



Zimbabwe
Ministry of Primary and
Secondary Education

PRACTICAL Inclusive Education HANDBOOK for Primary & Secondary Schools

capability PROTECTION activities COUNSELING life skills LEARNER FRIENDLY SCHOOL disengaged Multidisciplinary Support adaptive visual participation INCLUSION

social Curriculum Gross Motor Skills SCHOOL Guidance junior hearing impairment remedial programme GOALS effective intellectual

NEEDS talented INFANT EDUCATION



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PRACTICAL **Inclusive Education** HANDBOOK for Primary & Secondary Schools

Acknowledgement

The production of this handbook is credited to the team of Ministry officials at head office provincial, district, cluster and school level together with stakeholders at its various stages.

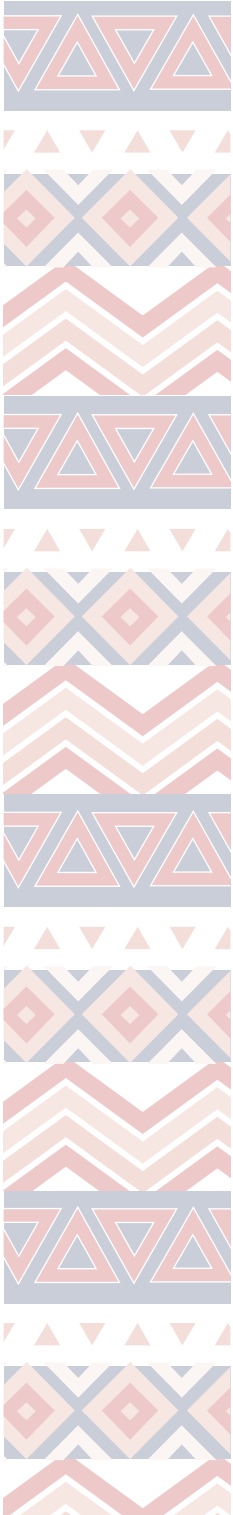
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Finally, special mention is given to Ms. Kwadzanai R.L. Nyanungo for initiating the development and production of this handbook by emphasizing on practical inclusivity issues to meaningfully address learner diversity in ensuring team focus on the curriculum aim of leave no learner behind.

The Handbook is dedicated to the retired Former Chief Educational Psychologist, Dr. Tomie-Marie Samkange who spearheaded the Resource Handbook for Teachers in 1984.

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Acronyms and Abbreviations



CA	Continuous Assessment
CDTS	Curriculum Development and Technical Services
CRPD	UN Convention on the Rights of Persons with Disabilities
DSI	District School Inspector
ECD	Early Childhood Development
EMIS	Education Management Information Systems
GTC	Gifted, Talented and Creative
ICT	Information Communication Technology
IEP	Individualised Educational Plan
MIIEF	Model Inclusive Infant Education Facilities
LD	Learning Difficulties
LePS	Learner Welfare, Psychological Services and Special Needs Education
LFS	Learner Friendly School
MoPSE	Ministry of Primary and Secondary Education
PSNE	Primary, Secondary and Non-Formal Education
SDGs	Sustainable Development Goals
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
ZIMSEC	Zimbabwe Schools Examinations Council

Definition of terms



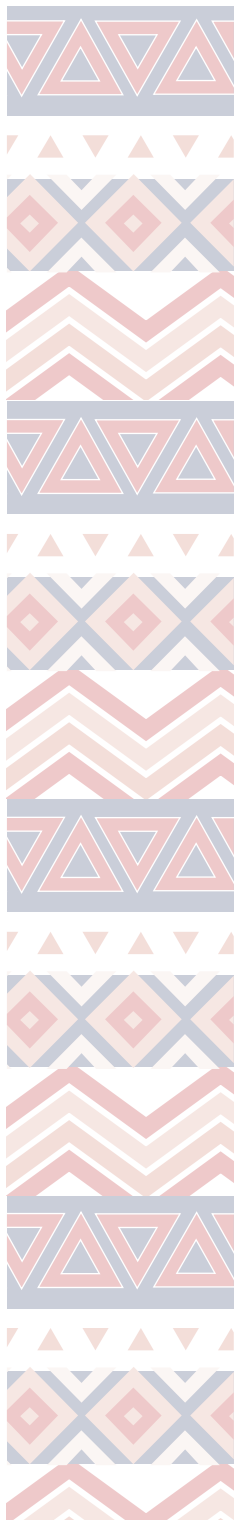
TERM	DEFINITION
Assistive devices	Devices or implements that maintain or improve individual's functioning and independence to facilitate participation and to enhance overall well-being
Curriculum	The sum total of all learning experiences and opportunities that are provided to learners in the context of formal and non-formal education
Differentiated teaching method	Tailored instruction to meet individual needs
Disengaged learner	A learner who lacks involvement in learning activities (one or more learning activities)
Fine Motor skills	Abilities to coordinate small muscles precisely in movements involving the hands, wrists, feet, toes, lips and tongue
Gifted, talented and creative learner	<p>A learner who gives evidence of high performance capability in areas such as intellectual, creative, artistic and leadership.</p> <ul style="list-style-type: none"> ● Talented learner: A learner who displays skills which are advanced when compared to other children of their age ● Creative learner: A learner who has or shows ability/ies or skills to make new things or think of new ideas or approaches
Gross Motor skills	Abilities required to control the large muscles of the body for walking, running, sitting, crawling, and other activities
Guidance and Counselling	A learning area that seeks to empower learners with essential life skills that enable them to survive in a changing socioeconomic, environment comprising the family, local, national and global communities

TERM	DEFINITION
Hearing Impairment	Hearing impairments refers to loss of hearing and it ranges from mild to profound. It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds. A person with mild to severe hearing impairment can benefit from use of hearing aids and one with profound hearing impairment has little or no hearing. 'Deaf' people mostly have profound hearing loss and they often use sign language for communication.
Infant education	Education level covering ECD up to Grade 2
Intellectual Challenges	Intellectual challenges refer to significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills. The ability to learn or grasp concept, new ideas or skills of persons with intellectual challenges is reduced to a large extent resulting him/her facing various challenges in coping with school work and other life-skills. Intellectual challenges are classified into mild, moderate, severe and profound.
Junior education	Education level covering Grade 3 to 7
Learner with special educational needs	A learner who need's environmental, social, technological, economical and psychological support which minimise the barriers to effective learning.
Multiple disabilities	Multiple disabilities refer to combination of impairments that require coinciding adaptation for more than one category of special educational needs
Persons with disabilities	Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

TERM	DEFINITION
Physical Challenges	Physical challenges refer to the total or partial loss in function of one or more organs of the body, affecting a person's gross motor and/or fine motor skills. They can be categorised into two main groups, one of which is neurological impairment. The other group is made up of muscular and skeletal impairments. Some physical challenges can be caused by damage or disorder to the brain and nervous system. Examples are cerebral palsy and paralysis of the limbs of the body (spina bifida). Muscular-skeletal impairments are easily observable in limb-malformation mobility and distorted posture examples include amputees and dwarfism.
Psycho-social support	Provision of care and support interventions to assist a person to cope with challenges faced
Remedial programme	A programme which is designed to address the special educational needs of learners to enable them to keep up with the other learners in the same class/ grade
Speech, language and communication disorders	Persons with speech, language and communication disorders may have problems in producing speech sounds correctly or fluently or/and having abnormal pitch, resonance, or loudness of the voice. They may have difficulties in understanding others, or sharing thoughts, ideas, and feelings completely compared to learners in the same class/ grade
Visual Impairment	Visual impairment refers to a reduction in the individual's vision. It involves limited vision or the complete absence of vision as a result of impairment in the eye structure. The total inability to see is referred to as blindness whereas the individual with low vision possesses some residual vision which can be utilised to the person's benefit

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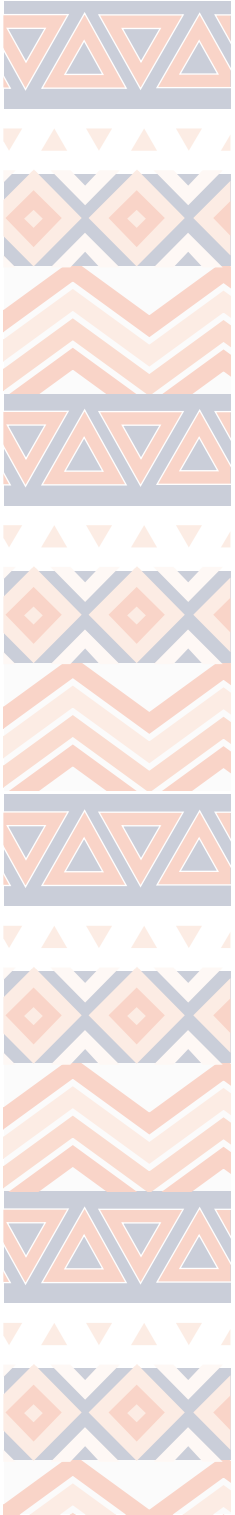


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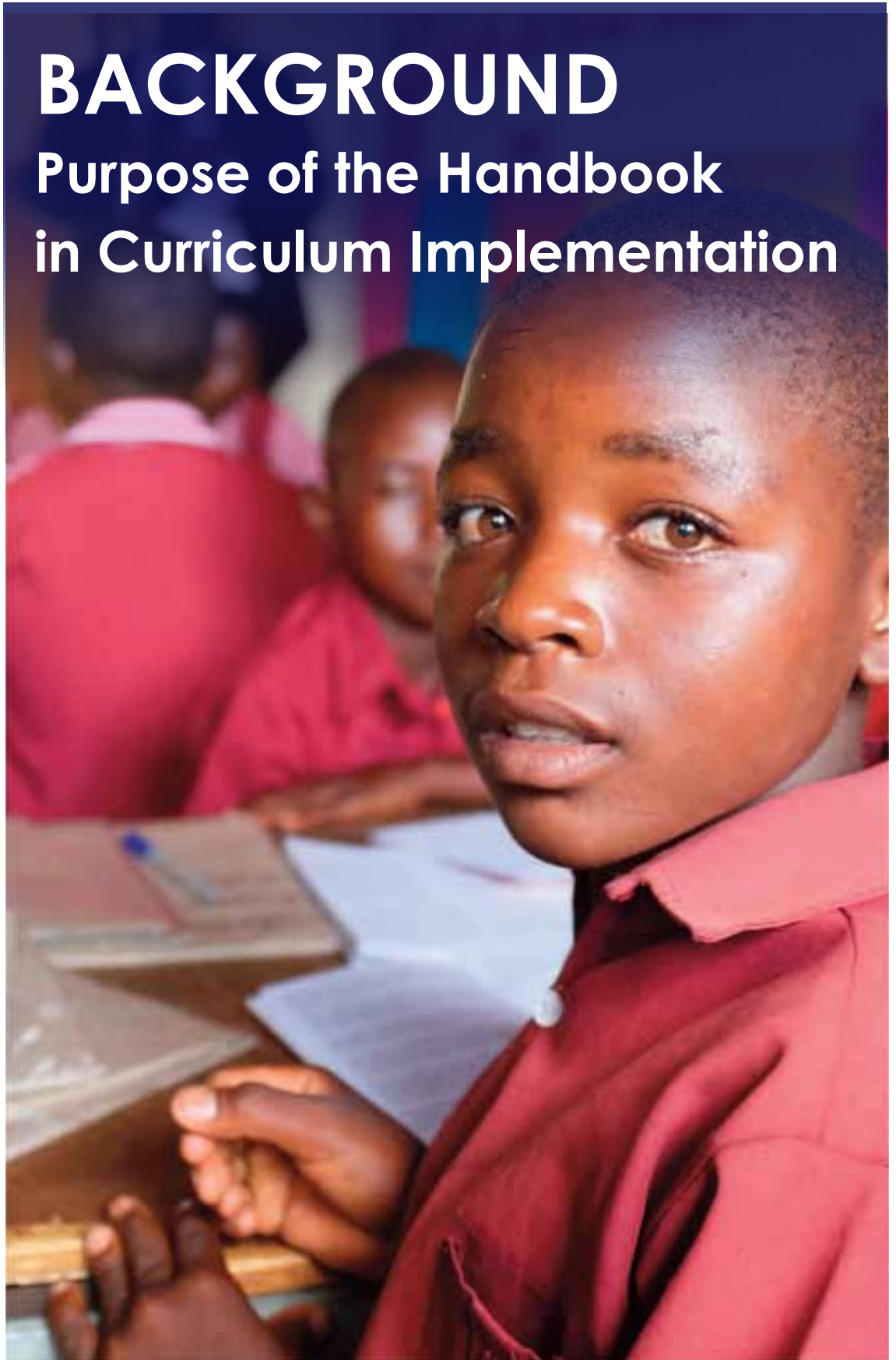
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UNIT 01



