expected by P1, P4, P6, P8 and P10. P4 expected learners to share findings with one another and give feedback to the educator. P6 expected educators to simplify things for learners to understand. P7 and P8 expected displays in class. P7 expected displays of current work of different types of tasks. P8

expected displays to stimulate learners. P2 and P8 felt that educators needed to adapt their classroom strategies where necessary. If, for example, a science lesson diverted off to a life lesson because a need had arisen, this was regarded as good didactics by P8. P8 expected educators to be well-prepared and expected educators to cater for top, average and slow learners. P8 and P10 expected different teaching styles. P10 expected teaching styles such as lecturing, discovery, inquiry, learners working individually etc. P1 expected educators to provide alternatives to achieve the same outcomes for able and slow learners. P1 expected the educators' plans to show how intelligent learners would be kept busy whilst they helped slow learners. P4 expected different types of learning to take place at the same time. P6 expected different groups to be taught simultaneously and not teaching to the average. P7 expected the educator to get responses from different groups of learners. P8 did not expect educators to use textbook style teaching. P9 expected educators to encourage learners to go beyond themselves and to know their learners. P10 expected educators to be confident when they answer questions and to anticipate questions in their planning. P10 also expected educators to relate things to what learners have done before and accommodate learners who show things in different ways.

Category: Social

Theme: Educational Background

Sub themes: Early childhood development, prior knowledge.

[Please refer to Appendix 5: Differentiation expectations (Educational background)]

Much reference was made by P2, P6 and P10 about expectations around prior knowledge of the learner. P2 pointed out that educators were expected to consider learners who came from different primary schools because they might not have covered the same content. P6 and P10 mentioned that she didn't expect educators to make assumptions about what learners knew. P10 expected educators to relate things to learners' prior knowledge. P1 expected educators to determine the level of early childhood development, particularly for those that were in the Foundation Phase.

Theme: Socio-economic background [Barrier]

Sub themes: Knowing learners, worksheets, resources, record keeping, positive relationship between learner and educator: sensitivity, attitudes and respect.

[Please refer to Appendix 5: Differentiation expectations (Barrier - Socio-economic background)]

P1, P2, P4 and P10 expected educators to consider the different socio-economic backgrounds of learners. P2 and P8 expected educators to know learners' circumstances. P2 and P8 mentioned this could be done through a learner profile. P4 and P8 pointed out that educators needed to show sensitivity to the learners who might be having problems in their family life. P4 mentioned that worksheets needed to be sensitive to family life. P4, P5 and P6 mentioned that educators are expected to consider the learners' availability of resources. P6 mentioned transport availability for learners who might need extra lessons after school. P4 mentioned equipment such as calculators. P2 mentioned that resources such as pictures could be used if learners had never seen a particular object, while, P4 highlighted that more explanations need to be given to learners who haven't seen certain objects, for example a kettle, when referring to shapes.

Theme: *Cultural Background*

Sub themes: *Resources, culture, race, gender, personalities, behaviour, gender, knowing learners, non-prejudice, raising awareness.*

[Please refer to Appendix 5: Differentiation expectations (Cultural background)]

P1 pointed out that educators were expected to use materials that were not biased in gender and racial roles. P5 highlighted the importance of knowing learners by understanding their diverse personalities, behaviour and cultural background. P1 expected educators to show no prejudice by ensuring that certain ethnic groups were not promoted compared to others. P1 expected the school to bring about an awareness of other cultures by having cultural events in the school, so that the uniqueness of other cultures could be appreciated:

So that we don't promote ethnic groups that might cause a problems later on to say, 'Oh, the Zulus they like violence' you know because that's the mentality these learners will go 'and those Xhosas are liars' but if you teach them that our uniqueness doesn't have to make us fight one another. You know in some schools they have cultural things where each culture will prepare something even the food and er in some cases like ex model C schools, they'll have this English speaking coloureds or Indians learning a black culture coming to demonstrate how exactly they understood.

[P1, I1, L751-758]

Theme: *Political stance*

Sub theme: *Raising awareness*

[Please refer to Appendix 5: Differentiation expectations (Political stance)]

P10 expected educators to consider the political background of the learner as well as their own political ideologies when they are teaching. P10 also seemed to suggest that a political awareness needs to be instilled in learners:

It also comes in especially nowadays there are a lot of things that come in which during my teaching and your teaching or your learning and my learning were never there. They would even tell you that look this school no political or whatever, but let me tell you the fact of the matter is you are driving the government of today principles and if we don't do that, then our kids will never know where they are coming from, you know. Not to say kids are being taught politics, but they have to be conscientious to be you know what make them conscious of the past and where they're going and what we want them to take the country to... We need to get politicians out of these youth. And if we don't talk about them and we don't make them aware that these are the things that exist and make what we are. Today you are seated next to a white black kid because of the following, you know, that type of awareness.

So do you think that would be an important aspect of differentiation?

Ya that we'll also look at contextually if you talk about the quality of teaching you can also look at that to say how are they affecting the quality of teaching in a classroom, you know. Are our kids so open-minded and broadminded that they can talk about the politics of today... [P10, I1, L782-804]

Theme: Resources

Sub theme: Socio-economic background [Barrier]

[Please refer to Appendix 5: Differentiation expectations (Resources)]

P4 expected educators to make resources available for learners, especially learners who didn't have resources such as calculators, for example. Similarly, P6 expected educators to take cognisance of learners who didn't have transport availability if they were going to provide them with intervention after school hours. P4 mentioned that educators were expected to use real life contextual resources, such as coke cans, beads and vegetable gardens in their delivery.

Category: Emotional

Theme: Labelling

[Please refer to Appendix 5: Differentiation expectations (Labelling)]

P1 and P6 expected educators to avoid labelling learners. P6 mentioned labels such as 'stupid'.

Theme: Emotional well being [Barrier]

Sub themes: Knowing learners, record keeping, learner response, positive relationship between learner and educator: sensitivity, attitudes and respect.

[Please refer to Appendix 5: Differentiation expectations (Emotional well being)]

Most participants expected educators to consider the emotional well being of learners by being positive towards the learner. P2 expected educators to look at things deeply if the learner appeared lazy because there might be emotional problems. P1 expected educators to be positive about the learning area to help learners in the future. P7 expected the body language of the learners to show that they understood. P10 expected learners to be confident with a high self-esteem and be comfortable in class. P8 expected educators to address the emotional well being by being sensitive towards the learners and addressing any fears or concerns that the learner might have. Both P4 and P6 expected educators to record emotional problems on 450 forms. P4 expected emotional problems to be recorded on the Learner profile too.

P5 recognised the importance of the emotional well being of learners by being sensitive towards them:

To make life very easy for them because Maths sometimes can be difficult especially some concepts like when you come to division you know.

[P5, I1, L56-57]

So we have to be very nice and very careful sometimes.

[P5, I1, L61]

P6 also made reference to the fact 'inclusion' doesn't allow for this type of differentiation because it creates problems such as snobbery and low self-esteem:

And inclusion is against er this very principle of having learners who are coping together who will then develop to be snobs ok. Whilst there are those whose self concept er er er and self images will be low because they are always behind this that other group ok.

[P6, I1, L1095-1098]

In the above section most expectations are presented under the four broad categories of cognitive, pedagogical, social and emotional. One key theme, however, school logistics didn't fit with the four broad themes:

Theme: School Logistics

Sub themes: Planning, policies, interest, educator placement.

Only P2 seemed to be aware of her expectations of certain school logistics to cater for differentiation. P2 mentioned that she would expect to see differentiation encouraged in the

learning area policies of the school. P2 expected Learning area policies to encourage educators to plan differently to make the curriculum more accessible and interesting to learners. P2 also expected educators with relevant expertise to be placed with certain learners.

Differentiation can be hindered by the ratio of educators to learners. The number of educators allocated per school can also become an issue:

You cannot deploy educators in the manner you have specific quota teacher pupil ratio. So the deployment of educators becomes an issue.

[P2, I1, L936-937]

Issue: Different interpretations and understandings

...,often er the expectations amongst us differ whilst most of us have been trained as far as I know on the new curriculum... [P4, I1, L494-496]

So even the the expectations are still different. The way you internalise the training is is different, even amongst maths people supervisors. The way we understand the training is different, whilst the key principles are generally understood as being the same. How it's implemented at in the classroom level, often differs from one person to the next. [P4, I1, L505-508]

This has implications in terms of whether the evaluation is valid, fair and reliable. Their expectations around teaching and learning and hence around differentiation could be affected by how they have understood OBE. If supervisors are battling with this, this could very likely mean that educators too, have their own interpretations around differentiation and hence their understandings and methods of differentiation

Issue: Curriculum coherence/continuity

Some participants pointed out that it is much easier to differentiate if the educator knows learners, particularly if the same educator teaches all learning areas to the learner:

Numeracy, Literacy and Life Skills ya and there is a lot of integrated teaching and it's often easier for for the educator to engage in differentiation and it's often one educator that's teaching that's teaching both Numeracy and Literacy and Life Skills. So she or he or she can also compensate er where one of those

Learning areas are lacking and one of the aspects to the differentiation might be a Lifeskills aspect that's affecting the Numeracy. So in the Foundation Phase there's there's I think a greater I think it's an easier for the educators to look at the child holistically and er to cater for the different ability levels and to put programmes in place. Er for the Intermediate and Senior Phases, I think it's different from the Foundation Phase. Now learners who had different needs different learning styles are exposed to different educators who are seeing them for different subjects or Learning areas and whilst there is mechanisms and recording tools like the 450s for educators across the learning areas to make use of, so the problem is identified quickly er it's often not implemented in our schools. So we find that educators who are teaching EMS, are not er familiar with the problems that are happening in mathematics although it might be related. So the needs of learners are not often dealt with across different subjects er for differentiation purposes. And I think it's it's lacking in the Intermediate as you go up in the Senior gets progressively worse where in the high schools learners are basically left to themselves. Differentiation is almost non-existent. [P4, I1, L446-464]

This was reiterated further by P4 in the second interview:

...educators emphasize a lot of integration eg difficult words in numeracy, addition, multiplications, borrowing, measuring, abacus, solution, etc might be explained in greater detail in a Literacy lesson and could be included in a spelling test. Spending the whole day with the same learners helps educators understand common learning problems that cut across all three learning programmes, hence intervention is easier. [P4, I2, F53]

So you've got to know your kids, it's a it's a the problem in our high schools is where teachers only do a specific subject they don't know their kids. Primary school there's a more one to one working, you know. [P8, I1, L478-480]

Er, if you go to parent's evening at a high school they've got no idea actually who your kid is except if they are very bright or whatever. Where at primary school they can know the kids. [P8, I1, L485-487]

I think that at the Foundation Phase level because learning is er the learners because the learners are with one educator all the time that helps. So you have very intensive contact with learners and you find that at this initial stage you get to know learner very well. [P2, I1, L948-951]

It seems that if an educator teaches different classes the same Learning area, or more than one Learning area, as is the case of many secondary schools, differentiation can be a problem due to workload:

One single lesson they are saying where should I have the time if I have say six classes for example. I only have the time to differentiate er lessons for those six classes ok and secondary cases they teach more than one Learning area and which means more work for them. [P6, I1, L1111-1114]

P6 saw that a collaborative approach to helping learners would help meet the needs of a diverse range of learners, by educators from different Learning areas discussing and identifying them. This further suggests that if one educator was teaching all Learning areas and hence seeing her learners more, it would help to meet their needs:

Now these are the learners who must get additional support even after school ok. Even during er free periods ok. So that kind of support should not be not just be from me alone. In other words as educators will have to meet and discuss and identify those learners and make them our er project ok so in that way we will be able to respond to the diverse needs of learners in the classroom collectively rather than er er I am trying to do that as a maths but at the end the NS teacher and Language teacher don't care then it won't succeed in that way.
[P6, I1, L1339-1345]

Other themes not directly related to expectations around differentiation were also apparent:

Theme: Importance of differentiation

Participants placed great importance in terms of prioritising differentiation related to the quality of teaching and learning. P5, however, didn't regard differentiation as any more important than anything else [Please refer to Appendix 6: Learning areas, GET Band, Priorities].

Theme: Differentiation in Mathematics, Science and Technology

Supervisors generally did not feel that differentiation demanded different expectations for mathematics, science or technology. P1, P5, P6, P9 and P10 expected the practice of differentiation to be based on similar principles in all three Learning areas. P6 expected consideration to be taken of learning areas such as Science and Technology where more psychomotor skills would be used. P2 expected differentiation to be different in the three Learning areas as she felt it depended on the type of task given. Similarly, P3 highlighted that some learning areas have more practical types of tasks [Please refer to Appendix 6: Learning areas, GET Band, Priorities].

Theme: Differentiation across the GET band

P5 expected differentiation to be the same across the Foundation, Intermediate and Senior Phase. P6 felt that educators need to be more sensitive to groupings in the Senior Phase. P7, P9 and P10 expected differentiation to increase across the GET band. P9 felt that this was because of complexity of concepts across the GET band and P10 felt that it was because of the increase in levels. Some participants were not asked the question due to time limitations [Please refer to Appendix 6: Learning areas, GET Band, Priorities].

Theme: Policy alignment with government goals

When P6 was asked if there were any issues particularly relevant to differentiation, an interesting point was raised about a mismatch between what the government wants and the criteria in the WSE criteria:

Yes, that is what yah that is what we er want usually every time when there are people who go to national training. We want to push they're pushing off certain er er aspects which are not aligned to what we are doing ok. Because at the end of the day the Minister right in Gauteng must be able to talk about transformation issues at the report about this you see and then our report are silent ok.

Yes

Some report do report but when we now have to write the report we use the frame work from national and it does not have these issues so that's their problem. [P6, I2, L802-811]

P6 mentioned this again later in the interview:

Now er the MEC secre... first one thing one breakthrough that we made with the outgoing MEC was that he had accepted and he even said look in your in your nine focus area there is no ... transport ...help but now the transport is giving the problem, so scholar transport will allow for er time after school and leave at the time including every other learner who is using that transport will have to remain right and then those who needs intervention will be er supported and so forth. [P6, I2, L1347-1353]

In this chapter, I have identified roles, and related issues, of WSE supervisors and explored the understandings and expectations of differentiation held by WSE supervisors. It is evident that differentiation is regarded as very important and the expectations around differentiation are based on the holistic nature of the process of teaching and learning encompassing cognitive, emotional, pedagogical and social aspects. The data also highlights that consideration needs to be given to school logistics.

In the next chapter, I present a brief overview of my research, identify some of the limitations of the research, discuss issues and implications of my findings and propose a model for differentiation in the South African context.

CHAPTER 5

CONCLUSION

In this chapter, I begin with a brief overview of the research. I then highlight the implications of my findings and present some issues for future considerations. I have also included a model of differentiation, which I have developed based on O'Brien and Guiney's (2001) and Fortuin's (2003) earlier models [Please refer to Fig. 2.2.2c and Fig. 2.2.2d], which I feel is particularly relevant to the South African context.

5.1 Overview

The exploratory research presented in this thesis is described as a case study, interpretive in nature and located in the qualitative paradigm. The focal point of this research is on the concept of differentiation recognizing that:

Learners vary: from each other, from day to day and year to year, apparently in intellectual, physical, aesthetic, and other endowments, in motivation, upbringing, health and sheer luck. Given their diversity, it seems fair to assume that pupils and teachers will need a wide range of strategies and flexibility of timing and approach if they are to achieve the common goals set out in National Curriculum targets. (Weston, 1992:6)

The research assumes that individual learners have a right to differentiation and that their learning will be more effective if differentiation is taken seriously by educators. The research is written against the background of South Africa's new curriculum.

The aim of the research was to gain a deep and rich understanding of the participants' perceptions about differentiation. The objectives of this research were:

- To identify what WSE supervisors understood by the term differentiation (conceptual)
- To identify how WSE supervisors expected differentiation to be achieved by educators (conceptual).

In order to do this, it was considered necessary:

- To identify the role of WSE supervisors (contextual).

The research was undertaken with ten WSE supervisors involved in evaluating mathematics, science and/or technology within the GET band. The initial data generation occurred through sending fairly closed questionnaires to determine the supervisors' professional background and experiences. Subsequent data generation occurred through interviews drawing on the supervisors' experiences in an attempt to gain a deeper insight of their experiences prior to working as WSE supervisors, identifying their roles, as well as their understandings and expectations around differentiation. Further data generation occurred through a second cycle of interviews drawing on responses in the first interviews. Data was also generated from documents related to WSE, which helped build a picture of the context.

The data was used to carry out a thematic analysis of the roles, understandings and expectations around differentiation. The analysis, though fairly wide, is enriched with the supervisors' actual words, which were checked by the supervisors for anything they wanted to add, or edit, through a process of consensual validation. Great importance was placed on their actual words in order to try to understand and respond to their experiences, roles as well as their understandings and expectations around differentiation.

Ten main supervisory roles were identified:

- Collect data
- Evaluate
- Quality assure
- Report
- Pre-evaluate
- Lead teams
- Develop
- Support
- Analyse
- Record

A range of dimensions related to differentiation understandings and expectations were revealed. Most key themes were interconnected showing the integral nature of differentiation

in teaching and learning. A typology emerged made up of four main categories, namely cognitive, pedagogical, social and emotional:

Cognitive	Pedagogical	Social	Emotional
Language [Barrier]	Approach	Educational background	Labelling
Different abilities	Assessment	Socio-economic background	Emotional well being
Disabilities	Catering for every individual learner	[Barrier]	
Learning style	Expanded opportunities	Cultural background	
	Grouping	Political stance	
	Interest	Resources	
	Level		
	Pace/time		
	Progression		
	Questioning		
	Real life context		
	Reflective practice		
	Resources		
	Support		
	Tasks/activities		
	Teaching style		

*School logistics didn't fit into any category.

Understandings and expectations – General comments/insights

- Barthorpe and Visser (1991:OHP1) found that understandings around the term differentiation varied quite considerably amongst educators. Similarly this research

also found that understandings around differentiation were quite different amongst WSE supervisors. The word differentiation seemed to have many layers of meaning for different supervisors. Defining the word seemed to be quite new to many supervisors. However, supervisors were not all the same; they had different experiences and backgrounds and had worked in different settings prior to coming to OFSTED. Like everyone else, they had their own personal ways of thinking about differentiation, just as they had their own language/voice of describing differentiation.

- Supervisors expectations seemed to be influenced not only by their own understandings of educational policies, such as the Inclusion policy, but also by their own personal beliefs on what constitutes good practice.
- There seemed to be different reasons underlying the importance of differentiation. For some, the notion of providing equal opportunity was priority, whereas others seemed to be more concerned with good classroom practice. Some seemed to focus on political stance.
- A close link between inclusion and differentiation was made, but there were difficulties in clarifying the two concepts, showing their integral nature.
- One of the underlying threads running through expectations around differentiation is the assumption that diversity is to be addressed in the classroom through differentiation to ensure progression of all learners.
- All participants placed great importance on differentiation.
- While the thesis was set in the context of mathematics, science and technology learning areas, nothing specific came through apart from giving different types of tasks requiring different skills, such as psycho-motor skills for technology. Differentiation expectations did not appear to be specific to mathematics, science or technology generally.
- Some supervisors expected differentiation to be carried out differently in the learning areas of Mathematics, Science and Technology, whereas the majority of participants felt that it was based on similar principles regardless of the learning area.
- Future research could be carried out to determine if there were any similarities or differences in what was expected by different learning area evaluators.

5.2 Issues and implications

5.2.1 Contextual

Training – standardization

- If supervisors have received OBE training by different facilitators, this could have an impact on their understanding around differentiation, which could suggest that all supervisors need to be given the same training on OBE.
- Different training received by educators also impacts on the different strategies they use to differentiate. This suggests that educational training for educators needs to be standardized, particularly around differentiation. Service providers, such as universities and Non-profit organizations (NPOs) could possibly work collaboratively on courses on differentiation on a provincial as well as a national scale.
- Further research on the understandings and expectations of stakeholders involved in education might serve to standardize what is expected around differentiation.
- Training received by different supervisors is interpreted differently. This influences their expectations around differentiation, which could have major implications when eg they give advice to educators.
- Supervisors seem to have differing expectations around classroom practice.

Coherence and consistency

- There is lack of consistency in interpreting the criteria for WSE, as the criteria are not clear. If in the future, educator appraisal is going to be linked to WSE, this would make the process unfair, invalid and unreliable.
- There are no specific criteria for evaluating different learning areas. Although WSE supervisors have started to develop these, it would be helpful to all stakeholders concerned to access these. This will enable educators, for example, to possibly understand what is expected and hence make the WSE process even more transparent.

Resources

- Different instruments are in the process of being designed to aid evaluations at a classroom level. This seems to suggest that the criteria in the WSE policy are not clear and can be open to interpretation. This would make the evaluations unfair, invalid and unreliable. A tool needs to be designed to help not just the supervisors but also other

stakeholders involved in education, such as educators, principals, HODs, and School Governing Bodies (SGBs) in order to bring clarity for all.

Roles - Conflict

- Although the supervisory role is not to support or give advice, many supervisors are in fact doing so.

Expertise

- There is a lack of expertise in some learning areas for certain phases and supervisors are evaluating Learning areas for which they are not specialists. This suggests that more supervisors specializing in relevant Learning areas need to be employed.
- Educators, it appears lack confidence in supervisors and are testing their knowledge in learning areas. I feel that if this issue is not taken seriously, educators could lose faith in school evaluations, which could result in low morale on both sides.

5.2.2 Conceptual

Diverse understandings and expectations

- A range of expectations around differentiation were identified. This suggests that a working consensus amongst supervisors (and possibly other stakeholders, such as educators, district officials, service providers) might serve to crystallize expectations around classroom practice to bring consistency and clarity in the future.
- Future research related to determining alignment between understandings of OBE principles, and expectations around differentiation might be interesting. This could then be incorporated into OBE training programmes for educators.
- Future research related to what is understood by inclusive practice and linking it to understandings around differentiation might bring a greater awareness around classroom practice.

Grouping

- Making obvious groups can have a negative impact on learners and grouping needs to be considered quite carefully depending on the age of learners. In my OBE and RNCS training workshops, I have often heard educators thinking that OBE is all about group work. This suggests that a component of these courses could include different

grouping strategies for different age groups, as well as the impact grouping could have on learners.

- Grouping raised important polarities. The question whether grouping as a method of differentiation aids learning or leads to exclusion and whether it is enabling or disabling needs to be considered carefully. This suggests that a variety of grouping strategies need to be used and changes need to be made *within* the groupings too.

Resources

- Because some schools are better resourced than others, it appears as if they might be at an advantage to carry out differentiation. Schools need to be supported timeously not just on receiving resources from their district offices, but also supported in how to actually *use* these resources to enable effective pedagogy.

Language

- It seems as if using the language of the learner, which is different to the LOLT of the school in the Foundation Phase seems to hinder learners' understanding of certain learning area vocabulary later in the Phase. This has implications in terms of the Language in Education Policy introduced in 1997.
- Learners are not always catered for according to their language because the school might not have adequate resources in terms of the number of educators and classrooms to help with this. This means that learners are not taught in their mother tongue. This suggests that more educators need to be trained in speaking different languages to address the diversity of language.

Assessment

- Learner profiles do not seem to be consistently completed by some schools and educators. This could be due to educators having very large classes that they don't have the time to keep to date with their paperwork. A serious consideration to class sizes needs to take place to help enable educators to meet the needs of learners better.

Curriculum continuity

- It seems as if differentiation is easier to carry out in the Foundation Phase because educators know their learners more due to consistent time with them. This suggests

that more liaison needs to take place with educators in the Intermediate and Senior Phase in order to build a holistic profile of learners. Alternatively, this suggests that schools need to consider how they are timetabling educators to learners so that an educator can teach at least two to three different learning areas to the same learners.

- Knowing learners is easier if an educator teaches more than one learning area to the same learners. Given the nature of most timetabling in the Senior Phase, this is not happening. I feel that if more consideration was given to timetabling so that educators would see the same learners in many learning areas, it would enable a more cohesive assessment of learners, which would then enable educators to meet the needs of learners more effectively.²² Perhaps this needs to be considered in South Africa for the Intermediate and/or Senior Phase. This would help educators to be acquainted with other Learning areas enabling more effective integration and get to know their learners more. 'Knowing learners' was a sub theme that ran through many themes in the expectations around differentiation.

Mismatch

- There seems to be a mismatch between what the government wants and the WSE criteria. This implies that the WSE criteria need to be more relevant to educational settings.

5.3 A model for differentiation

Themes around both understandings and expectations of differentiation were identified under four broad categories, namely, cognitive, social, pedagogical and emotional, based on the O'Brien and Guiney (2001) model. While these themes are interconnected this is a useful model for understanding and applying ideas around the concept of differentiation. Such a model would also be useful for supervisors and educators to support an holistic approach to

²² In my own teaching experiences in the UK, I taught all subjects to one class per year up to the age of 12. This gave me a holistic understanding of my learners. This also helped me to integrate the different subjects. For example when I was teaching science I know I had learners who were weak at measuring in mathematics, so I was able to assist them during measuring in the science investigations. These learners were excellent at planning an investigation, coming up with a hypothesis, designing the investigation, drawing up a plan on how they were going to collect the data but they didn't know how to measure what they wanted to do in decimals. If I hadn't known that I wouldn't have been able to differentiate effectively and might have not seen their potential in the investigation.

differentiation across the cognitive, pedagogical, social and emotional domains of teaching and learning.

The findings of this research, however, went beyond the parameters of the O'Brien and Guiney's (2001) and Fortuin's (2003) models. As a result of this and many of the issues listed in the previous section, the following model has been designed. It builds on O'Brien and Guiney's model (2001), but is related more to my own research findings. It is a model, which I feel is more appropriate for the South African educational context, one that is culturally and logistically diverse as well as politically charged [Please refer to Fig.5.3a].

- Upon analyzing the four categories further, it became apparent that each one relates to the environment in which the learner is situated. It made sense therefore to frame the model within the contextual theme of Environment.
- School logistics was a theme which did not seem to fit into the original model. I felt this was a separate category that needed to be added to the model, which was related to environmental factors. I have placed this in a new category – Physical which would also include dimensions such as class size, furniture, space, etc.
- The category 'Social' was changed to 'Socio-cultural' to address a broader context that encapsulates political stance, resources, race and gender.
- The theme Resources could be added to the model under two categories, Social as well as Pedagogical. O'Brien and Guiney's model (2001) seems to cover it under the Social category.
- Whilst no participants mentioned physical environmental dimensions, such as furniture layout, lighting, noise, temperature, seating arrangement, and personal orientation, such as religious and sexual orientation and personality, I am aware that these and other dimensions may be added to the model adapting it further. The model presented here, however, represents the dimensions that came through this particular research.
- Similarly to my findings, the integral nature of each factor is represented by dashed lines in my model.