BACKGROUND

Purpose of the Handbook in Curriculum Implementation



1.1 Background to the Handbook

The aim of this handbook is to strengthen the practice of inclusive enrolment, teaching and learning processes as well as the provision of learner support services at every school.

In the Ministry of Primary and Secondary Education, learner support services are coordinated through the Learner Welfare, Psychological Services and Special Needs Education Department. Given that there are over 9000 Primary and Secondary schools in Zimbabwe, it is not feasible for the limited number of officials in that Department to visit and offer the required services at every learning institution on a regular basis.

Therefore, this practical handbook is part of a package of measures to enhance the education sector performance in terms of equitable access to quality learning environments with inclusive pedagogical practices that benefit all learners.

Through the practical hints, referral guidelines and active learner support programmes that are coordinated by the Learner Welfare, Psychological Services and Special Needs Education Department of the Ministry, it is believed that all schools will be more effective at accommodating learner diversity thus reducing the proportion of school-aged learners who do not attend school. This Handbook is aimed increasing the proportion of learners who are optimally benefiting from educational programmes at any point in time.

Having all school-aged children equally accessing education is the foundation for the achievement of the competence-based curriculum objectives.

Ultimately, this handbook is expected to strengthen the capacity of every school and individual teachers to translate the curriculum principles of inclusivity, equity, and gender sensitivity and learner centeredness, among others, into practical reality, thus ensuring a strong foundation for inclusive societies, in line with the Constitution of Zimbabwe.

Indeed, the education sector cannot afford to leave any learner behind!

1.2 Purpose of the Handbook and who is this Handbook for?

This handbook is a response to common questions raised by Heads of schools, teachers and parents on how best to embrace learner diversity in mainstream schools and non-formal learning institutions, in line with the inclusivity principle in the Curriculum Framework (2015-2022).

It is therefore designed for heads of school, teachers and relevant stakeholders at school level.

All Infant, Junior and Secondary education teachers are expected to use this Handbook together with relevant Teachers' Guides, as part of their routine work as they plan, deliver and evaluate the learner-centered teaching and learning process.

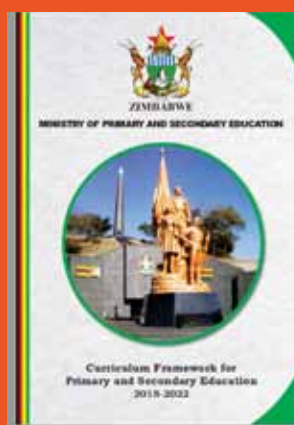
As part of the Ministry's effort to mainstream inclusivity into existing education performance standards, it is also a reference document to enhance supervision, monitoring, evaluation, inspection, in service training as well as material development.

1.3 How does this handbook support curriculum implementation?

This handbook seeks to empower school leadership, inspectors and to enhance the capacity of teachers in mainstream classes, resource units, special classes as well as special schools to address the diverse special needs of individual learners across all the curriculum learning areas at all levels.

The handbook subscribes to the principles of the Curriculum Framework (2015 -2022) as listed below:

- **Inclusivity**
- **Gender Sensitivity**
- **Equity and Fairness**
- **Respect (Unhu/Ubuntu/Vumunhu)**
- **Responsiveness**
- **Balance**
- **Life-long learning**
- **Diversity**
- **Transparency**
- **Accountability**



With Inclusivity among its guiding principles, the Curriculum Framework for Primary and Secondary Education (2015-2022) spells out the desired learner exit profiles. The desired learner exit profiles are a set of measurable competencies that each individual is expected to demonstrate as a result of having experienced the full curriculum experience namely: skills, knowledge, national identity, values, attitudes and dispositions.

The Curriculum Framework, which is underpinned by the Pan-African philosophy of Unhu/Ubuntu, is designed to ensure that all learners complete their primary and secondary education with the desired exit profiles that are characterised by:

SKILLS

- Critical thinking
- Problem solving
- Leadership
- Communication and team work
- Technological

KNOWLEDGE

- Basic literacy and numeracy
- Business and financial literacy
- Mastery of specific subject content

NATIONAL IDENTITY

- Patriotism
- Recognition and valuing of national symbols
- Participatory citizenship
- Volunteering

VALUES

- Discipline
- Integrity
- Honesty
- Unhu/Ubuntu/Vumunhu

ATTITUDES and DISPOSITIONS

- Self-initiative and enterprising
- Self-managing
- Ability to plan and organise

With over 9000 schools, and a total national enrolment exceeding 4,4 million learners, the primary and secondary education sector has a critical role in contributing towards building inclusive societies. Every individual is entitled to equal rights in an enabling environment for him/her to contribute to personal, family, community and national development.

In cognisance of the different school sizes, operational environments, teacher learner ratios and different learner backgrounds, every educational institution must go the extra mile to ensure inclusive achievement of desired learner exit profiles. Therefore, the innovative use of differentiated pedagogical strategies is strongly encouraged.

1.4 Desired outcomes of the Handbook

This handbook is intended to trigger the sharing and transformation of innovative ideas into practice among educationists, with support from stakeholders, for the benefit of all learners, including those with disabilities among others in mainstream schools, while special schools play a different role from the past.

The role of special school is increasingly turning towards facilitating inclusivity in mainstream schools as the first option for all learners.

It is envisaged that, this handbook will contribute towards the inclusive implementation of the curriculum at the Infant, Junior and Secondary Education levels.

Through inclusive educational practice, all learners will enjoy the experience and achieve the desired learner exit profiles that the curriculum aims to achieve, as detailed in this handbook.

It is therefore incumbent upon all stakeholders and partners in education, to actively provide and contribute towards Learner Support Services at every school through the capacitation of all learning institutions in the drive to ensure learner – friendly, inclusive educational facilities and programmes to enable all learners to optimally benefit from the curriculum.

UNIT 02



NATIONAL, Regional, and International legislative policy references



2.1 Introduction

According to UNESCO (2008), inclusive education is “a process of addressing and responding to the diversity of needs of all children through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves accommodations and modifications in content, approaches, structures and strategies, with a common vision that covers all learners of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”.

An inclusive education system can only be achieved if all mainstream schools and non-formal learning institutions fully embrace learner diversity and enhance, conducive environment to all learners to Inclusive learning environments, which are characterised for infrastructural and human adaptation age appropriateness, gender sensitivity, disability-accessible features and adaptability to the local sociocultural and climatic conditions.

Mainstream schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education and lifelong learning for all.

Inclusive education benefits all learners including those with disabilities through differentiated teaching methodology which uses a wide range of learning modalities that increase learner engagement and it also promotes an understanding of similarities and differences among people in the real world and learns to appreciate diversity.

Therefore, teachers require guidelines to enable them to better accommodate diverse needs of learners through differentiated pedagogical practices such as adaptation and modification of curriculum content, media and teaching methods.

2.2 National, regional and international legislations which support inclusive education

2.2.1 National

The Constitution of Zimbabwe provides for inclusivity in education through the following articles, among others:

	Chapter/Section
EDUCATION	<p>Chapter 2, Section 27:</p> <p>1) The State must take all practical measures to promote</p> <p>(a) free and compulsory basic education for Learners; and</p> <p>(b) Higher and tertiary education.</p> <p>(2) The State must also take measures to ensure that girls are afforded the same opportunities as boys to obtain education at all levels)</p>
GENDER	<p>Chapter 2, Section 17:</p> <p>1) The State must promote full gender balance in Zimbabwean society.</p> <p>2) The State must take positive measures to rectify gender discrimination and imbalances resulting from past practices and policies.</p>
NON-DISCRIMINATION	<p>Chapter 4, Part 2, Section 56:</p> <p>3) Every person has the right not to be treated in an unfairly discriminatory manner on such grounds as their nationality, race, colour, tribe, place of birth, ethnic or social origin, language, class, religious belief, political affiliation, opinion, custom, culture, sex, gender, marital status, age, pregnancy, disability or economic or social status, or whether they were born in or out of wedlock.</p>

	Chapter/Section
LANGUAGES	<p>Chapter 1, Section 6:</p> <p>1) The following languages, namely Chewa, Chibarwe, English, Kalanga, Koisan, Nambya, Ndau, Ndebele, Shangani, Shona, Sign language, Sotho, Tonga, Tswana, Venda and Xhosa, are the officially recognised languages of Zimbabwe.</p> <p>4) The State must promote and advance the use of all languages used in Zimbabwe, including sign language, and must create conditions for the development of those languages.</p>
LEARNERS' RIGHTS	<p>Chapter 1, Section 19:</p> <p>1) The State must adopt reasonable policies and measures to ensure that in matters relating to children, the best interests of the Children concerned are paramount.</p> <p>2) The state must adopt reasonable policies and measures, within the limits of the resources available to it, to ensure that children-</p> <ol style="list-style-type: none"> Enjoy family and parental care, or appropriate care when removed from the family environment; Have shelter and basic nutrition, health care and social services; Are protected from maltreatment, neglect or any form of abuse; and Have access to appropriate education and training.
PERSONS WITH DISABILITIES	<p>Chapter 2, 22:</p> <p>1) The state and all institutions and agencies of government at every level must recognise the rights of persons with physical or mental disabilities, in particular their right to be treated with respect and dignity.</p> <p>2) The state and all institutions and agencies of government at every level must, within the limits of the resources available to them, assist person with physical or mental disabilities to achieve their full potential and to minimise the disadvantages suffered by them.</p> <p>3) In particular, the State and all institutions and agencies of government at every level must:</p> <ol style="list-style-type: none"> develop programmes for the welfare of persons with physical or mental disabilities, especially work programmes consistent with their capabilities and acceptable to them or their legal representatives; consider the specific requirements of persons with all forms of disability in one of the priorities in development plans; encourage the use and development of forms of communication suitable for persons with physical or mental disabilities and foster social organisations aimed at improving the quality of life of persons with all forms of disability. <p>4) the State must appropriate measures to ensure that buildings and amenities to which the public has access are accessible to persons with disabilities.</p>
	<p>Chapter 4, Part 3, Section 83</p> <p>The State must take appropriate measures, within the limits of the resources available to it, to ensure that persons with disabilities realise their full mental and physical potential, including measures.</p> <ol style="list-style-type: none"> to enable them to become self reliant; to enable them to live with their families and participate in social, creative or recreational activities; to protect them from all forms of exploitation and abuse; to give them access to medical, psychological and functional treatment; to provide special facilities for their education; and to provide State-funded education and training where they need it.