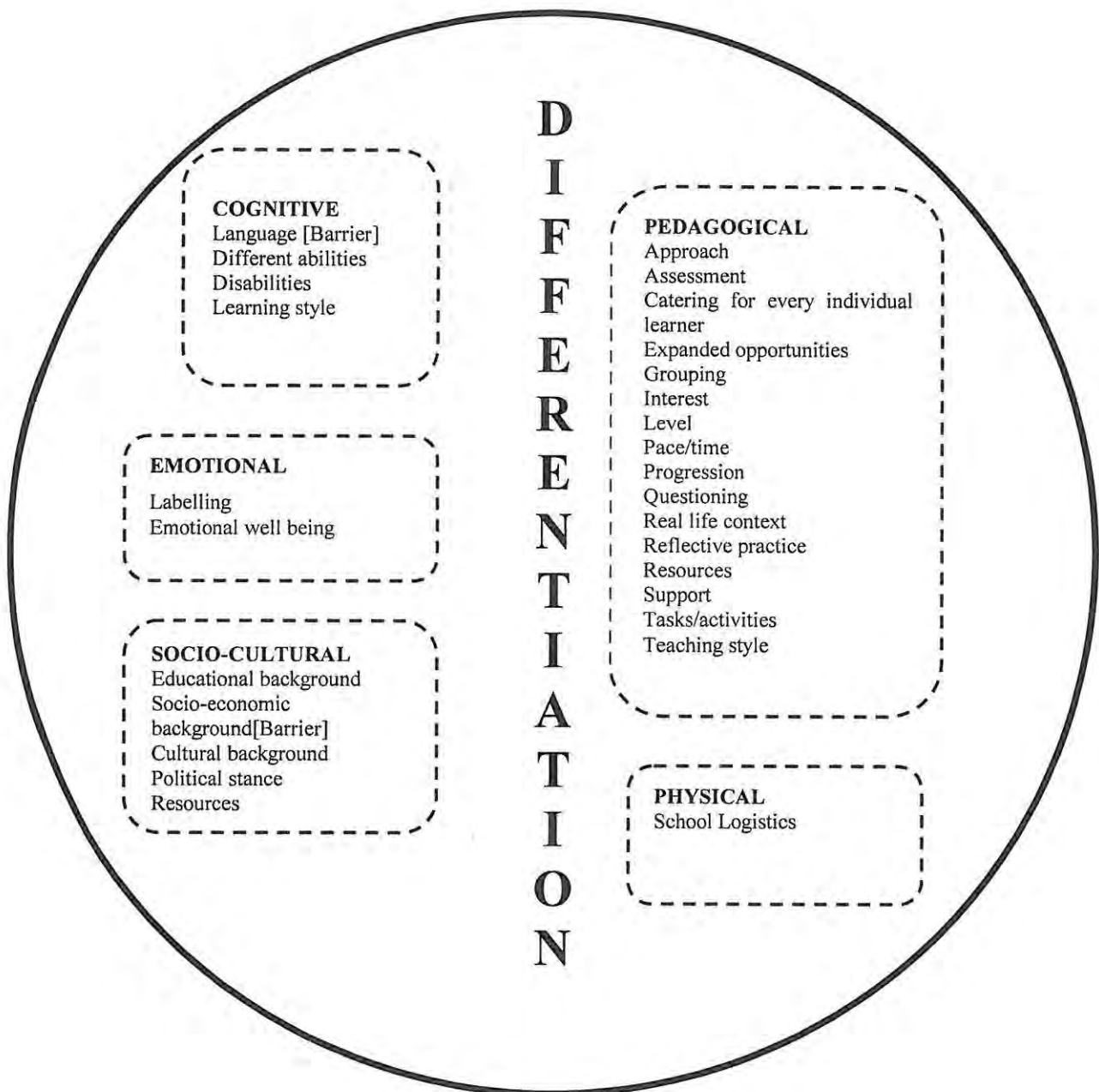


Fig. 5.3a – A new model of differentiation

This research has been based on the premise that shared understandings and expectations around differentiation are essential for educators and supervisors to provide optimum learning environments and experiences. I would like to argue that differentiation has a fundamental

Chapter 5: *Conclusion*

place in training of educators as well as supervisors and that it should be incorporated into the compulsory teacher-training curriculum in South African universities.

I would like to end this chapter by illustrating the impact of differentiation, so beautifully iterated by P2:

...because if the teacher has failed to differentiate in a small way, it could have such a great impact on the child's life, the child's level of interest, the child's er er motivation level

The importance of differentiation '*in life*' cannot be taken lightly.

REFERENCES

- Anderson, G. (1998). *Fundamentals of educational research*. London: Falmer Press.
- Babbie, E., & Mouton, J. (1998). *The practice of social research*. California: Wadsworth Publishing Company.
- Baldwin, A.Y. (2002). Culturally diverse students who are gifted. *Exceptionality*, 10, (2), 139-147.
- Barthorpe, T., & Visser, J. (1991). *Differentiation: Your responsibility*. Stafford: NARE Publications Sub Committee.
- Battersby, J. (1997). Differentiation in teaching and learning geography. In D. Tilbury & M. William (Eds.), *Teaching and Learning Geography*. London: Routledge.
- Battersby, J. (2002). Differentiation, access and entitlement. In C. Fischer & T. Binns, (Eds.), *Issues in Geography Teaching*. London: Routledge Falmer Press.
- Bennett, N., Desforges, M., Cockburn, A., & Wilkinson, B. (1984). *The quality of pupil learning experiences*. London: Lawrence Erlbaum Associates.
- Berg, B.L. (1995). *Qualitative research methods for the social sciences* (2nd ed.). Boston: Allyn and Bacon.
- Berry, R.S.Y. (1999). (15 February 2005). *Collecting data by in-depth interviewing*. Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2 - 5 1999.
<http://www.leeds.ac.uk/educol/documents/000001172.htm>.
- Bogdan, R.C., & Biklen, S.K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn & Bacon.

REFERENCES

- Bogdan, R.C., & Biklen, S.K. (1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). Boston: Allyn and Bacon.
- Botha, R.J.N. (2002). Outcomes-based education and educational reform in South Africa. *International Journal Leadership in Education*, *5*, (4), 361-371.
- British Educational Communications and Technology Agency. (March 2003). *Implementing the whole curriculum: Differentiation*.
<http://www.becta.org.uk/differentiation/intro.html>
- Burton, D. (2000). *Research training for social scientists: A handbook for postgraduate researchers*. London: Sage Publications.
- Cassell, C., & Symon, G. (1994). *Qualitative methods in organizational research: A practical guide*. London: Sage Publishers.
- Clarke, D. (2003). Changing assessment for changing times. In S. Jaffer, & L. Burgess (Eds.), *Proceedings of the Ninth National Congress of the Association for Mathematics Education of South Africa*. Johannesburg: AMESA.
- Cohen, L., & Manion, L. (1994). *Research methods in education*. London: Routledge.
- Combrinck, M. (2003). An international comparative perspective on outcomes-based assessment: Implications for South Africa. *Perspectives in Education*, *2*, (1), 51-66.
- Corbett, J. (2001). *Supporting inclusive education: A connective pedagogy*. London: Routledge Falmer.
- Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage Publications.
- Daweti, M. (1999). Enriching the environment for better teaching and learning. *Education Practice*, *3*, July, 54-58.

REFERENCES

- De Vos, A.S. (1998). *Research at grass roots: A primer for the caring professions*. Pretoria: J.L. van Schaik Publishers.
- De Witt, J.T. (1982). *Study guide for comparative education (DCE000-U)*. University of South Africa: Pretoria.
- Department of Education. (1995). *White paper on education and training*. Cape Town: Department of Education.
- Department of Education. (1996). *Curriculum framework for General and Further Education and Training*. Pretoria: Government Press.
- Department of Education. (1997). *Intermediate Phase Policy Document*. Pretoria: Government Press.
- Department of Education. (1998). *Quality education for all: Overcoming barriers to learning and development. Report of the National Commission on Special Needs in Education and Training*. Pretoria: Department of Education.
- Department of Education. (2001a). Policy on whole-school evaluation. *Government Gazette*, 433, (22512). Pretoria: Government Press.
- Department of Education. (2001b) *Evaluation guidelines and criteria for the whole-school evaluation policy*. Department of Education: Government Press.
- Department of Education. (2001c). *Education White Paper 6 Special Needs Education: Building an inclusive education and training system*. Pretoria: Department of Education.
- Department of Education. (2002a). *Revised National Curriculum Statements Grades R-9 (Schools) Policy Mathematics*. Pretoria: Department of Education.
- Department of Education. (2002b). *The national policy on whole school evaluation*. Pretoria: Department of Education.

REFERENCES

- Department of Education. (2002c). *Handbook: An introduction to whole-school evaluation policy*. Pretoria: Department of Education.
- Department of Education. (2002d). *Curriculum 2005 assessment guidelines for inclusion*. Pretoria: Department of Education.
- Department of Education. (2004). *C2005 Revised National Curriculum Statement Grades 4-6 (Schools) Intermediate Phase*. Pretoria: Department of Education.
- Dlami, S. (2003). Introduction. *The Mathematics, Science and Technology (MST) Strategy Quarterly Newsletter* 1, April. Soweto: MST Project.
- Dugmore, N.A. (2003). *Perceptions of the influence of having done an infant observation course on psychotherapeutic practice*. Unpublished master's thesis, University of the Witwatersrand, Johannesburg.
- Education Labour Relations Council. (2003). *Collective agreement number 8 of 2003: Integrated quality management system*. Pretoria: Education Labour Relations Council.
- Erlandson, D.A., Harris, E.L., Skipper, B.L., & Allen, S.D. (1993). *Doing naturalistic inquiry: A guide to methods*. California: Sage Publications.
- Fortuin, S. (2003). (10 December 2004). *Managing differentiation in the classroom: Guidelines for educators*.
<http://curriculum.wcape.school.za/index/search/phrase/0/differentiation>.
- Frederickson, N., & Cline, T. (2002). *Special educational needs, inclusion and diversity: A textbook*. Buckingham: Open University Press.
- Gauteng Department of Education. (2001). *Conceptualising standard setting within a South African framework: Draft concept document*. No town given: Gauteng Department of Education.

REFERENCES

Gauteng Department of Education. (2002). *Guidelines for outcomes-based assessment in all grades in Foundation, Intermediate and Senior Phases: Implementing OBE (excluding Grade 9)*. Johannesburg: Gauteng Department of Education.

Gauteng Department of Education. (17 December 2004). *Improving quality of education in Gauteng*. <http://www.education.gpg.gov.za>

Gay, G. (2000). *Culturally responsive teaching: Theory, research & practice*. New York: Teachers' College Press.

Gillham, B. (2000). *Developing a questionnaire*. London: Continuum.

Given, B.K. (2000). *Learning styles: A guide for teachers and parents (Revised)*. California: Learning Forum Publications.

Government Gazette. (2000). (10 December 2004) *Norms and standards for educators 415, 20844*, Pretoria: <http://www.info.gov.za/gazette/notices/2000/20844.pdf>

Grove, H. (1992). *The problem of differentiation in the context of multicultural education*, Unpublished doctoral thesis, University of Port Elizabeth, Port Elizabeth.

Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles and practice* (2nd ed.). London: Routledge.

Hart, S. (1992). Differentiation – Way forward or retreat. *British Journal of Special Education*, 19, (1), 10-12.

Hart, S. (1996). *Differentiation and the secondary curriculum*. London: Routledge.

Jansen van Rensburg, C.S. (1999). *The problematic nature of differentiation at junior and senior secondary level in the subject biology at Free State schools*. Unpublished master's thesis, University of the Orange Free State, Orange Free State.

REFERENCES

- Johnson, B. (1993). *Teacher as researcher*. Washington, D.C. Eric Clearing House on Teacher Education.
- Johnson, R., & O'Mara, J. (1992). Shedding new light on diversity training. *Training and Development*, 46, (5), 44-48.
- Kanjee, A. (1999). Assessment Research. In M. Terreblanche & K. Durrheim. (Eds.), *Research in practice: Applied methods for social sciences*. Cape Town: University of Cape Town Press.
- Keikabile, P.N. (1992). *Differentiation in the school system for blacks in the Republic of South Africa*. Unpublished masters' thesis, Potchefstroom University for Christian Higher Education, Potchefstroom.
- King, V. (1989). Support teaching. *Special Children* 33, 1-4.
- Kotze, G. S. (1999). Assessment for an outcomes-based approach. *South African Journal of Education*, 19 (1) 32-33.
- Leedy, P.D., & Ormrod, J.E. (2001). *Practical research planning and design* (7th ed.). New Jersey: Prentice-Hall Inc
- Levin, M. (1993). Differentiation by means of questioning. *Economics*, 17, (1), 25-32.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park: Sage Publications.
- Malan, M. M. (1998). Learning styles: Implications for optimising teaching and learning, Abstract in *Current and Completed Research Projects*.
<http://stardata.nrf.ac.za/scripts/starfinder.exe/2864/nexus.txt>
- Maxwell, J.A. (1996). *Qualitative research design: An interactive approach - Applied Social Research Methods Series*, 41. London: Sage Publications.

REFERENCES

- Maykut P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophical and practical guide*. London: The Falmer Press.
- McNamara, S., & Moreton, G. (1997). *Understanding differentiation: A teacher's guide*. London: David Fulton Publishers Ltd.
- McNiff, J. (1998). *Action research principles and practice*. London: Routledge.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research*. San Francisco: Jossey Bass.
- Merriam, S. (1991). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.
- Meyer, J.A. (1988). *The connection between differentiation as educational competence and the integration of educational media in the presentation of lessons*. Unpublished masters' thesis, Potchefstroom University for Christian Higher Education, Potchefstroom.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, California: Sage.
- Millett, A., & Johnson, D. C. (1998). OfSTED inspection of primary mathematics: Are there new insights to be gained? *School Leadership and Management*. 18, (2), 239-255.
- Montgomery, D. (2000). *Able underachievers*. Gateshead: Athenaeum Press Ltd.
- O'Brien, T., & Guiney, D. (2001). *Differentiation in teaching and learning: Principles and practice*. London: Continuum.
- Pahad, M. (1999). Inside classrooms in J. Jansen & P. Christie. (Eds.), *Changing curriculum: Studies on outcomes-based education in South Africa*. Cape Town: Creda Communications.