In addition, to the overarching Constitution, efforts to promote inclusivity are guided by several inter-related pieces of legislation and policy documents, which include the:

- Education Act
- National Gender Policy
- Disabled Person's act
- National Plan of Action for Learners
- Criminal Law and Codification Act- related to the Multi-sectoral Protocol for the prevention and Management of abuse
- Public Health Act
- National Aids Policy
- The BEAM operational Manual
- Commission of Inquiry into Education and Training(CIET 1999)
- Curriculum Framework for Primary and Secondary Education (2015-2022),
- School Health Policy

2.2.2 Regional

Year	Instrument	Contents
1999	African Charter on the Rights and Welfare of the Learner (ACRWC)	<ul style="list-style-type: none"> - Similar to those in the CRC. - One important addition specific to African Learners is that all Learners are responsible to their families, society, the State and other legally recognised communities and international community.
2015	SADC Policy Framework on Care and Support for Teaching and Learning (CSTL)	<ul style="list-style-type: none"> - Realise the education rights of vulnerable Learners and youth in the SADC region by ensuring that schools are inclusive centres of learning, care and support where every learner, especially the most vulnerable, have access to quality education. - Provide a common understanding among Member States regarding the implementation of the initiative, and to guide efforts towards the realisation of the CSTL goal across the SADC region.

2.2.3 International

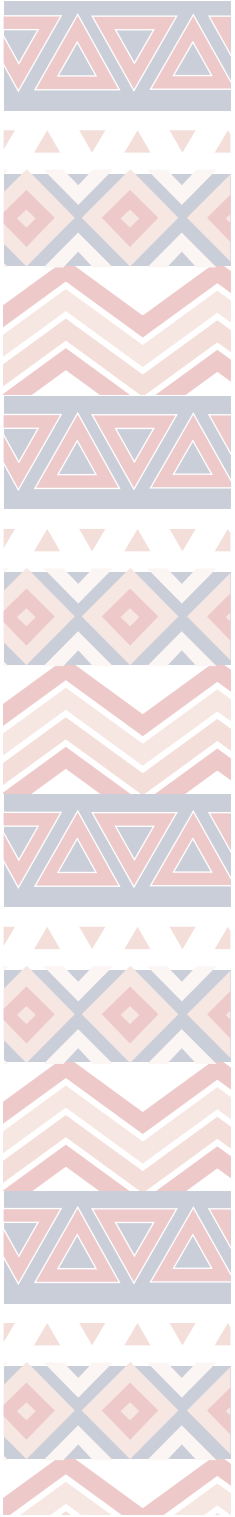
Year	Instruments	Contents
1989	UN Convention on the Rights of the Child (CRC)	<p>State parties are responsible for protecting children from all forms of discrimination.</p> <ul style="list-style-type: none"> - The best interests of the child should be a primary consideration in all measures directed at the child. - The fundamental rights to life, survival and development should be the core of all actions taken for children. The other rights are: right to life and survival, right to an identity, right to health, right to social security, right to standards of living right to education as well as rights to rest, play, recreation and leisure. - In all matters affecting them, children not only have the right to express their opinions but also have the rights that their views be given due weights according to their age and the level of maturity. - Children who have any kind of disability have the right to special care and support, as well as the rights in the Convention, so that they can live full and independent.
1990	World Declaration on Education for All (EFA)	<p>EFA is a global movement to provide quality basic education for all children, youth and adults. The initiatives of “Education for All” has been the hallmark of post-independent Zimbabwe.</p>
1993	United Nations Standard Rules on Equalization of Opportunities for Persons with Disabilities	<p>States should recognise the principle of equal primary, secondary and tertiary educational opportunities for Learners, youth and adults with disabilities, in integrated settings.</p> <ul style="list-style-type: none"> - Parent groups and organisations of persons with disabilities should be involved in the education process at all levels. - in order to implement inclusive education, States should have a clearly stated policy that is understood at school and wider levels allowing for a flexible curriculum as well as additions and adaptations. - Special attention should be given to very young children with disabilities.
1994	Salamanca Declaration and Framework for Action	<ul style="list-style-type: none"> - All children regardless of their physical, intellectual, social, emotional, linguistic or other conditions should be enrolled in mainstream schools. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalised areas or groups.

		<ul style="list-style-type: none"> - Encourage and facilitate the participation of organisations of persons with disabilities in the planning and decision-making processes concerning provision for special educational needs.
2006	UN Convention on the Rights of Persons with Disabilities (CRPD)	<p>The purposes of the CRPD are:</p> <ul style="list-style-type: none"> - To promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and promoting respect for their inherent dignity - Full development by persons with disabilities of their own personality, talents, creativity, mental abilities, and physical abilities to the fullest potential. - To enable persons with disabilities to participate effectively in society on an equal basis with others <p>Highlights:</p> <ul style="list-style-type: none"> • Discrimination on the basis of disability” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation; • Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;
2016	CRPD General Comment on the Right to Inclusive Education	<ul style="list-style-type: none"> - Recognition of the right of persons with disabilities to education - States to ensure an inclusive education system at all levels including lifelong learning.
2015	Sustainable Development Goals (SDGs)	<ul style="list-style-type: none"> - Educational goals, as captured in SDG 4, emphasize inclusive and quality education for all and the promotion of lifelong learning. - Ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

		<ul style="list-style-type: none"> - Ensure that all boys and girls have access to quality early childhood development (ECD), care and pre-primary education so that they are ready for primary education. - Eliminate gender disparities and ensure equal access to all levels of education for the vulnerable. - Ensure all learners acquire the knowledge and skills needed to promote sustainable development. - Build and upgrade education facilities that are Learner, disability and gender sensitive and provide safe non-violent, inclusive and effective learning environments.
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In view of the above listed reference documents, this handbook addresses the cross-cutting aspects on learner diversity in delivering the competency-based curriculum to benefit all.

UNIT 03



PRACTICAL APPLICATION

of inclusive pedagogies to embrace learner differences in individual profiles, learning styles, interests and in curriculum implementation



3.1 Why focus on learning styles, interests and profiles?

Learner-centeredness is a key principle in the Curriculum Framework. Inclusive pedagogy requires more attention to the following objectives:-

- Matching teaching approaches to different learner characteristics
- Raising awareness of learning styles and how these affect teaching and learning
- Identifying opportunities for greater flexibility to match the learning styles and paces of individual learners in a class.

Highlighted in this Unit are:

- Summary notes on less visible learner diversity profiles in every learning context
- Different learning channels/learning styles
- Other aspects of learner profiles
- Practical ideas on inclusive pedagogy to embrace diversity in learner profiles.

Summary of the less visible learner diversity profiles

Inside almost any classroom today, one may find learners from multiple cultures, some of whom are trying to bridge the languages and behaviours of two worlds.

- Learners with very advanced learning skills sit next to other learners who struggle mightily with one or more school learning areas. Some teachers have a tendency to treat learners as if they were the same or alike.
- Classrooms and schools are rarely organized to respond well to variations in student readiness, interest, or learning profile.

Inclusive pedagogies are designed to respond to individual learner needs.

How some learners get left behind?

Differentiation seeks to prevent cases such as when an entire class moves forward to study new skills and concepts without any individual adjustments in time or support, noting that some learn faster than others while some learners are at risk of academic failure.

On the other hand, some classrooms typically contain some students who can demonstrate mastery of grade-level skills and material to be understood before the school year begins—or who could do so in a fraction of the time we would spend “teaching” them.

If the teacher is not observant, these learners often receive an A, but that mark is more an acknowledgment of their advanced starting point relative to grade-level expectations than a reflection of serious personal growth. Such learners therefore might have unmet needs for extension and challenge.

3.2 Diversity of Learning Styles

Learners differ in terms of learning styles, learner talent, or intelligence profiles.

Learners have different preferred learning channels or learning styles. Each learning style is often referred to using different names (auditory, visual and kinesthetic). The following table illustrates the characteristics that learners exhibit under three major learning channels/ styles, their preferred learning activities, proposed tools and ideas on how their unique needs can be supported in the inclusive learning setting. A visual learner learns by seeing and s/he learns visually whenever gaining information from sight. An auditory learner learns by hearing and s/he can comprehend new information through hearing without missing much. A kinesthetic learner learns by doing and s/he can capture new information through physical activity.

While most of the learners have a dominant learning style, nobody has just one learning style. Every learner uses each of the learning styles to some degrees.

Learner Characteristics by Learning Channels/Styles	Preferred learning	Tools to suit unique learner needs	Tips for teacher to support the learner
Auditory (Learning by Hearing)	<ul style="list-style-type: none"> • Using their voices to explain things. • Recordings, conversations, and phone calls. • Discussion in class. • Students to discuss issues among themselves, work together, and contribute their ideas. • Clever use of speech; making a point well. • Argument, debate and discussion. • Seminars, group presentations, student interaction, role plays and dialogue. • To use the words, “explain, describe, discuss, and state” in written exam questions. 	<ul style="list-style-type: none"> • Record lectures for repeated listening. • Use rhymes to help memorize. • Say study material (record and listen repeatedly for review). • Listen to recordings of study material while driving to work or school. • Read aloud. • Discuss the material. • Listen carefully. • Sound out words. • Say words in syllables • Talk through problems; paraphrase ideas about new concepts. • Paraphrase directions • Talk about illustrations and diagrams in texts • With new processes, talk about what to do, how to do it and why it’s done that way 	<ul style="list-style-type: none"> • Lecture • Utilize sound during lectures • Use beats, rhymes or songs to reinforce information • Use mnemonic devices • Ask questions during class and allow students to give verbal responses • Allow students to engage in small group conversation during class • Use aural cues to alert students to important information
Visual (Learning by Seeing)	<ul style="list-style-type: none"> • Thoughts wander during lectures • Observant but may miss some of what is said • Well organized • Like to read and show intense concentration while reading • Good speller • Remember better by seeing charts, diagrams, etc. • Concentrate well • Need to see directions; not hear them • Good handwriting • Good memory for faces but forget names • Plan ahead • Not really talkative • Attention to details 	Use mind pictures or mind maps <ul style="list-style-type: none"> • Take notes • Use “clue” words for recalling • Use coloured highlighters to colour code texts and notes • Use maps, charts, diagrams, and lists • Watch audio-visually • Take photographs • Use study cards or flashcards • Use notebooks • Watch instructor’s mouth and face • Use visual chains or mnemonics • Watch TV • See parts of words 	

<p>Kinesthetic</p> <p>(Learning by Doing)</p>	<ul style="list-style-type: none"> • Move around a lot • Prefer not to sit still • Move a lot while studying • Like to participate in learning • Like to do things rather than read about them • Do not prefer reading • Do not spell well • Enjoy problem solving by doing • Like to try new things • Talk with hands or gestures • Select clothes according to comfort • Like to touch objects 	<ul style="list-style-type: none"> • Walk while studying • Move and lecture the walls • Do things as you say them • Practice by repeating motions • Dance as you study • Write words; use markers, pens, pencils to see if they “feel right” • When memorizing, use finger to write on the table or in the air • Associate a feeling with information • Stretch • Write on a white board in order to use gross muscle movement • Use the computer • Use hands-on activities with objects that can be touched • Study in short time periods; get up and walk around in between • Make study tools to hold • Use flash cards; separate into “know” and “don’t know” piles • Use plastic letters 	<ul style="list-style-type: none"> • Give breaks when possible and have students move around during those breaks • Provide hands-on learning tools when possible (models, clay, blocks, etc.) • Use the outdoors for learning opportunities when possible • Teach concepts through games and projects • Have students answer questions during class on white board • Use a dance, play, or role play activities to reinforce information • Think, Pair, Share
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Teachers are expected to do the following to embrace learner diversity:

- Presenting information through auditory, visual, and kinaesthetic modes.
- Creating a learning environment with flexible spaces and learning options
- Allowing learners to work alone or with peers
- Balancing varied perspectives on an issue or topic by providing authentic learning opportunities in various intelligence or talent areas.
- Presenting information through auditory, visual, and kinaesthetic modes

Practical Exercise:

-Identify learning style of individual learner.

-Compare your own classification of learners' learning style to their own self-assessment of their preferred learning styles.

3.3 Understanding how teacher's own learning style affects instructional preferences

It is important for every teacher to understand their own learning style and how this relates to their pedagogical approaches.

The figure below summarises major teacher learning–style related preferences (Visual word, visual picture, auditory, kinetic) and how these characterise their teaching methods.

Visual
Word
Teacher

- Using written text to explain things
- Email
- To give handouts and expect the class to have read widely and well
- Clever use of words as well as the use of interesting words
- Argument and discussion in written form
- To place important words on the board or overhead
- Putting words in some order, such as using priorities or categories
- Lists of points and things in vertical and left-aligned arrangements
- Texts that are dense with text, summaries, and abstracts
- Not to use multiple choice questions, unless the correct answer depends on discriminating between word meanings

Visual Picture Teacher

- Using visuals to explain things
- Web pages that have strong graphics, hot boxes, etc.
- Diagrams, slides, charts, graphs, arrows, circles and boxes
- Complex ideas to be shown first in a diagrammatic model
- Important words and ideas to be placed on the board so that they are spatially interesting rather than left-aligned arrangements.
- Texts that are dense with diagrams, graphics, color and white space
- Videos
- To use the words, “illustrate, show, outline, label, link and draw a distinction between” in written exam questions
- Their students to visualize and see the point

Auditory Teacher

- Using their voices to explain things
- Recordings, conversations, and phone calls
- Discussion in class
- Students to discuss issues among themselves, work together, and contribute their ideas
- Clever use of speech; making a point well
- Argument, debate and discussion
- Seminars, group presentations, student interaction, role plays and dialogue
- To use the words, “explain, describe, discuss, and state” in written exam questions

Kinesthetic Teacher

- Using real life examples to explain things
- Guest lecturers, case studies, practical work, laboratories
- Exhibits, samples, working models, products and people that bring reality to the classroom
- Students to use all sensory modes to present their ideas
- Clever use of quotations, metaphors, examples and analogies in written work
- Demonstrations and open book examinations
- To use the words, “give examples, apply, and demonstrate” in written exam questions
- Implementing hands-on activities using body movement

Exercise

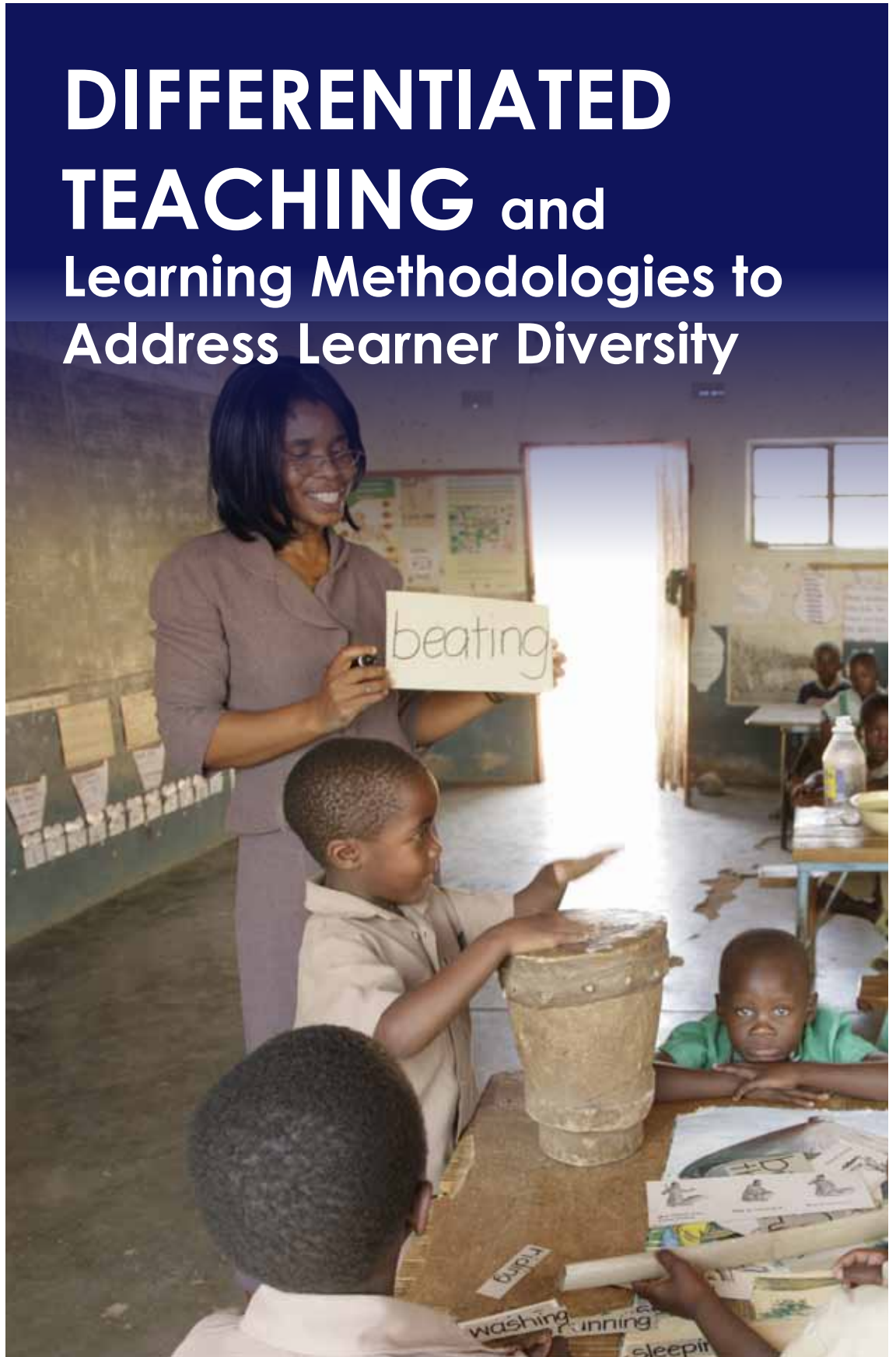
1. What have you observed in your own style? Other teachers' styles and preferred approaches?
2. Compare your own classification of learners to their own self-assessment of their preferred learning channels.
3. How useful is the exercise?

• **Learners and teachers are collaborators in learning.**

While the teacher is clearly a professional who diagnoses and prescribes for learning needs, facilitates learning, and crafts effective curriculum, learners in differentiated classrooms are critical partners in classroom success. Learners hold pivotal information about what works and does not work for them at any given moment of the teaching-learning cycle, they know their likes and preferred ways of learning, they can contribute greatly to plans for a smoothly functioning classroom, and they can learn to make choices that enhance both their learning and their status as a learner. In differentiated classrooms, teachers study their learners and continually involve them in decision-making about the classroom. As a result, learners become more independent.

UNIT 04

DIFFERENTIATED TEACHING and Learning Methodologies to Address Learner Diversity



4.1 Introduction

This Unit is inspired by teacher concerns over challenges in addressing the mixed range of abilities and operational levels among learners. These may be in the same grade/form, large classes that exceed the stipulated teacher-learner-ratio and the existence of multi-grade classes in the less densely populated remote areas.

Therefore, in line with the learner-centeredness principle of the updated curriculum, this Unit seeks to promote debate and additional ideas on pedagogical strategies to further empower teachers to effectively address diverse learner needs.

4.2 Objectives

The objectives of this Unit are to:

- define the concept of differentiated pedagogical methodologies
- clarify the goals and principles of differentiated teaching methods in Zimbabwean context
- describe how elements of the curriculum can be differentiated.
- provide practical ideas to be applied in differentiated teaching and learning methodologies.



4.3 Definition of Differentiation in the teaching and learning context

Differentiation is simply attending to the learning needs of a particular learner or small group of learners rather than the more typical pattern of teaching the class as though all individuals in it were basically alike.

Differentiation can be defined as a teacher's reaction responsively to a learner's needs. A teacher who is differentiating understands a learner's needs to express

humour, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage—and the teacher responds actively and positively to that need.

Differentiation does not presume different tasks for each learner, but places emphasis on flexibility in terms of :

- task complexity,
- working arrangements, and
- modes of learning expression that varied learners benefit from.

The context in which differentiated teaching and learning methodologies are applied in Zimbabwe

The lists of issues to be considered include the following:

- Different school infrastructure,
- facilities,
- operating environments and resource availability

It is acknowledged that the challenge of addressing learner diversity in today's complex classrooms requires creativity and resourcefulness.