REFERENCES

- Palmquist, M. (10 December 2004). *Conceptual analysis*.
<http://writing.colostate.edu/references/research/content/com2b1.cfm>
- Patton, M.Q. (1990). *Qualitative evaluation and research methods*. Newbury Park: Sage.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. London: Sage Publications.
- Pulist, S.K. (16 February 2005). *Learner-centredness: An issue of institutional policy in the context of distance education*. Indira Gandhi National Open University:
<http://tojde.anadolu.edu.tr/tojde4/pulisttxt.html>
- Riley, T.L. (1997). Tools for discovery: Conceptual themes in the classroom. *Gifted Child Today*, 50, (January/February), 30-33.
- Seidman, I. E. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. (2nd ed.). New York & London: Teachers College Press.
- Simpson, M. (1997). Developing differentiation practices: Meeting the needs of pupils and teachers. *The Curriculum Journal*, 8,(1), 85-104.
- Simpson, M., & Ure, J. (1994). Studies of differentiation practices in primary and secondary schools. *Interchange no. 30*. Glasgow: The Scottish Office Education Department.
- Smith, I. (1981). Educational differentiation and curricular guidance. *Educational Studies*, 7, (2), 87-94.
- Smit J.G. (1993). *Mediation skills for effective educational differentiation*. Unpublished doctoral thesis, Potchefstroom University for Christian Higher Education, Potchefstroom.

REFERENCES

- Southwood, S. L. (2000). *Towards a collaborative approach to teacher professional development: A journey of negotiation*. Unpublished doctoral thesis, Rhodes University, Grahamstown.
- Spanneberg, R., & Southwood, S. (1996). The syllabus: How it can work in your classroom in K. Morrison. (Ed.) *Proceedings of the Second National Congress of the Association for Mathematics Education of South Africa*, Cape Town: 75-86.
- Spradley, J.P. (1979). *The ethnographic interview*. New York: Holt, Rinehart & Winston.
- Stones, C.R. (1988). Research: Toward a phenomenological praxis. In D. Kruger (Ed.), *An introduction to phenomenological psychology*. Cape Town: Juta.
- Stradling, B., & Saunders, L. (1993). Differentiation in practice: Responding to the needs of all pupils. *Educational Research*, *35*, (2), 127-137.
- Strydom, H. (1998). The pilot study. In A.S. De Vos (Ed.), *Research at grass roots*. Western Cape: J.L. van Schaik.
- Suri, H. (1999). *The process of synthesising qualitative research: A case study*. Paper presented at Issues of Rigour in Qualitative Research Annual Conference of the Association for Qualitative Research, Melbourne, 6-10 July.
- Taylor, N., Diphofa, M., Waghmarae, H., Vinjevold, P., & Sedibe, K. (1999). Systemic and institutional contexts of teaching and learning. In N. Taylor & P. Vinjevold (Eds.), *Getting learning right – report of the president's Education Initiative Project*. South Africa: The Joint Education Trust.
- Taylor, S.J., & Bogdan, R. (1998). *Qualitative research methods: A guidebook and resources* (3rd ed.). USA: John Wiley & Sons, Inc.
- Terre Blanche, M., & Durrheim, K. (2002). Histories of the present: Social science research in context. In M. Terreblanche & K. Durrheim.(Eds.), *Research in practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press.

REFERENCES

- Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. California: Association for Supervision and Curriculum Development.
- Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms*. California: Association for Supervision and Curriculum Development.
- Van der Horst, H., & McDonald, R. (2001). *Outcomes-based education: Theory and practice*. Pretoria: UNISA.
- Van Niekerk, L.J., & Killen, R. (2000). Recontextualizing outcomes-based education for teacher education. *South African Journal of Higher Education*, 14 (3), 93-94.
- Van Staden, P. J. (1992). *A didactic analysis of the field school curriculum with a view to justifiable differentiation*. Unpublished doctoral thesis, University of South Africa, Pretoria.
- Vithal, R. (2002). Differentiation, in contradiction and co-operation, with equity in mathematics education. *African Journal of Research in SMT Education*, 6, 1-20.
- Waldman, N.J. (1999). *Multiple intelligences: Teaching kids the way they learn - Grade 6*. California: Frank Schaeffer Publications.
- Walker, L. (1985). *The mentor teacher program: California's foray into differentiated staffing*. Chicago: Paper presented at the Annual Meeting of the American Educational Research Association.
- Walliman, N. with Baiche, B.(2001). *Your research project: A step by step guide for the first-time researcher*. London: Sage Publications.
- Wehrmann, K. S. (2000). Babysteps: A beginner's guide. *Educational Leadership*, 58, (1), 20-23.

REFERENCES

Western Cape Education Department. (2004). *WCED Intermediate Phase orientation courses 2004: Revised National Curriculum Statement Grades R to 9*. Cape Town: Western Cape Department of Education.

Weston, P. (1992). A decade for differentiation. *British Journal of Special Education*, 19, (1), 6-9.

Yin, R. (1989). *Case study research: Design and methods*. Beverly Hills, CA: Sage Publishing.

APPENDICES

Appendix 1	Questionnaire
Appendix 2:	Semi-structured interview schedule
Appendix 3:	Roles
Appendix 4:	Part of the supervisors' notebook
Appendix 5:	Differentiation expectations
Appendix 6 :	Learning areas, GET Band, Priorities.

Questionnaire

April 2004

Dear participant

Your views and experiences are a very important component of this research. The purpose of this questionnaire is to build a profile of your past professional experiences which support your role as an OfSTED Supervisor. This will not only inform the work I am doing, but may raise some interesting issues to think about.

For some questions on this questionnaire, you are asked to tick boxes. For these questions please place a large tick in the box. For other questions please write clearly within the spaces, lines or tables provided.

Thank you very much for your time, support and effort!

Name: _____

Tel. No: _____ (cell) _____ (work)

Fax number: _____

E-mail address: _____

APPENDIX 1: QUESTIONNAIRE

Teacher training and development

1. *Where did you train to become an educator?*

2. *How long was your training?*

3. *What qualifications did you receive?*

4. *Do you think your training equipped you to teach and assess using OBE principles?*

Yes No

5. *Do you feel your training enabled you to gain enough expertise to teach a diverse range of learners?*

Yes No

6. *Which phase are you qualified to teach? Tick all that apply to you.*

a) *Foundation Phase*

b) *Intermediate Phase*

c) *Senior Phase*

d) *FET Phase*

7. *Which subjects/learning areas are you qualified to teach?*

8. *What in-service teacher training/development/workshops have you attended related to teaching, assessment and learning and when?*

<i>Applicable to which grade?</i>	<i>What was the main focus of the training?</i>	<i>Which year?</i>

9. *What did you find most useful in your in-service teacher training? Please explain your answer.*

APPENDIX 1: QUESTIONNAIRE

10. What subjects/ learning areas have you taught, what grades and for how long?

Subject/Learning Area	Grade	Duration

OfSTED, OfSTED training and development

11. What would you say is your main role as an OfSTED Supervisor?

12. Where did you train to become an OfSTED Supervisor?

13. How long was your training?

14. What qualifications did you receive?

15. In what way has the training helped you to develop as an OfSTED Supervisor?

16. Do you think your training equipped you to evaluate teaching and assessment using OBE principles?

Yes No

17. Do you feel you have enough expertise and training to evaluate the teaching of a diverse range of learners?

Yes No

18. Which phase are you qualified to evaluate? Tick *all* that apply to you.

e) Foundation Phase

f) Intermediate Phase

g) Senior Phase

h) PET Phase

APPENDIX 1: QUESTIONNAIRE

19. Which subjects/learning areas are you qualified to evaluate?

20. Which subjects/learning areas are you not qualified to evaluate but feel you can evaluate? Please explain your answer.

21. What in-service OfSTED Supervisory training/development/workshops have you attended related to evaluating the quality of teaching and learning and when?

<i>Name of course</i>	<i>What was the main focus of the training?</i>	<i>Which year?</i>

22. What did you find most useful in your in-service OfSTED Supervisory training? Please explain your answer.

23. What subjects/ learning areas have you evaluated, what grades and for how long?

<i>Subject/Learning Area</i>	<i>Grade</i>	<i>Duration</i>

24. Please provide further information, which you feel is relevant to your professional profile.

APPENDIX 1: QUESTIONNAIRE

25. For the purpose of interviews, please complete the dates and times you would be available in the table below:

<i>Dates in <u>May</u> that you are available</i>	<i>Times you are available on these dates.</i>
1.	
2.	
3.	
4.	

<i>Dates in <u>June</u> that you are available</i>	<i>Times you are available on these dates</i>
1.	
2.	
3.	
4.	

<i>Dates in the <u>last two weeks</u> in <u>July</u> that you are available</i>	<i>Times you are available on these dates</i>
1.	
2.	
3.	
4.	

Thank you very much for your time in completing this questionnaire. Your feedback is very valuable!

SEMI-STRUCTURED INTERVIEW SCHEDULE

- 1) Please tell me about your teaching experience? Why did you decide to become an OFSTED supervisor?
- 2) Can you please describe to me how you see your role as a supervisor? What does being a supervisor actually mean?
- 3) What would you say is the main purpose of your visit to a school?
- 4) What would you say are the main principles of OBE with regards to teaching and assessment?
- 5) As you are aware my research is focusing on the concept of 'differentiation'. What do you understand by the term "differentiation?"
- 6) What do you understand by term 'diverse range of learners? What would you say are the key principles of teaching a diverse range of learners?
- 7) What would you say are the key strategies of differentiation that you would expect from educators ?
- 8) Where in the list of priorities would you place differentiation when you evaluate the quality of teaching and learning? Elaborate.
- 9) What evidence would you look for to show that differentiation is taking place?
- 10) What evidence would you look for to show that differentiation is not taking place?
- 11) Are your expectations around differentiation different for the different learning areas you evaluate? Elaborate.
- 12) Are there any other contexts that you feel would affect your expectations around differentiation. Elaborate.
- 13) (If time) : Do you have any questions that you would like to ask me?

APPENDIX 3: ROLES

Observe interaction between educator/learner & learner/learner	DATA COLLECTION: OBSERVATION
Observe educator plan alongside what happens in class	DATA COLLECTION: OBSERVATION
Evaluate implementation of policy	EVALUATION: POLICY IMPLEMENTATION
Quality assure teaching and learning of Maths	QUALITY ASSURE
Developing SIMS document	DEVELOPMENTAL: INSTRUMENTS
Developed guideline showing steps to problem solving	DEVELOPMENTAL: INSTRUMENTS
Developed criteria to distinguish Maths report from other reports	DEVELOPMENTAL: INSTRUMENTS
Analyse reports	REPORTING: ANALYSING
Analyse reports	REPORTING: ANALYSING
Write reports	REPORTING: WRITING
Plan evaluation	EVALUATION
Provide recommendations in report	REPORTING
Monitors/quality assures WSE process	QUALITY ASSURE
Monitors team's work	MONITORING: TEAMWORK
Monitors whether responsibilities within team are distributed equitably	MONITORING: SUPERVISOR RESPONSIBILITIES
Monitors if WSE policy correctly implemented	MONITORING: POLICY IMPLEMENTATION
Monitors what is recorded by supervisors	MONITORING: SUPERVISOR RECORDS
Monitors how observations converted into documented evidence	MONITORING: SUPERVISOR DATA COLLECTION
Monitors progress made by team	MONITORING: SUPERVISOR PROGRESS
Monitors problems experienced by team	MONITORING: SUPERVISORS PROBLEMS
Interviews principal to ascertain how the process is going	DATA COLLECTION: INTERVIEW RE. PROCESS
Interviews principal to ascertain if there are any problems	DATA COLLECTION: INTERVIEW RE. PROBLEMS
Monitors feedback given to principals on a daily basis	MONITORING: FEEDBACK
Monitors how team members recorded data collected	MONITORING: DATA COLLECTION RECORDING
Give good practice examples to educators (Questionnaire)	FEEDBACK: ADVICE TO EDUCATORS
Monitors if criteria addressed in policy document	MONITORING: POLICY IMPLEMENTATION
Evaluate school effectiveness (Questionnaire)	EVALUATION: SCHOOL EFFECTIVENESS
Monitors whether responsibilities within team are distributed equitably	MONITORING: SUPERVISOR RESPONSIBILITIES
Monitors if WSE policy correctly implemented	MONITORING: POLICY IMPLEMENTATION
Monitors what is recorded by supervisors	MONITORING: SUPERVISOR RECORDS
Monitors how observations converted into documented evidence	MONITORING: SUPERVISOR DATA COLLECTION
Monitors progress made by team	MONITORING: SUPERVISOR PROGRESS
Monitors problems experienced by team	MONITORING: SUPERVISORS PROBLEMS
Interviews principal to ascertain how the process is going	DATA COLLECTION: INTERVIEW RE. PROCESS
Interviews principal to ascertain if there are any problems	DATA COLLECTION: INTERVIEW RE. PROBLEMS
Monitors feedback given to principals on a daily basis	MONITORING: FEEDBACK
Monitors how team members recorded data collected	MONITORING: DATA COLLECTION RECORDING
Give good practice examples to educators (Questionnaire)	FEEDBACK: ADVICE TO EDUCATORS
Monitors if criteria addressed in policy document	MONITORING: POLICY IMPLEMENTATION
Evaluate school effectiveness (Questionnaire)	EVALUATION: SCHOOL EFFECTIVENESS
Make telephonic contact with school	PRE-EVALUATION: BUILDING RELATIONSHIPS
Build rapport with school	PRE-EVALUATION: BUILDING RELATIONSHIPS
Meet principal to debrief about WSE	PRE-EVALUATION: COMMUNICATION
Meet staff to debrief them about WSE through presentation	PRE-EVALUATION: COMMUNICATION
Provide list to school of documents required pre evaluation	PRE-EVALUATION: COMMUNICATION
Scrutinize financial records, registers, policies	DATA COLLECTION: DOCUMENTATION
Write a pre evaluation commentary	PRE-EVALUATION: REPORT
Formulate hypothesis of school	PRE-EVALUATION: HYPOTHESIZE
Conduct general observations	DATA COLLECTION: OBSERVATIONS
Administer questionnaires to parents, learners, SIB	DATA COLLECTION: QUESTIONNAIRES
Conduct interviews with stakeholders	DATA COLLECTION: INTERVIEWS
Classroom observations according to a timetable	DATA COLLECTION: OBSERVATIONS
Feedback to educators about their lessons	REPORTING: FEEDBACK
Observes how educator plans, delivers lesson and assesses	DATA COLLECTION: OBSERVATIONS
Scrutinize LPs, schemes, prep, assessment and resources	DATA COLLECTION: DOCUMENTATION