Goals of differentiation

The goal of a differentiated classroom is maximum learner growth and individual success. Without differentiation, schools strive to ensure that everyone masters a prescribed set of skills in a specified length of time.

How does a differentiated approach manage both the struggling and fast learner?

In a differentiated classroom, the teacher uses grade-level benchmarks as one tool for charting a child's learning path. However, the teacher also carefully charts individual growth. Personal success is measured, at least in part, on individual growth from the learner's starting point—whatever that might be. Put another way, success and personal growth are positively correlated.

In differentiated classrooms, a teacher's goals are that:-

- each child feels challenged most of the time;
- each child finds his or her work appealing most of the time; and
- each child grapples squarely with the information, principles, and skills which give that learner power to understand, apply, and move on to the next learning stage, most of the time, in the discipline being studied.

4.4 Principles that govern effective differentiation

A differentiated classroom is flexible

By demonstrating clarity about learning goals, both teachers and learners understand the following tools that can be used in a variety of ways to promote individual and whole-class success.

- time,
- materials,
- modes of teaching,
- ways of grouping learners,
- ways of expressing learning,
- ways of assessing learning, and
- other classroom elements

Understanding and adhering to the following principles facilitate the work of the teacher and the success of the learner in a responsive classroom.

Teaching is most effective if we are aware of our learners' learning needs and interests. In a differentiated classroom, a teacher observes everything a learner says or creates as useful information both in understanding the particular learner and in crafting instruction to be effective for that learner.



Principle 1: Flexible grouping as a differentiated strategy for optimal benefits to all learners

If flexible grouping is used consistently and purposefully, it has a variety of benefits:

(a) Opportunity for carefully targeted teaching and learning, Flexible grouping helps ensure learners access to a wide variety of learning opportunities and working arrangements

In a flexibly grouped classroom, a teacher plans learners' working arrangements that vary widely and purposefully over a relatively short period of time. Such classrooms utilize whole-class, small-group, and individual explorations. Sometimes learners work in similar readiness groups with peers who manifest similar academic needs at a given time.

At other points, the teacher organises mixed ability groups that draw upon the strengths of each learner.

Learners can also be grouped to work with classmates who have like interests.

In other situations, learners of varied interests cooperate toward completing a task that calls on all the interests. Learners might work with those who have similar learning patterns (for example, a group of auditory learners listening to a taped explanation).

Some tasks call for a grouping of learners with varied learning patterns (for example, a learner who learns best analytically with one who learns best through practical application).

Sometimes random grouping is used for learners work with whoever is sitting beside them, or they count off into groups, or they draw a partner's name.

Finally, in a flexibly grouped classroom, learners themselves sometimes decide on their work groups and arrangements, and sometimes teachers make the call.

(b) Access to all materials and individuals in the classroom

(c) A chance for learners to see themselves in a variety of contexts

(d) Rich assessment data for the teacher to observe how the learner performs each learner in a wide range of contexts

Principle 2 Differentiation of instruction stems from effective and ongoing assessment of learner needs

In a differentiated classroom, learner differences are expected, appreciated, and studied as a basis for instructional planning

Principle 3 Consistent learning arrangements and meaningful activities /tasks for every learner

This important principle provides that every learner must have equally interesting and equally engaging tasks, and which provide equal access to essential understanding and skills.

4.5 Elements of curriculum that can be differentiated

Differentiation involves adaptations to one or more of the three components of curriculum: Content, process, product

Content	Process	Product
Facts, concepts, generalization or principles, attitudes, and skills related to the subject, as well as materials that represent those elements	How the learner comes to make sense of, understand, and "own" the key facts, concepts, generalization, and skills of the subject.	The items a learner can use to demonstrate what he or she has to come to know, understand, and be able to do as the result of an extended period of study

(a) Ideas on differentiating content

A teacher can differentiate content and in many instances in a differentiated classroom, essential facts, material to be understood and skills remain constant for all learners.

What is most likely to change in a differentiated classroom is how learners gain access to core learning.

Some of the ways a teacher might differentiate access to content include

- Using Mathematics manipulatives with some, but not all, learners to help learners understand a new idea.
- Using texts or novels at more than one reading level.
- Presenting information through both whole-to-part and part-to-whole approaches.

- Using a variety of reading-buddy arrangements to support and challenge learners working with text materials.
- Re-teaching learners who need another demonstration, or exempting learners who already demonstrate mastery from reading a Unit or from sitting through a re-teaching session.
- Using texts, computer programs, tape recorders, and videos as a way of conveying key concepts to varied learners.

(b) Differentiated Process/Activity

An effective activity or task generally involves learners in using an essential skill to come to understand an essential idea, and is clearly focused on a learning goal.

A teacher can differentiate an activity or process by, for example, providing -:

- varied options at differing levels of difficulty or based on differing learner interests
- offering different amounts of teacher and learner support for a task.
- giving learners choices about how they express what they learn during a research exercise
- providing options, for example, writing a letter to the editor, or making a diagram as a way of expressing what they understand about relations.

(c) Products

A good product causes learners to rethink what they have learned, apply what they can do, extend their understanding and skill and become involved in both critical and creative thinking.

A teacher can also differentiate the items a learner can use to demonstrate what he or she has come to know, understand, and be able to do as the result of an extended period of study.

Examples of products

- a portfolio of learner work (tasks as enshrined in the updated curriculum);
- an exhibition of solutions to real-world problems that draw on knowledge, understanding, and skill -achieved over the course of a term;
- an end-of-unit project; or a complex and challenging paper-and-pencil test.

4.6 Differentiating products to address learner diversity

In a differentiated learning environment, a teacher may vary products through examples such as-:

- allowing learners to help design products around essential learning goals.
- encouraging learners to express what they have learned in varied ways.
- Allowing for varied working arrangements (for example, working alone or as part of a team to complete the product).
- providing or encourage use of varied types of resources in preparing products.
- providing product assignments at varying degrees of difficulty to match learner readiness.
- using a wide variety of assessment methods.
- working with learners to develop rubrics (weighted ratings) of quality that allow for demonstration of both whole-class and individual goals.

4.7 Learner readiness, interests and individual profiles as a basis for differentiated pedagogy

Differentiation according to learner readiness

Some ways in which teachers can adjust for readiness include

- Adjusting the degree of difficulty of a task to provide an appropriate level of challenge.
- Adding or removing teacher or peer coaching- Teacher and peer coaching are known as scaffolding because they provide a framework or a structure that supports learner thought processes and work
- using of manipulatives, or presence or absence of models for a task.
- Making the task more or less familiar based on the proficiency of the learner's experiences or skills for the task.
- Varying direct instruction by small-group need.



Differentiation by learner interest

Aligning key skills and material for understanding from a curriculum segment with topics or pursuits that intrigue learners.

For example, a learner can learn much about a culture or time period by carefully analysing its music.

Some ways in which teachers can differentiate in response to learner interest include -:

- Using adults or peers with prior knowledge to serve as mentors in an area of shared interest.
- Providing a variety of avenues for learner exploration of a topic or expression of learning.
- Providing broad access to a wider range of materials and technologies.
- Giving learners a choice of tasks and products, including learner-designed options.
- Encouraging investigation or application of key concepts and principles in learner interest areas.

Practical Exercise

1. Design activities for the school team to apply the concept and principles of differentiated pedagogy to plan the following:
 - a) Educational tours
 - b) Demonstration lessons etc
 - c) Drawing up guidelines for invited resource persons to bridge identified competency gaps among the school departments
 - d) Outline the role of admin in organising for differentiated pedagogy to work as desired at the school.

4.8 Summary

In this Unit the term differentiated pedagogical practices was unpacked with practical examples of the dimensions that a teacher can choose to differentiate and how to demonstrate learner-centred instructional methods from the one-size-fits all approach. Effective grouping strategies for different curriculum learning areas have been proposed, with room for team-teaching and other collaborative approaches.

UNIT
05



LEARNER FRIENDLY SCHOOL (LFS)



5.1 Introduction

The prerequisite for effective teaching and learning is a conducive school environment in terms of infrastructure, safety and hygiene and humane atmosphere.

For this reason, the Ministry of Primary and Secondary Education promotes the tenets learner-friendly schools.

5.2 Objectives

- Develop a learning environment in which learners are motivated and able to learn.
- Enhance inclusivity in all sections/subsystems of the organisation
- Change attitudinal behaviours with regard to learner friendly schools
- Make teachers the most important factor in creating an effective and inclusive classroom
- Link schools to the support, participation and collaboration they receive from families.

5.3 Characteristics of LFS

A rights-based, LFS has two basic characteristics:

- It is a learner-seeking school — actively identifying excluded learners to get them enrolled in school and included in educational programmes. It treats learners as subjects with rights and as duty-bearers with obligations to fulfil these rights by demonstrating, promoting, and helping to monitor the rights and well-being of all learners in the community
- It is a learner-centred school — it acts in the best interests of learners, leading to the realisation of learners' full potential, and concerned about the “whole” learner (including her health, nutritional status, and well-being).

The checklist below is provided to guide discussion towards assessing the ethos within a school. School leaders are encouraged to engage teaching, non-teaching staff and learners themselves in this discussion as the result of the dialogue will have a lasting positive effect on the whole school.

CHARACTERISTIC	CHARACTERISTIC					COMMENT
	1 None	2 little extent	3. some extent	4.Great Extent	5.Very great extent	
1.Reflects and realises the rights of every learner						
2. Sees and understands the whole learner, in a broad context						
3. Is learner-centred						
4. Is gender-sensitive and girl/boy friendly						
5. Promotes quality learning outcomes						
6.Provides education based on the reality of learners' lives						
7. Is flexible and responsive to diversity						
8. Acts to ensure inclusion, respect, and equality of opportunity for all						
9. Promotes mental and physical health						
10. Provides education that is affordable and accessible						
11. Enhances teacher capacity, morale, commitment and status						
12. Is family focused						
13.Is community-based						

Exercise:

Using the thirteen characteristics of Learner friendly school listed above

- a) rate your school
- b) what improvements do you recommend from the rating?

Feedback

- Discuss features that make schools learner friendly?
- What are the gaps identified?
- What is the role of teachers, community and stakeholders in making schools learner friendly?
- What are the long-term benefits of learner friendly schools?