Developmental for the educator	DEVELOPMENTAL: FOR EDUCATOR
Sees if school policy in line with DOE policy	EVALUATION:POLICY IMPLEMENTATION
Input into supervisor notebook	DEVELOPMENTAL:INSTRUMENTS
Lead team in Whole School Evaluation(Questionnaire)	EVALUATION
Systemic Evaluation	LEADING
SIP (School Improvement Plan)	ADDITIONAL ROLES: SYSTEMIC EVALUATION
Standard Setting	ADDITIONAL ROLES: SCHOOL IMPROVEMENT PLAN
On loan to district office to help with technology	ADDITIONAL ROLES: STANDARD SETTING
Helps district with technology portfolio assessment	ADDITIONAL ROLES: HELPS DISTRICTS
Lead Team (Questionnaire)	ADDITIONAL ROLES:HELPS DISTRICT
Observation:how educator plans, delivers lesson, assesses learners	LEADING
Conduct evaluations	DATA COLLECTION: OBSERVATION
Evaluate LA (Questionnaire)	EVALUATION
Recommend areas of development in maths to school	EVALUATION:LEARNING AREA
Highlight strengths in maths to school	REPORTING:RECOMMENDATIONS
Recommend areas of development in maths to school	REPORTING
Give feedback to educator after lesson	REPORTING:RECOMMENDATIONS
Give feedback to educators or LA department	REPORTING: FEEDBACK
Send written report to schools	REPORTING: FEEDBACK
Suggest themes according to the school context in planning	REPORTING
Suggest how schools can get stakeholders/community members involved	SUPPORT
Give list to school during pre evaluation of what will be needed	SUPPORT
Observe lessons	PREEVALUATION: COMMUNICATION
Observe planning of lesson	DATA ANALYSIS: OBSERVATIONS
Observe prior planning for progression	DATA ANALYSIS: OBSERVATIONS
Observe prior planning for progression	DATA ANALYSIS:DOCUMENTATION
Systemic evaluation develop tests	DATA ANALYSIS:DOCUMENTATION
Checks adherence of timeframes in lesson	ADDITIONAL ROLES: SYSTEMIC EVALUATION
Look at methods	DATA ANALYSIS:OBSERVATIONS
Look at environment	DATA COLLECTION:OBSERVATIONS
Look at relationships	DATA COLLECTION: OBSERVATIONS
Quality assure the quality of teaching	DATA COLLECTION: OBSERVATIONS
Document analysis	QUALITY ASSURE
Report writing	ANALYSIS
Evaluate processes taking place	REPORTING: WRITING
Talk to educator after lesson and offer advice	EVALUATION:PROCESSES
Look at quality	SUPPORT
Look at improvement and development	DATA COLLECTION:OBSERVATION
Look at resources	OTHER: IMPROVEMENT AND DEVELOPMENT
Record information	DATA COLLECTION:OBSERVATIONS
Edit reports	RECORDING
Look at written work	REPORTING:EDITING
Look at Records of educator	DATA COLLECTION: DOCUMENTATION
Supervisor development	DATA COLLECTION: DOCUMENTATION
Analyse information	DEVELOPMENT: FOR SUPERVISOR
Contact IDSO if school doesn't have certain facilities eg running water	ANALYSIS
Evaluation	SUPPORT
Develop, adapt instruments from National	EVALUATION
Do WSE	DEVELOPMENTAL: INSTRUMENTS
Evaluate Learning Areas	EVALUATION
Evaluate nine focus areas	EVALUATION:LEARNING AREAS
Give educators feedback after evaluating	EVALUATION
Carry out classroom observations	REPORTING:FEEDBACK
Evaluate educators	DATA COLLECTION:OBSERVATIONS
	EVALUATION: EDUCATORS

Reflect on instruments and update them e.g. SIMS	DEVELOPMENTAL: INSTRUMENTS
Carry out school effectiveness visits	ADDITIONAL ROLES: SCHOOL EFFECTIVENESS VISITS
Run workshops e.g. SETA workshop	ADDITIONAL ROLES: WORKSHOPS
Produce reports	REPORTING: WRITING
Make recommendations	REPORTING: RECOMMENDATIONS
Evaluate schools	EVALUATION
Evaluate schools in certain Learning Areas	EVALUATION: LEARNING AREA
Clarify and raise issues for common understanding for e.g. in assessment	DEVELOPMENTAL: FOR SUPERVISOR
Evaluate effectiveness of school (Questionnaire)	EVALUATION: SCHOOL EFFECTIVENESS
Ensure policy is implemented	EVALUATION: POLICY IMPLEMENTATION
Write reports	REPORTING: WRITING
Evaluates certain Learning Areas	EVALUATION: LEARNING AREA
Carry out WSE	EVALUATION
Carry out pre evaluation visit to meet principal and SMT	PRE EVALUATION: BUILDING RELATIONSHIPS
Explains process to principal and SMT and what their role will be	PRE-EVALUATION: COMMUNICATIONS
Do a presentation to staff, SGBs	PRE EVALUATION: COMMUNICATION
Provide a list of documents needed	PRE EVALUATION: COMMUNICATION
Collect some documents from the school	PRE EVALUATION: DATA COLLECTION
Analyse and formulate initial hypothesis	PRE EVALUATION: HYPOTHESIZE
Evaluate some documents on site	EVALUATION
Generate a report with team members	REPORTING
Interview learners	DATA COLLECTION: INTERVIEWS
Ask learners about activity to see if they understand concept	DATA COLLECTION: INTERVIEWS
Acts as team leader sometimes	LEADING
Team leader monitor processes	LEADING: MONITORING PROCESSES
Team leader manage process of WSE	LEADING: MANAGING PROCESS
Team leader coordinates all activities	LEADING: COORDINATING
Team leader coordinate all individuals in team	LEADING: COORDINATING
Team leader liases with school and district	LEADING: LIASING
Team leader liases with district	LEADING: LIASING
Team leader collates all the information	LEADING: COLLATING INFORMATION
Team leader ensures that team is fully informed	LEADING: COMMUNICATION
Team leader meets with team	LEADING: MEETINGS
Team leader meets with school and sets up visitation	LEADING: MEETINGS
Team leader sets up visitation	LEADING: SET UP VISITS
Team leader conducts pre evaluation visit	LEADING: PRE EVALUATION VISIT
Team leader does a presentation and report	LEADING: COMMUNICATION, WRITE REPORT
Team leader edits and delivers final report	LEADING: EDITING FINAL REPORT
Team leader delivers report	LEADING: DELIVERING REPORT
Team leader lets quality assurance process take place in report	LEADING: SETS QUALITY ASSURANCE PROCESS
Team leader passes report to manager	LEADING: PASSES REPORT TO MANAGER
Team leader liases with monitor if drastic changes need to be done on report	LEADING: LIASING
Team leader executes changes in report if necessary	LEADING: EDITING FINAL REPORT
Systemic Evaluation Grade 6	ADDITIONAL ROLE: SYSTEMIC EVALUATION
Standard Setting	ADDITIONAL ROLE: STANDARD SETTING
Give input into service delivery standards	ADDITIONAL ROLE: INPUT INTO SERVICE DELIVERY STANDARDS
Assist with quality assurance improvement	ADDITIONAL ROLE: ASSISTING QUALITY ASSURANCE IMPROVEMENT
Assist with capacity audit instrument	ADDITIONAL ROLE: ASSISTING CAPACITY AUDIT INSTRUMENT
Evaluate	EVALUATE
Observe	DATA COLLECTION: OBSERVATION
Report	REPORTING
Systemic Evaluation	SYSTEMIC EVALUATION
Evaluate learners at end of each Phase	EVALUATION
Do a school profile	SCHOOL PROFILING
Develop instruments for systemic evaluation	DEVELOPMENTAL: INSTRUMENTS

Evaluate school performance (Questionnaire)	SYSTEMIC EVALUATION: SCHOOL PERFORMANCE
Evaluate schools	EVALUATION
Evaluate all the policies	EVALUATION:POLICY IMPLEMENTATION
Evaluate all the teaching	EVALUATION:TEACHING
Write a report on evaluation	REPORTING: WRITING
Observe	DATA COLLECTION: OBSERVATIONS
Analyses WSE reports	REPORTS:ANALYSIS
Quality assure reports	QUALITY ASSURE
Edit reports	REPORTS: EDITING
Ensures that report is in line with policy	REPORTS: POLICY ALIGNMENT
Ensures that reports are in line with strategic objectives of department	REPORTS: STRATEGIC OBJECTIVE ALIGNMENT
Collate reports, analyse reports & write an overall report for the province	REPORTS: ANALYSING, WRITING
Carry out statistical analysis e.g. how many schools have qualified maths teachers	STATISTICAL ANALYSIS
Workshop the format of analysis to people in the office	WORKSHOP
Analyses reports of the whole province not related to WSE to give report to Managing Executive Chief	REPORTS: ANALYSING ALL. POLICY IMPLEMENTATION

SUPERVISOR'S NOTEBOOK

4 Quality of teaching and learning and teacher development

4.1. The overall quality of teaching throughout the school and how well it helps learners learn and raise their performance

Source Document	Analysis of Documents	Comments
<p>• How well do teachers plan and do they have high enough expectations?</p>		
Which of the following documents are in place?		What the School does well:
NATED 550: Grade 6/10 –12:	<p>(Supervisors in this Focus Area will need to work closely with Curric. Provisioning)</p> <p>Subject policies: Check that educators are working in accordance with the Subject/LA policy</p> <p>Micro Plans should: Be aligned to Macro and Meso plans</p> <p>Show lesson outcomes (PIIs)</p> <p>Have activities aligned to outcomes</p> <p>Have differentiated activities to cater for SEN learners</p> <p>Indicate assessment</p> <p>The activities: level of questions; pace, quantity and quality of work; and management of learners should indicate the expectations educators have of their learners</p>	Areas for development
Interim Core Syllabus		
Subject Policies		
CURRICULUM 2005		
Learning Area Policies		
Macro plan (Circ 60/2001)		
Meso plan (Phase/Grade plan)		
Micro plan (lesson plan)		
Worksheets		
LGM used for learners		
<p>• Are the educators knowledgeable about the subject?</p>		
Educator's qualifications in the Subject/LA	<p>Check for</p> <p>Interest in the LA above and beyond requirements</p> <p>Attendance at workshops given by district and NGOs</p> <p>Further study in the LA</p> <p>Additional information shared with learners</p> <p>Ability to answer questions</p> <p>Ability to stimulate learners to do further investigation</p>	What the school does well:
INSET training: further course; workshops attended		
Educator's experience		
Level of work given to learners		
		Areas for development

	<p><i>Stimulating class and homework given to learners which encourages their interest and involvement in the LA</i></p> <p><i>Attitude of lifelong learning, educator learns with the learners and from them.</i></p>	
<p>• Do the educators employ appropriate strategies for all learners?</p>		
<p>Lesson observation forms from all supervisors</p>	<p><i>Comment on (Consensus must be reached by all supervisors)</i></p> <ul style="list-style-type: none"> • <i>The effectiveness of the strategies used by the educator</i> • <i>Management of the class and organisation of accommodation</i> • <i>Planning and management of time</i> • <i>Pace of lessons SEN learners taken into account</i> • <i>The level of questioning</i> • <i>The explanation of content or learners self exploration</i> 	<p>What the School does well</p> <hr/> <p>Areas for development</p>
<p>• Do the educators use resources appropriately?</p>		
<p>Use of LSM in class. Lesson observation forms from all supervisors</p>	<p><i>Comment on (Consensus must be reached by all supervisors)</i></p> <ul style="list-style-type: none"> • <i>Creativity of presentation/ materials</i> • <i>Suitability of LSM to gain skills, knowledge values and attitudes</i> • <i>Sufficiency of LSM</i> 	<p>What the school does well</p> <hr/> <p>Areas for development</p>

	<ul style="list-style-type: none">• <i>Planning the use of resources.</i>	
<p>Initial Hypotheses based on the analysis of documents. <i>State these in the form of questions or statements.</i></p>		
<p>Reasons for the judgements arrived at on - site according to the criteria above:</p>		

	<p><i>Stimulating class and homework given to learners which encourages their interest and involvement in the LA</i></p> <p><i>Attitude of lifelong learning, educator learns with the learners and from them.</i></p>	
<p>• Do the educators employ appropriate strategies for all learners?</p>		
<p>Lesson observation forms from all supervisors</p>	<p>Comment on (Consensus must be reached by all supervisors)</p> <ul style="list-style-type: none"> • The effectiveness of the strategies used by the educator • Management of the class and organisation of accommodation • Planning and management of time • Pace of lessons SEN learners taken into account • The level of questioning • The explanation of content or learners self explanation 	<p>What the School does well</p> <hr/> <p>Areas for development</p>
<p>• Do the educators use resources appropriately?</p>		
<p>Use of LSM in class. Lesson observation forms from all supervisors</p>	<p>Comment on (Consensus must be reached by all supervisors)</p> <ul style="list-style-type: none"> • Creativity of presentation/ materials • Suitability of LSM to gain skills, knowledge values and attitudes • Sufficiency of LSM 	<p>What the school does well</p> <hr/> <p>Areas for development</p>

APPENDIX 4: AN EXAMPLE FROM THE SUPERVISORS' NOTEBOOK

	<ul style="list-style-type: none">• Planning the use of resources	
<p>Initial Hypotheses based on the analysis of documents. State these in the form of questions or statements</p>		
<p>Reasons for the judgements arrived at on - site according to the criteria above</p>		

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

APPENDIX 5	
DIFFERENTIATION EXPECTATIONS: ABILITIES	
<i>Pace it according to their abilities</i>	PACE, ABILITIES P3
Planning - Educator catering for learning capabilities	ABILITIES P4
Worksheet caters for different LEVEL of complexity (abilities)	ABILITIES, LEVEL P4
Don't put same abilities in groups because they can learn from one another	GROUPING, ABILITIES P4
Educator must know the learners e.g. abilities	ASSESSMENT, ABILITIES P6
Organise learners into groups according to abilities	GROUPING, ABILITIES P6
Let learners with similar abilities move at a similar pace	PACE, ABILITIES P6
Learners' abilities inform your preparation before teaching	ABILITIES, ASSESSMENT P6
Grouping according to ability GROUPING	GROUPING, ABILITIES P8
All learners with different abilities paying attention	ABILITIES P9
All learners with different abilities are enjoying the class	ABILITIES P9]
Learning programme catering for non-gifted learners	ABILITIES P10
Learning programme caters for different abilities	ABILITIES P10
Questions in task are structured for low ability and gifted	QUESTIONING, ABILITIES P10
DIFFERENTIATION EXPECTATIONS: APPROACH	
Understand background of learners-have personal relationship with them	APPROACH P1
Educator flexible-acknowledges creativity in problemsolving	APPROACH P1
Different activities in the plan must be specified	APPROACH P1
Know background of your learners	APPROACH P2
Educators must know why learners are not doing well	APPROACH P2
Know your learners	APPROACH P3
Prep must start from differentiation	APPROACH P3
Not three different worksheets as was done in the past	APPROACH P3
Does educator know her learners - fast track and special educational needs even though not documenting it	APPROACH P4
Educator to list what she'll do to enhance different types of learning	APPROACH P4,
Planning: Methodology must be learner centred	APPROACH P4
Understand and take care of values	APPROACH P5
Understand attitudes e.g. respect, love, trust	APPROACH P5
Understand behaviour and personality	APPROACH P5
Good relationships in class	APPROACH P5
Good communication in class	APPROACH P5
Ensure learners understand that they are all equal and treat them all the same	APPROACH P5
Consider psychomotor skills in planning for science	APPROACH P6
Discipline in environment- educator does not send the problem learner out of the classroom	APPROACH P6
Educator doesn't just focus on certain learners only to make others feel less important	APPROACH P6
Not to be discriminatory about high flyers and struggling learners	APPROACH P7
Be sensitive to learners	APPROACH P7
Know the learners	APPROACH P8
Making each child feel valuable	APPROACH P8
Know the learner	APPROACH P8
Educator treats each learner with respect	APPROACH, BARRIERS:EMOTIONAL WELL BEING P9
Don't belittle if learners achieve at a certain level	APPROACH, BARRIERS:EMOTIONAL WELL BEING P9
Educator plans a lesson and is prepared	APPROACH P10

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

DIFFERENTIATION EXPECTATIONS: ASSESSMENT	
Plans - different assessment techniques, tools, methods	ASSESSMENT P1
Plans - Learning styles and multiple intelligences for different assessments	ASSESSMENT, LEARNING STYLE P1
Learners explaining or demonstrating in different ways not just via writing	ASSESSMENT P1
Educator does a baseline assessment so learner can cope	ASSESSMENT P1
Start with a baseline to find out where learners are at	ASSESSMENT P2
Determine prior knowledge of concept	ASSESSMENT P2
Know learner by having profile from past grades to track performance	ASSESSMENT P2
Know learner by having profile from past grades to track barriers e.g. illnesses	ASSESSMENT P2
Know learner by having profile to track social context of learners	ASSESSMENT P2
Planning considers baseline knowledge	ASSESSMENT P2
Assessment must not be biased	ASSESSMENT P2
Determine the level learners are at before disseminating information	ASSESSMENT, LEVEL, P3
Educator moving around to assess learner understanding and including them all, helping those that need it	ASSESSMENT, SUPPORT P4
Summative assessment forms	ASSESSMENT P4
Assessment records tracking individual problems 450 forms	ASSESSMENT, SUPPORT P4
Comments in books	ASSESSMENT P4
450 forms educator records problem	ASSESSMENT P4
Complete learner profiles F52/53	F52/53 ASSESSMENT P4
Problems and support to be recorded on GDE 450 forms F52/53	ASSESSMENT, SUPPORT P4
Emotional problems recorded on 450 and Learner Profiles	BARRIERS:EMOTIONAL, ASSESSMENT P4
Learners abilities inform your preparation before teaching	ASSESSMENT, ABILITIESP6
Educators has records	ASSESSMENT P6
Assessment used to support learning & further planning	ASSESSMENT, P6
Needs have to be identified by educator on records	ASSESSMENT, P6
Educator to be aware of behavioural patterns in learners to alert her about problems	ASSESSMENT P6
Educator to be aware of learners who lack basics	ASSESSMENT P6
Level of assessment i.e. 1234 or achieved, not achieved, partially achieved etc	ASSESSMENT,LEVEL, P7
Learners should be part of assessment too	ASSESSMENT P7
CTAs should allow for variation in responses	ASSESSMENT, LEARNING STYLE, BARRIERS:LANGUAGE, TASKS P7
450 forms will show which outcomes learners struggle with	ASSESSMENT P7
450 forms will show which AC needs to be looked at and level of achievement	ASSESSMENT,LEVEL,PROGRESSION P7
450 forms will have numbers or symbols or words for different LEVEL	LEVEL,ASSESSMENT P7
LSEN learners could speak, draw, make a collage rather than write	LEARNING STYLE, ASSESSMENT, TASK, BARRIERS:LANGUAGEP7
Tasks to allow learners to write,make model, demonstrate i.e. different forms of assessment	ASSESSMENT, TASKS, LEARNING STYLE,BARRIERS:LANGUAGE P7
Assessment on the planning sheet	ASSESSMENT P7
Assessment should show provision is made for different	LEVEL ASSESSMENT, LEVEL, PROGRESSION P7
Reports to show learner's achievement and identify problems to be addressed	ASSESSMENT P8
Exam questions differentiated starting with easy	QUESTIONING,ASSESSMENT P8
Exams and tasks place easier questions first and more difficult ones after	QUESTIONING, ASSESSMENT, TASKS P8
Learner profile records of family problems	ASSESSMENT, BARRIERS:SOCIOECONOMIC BACKGROUND P8
Not everyone should get 100%	ASSESSMENT P9
Use of rubrics	ASSESSMENT P9
Portfolios show learners improving their achievements and not at the same level	ASSESSMENT, LEVEL, PROGRESSION P9
Use different methods of assessment	ASSESSMENT P10
Know your learners LEVEL by baseline assessment	ASSESSMENT, LEVEL, P10

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Consider prior knowledge of learners	ASSESSMENT P10
Know prior knowledge of learners and plan accordingly	ASSESSMENT P10
DIFFERENTIATION EXPECTATIONS: BACKGROUND EDUCATIONAL	
Address different educational backgrounds in Foundation Phase (FP)	BACKGROUND:EDUCATIONAL P1
Determine if learners have had any Early Childhood Development before FP	BACKGROUND: EDUCATIONAL P1
Consider knowledge of learner coming from different primary school	BACKGROUND:EDUCATIONAL P2
Don't assume learners know something in a different learning area	BACKGROUND:EDUCATIONAL P6
Don't take for granted what they should know in a certain grade	BACKGROUND:EDUCATIONAL P10
Educator relates things to what learners have done before i.e. prior knowledge	BACKGROUND:EDUCATIONAL P10
DIFFERENTIATION EXPECTATIONS: BARRIERS - EMOTIONAL WELL BEING	
Instil positivity about maths to help learners in the future grades	BARRIERS:EMOTIONAL WELL BEING P1
Educators must look at things deeply if learner is lazy e.g. emotional problems	BARRIERS:EMOTIONAL WELL BEING P2
Emotional problems recorded on 450 and Learner Profiles	BARRIERS:EMOTIONAL, ASSESSMENT P4
450 forms for emotional problems	BARRIERS: EMOTIONAL WELL BEING P6
Body language of learners to show they understand	EMOTIONAL WELL BEING P7
Address fears and concerns of learner	BARRIERS: EMOTIONAL WELL BEING P8
Sensitivity	BARRIERS:EMOTIONAL WELL BEING P8
Educator treats each learner with respect	APPROACH, BARRIERS:EMOTIONAL WELL BEING P9
Don't belittle if learners achieve at a certain level	APPROACH, BARRIERS:EMOTIONAL WELL BEING P9
Confident learners	BARRIERS:EMOTIONAL WELL BEING P10
Learners seem comfortable in class	BARRIERS:EMOTIONAL WELL BEING P10
Address learners who are less confident	BARRIERS:EMOTIONAL WELL BEING P10
Learners with high self-esteem	BARRIERS:EMOTIONAL WELL BEING P10
DIFFERENTIATION EXPECTATIONS: BARRIERS - LANGUAGE	
Explain mathematical language to avoid discrepancies with similar words	BARRIERS: LANGUAGE P1
Explain mathematical language to understand content	BARRIERS: LANGUAGE P1
Make allowances for learner who cannot express himself but has the idea	BARRIERS:LANGUAGE P1
Teach correct mathematical language	BARRIERS:LANGUAGE P1
Planning addresses mathematical terminology by different questions	BARRIERS: LANGUAGE P1
Codeswitching in Grade 4,5,6 when the LOLT is not the mother tongue of learner	BARRIERS:LANGUAGE,P1
Recognise that black learners speak different languages e.g. Zulu, Sotho	Zulu, Sotho BARRIERS: LANGUAGE P1
Consider language barriers and accommodate learners who've never seen a frog for e.g. by pictures	BARRIERS:LANGUAGE, RESOURCES P2
Group learners to address certain barriers e.g. language	BARRIERS:LANGUAGE, GROUPING P2
Consider cultural/racial bias in language e.g. calling a ball a tennis, plastic bag called a checkers	BARRIERS:LANGUAGE P2
Don't put children in one class together if they don't understand the LOLT of the school	BARRIERS:LANGUAGE, GROUPING P2
Is the educator aware of the language, background of the learners in the school	BARRIERS: LANGUAGE P2
LS Educator explain terms for 2nd language learners so that barriers are limited	BARRIERS:LANGUAGE F58 P4
Organise groups according to language they can cope with	GROUPING, BARRIERS:LANGUAGE P6
Address learners not fluent in English,	BARRIERS: LANGUAGE, P7
CTAs should allow for variation in responses	ASSESSMENT, LEARNING STYLE, BARRIERS: LANGUAGE P7
Tasks to allow learners to write, make model, demonstrate ie different forms of assessment	ASSESSMENT, TASKS, LEARNING STYLE, BARRIERS:LANGAUGE P7
LSEN learners could speak, draw, make a collage rather than write for eg	LEARNING STYLE, ASSESSMENT, TASKS, BARRIER:LANGUAGE P7

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

DIFFERENTIATION EXPECTATIONS: BARRIERS - SOCIO-ECONOMIC BACKGROUND	
Consider different socio-economic backgrounds	BARRIERS:SOCIO-ECONOMIC P1
Consider social barriers and accommodate learners who've never seen a frog e.g. by pictures	BARRIERS: SOCIO-ECONOMIC, P2
Know learner by having profile to track social context of learners	ASSESSMENT, BARRIERS:SOCIO-ECONOMIC P2
Consider social background (context) of learner	BARRIERS:SOCIO-ECONOMIC BACKGROUND P4
Sensitivity to family background e.g. single parents	BARRIERS:SOCIO-ECONOMIC BACKGROUND P4
Worksheet sensitive to family life	BARRIERS:SOCIO-ECONOMIC P4
Considers learners who don't have resources e.g. calculators,	BARRIERS:SOCIO-ECONOMIC, RESOURCES P4
Greater explanation given to learners who haven't seen objects such as a kettle in maths when referring to shapes F46	BARRIERS:SOCIO-ECONOMIC BACKGROUND P4
Consideration of poor background affecting resources availability	BARRIERS:SOCIO-ECONOMIC, RESOURCES P5
Take transport into consideration if intervention after school	BARRIERS:SOCIO-ECONOMIC, RESOURCES P6
Considers the problems that the kid might have at home e.g. family life	BARRIERS:SOCIO-ECONOMIC BACKGROUND P8
Know learners circumstances	BARRIERS:SOCIO-ECONOMIC BACKGROUND P8
Learner profile records of family problems	ASSESSMENT, BARRIERS:SOCIO-ECONOMIC BACKGROUND P8
Considers socio-economic background of learners	BARRIERS:SOCIO-ECONOMIC P10
DIFFERENTIATION EXPECTATIONS: CATERING FOR EVERY INDIVIDUAL LEARNER	
Accommodate all learners	CATERING FOR EVERY INDIVIDUAL LEARNER P1
Recognise we don't have homogenous classes	CATERING FOR EVERY INDIVIDUAL LEARNER P1
Accommodates heterogeneous classes	CATERING FOR EVERY INDIVIDUAL LEARNER P1
Address needs of different learners	CATERING FOR EVERY INDIVIDUAL LEARNER P2
Include all learners (one is not better than another)	CATERING FOR EVERY INDIVIDUAL LEARNER P3
Include all learners: educator moving from one table to another i.e. the brighter, middle & weaker learners	CATERING FOR EVERY INDIVIDUAL LEARNER, TEACHING STYLE P3
Cater for all learners' needs	CATERING FOR EVERY INDIVIDUAL LEARNER P3
Educator catering for different kinds of learner in planning	CATERING FOR EVERY INDIVIDUAL LEARNER P4
Slow learners individual attention by educator	CATERING FOR EVERY INDIVIDUAL LEARNER, P4
Give slower kids more remedial individual help	CATERING FOR EVERY INDIVIDUAL LEARNER P8
Brighter learners continue on their own while educator works with slower	CATERING FOR INDIVIDUAL LEARNER P8
Individual attention	CATERING FOR EVERY INDIVIDUAL LEARNER P8
Educator treats each learner as an individual	CATERING FOR EVERY INDIVIDUAL LEARNER P9
Educator concentrates on all learners not just those that do best	CATERING FOR EVERY INDIVIDUAL LEARNER P10
DIFFERENTIATION EXPECTATIONS: DISABILITIES	
Consider disabilities	DISABILITIES P1
Consider disabilities e.g. partially sighted learners	DISABILITIES P1
Address physically disabled learners	DISABILITIES P4
Consider learners that need medication	DISABILITIES P4
Sensitive to a learner who might have a problem a spatial or perceptual	DISABILITIES P6
Plan should have a section on LSEN e.g. physical needs,	DISABILITIES P7
Address short/long sighted learners	DISABILITIES P7
Address learners with problems related to shapes and colours, dyslexia	BARRIERS:DISABILITIES P7
Learning programme caters for disabilities	DISABILITIES P10
Address needs of mild disabilities	DISABILITIES P10
Different methods of teaching partially sighted	DISABILITIES P10
Different methods of teaching partially deaf	DISABILITIES P10
Different resources for partially deaf and partially blind	RESOURCES, DISABILITIES P10