5.4 Benefits of Learner friendly school

- It improves learner outcome that is attendance, retention, pass rate and completion.
- It enhances inclusivity education
- It reduces learner welfare incidences
- It improves health and hygiene
- They provide learners with a positive environment to exploit their talents and capabilities to their maximum.
- This shapes learners for their respective careers and professions at an early age.
- It promotes gender sensitization equity in their enrolment and provision of services.
- It sensitizes both the boys and the girls on the need to respect each other's` rights and dignity for peaceful coexistence and development.
- It makes learners feel comfortable and relaxed both emotionally and physically since all their needs are adhered to. For example, a learner who is well mentored will refrain from drug abuse and sex which may lead to pregnancy and consequently a drop out case.
- It motivates learners both intrinsically and extrinsically to move on with their studies. Rewards motivate learners to work harder.
- It motivates a learner with poor performance in class to discover his talent outside the classroom. This will also reduce drop out cases

Characteristics of Learner Friendly Schools

ASPECT

Infrastructure and furniture

- Classrooms need good fresh air circulation to avoid heat and excessive humidity.
- Classrooms must be sufficiently shaded from direct sunlight, glare (direct light) and reflection (indirect light). Schools should not be located close to sources of excessive noise (traffic, railways, industries, informal sector activities) or excessive pollution or odours (waste belts, abattoirs).
- The buildings to be structurally stable weatherproof according to local environmental conditions.
- Physical structure of the building must be accessible for all learners (ramps, rails, wide doors and adjustable desks and chairs).
- Furniture must be age-appropriate.
- All the blocks must be well-lit, ventilated, dust free.



Safety and prevention

- Fire prevention and emergency evacuation plans must be part of the design process and built into the school programme.



Toilets / latrines

- Separate toilets or latrines should be available for girls and boys. Privacy cleanliness and safety are major considerations when planning location and design of facilities.



- Accessible toilets for learners with physical challenges and visual impairment should be available. It should be noted that tiles might be dangerous for some learners with mobility challenges as it could be slippery.



Hand washing facilities

- Fresh portable water should be available to learners within the school.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Practical Agriculture</p>	<ul style="list-style-type: none"> • A designated area for plants fruits and vegetables. • Learners should participate in the maintenance and recording of vegetable yield to promote a sense of owner <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">       </div>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Garbage Disposal</p>	<ul style="list-style-type: none"> • A designated area for garbage disposal and a compost system; dustbins and brooms are needed. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Library and resource room</p>	<ul style="list-style-type: none"> • The library or resource room needs to be strategically located within the school for easy access. A designated space where books and learning resources are available in a proper reading environment is central to learning but away from noisy areas for a greater degree of quiet. <div style="display: flex; justify-content: space-around;">   </div>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Flexible space</p>	<ul style="list-style-type: none"> • Flexible spaces increase learner participation in class and allow teachers to provide a more dynamic environment for learning and teaching.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relaxation rooms</p>	<ul style="list-style-type: none"> • At the nursery and lower elementary level, rooms where learners can relax are appropriate in the design of the learning environment.

Open spaces

- Easy access to open spaces from classrooms allow learners to be in close contact with their environment and to engage in physical activities.



Play area

- A clear level area for sports that can accommodate at least one class per session. Sports and outdoor equipment is



Feedback

Using the above-mentioned ideas

1. Identify areas that need improvement in your school
2. What are the challenges faced in making schools learner friendly?
3. Outline the benefits of LFS to learners, schools and communities.
4. In future, how can the LFS concept be enhanced?

5.6. Summary

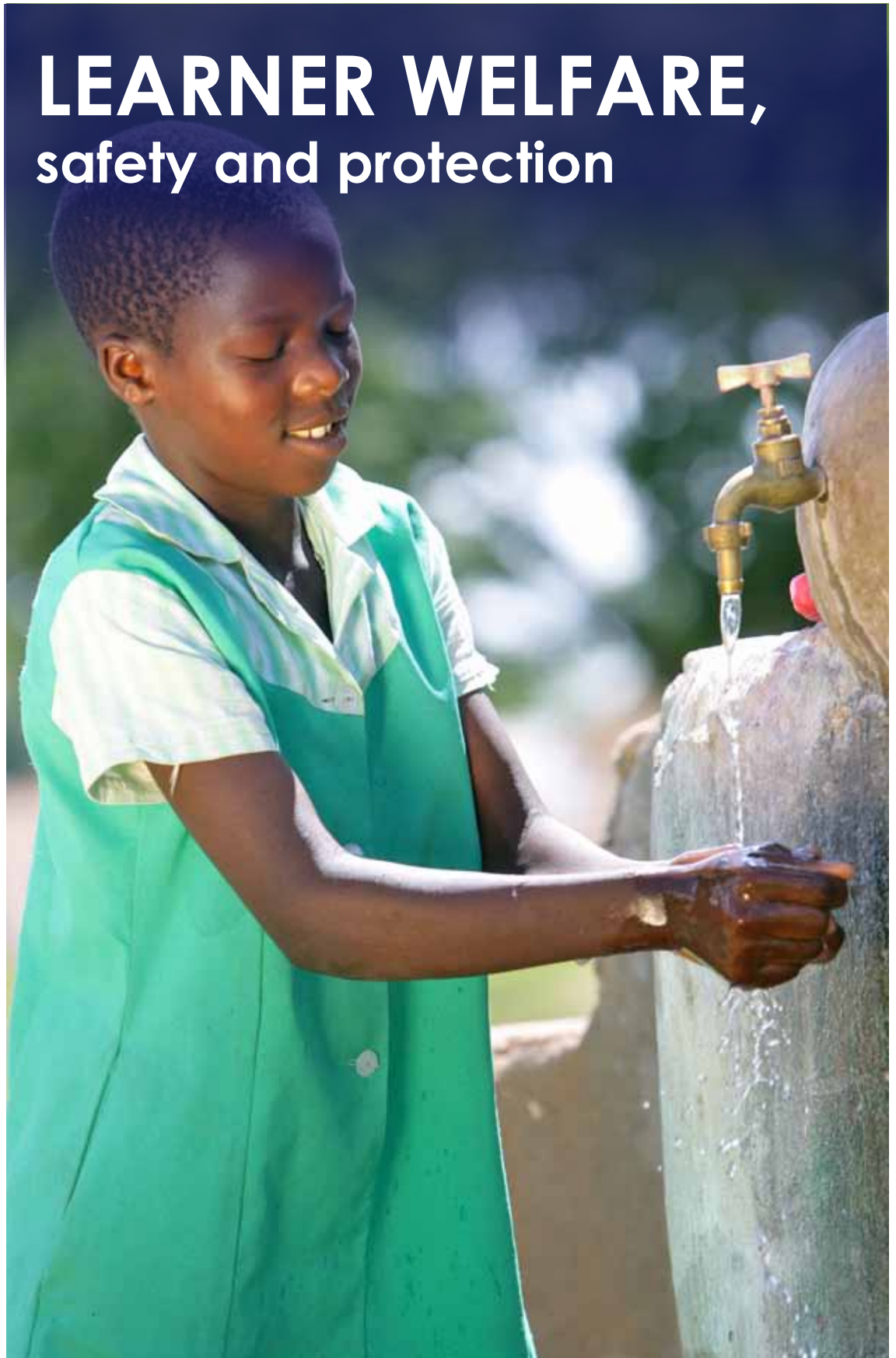
In reflection one has to understand the long-term advantages of Learner friendly schools in our learners' future, economy and development. Every child attends school before becoming in adult. All schools need to embrace every child's need by providing comprehensive services that focus on the following:

- Learners are healthy and therefore ready to learn;
- Curriculum is meaningful and inclusive;
- Teaching-learning processes are child-centred;
- Environment is conducive to learning and teaching (psycho-social, physical);
- Outputs and outcomes are clearly defined, measurable, meaningful
- Parents are meaningfully involved in the affairs of the school

UNIT 06



LEARNER WELFARE, safety and protection



6.1 Introduction

There is an inseparable relationship between education, health, and safety and fact that many ailments can be prevented through appropriate intervention at the earliest stage of human life. Education therefore places pivotal role in ensuring healthy life and promoting well-being that enables individual to fulfill the potential and participate fully in society. The focus in education should be preventative rather than fire-fighting.

6.2 Objectives

- Strengthen multi-sectoral collaboration and coordination in school and safety programming
- Provide competency-based health education
- Promote safety and security of learners in schools
- Promote safe school environments that are stimulating and socially supportive

6.3 Strengthening School Health

6.3.1 School Sanitation



The goal of school sanitation is to participate learners in practicing healthy habits in the school. The school must have the minimum sanitary conditions to allow the practice of healthy habits.

School WASH (water and school hygiene) must be implemented in a holistic fashion in terms of infrastructure, behavior, attitudinal change, and education at school and community level.

An enabling environment of accountability for results, adequate resources, supply chains, clear roles and responsibilities.



Area	Focus/Recommended actions
<p>Healthy Practices in the school</p>	<ul style="list-style-type: none"> -Move from theory to practice -Instruct learners: <ul style="list-style-type: none"> • Hand washing after using the toilet • Hand washing before the school snack • Tooth brushing after the school snack • Clean body and dressing • School health screening • Healthy practices every day, every classroom, every teacher <div data-bbox="1027 1413 1439 1659" data-label="Image"> </div> <div data-bbox="1027 1682 1439 1951" data-label="Image"> </div>

<p>School Sanitation</p>	<p>It is needed to facilitate the practice of healthy habits. The school is healthy if learners do practice healthy habits.</p> <p>Basic sanitary conditions include:</p> <ul style="list-style-type: none"> • Water and faucets • Pit latrines or flushable toilets • School kitchen 	
<p>WASH</p>	<ul style="list-style-type: none"> - Improved access to school WASH can have a significant impact on the prevalence and intensity of soil-transmitted worms (helminth) infection - School should have access to reliable water source so that girls can manage their menstruation in order to reduce absenteeism. - Spread of waterborne diseases such as cholera and typhoid can be minimized through implementation of WASH. <p>(These can be implemented at relatively low-cost such as soap and water for hand washing and treated drinking water, where water access already exists.)</p>	

6.3.2 Sick bay

- 2 to 4 beds, hand washing facilities, refrigerator and furniture items e.g desk and chair, cardiac table and 2 to 4 stool bed linen such as bed spread, blankets, sheets, pillow and pillow slips
- Back rest
- Skips for dirty linen, bins for refuse
- Toilet with hand washing facilities and a shower
- Over the counter essential drugs such as paracetamol and lotion like Hypochlorite (JIK)
- Oxygen cylinder with tubing and masks (different sizes)
- Gloves, bandages, sanitary pads, sterile blades or new razor blades
- Blood pressure (BP) machine and thermometers for checking vital observations
- 4 to 6 receivers for vomitus, bedpan
- Take note of expiry dates of medicines, drugs and chemicals

The Zimbabwe School Health Policy provides guidelines on the eight component of the comprehensive health package for all schools.

A copy of the policy document should be available at every school. It can also be downloaded on: www.mopse.gov.zw.



6.3.3 Common health conditions among Learners

Category	Signs & symptoms	Practical ideas for the teacher
Hospitalised for long periods	Learners suffering from an illness that cause them to be hospitalised for a long period of time.	<p>There is need to:</p> <ul style="list-style-type: none"> • provide an Individualised Educational Programme for the learner • visit learners and assist them while they are hospitalised • collaborate with parents to take tasks and assignments to the learner in hospital • assist the learner using e-learning methodologies, for example, sending assignments via emails or WhatsApp then the learner sends the answers also via the same mode
Asthma	<ul style="list-style-type: none"> • Difficulty in breathing especially breathing out • Anxiety • Difficulties in speaking • Face may turn pale • Wheezes and has shortness of breath • Tiredness and weakness of body • Frequent coughing 	<p>There is need to:</p> <ul style="list-style-type: none"> • reassure and calm the learner • ensure there is fresh air • place a learner in a position which eases breathing • liaise with parents • rush the learner to the nearest medical facility
Epilepsy	<ul style="list-style-type: none"> • Uncontrollable jerking movements of arms and legs • Foaming and urinating • Learner fits and produces forms in mouth 	<p>There is need to:</p> <ul style="list-style-type: none"> • educate learners and teachers that epilepsy is not contagious, since some people think that epilepsy is contagious and if one touches the person or saliva of a person under epileptic attack can be passed from one person to the other.

	<ul style="list-style-type: none"> • Learner has seizures (shaking) • Starring spell • Temporary confusion • Loss of consciousness or awareness 	<ul style="list-style-type: none"> • not a spiritual attack, since there is a belief that the person is under a spiritual attack or is about to be possessed by a family medium spirit and might need spiritual/religious or traditional interventions. • Provide detailed history and background of the learners' conditions of the seizures to medical personnel for proper management and treatment of an epileptic person/learner. <p>When a learner is under an epileptic seizure,</p> <ul style="list-style-type: none"> • Ensure that there are no dangerous objects surrounding a person with epilepsy • Cushion the head and ensure that the learner does not choke himself/herself. Tilt the head • Place the individual in a recovery position and the place should be well ventilated • Remove any heavy clothing or bags/shoes necklaces, earring, spectacles loosen clothing around the neck. • Give time for the seizures to subside. • Do not restrain movement (Jerking movement) • Avoid giving a person anything to eat or drink • Do not force anything between the teeth • Observe the individual until consciousness is fully gained • After the seizures the individual may show signs of confusion, help the learner by explaining what has happened. • Remember to reteach the learner the lesson that was done before the seizure • Emergency medical attention should be instituted when the seizure continues from more than 20 minutes or if a state of continuous seizures develops without the person's consciousness. • Refer to medical personnel for further information
<p>Temporary health challenges</p>	<ul style="list-style-type: none"> • Fluctuating performance in class work • Inattentiveness • Lack of concentration on visual tasks • Lack of concentration on auditory tasks • Poor social interaction • Drowsiness 	<p>There is need to:</p> <ul style="list-style-type: none"> • refer learner to the nearest clinic • introduce catch-up programmes for work missed • encourage periodic medical check-up to monitor progressive health challenges • allow rest periods if learner is under medication • remind learner to take medication if any • collaboration with parents is paramount in monitoring progress

6.3.4 First aid



Schools are to provide fully equipped First Aid Kits. Teachers and learners should be trained in first aid

6.3.5 Helpful Contact List

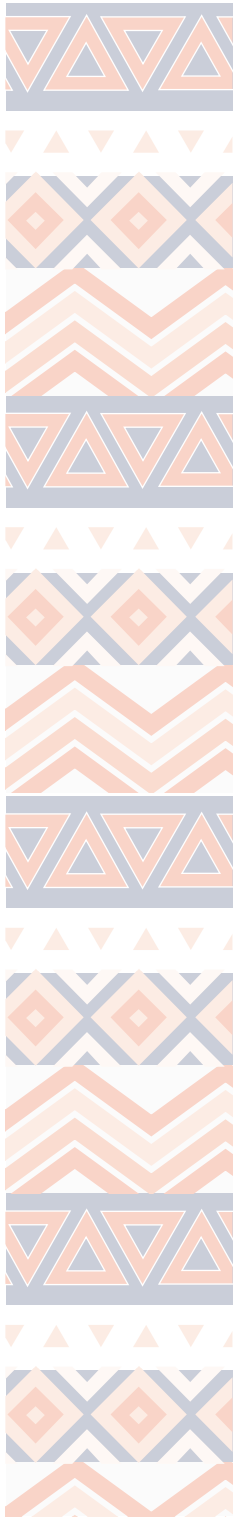
Place emergency telephone numbers of the following at strategic point

Emergency contacts	Contact number
<ul style="list-style-type: none"> • Police • Ambulance • Fire station • Local clinic • Head of department • District Administrators • Head man • Chief 	

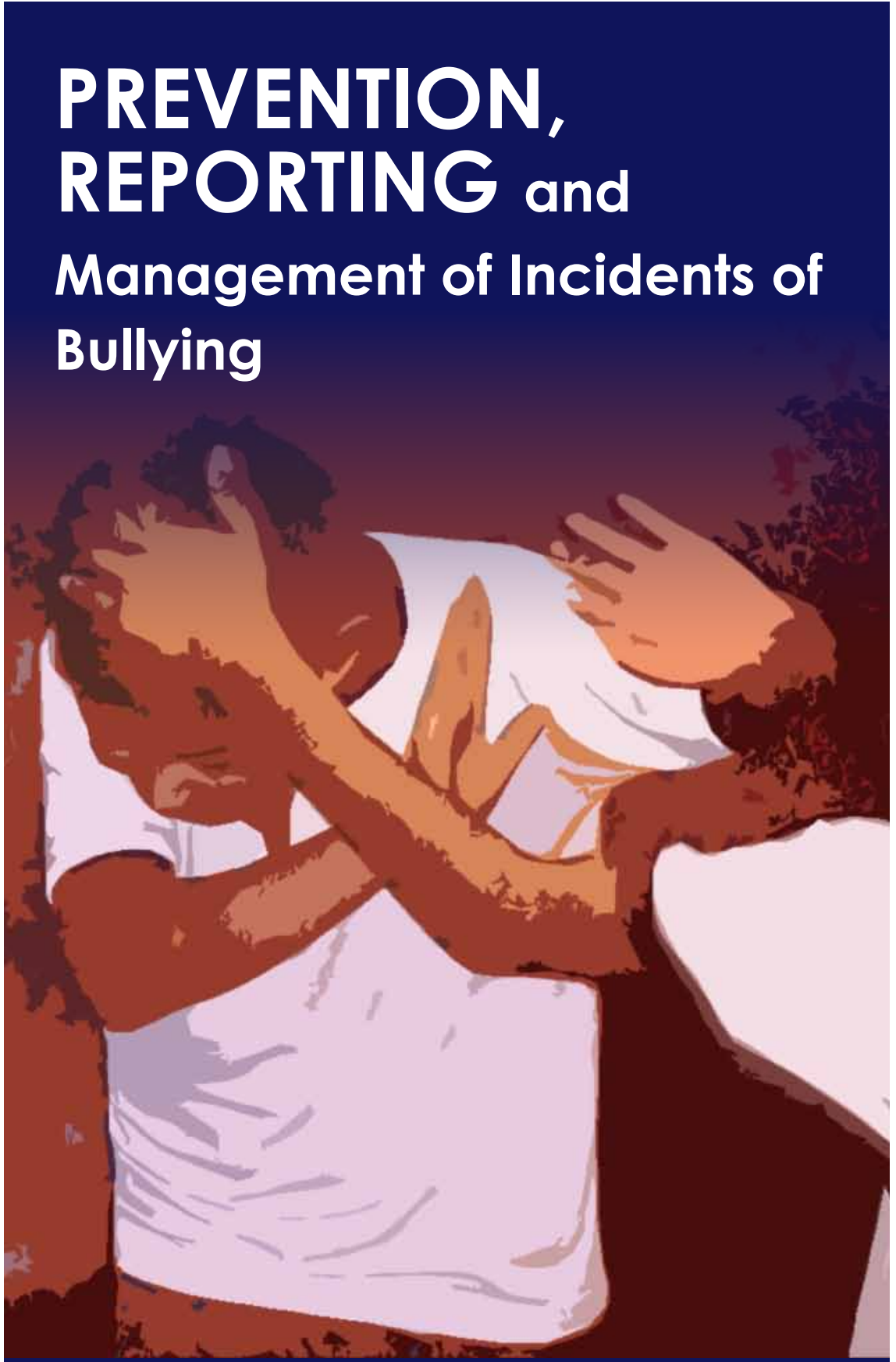
6.4 SUMMARY

A clear, safe and secure learning environment is the foundation for equitable access and quality learning outcomes for all.

UNIT
07



PREVENTION, REPORTING and Management of Incidents of Bullying



7.1 Introduction

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. Bullying in schools negatively affects quality learning, socially, intellectually and environmentally. The curriculum Framework 2015 – 2022 assumes that all learners are in conducive educational environments where each will emerge with the stipulated learner exit profiles. The pattern of bullying incidences that have been reported in some schools indicates the need for every learning institution to take all necessary steps to prevent bullying, encourage reporting of such incidences and provide meaningful psychosocial support for both the survivors, witnesses and perpetrators of this social ill. This Unit addresses the often overlooked social ill of bullying incidences among learners.

7.2 Objectives

The objectives are to:

- Define bullying in behaviour terms, in order to strengthen its quick identification for preventative action.
- Clarify the importance of preventing bullying and how that supports the achievement of curriculum goals.
- Provide guidelines for a school to assess its own ethos as it relates to learners' safety and protection measures against bullying.
- Highlight some of the factors contributing to the occurrence of bullying in a school.
- Present examples of school- designed learner safety and protection policies and guidelines.
- Specify the different roles and responsibilities in the prevention and management of bullying incidences in learning environments.

Points to note

- It is important to note that bullying is one of the issues of global concern.
- In December 2014, the United Nations General Assembly adopted Resolution 69/158 on protecting learners from bullying. This resolution highlighted that bullying, including cyberbullying, can be expressed through violence and aggression and can have negative and long-term effects on the enjoyment of the human rights of learners.
- Bullying is often associated with discrimination and stereotyping of learners who are in vulnerable situations, whether verbal, psychological or physical in school or outside of educational facilities.
- Learners have more opportunities to benefit from enhanced protection and to learn about their rights, as information and communication technologies continue to develop rapidly and their use is growing across regions.
- ICT may also lead to increased risks of bullying, for example, cyber-bullying.
- The Government of Zimbabwe is taking serious measures to ensure that bullying is fully addressed among other provisions to ensure that learning environments and social spaces are safe and protective of learners' rights.

7.3 Types of bullying

There are 4 types of bullying;

- (a) Physical,
- (b) Verbal,
- (c) Social, and
- (d) Electronic.