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Partially sighted resources to be more touch base/hands on	RESOURCES, DISABILITIES P10
Considers materials to be used in learning programme for disabled	DISABILITIES, RESOURCES P10
Partially sighted learners tasks makes them look less at board	TASKS,DISABILITIES P10
Learners with psychomotor difficulties, less hands on work and more oral	TASKS,DISABILITIES P10
DIFFERENTIATION EXPECTATIONS: DIVERSITY	
No gender role bias in materials	DIVERSITY, RESOURCES P1
No racial role bias in materials e.g. white shop keepers and black customers	DIVERSITY, RESOURCES P1
Not promote ethnic groups that could cause problems later	BACKGROUND:CULTURE P1
Cultural events in schools to appreciate uniqueness of cultures e.g. food	BACKGROUND: CULTURE P1
Understand and take care of diversity in culture	DIVERSITY, P5
Understand and takes care of diversity in personalities	DIVERSITY P5
Understand different cultural background	DIVERSITY P5
Consideration of different cultures eg eating from same plate	DIVERSITY P5
Consideration of backgrounds eg learner gives answer before even asked	DIVERSITY P5
Consideration of cultural behaviour	DIVERSITY P5
DIFFERENTIATION EXPECTATIONS: EXPANDED OPPORTUNITIES	
Bright ones give extra opportunities	EXPANDED OPPORTUNITIES P3
Weaker ones expanded opportunities to get it right or for consolidation	EXPANDED OPPORTUNITIES P3
Expanded opportunities for bright= higher level progression	EXPANDED OPPORTUNITIES, PROGRESSION P3
Educator preparation -expanded opportunities for learners	EXPANDED OPPORTUNITIES P3
Expanded opportunities in learning programmes	EXPANDED OPPORTUNITIES P3
Plan: expanded opportunities for bright learners	EXPANDED OPPORTUNITIES P3
Plan: expanded opportunities for average learner	EXPANDED OPPORTUNITIES P3
Expanded opportunities for those who can cope with lesson	EXPANDED OPPORTUNITIES P3
Plan:expanded opportunities for progression at higher level(not merely keep them busy)	EXPANDED OPPORTUNITIES, PROGRESSION P3
Address struggling learners with expanded opportunities	EXPANDED OPPORTUNITIES P7
Plan should have section on expanded opportunities	EXPANDED OPPORTUNITIES P7
DIFFERENTIATION EXPECTATIONS: GROUPING	
Able learner explaining to less able learner in groupwork	GROUPING P1
Making learners aware that they are a resource to themselves	GROUPING P1
Learners active in groups	GROUPING P1
Use grouping but not regularly	GROUPING P2
Different LEVEL within grouping	GROUPING, LEVEL P2
Peers can assist in mediating content	GROUPING P2
Wholeclass teaching, group teaching, individual teaching	GROUPING P2
Group learners to address certain barriers e.g. language	GROUPING P2
Don't put children together in one class if they don't understand the LOLT of the school	BARRIERS:LANGUAGE, GROUPING P2
Group together if struggling and focus on them whilst others are constructively busy	GROUPING P3
Sometimes peer helping another learner	GROUPING P3
Don't make obvious groups for bright, middle and weak learners	GROUPING P3
Different groupings (planning)	GROUPING P4
Grouping of learners according to some criteria	GROUPING P4
Maximum participation from learners in groupwork by assigning different roles to them	GROUPING P4

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Don't put same abilities in group because they can learn from one another	GROUPING, ABILITIES P5
Organise learners into groups according to abilities	GROUPING, ABILITIES P6
Challenge some groups to move faster	PACE, GROUPING P6
Organise groups according to language they can cope with	GROUPING, BARRIERS:LANGUAGE P6
Educator to reorganise groups for similar needs	GROUPING, P6
Teach different groups simultaneously	GROUPING, TEACHING STYLE P6
Grouping	GROUPING P7
Learners struggling can be placed in a group for peer learning	GROUPING, SUPPORT P7
Different groups doing different things e.g. posters, collage, writing	TASKS, GROUPING P7
Use stronger kids to show other children	SUPPORT, GROUPING P8
Grouping according to ability	ABILITIES, GROUPING P8
Better learners assist others	GROUPING P8
Plan activities for all groups	GROUPING, TASKS P9
Group learners	GROUPING P10
DIFFERENTIATION EXPECTATIONS: INTEREST	
Considering the interests of the learners	P2
LA policies must encourage educator to plan differently to make curriculum more interesting to all learners	INTEREST, SCHOOL LOGISTICS P2
Learners show an interest in their work	INTEREST P10
Address the interest of learners in tasks by knowing them	INTERESTS, TASKS, P8
Middle and high learners give projects that interest them	INTEREST, TASKS, P8
DIFFERENTIATION EXPECTATIONS: LEARNING STYLE	
Plans show learning styles and multiple intelligences different assessments	LEARNING STYLE P1
Learners explaining or demonstrating in different ways not just via writing	LEARNING STYLE P1
Different learning styles:learners can demonstrate in different ways, not just by writing	LEARNING STYLE P1
Every learner not doing something in exactly the same way	LEARNING STYLE P3
Planning- Educator catering for learning styles	LEARNING STYLE P4
Worksheet caters for different learning styles	LEARNING STYLE P4
Worksheet covers exploratory, investigative, writing etc activities to address learning styles	TASKS, LEARNING STYLE P4
Lesson plan addresses learning styles	LEARNING STYLE P4
Learning style visual-lots of graphics and colours	LEARNING STYLE, RESOURCES P4
Learning style auditory-more teacher talk	LEARNING STYLE , TEACHING STYLE P4
Activities to cater for different types of learners	LEARNING STYLE, TASKS P4
Lesson plan activities for auditory,visual learners	LEARNING STYLE F58 P4
Cater for left brain right brain	P4 LEARNING STYLE
LSEN learners could speak, draw, make a collage rather than write for e.g.	LEARNING STYLE, ASSESSMENT,TASKS, BARRIERS:LANGUAGE P7
CTAs should allow for variation in responses	ASSESSMENT, LEARNING STYLE, BARRIERS: LANGUAGE P7
Tasks to allow learners to write. Make model, demonstrate i.e. different forms of assessment	ASSESSMENT, TASKS, LEARNING STYLE P7
A mixture of theoretical and practical work to cater for practical and theoretical mind	TASKS, LEARNING STYLE, P9
Work given for different learning styles	LEARNING STYLE P10
Partially sighted look less at board	LEARNING STYLE P10
Accommodate learners who have a different way of showing things	LEARNING STYLE , TEACHING STYLE P10
DIFFERENTIATION EXPECTATIONS: LEVEL	
Explain maths at the level of learner	KEY : HL= Higher level

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Increase level of complexity for intelligent learner	LEVEL P1
Differentiate between level of complexities in activities for two groups	LEVEL P1
Different LEVEL within grouping	GROUPING, LEVEL P2
Determine the level learners are at before disseminating information	LEVEL, ASSESSMENT P3
Extra activities for another level	LEVEL, TASKS P3
LEVEL of difficulty in activities	LEVEL, TASKS P3
Cater for different	LEVEL P3
Easier work for weaker learners who are behind	LEVEL P3
Progression not educator keeping learner busy extra work but about taking them to a HL to stimulate their thinking	LEVEL, PROGRESSION P3
Brighter learners doing the same thing in a more complex way	LEVEL P3
Gifted learners doing more advanced types of applications	LEVEL P4
Worksheet caters for learners to explore different types of thinking	LEVEL P4
Worksheet caters for different LEVEL of complexity (abilities)	ABILITIES, LEVEL P4
Different LEVEL of difficulty in projects	LEVEL, TASKS P6
Challenging as well as basic tasks (multitask approach) assignments, projects, LEVEL of difficulty in projects	LEVEL TASKS P6
Rubrics will show different LEVEL for performance for each criteria	LEVEL P6
Tasks differentiated according to difficulty /level throughout phase	TASKS, LEVEL P6
Tasks in portfolio must be at different LEVEL	LEVEL LEVEL P6
Provision must be made for all LEVEL of learners	LEVEL, P7
Level of assessment i.e. 1234 or achieved, not achieved, partially achieved etc	ASSESSMENT, LEVEL P7
Educator speaks at the right level	LEVEL P7
450 forms will show which AC needs to be looked at and level of achievement	ASSESSMENT, LEVEL, PROGRESSION P7
450 forms will have numbers or symbols or words for different LEVEL	LEVEL, P7
Assessment should show provision is made for different LEVEL	LEVEL ASSESSMENT, LEVEL, P7
Different LEVEL of questioning in classwork as well as exams	QUESTIONING, LEVEL P8
Different kind of questions -TF missing word, paragraph, picture	QUESTIONING, LEVEL P8
True/False questions need to progress in difficulty too, they shouldn't just be easy questions	QUESTIONING, LEVEL P8
Pitch work at a level that learners can do	LEVEL P9
Portfolios show learners improving their achievements and not at the same level	ASSESSMENT, LEVEL, PROGRESSION P9
Work is pitched at the right level	LEVEL P9
Know your learners LEVEL by baseline assessment	ASSESSMENT, LEVEL, P10
DIFFERENTIATION EXPECTATIONS: LABELLING	
Not labelling	LABELLING P1
No labelling of learners as stupid	LABELLING P6
Child must not be labelled	P6
DIFFERENTIATION EXPECTATIONS: PROGRESSION	
Amount of work increases per grade	<i>KEY HL= Higher level</i>
Address multigrade classes by increasing complexity	PROGRESSION P1
Concepts must be related to what has been taught before	PROGRESSION P1
Conceptual progression e.g. fractions then decimals	PROGRESSION P1
Learners that don't understand link previous concepts with new	PROGRESSION P1
Use prior knowledge to build on/make links with	PROGRESSION P2
Planning considers baseline knowledge	ASSESSMENT, PROGRESSION P2
Know learner by having profile from past grades to track performance	PROGRESSION P2
Learners have made progress from the beginning of the year to the end	PROGRESSION P2

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Learners have made progress from the entry level to the exit level across many grades	PROGRESSION P2
Expanded opportunities for bright= higher level progression	EXPANDED OPPORTUNITIES, PROGRESSION P3
Plan:expanded opportunities for progression at higher level (not merely keep them busy)	EXPANDED OPPORTUNITIES, PROGRESSION, P3
Progression not educator keeping learner busy extra work about taking them to a HL to stimulate their thinking	PROGRESSION, LEVEL P3
Extra work is marked for development/ progression for higher level rather just given to keep learner busy	PROGRESSION P3
Educator tracking progression	PROGRESSION P3
450 forms show how educator is tracking development	PROGRESSION P4
Rubrics will show progression ASSESSMENT	ASSESSMENT, PROGRESSION P6
Learner achievement records will show that they are all making progress	PROGRESSION P6
All learners should be making some progress	PROGRESSION P6
Track progress continuously on 450 forms for slow learners	PROGRESSION P6
Learners are attaining outcomes	PROGRESSION P7
450 forms will show progress made by learner	PROGRESSION, P7
450 forms will show which AC needs to be looked at and level of achievement	ASSESSMENT, LEVEL, PROGRESSION P7
Progression of learners from grade 4-6	PROGRESSION P7
Portfolios show learners improving their achievements and not at the same level	ASSESSMENT, LEVEL, PROGRESSION P8
DIFFERENTIATION EXPECTATIONS: POLITICAL STANCE	
Considers learners political background	POLITICAL STANCE P10
Educator to consider her own political ideologies	POLITICAL STANCE P10
Instill political awareness in learners	P10
DIFFERENTIATION EXPECTATIONS: PACE	
Consider pace	PACE P1
Planning pace of work	PACE P2
Some learners doing less questions if they write slower	TASKS, PACE P3
Some learners doing less questions if they take longer to understand	TASKS, PACE P3
<i>Pace it according to their abilities</i>	PACE, ABILITIES [P3, II, L581]
Every learner not doing exactly the same thing at the same time	PACE, TASKS P3
Plan: expanded opportunities for those that might not work as fast	EXPANDED OPPORTUNITIES, PACE P3
Planning- Educator catering for pace	PACE P4
Activities are structured differently for fast pace learners (worksheets)	TASKS, PACE P4
Activities given at different times (Planning)	PACE P4
Plan :Everyone is working at the same pace on different activities	PACE, TASKS P4
Let learners with similar abilities move at a similar pace	PACE, ABILITIES [P6, II, L1044-1055]
Challenge some groups to move faster	PACE, GROUPING P6
Educator not rushing learners to complete tasks	PACE, P6
More time on daily and weekly plan to address pace	PACE, TIME P6
DIFFERENTIATION EXPECTATIONS:QUESTIONING	
Plan:challenging questions within concept being taught e.g. application	QUESTIONING P1
Learners that don't understand ask probing questions	QUESTIONING P1
Rephrase and readjust questions	P7
Differentiated questions QUESTIONING	QUESTIONING P8
Adapt your questions QUESTIONING	QUESTIONING P8
Learners books questions differentiated	QUESTIONING P8

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Questions differentiated starting with easy	QUESTIONING, P8
Exams and tasks place easier questions first and more difficult ones after	QUESTIONING, ASSESSMENT, TASKSP8
Different LEVEL of questioning in classwork as well as exams	QUESTIONING, LEVEL P8
Different kind of questions -True/False missing word, paragraph, picture	QUESTIONING, LEVEL P8
True/False questions need to progress in difficulty too, they shouldn't just be easy questions	QUESTIONING, :LEVEL P8
Learner books must have a slight variation in questions	TASKS, QUESTIONING P8
Questions in task are structured for low ability and gifted	QUESTIONING, ABILITIES P10
Average learners should be able to handle knowledge and analysis type questions	QUESTIONING, P10
Teaching should be pitched up for the gifted and lowered for slower learners i.e. in questioning	QUESTIONING P10
DIFFERENTIATION EXPECTATIONS: RESOURCES	
No gender role bias in materials	DIVERSITY, RESOURCES P1
No racial bias in materials e.g. white shop keeper and black customers	DIVERSITY, RESOURCES P1
Educator providing alternatives to reach outcomes e.g. using counters	RESOURCES P1
Materials you give them are related to constitutional issues	P1
Planning considers resources to be used	RESOURCES P2
Use different media in lessons e.g. chalk boards, pictures at the beginning	RESOURCES P2
Using resources to explain something e.g. number lines, counters	RESOURCES P3
Consider language barriers and accommodate learners who've never seen a frog for e.g. by pictures	BARRIERS:LANGUAGE, RESOURCES P2
Different resources e.g. worksheets, different textbooks, other media	RESOURCES P4
Different types of resources	RESOURCES P4
Learning style visual-lots of graphics and colours	LEARNING STYLE, RESOURCES P4
Have resources available for learners	RESOURCES P4
Consider learners who don't have resources e.g. calculators	RESOURCES, BARRIERS:SOCIO-ECONOMIC P4
No resources then use context e.g. vegetable garden, parallel rows	RESOURCES,REAL LIFE CONTEXT F48/49 P4
Educator uses resources from learners real life experiences e.g. coke cans, beads	RESOURCES, REAL LIFE CONTEXT P4
Take transport into consideration if intervention after school	BARRIERS:SOCIOECONOMIC, RESOURCES P6
Worksheets should have different examples e.g. pictures, diagrams	RESOURCES P7
Different resources for partially deaf and partially blind	RESOURCES, DISABILITIES P10
Partially sighted resources to be more touch base/hands on	RESOURCES, DISABILITIES P10
Considers materials used in learning programme for disabled	RESOURCES, DISABILITIES P10
DIFFERENTIATION EXPECTATIONS: SCHOOL LOGISTICS	
Differentiation is encouraged in the learning area policies	SCHOOL LOGISTICS P2
Learning area policies must encourage educator to plan differently to make curriculum more accessible to all learners	SCHOOL LOGISTICS P2 REPEAT?
Learning area+A24 policies must encourage educator to plan differently to make curriculum more interesting to all learners	SCHOOL LOGISTICS, INTEREST P2
Does school place educators according to expertise with certain learners e.g. with barriers	SCHOOL LOGISTICS P2
DIFFERENTIATION EXPECTATIONS: REAL LIFE CONTEXT	
Explain things in different ways e.g. use concrete examples or real life examples	REAL LIFE CONTEXT P1
Make maths usable in everyday life	REAL LIFE CONTEXT P1
Link maths to real life experiences	REAL LIFE CONTEXT P1
Link maths to real life problemsolving	REAL LIFE CONTEXT P1
Use contextual examples related to real life to explain concepts to learners	REAL LIFE CONTEXT P1
Educator uses resources from learners real life experiences e.g. coke cans, beads	RESOURCES, REAL LIFE CONTEXT P4
No resources then use context e.g. vegetable garden, parallel rows	RESOURCES, REAL LIFE CONTEXT P4 48/F49

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Content within an appropriate context	REAL LIFE CONTEXT P4
Educator using appropriate examples from learners background when discussing concepts e.g. time	REAL LIFE CONTEXT P4
Content of lesson related to learners' context e.g. huts, houses	REAL LIFE CONTEXT P5
Use something from learners' environment to explain a concept	REAL LIFE CONTEXT P9
Relate things to what learners know	REAL LIFE CONTEXT P10
DIFFERENTIATION EXPECTATIONS: SUPPORT	
Different levels of support e.g. level 1 urgent support	SUPPORT P1
Assist learners that need more support	SUPPORT P1
Completion of 450 forms to provide learner support	SUPPORT P1
450A-D forms. Form A completed, outlining programme of action for individuals who need support	SUPPORT P4
Problems and support to be recorded on GDE 450 forms F52/53	ASSESSMENT, SUPPORT P4
Completed 450 forms to indicate differentiation will form part of support and intervention	SUPPORT F58 P4
450 forms for learners that need additional support	SUPPORT P6
Strategies on 450 form that will support learners who need additional support	SUPPORT P6
Additional support/remedial measures for LSEN	SUPPORT P7
DIFFERENTIATION EXPECTATIONS :TASKS	
Differentiate exercises in terms of challenges	TASKS P1
Planning considers volume of work in task	TASKS P2
Different activities	TASKS P3
Learners' books have extra activities	TASKS P3
Learners books look different not the same	TASKS P3
Extra activities in planning	TASKS P3
Extra work for stimulation for learners who are doing exceptionally well	TASKS P3
Some learners doing less questions if they write slower	TASKS, PACE P3
Less number of questions for some learners	TASKS P3
Some learners doing less questions if they take longer to understand	TASKS, PACE P3
Every learner not doing exactly the same thing at the same time	PACE, TASKS P3
Every learner not doing something in exactly the same way	TASKS, P3
Extra activities for another level	LEVEL, TASKS, P3
Level of difficulty in activities	LEVEL, TASKS P3
Worksheets- differentiated activities	TASKS P4
Activities ask learners to do different kinds of activities (Worksheets)	TASKS P4
Activities are structured differently for fast pace learners (worksheets)	TASKS, PACE P4
Activities given at different time	TASKS, PACE P4
Remedial and developmental activities in books of some learners	TASKS P4
Plan: differentiated activities for fast track and slow learners	TASKS P4
Plan :Everyone is working at the same pace on different activities	PACE, TASKS P4
Worksheets basic and abstract activities	TASKS P4
Worksheet tasks not rigid	TASKS P4
Worksheet covers exploratory, investigative , writing etc activities to address learning styles	TASKS, LEARNING STYLE P4
Activities to cater for different types of learners	TASKS, LEARNING STYLE P4
Worksheets have graded activities	TASK, F58 P4
Challenging as well as basic tasks (multitask approach) assignments, projects, level of difficulty in projects	LEVEL, TASKS P6
Different types of tasks e.g. projects	TASKS P6
Different LEVEL of difficulty in projects	LEVEL, TASKS P6

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Portfolios will have common and different tasks that they can cope with	TASKS P6
Tasks differentiated according to difficulty /level throughout phase	TASKS, LEVEL P6
Common tasks done by all learners in books	TASKS P6
Number of tasks less for struggling learners	TASKS P6
Different activity sheets	TASKS P6
Different tasks on planning	TASKS P6
Different tasks in portfolio i.e. learners portfolios will look different	TASKS P6
Different work for high flyers and struggling learners	TASKS P7
LSEN learners could speak, draw, make collage rather than write for e.g.	LEARNING STYLE, ASSESSMENT, TASKS, BARRIERS:LANGUAGE P7
Different groups doing different things e.g. posters, collage, writing	TASKS, GROUPING P7
Displays of different type of tasks	TASKS,TEACHING STYLE P7
Tasks to allow learners to write, make model, demonstrate i.e. different forms of assessment	ASSESSMENT, TASKS, LEARNING STYLE ,BARRIERS:LANGUAGE P7
Have different tasks	TASKS P8
Address the interests of learners in tasks by knowing them	TASKS, INTERESTS P8
Middle and high learners give projects that interest them	TASKS, INTERESTS P8
Exams and tasks place easier questions first and more difficult ones after	QUESTIONING, ASSESSMENT, TASKS P8
Plan activities for all groups	GROUPING, TASKS P9
A mixture of theoretical and practical work to cater for practical and theoretical mind	TASKS, LEARNING STYLE, P9
Give learners different tasks	TASKS P10
Partially sighted learners tasks makes them look less at board	TASKS,DISABILITIES P10
Learners with psychomotor difficulties, less hands on work and more oral	TASKS,DISABILITIES P10
DIFFERENTIATION EXPECTATION:TEACHING STYLE	
If learners not understand, educator to intervene	LE P1 KEY B,M,W= Brighter, middle and weaker, TS =Teaching style
Provide alternatives to achieve the same outcomes for able and slow	TEACHING STYLE P1
Plan shows how to explain same concept in a different way	TEACHING STYLE P1
Plan shows keep intelligent learners busy whilst you help slow learners	TEACHING STYLE P1
Learners participating	TEACHING STYLE P1
Adapt teaching strategies methodologies to make curriculum accessible	TEACHING STYLE P2
Consolidation opportunities for weaker ones	TEACHING STYLE P3
Say something more than once if needed	TEACHING STYLE P3
Change methods to explain something	TEACHING STYLE P3
Have many ways of saying the same thing in one lesson	TEACHING STYLE P3
Include all learners: educator moving from one table to another i.e. the B.M,W learners	CATERING FOR EVERY INDIVIDUAL LEARNER, TS P3
Methodology- educator moving around to different groups	TEACHING STYLE P4
Methodology- different kinds of learning at the same time	TEACHING STYLE P4
Educator interacting with individual learners if doesn't understand	TEACHING STYLE P4
Give more explanation to some learners	TEACHING STYLE P4
Learners given opportunities to share findings with one another	TEACHING STYLE, P4
Learners given opportunities to give feedback to educator	TEACHING STYLE P4
Learning style auditory-more teacher talk	LEARNING STYLE, TEACHING STYLE P4
Teach different groups simultaneously	GROUPING, TEACHING STYLE P6
Lesson plan reflects different strategies where learners might experience difficulties	TEACHING STYLE P6
Learners' participation	TEACHING STYLE P6
Educator moves around, observes and gives feedback to learners	TEACHING STYLE, P6
Educator deals with problem learner by engaging with him/her	TEACHING STYLE P6
Educator is not teaching to the average	TEACHING STYLE, P6

APPENDIX 5: DIFFERENTIATION EXPECTATIONS

Simplifying things for learners to understand	TEACHING STYLE, P6
Worksheets should have different examples e.g. pictures, diagrams	TEACHING STYLE P7
Educator getting across to learners	TEACHING STYLE P7
Displays in class should be current work	TEACHING STYLE P7
Displays of different type of tasks	TASKS, TEACHING STYLE P7
Responses from learners taken from a variety of learners i.e. not just from one group	TEACHING STYLE P7
Planning and adapting class didactics/strategies in class	TEACHING STYLE P8
Be prepared	TEACHING STYLE P8
Not empty classrooms	TEACHING STYLE P8
No textbook teaching	TEACHING STYLE P8
Adapting their planning as they go along: if necessary	TEACHING STYLE P8
Good didactical activities e.g. science lesson diverts off to a life lesson if appropriate need arises	TEACHING STYLE P8
Things on walls to stimulate learners i.e. not empty classrooms	TEACHING STYLE P8
Address top, average, slow kids	TEACHING STYLE P8
Every learner participates	TEACHING STYLE P8
Use different teaching styles/methods which mean educator needs to be well prepared	TEACHING STYLE P8
Encourage learners to go beyond themselves	TEACHING STYLE P9
Educator explains a new concept in more than one way	TEACHING STYLE P9
Different teaching styles -lecture, Q&A, discovery, enquiry, working individually	TEACHING STYLE P10
Know how your learners learn and plan accordingly	TEACHING STYLE P10
Educators are confident when they answer questions	TEACHING STYLE P10
Learner participation	TEACHING STYLE P10
Educator uses different methods of teaching	TEACHING STYLE P10
Educator anticipates questions in planning and is able to answer most of the questions	TEACHING STYLE P10
Educator relates things to what learners have done before	TEACHING STYLE P10
Accommodate learners who have a different way of showing things	LEARNING STYLE , TEACHING STYLE P10
DIFFERENTIATION EXPECTATIONS: REFLECTIVE PRACTICE	
Educators need to reflect	REFLECTIVE PRACTICE P2
When I look back I can say	REFLECTIVE PRACTICE P7

APPENDIX 6

LEARNING AREAS, GET BAND, PRIORITIES

	P1	P2	P3	P4	P5
LAs	Same	Different:depends on task	Different:practical work in some LAs		Same
P	<i>Very important</i>	<i>Very very important</i>	<i>Very very important I'll put it right on top</i>	<i>Place it very high on my list of priorities</i>	Not any more important than anything else
FIS					Same
LAs	P6 Same:except psycho-motor use	P7 Different	P8 Similar principles	P9 Similar	P10 Similar principles
P	Very important	Most important in planning	<i>Very very important..6 out of 10</i>	<i>Very close to the top, very high on my list</i>	<i>Very important</i>
FIS	More sensitive grouping in S	Increases	Decreases	Increases because difficult concepts	Increases: levels different

Key : Italics denotes direct quotes