(a) Physical Bullying

- Hitting
- Slapping
- Kicking
- Trapping
- Pushing/shoving/scratching
- Spitting
- Beating up
- Damaging property

(b) Verbal Bullying

- Name-calling
- Mocking
- Insulting (hate speech)
- Hurtful teasing
- Humiliating or threatening someone
- Harassment

(c) Social Bullying

- Excluding others from the group, shunning, ignoring, gossiping, or spreading rumours,
- Setting-up others up to look foolish, and damaging friendships
- Treating people badly because of their identity, saying bad things about a culture, religion or beliefs, calling someone names.
- Making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making rude comments about someone's sensitive issues
- Leaving someone out or treating them badly, making them feel uncomfortable or making comments or jokes to hurt them because of a disability.
- Treating someone badly because of his/her appearance/stature (such as ugliness, weight-based teasing or social class)
- Humiliating others with public gestures or graffiti

(d) Electronic Bullying

- Electronic communication used to upset, threaten or embarrass another person
- Using e-mail, cellphones, text messages and internet sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships
- Includes reduction in worth, insults, spreading rumours, sharing private information, photos or videos or threatening to harm someone

**7.4 Indicators of Bullying**

Different individuals experience and react to negative events in their own unique ways.

Teachers should observe each individual learners carefully in order to identify the signs of bullying

7.4.1 Identifying the learner being bullied

- Unexplained injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking sickness
- Changes in eating habits, like suddenly skipping meals or binge eating. Learners may come home from school hungry because they did not have a meal
- Continuous school absenteeism
- Difficulty sleeping or frequent nightmares
- Drop in school performance grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self-esteem
- Becoming overly apologetic
- Self-destructive behaviours such as running away from home, harming themselves or suicidal tendencies

7.4.2 Identifying the learner at risk of bullying others

Learners who show potential to bully others are equally in need of positive attention to prevent their likelihood of causing harm and the negative effects of such behaviours on their own development. Identifying a learner who exhibits bullying tendencies is very important because it helps in selecting appropriate intervention strategies that can actually benefit him/her and peers.

A list of possible signs of the potential to bully others is provided below:-

- Frequently getting into physical or verbal fights
- Having friends who bully others
- Becoming increasingly aggressive in normal activities
- Being sent to the Head's office frequently
- Having unexplained extra money or new belongings
- Blaming others for their problems
- Not accepting responsibility for their actions
- Being highly competitive and worrying about their reputation/popularity
- Rebelliousness

7.4.3 Identifying the learner who has witnessed bullying

Sometimes a learner who has witnessed bullying shows signs of distress. Other witnesses of bullying might exhibit similar behaviours to the perpetrator of bullying.

- Poor school behaviour
- Emotional disturbance
- Depression
- Post-traumatic stress
- Drug and alcohol abuse
- Suicidal tendencies
- Aggressive behaviour
- Withdrawal

7.5 Some Factors associated with serious cases of bullying

- Institutionalisation of bullying in some schools where the practice has been tolerated and handed down from one generation to the next
- Poor communication between school authorities and learners and/or among learners themselves, especially lack of clear reporting structures and response systems
- Delayed or ineffective responses to deteriorating discipline within a school
- Absence of effective guidance and counselling services within the school, leading to failure to identify and intervene where individual learners exhibit harmful or vulnerable behaviours
- Absence of supervision by responsible adults in some of the school activities as well as outside the school such as on the way to or from schools, the playground and in the boarding hostels
- Gangsterism within or around the school community
- Conflicts from outside the school affecting relationships within the school
- Drug abuse and involvement of learners in the peddling of drugs and other harmful substances
- Inappropriate powers given to the school prefects which may give rise to the victimisation of fellow learners
- Improper association between some teachers and learners, leading to gossip, victimisation and blurred boundaries between adults and learners
- Bullying may be difficult to manage in schools that prioritise their reputation and have vested interest in avoiding negative publicity. Unless preventative measures are in place, cases of bullying might thrive

7.6 Assessing the school Ethos: the relationship between learners, teachers, leadership and parents

The checklist below is provided to guide discussion towards assessing the ethos within a school with a view to strengthening child protective measures against bullying.

School leaders are encouraged to engage teaching, non-teaching staff and learners themselves in this discussion as the result of the dialogue will have a lasting positive effect on the whole school.

Feedback mechanism

1. Does a school have a Learner Safety and Protection Policy? Why?
2. Does the Learner Safety and Protection Policy have specific details on What bullying is
When, how and who to report to when facing the threat of bullying
3. Measures to prevent bullying, are there clear boundaries of acceptable and unacceptable relationships among?

Adults and learners in the school?

Learners themselves (different age groups)

4. Does the school monitor the selling of various items among learners, between parents, learners and teachers or ancillary staff?
5. How are conflicts emanating from such commercial transactions handled and what lessons have been learnt from such conflicts?
6. What is the role of prefects and other learner structures in the prevention and reporting of threats to the safety and well being of all learners?
7. What special protective measures has the school put in place to cushion vulnerable learners?
8. How does the school welcome, prevent and protect new-comers against the culture of bullying?
9. How did the school handle the welfare of learners who have perpetrated bullying in the past?
10. What has been the impact of disciplinary action, or lack of it, on the learner safety and protection in a school?

7.7 Roles and Responsibilities

Schools are advised to develop Learner Safety Protection Policies by making reference to Director Circular No 27 of 2008.

From the information in this chapter, you are required to do the following tasks so as to come up with Learner Safety Protection Policies

- a) Discuss and agree on the roles and responsibilities that each of the following should play in ensuring the safety and protection of all learners from any likelihood of bullying.
- b) Spell out what action is required to be taken by each,
- c) After listing the actions, the school must agree on what evidence will show that the Learner Safety and Protection Policy and guidelines are indeed working well.

Roles and Responsibilities	Action to be taken	Evidence to show that the Learner Safety and Protection Policy and guidelines are working well
Responsible Authority/Owners of the school Head of School Deputy Head Senior Teachers Guidance and Counselling Committee Child Protection Committee Hostel Master/Matron Individual Teachers Prefects All learners School Development Committee and parents		

7.8 Summary

Bullying is a social ill that if not addressed can have long-term effects on the lives of the affected. It is important for every school to have clear policy and guidelines which define what behaviours to watch for, where to report and the action to be taken. Schools should also ensure that the learner experiencing bullying, the bully as well as those who have witnessed such incidences are given the necessary support to ensure that the effects are minimised.

UNIT 08



GUIDANCE AND COUNSELLING



8.1 Introduction

In today's society, the very roots of traditions, customs, beliefs, values and attitudes have undergone swift changes due to globalisation. At school and home, learners have to endure coping with challenges that include breakup of the joint family system, working parents, absence of hereditary occupation, the acute housing problems, substance abuse and lack of facility of open playground among others. The question is how can schools and communities assist learners to prepare for such overarching challenges? Guidance and Counselling may be one of the approaches to address these issues.

8.2 What is Guidance and Counselling?

Guidance:

It is a broad concept that basically has to do with information dissemination which is done in a structured way to help individuals to understand and use wisely the educational, vocational, social and present opportunities in achieving satisfactory adjustments to school and life.

Counselling:

It is a one-on-one relationship between a helper and a client which aims to enable the client to deal with his or her own problems or to live with them (in a way that is personally meaningful to that client).

8.3 Outcomes of viable Guidance and Counselling programmes.

- Learner friendly environment
- Improved pass rate
- Effective learner protection structures
- Gender sensitive enrolment: Accepting ALL learners
- Safe and Clean Water system
- Health and safe Environment
- Reduced incidences (substance abuse, bullying, stigma etc)
- Informed subject and career choices



Case study of school A

There are reports of gross indiscipline amongst learners at school A. Fights are common and learners are often absent from lessons.

Task 1: What other incidents of indiscipline could be taking place at school A?

Task 2: What counselling issues can you identify from the scenario?

Task 3: If you were the guidance and counselling teacher how would you deal with the incidents?



Points to note

1. Discipline issues need to focus more on positive interventions than infliction of pain to learners (corporal punishment).
2. Focus more on character building for desired outcomes
3. The school environment should be learner friendly.
4. Exhaust internal support systems before consulting outsiders.
5. Make child protection systems functional.
6. Improve the referral system and work with LePS.

8.4 Personal/Social Guidance

Case Study

In a horrible incident at school B, a fifteen-year-old boy was found hanging in one of the rooms near their dormitory. It was the learner's first term at that school. Investigations revealed that the learner was exposed to perpetual bullying by colleagues from the day he joined the school. The boarding master attempted to assist the learner through punishing the suspected bullies with little success. This seems to have increased the anger of the bullies who then became smarter in their approach. There is high possibility that the learner was a victim of circumstances. The school administrators left everything to the boarding master. The parents are suing the school for negligence that caused the death of their child.

1. What counselling concerns arise from the case?
2. If you were the guidance and counselling teacher at school B, what would you do to:
 - a) learners
 - b) school administrators
 - c) teachers
 - d) community
3. Do you think the bullying and suicide could have been prevented? What could have been done by the school teachers, parents head and community?

8.5 Educational Guidance

This is a process of assisting individual learners to reach their optimum educational development. It helps learners to make right choices as well as make adjustments in relation to schools' curriculum and school life. It also assists learners to make right decisions.

Case Study

School C is a rural school which has different activities that have helped in strengthening life skills of learners. Some of the activities include group and individual counselling, child protection policies, school projects, special assemblies, child protection committees and keeping of record books for learner welfare issues and follow up. The learners at the school enjoy learning, shun bullying and are disciplined and actively involved in the community.

1. What Guidance and Counselling activities are practised by the school?
2. What are the benefits of a functional Guidance and programme to the:
 - a. learner
 - b. school
 - c. community
3. Suggest activities that can improve the implementation of Guidance and Counselling programme at your school.

Case Study D

The school D in rural areas is achieving zero percent pass rates. Learners cannot retain knowledge. Learners are now frustrated that they do not come to school regularly and the enrolment has dropped drastically.

If you were the Grade 7 Class teacher at the school, what would you do?

1. What is the counselling concerns of the learners that need to be addressed?
2. How would Guidance and counseling assist in addressing the issues you identified?
3. Who else would you collaborate with to address the learner's needs? Explain the role of each person.

Points to note

- Expose learners to a variety of study skills
- Encourage creation of personalised study timetable
- Refer to Director's Circular 23 of 2005

8.6 Vocational guidance

Case study

At school E, an Advanced level learner was asked what he wanted to pursue as a career. The answer was shocking as he indicated that he will decide after the return of the examination results.

The learner was clueless with no focus.

1. What was the learner's counselling concerns?
2. How would you to help the learner understand his abilities, interest and career choice?
3. What implications come with having no vocation choice for (a) Learner (b) Teachers (c)Head (d) Education System?

Activities

Task A

1. Organise a career's day at school level.
2. Invite the professionals from the locality including small and medium enterprises (SMEs) to share information with learners on jobs and entrepreneurship skills.
3. Reflect on shared information encouraging learners to assess evidence on the sources and apply critical thinking.
4. Discuss implications in relation to the job market, learner interest and abilities

Task B – Organising attachment for learners

- 1 In collaboration with parents/guardians, plan and negotiate an on-the-job attachment for learners according to their preferences with captains of industries and other authorities.
- 2 After attachment:
 - Share and discuss experiences with the learners
 - Discuss implications in relation to the job market

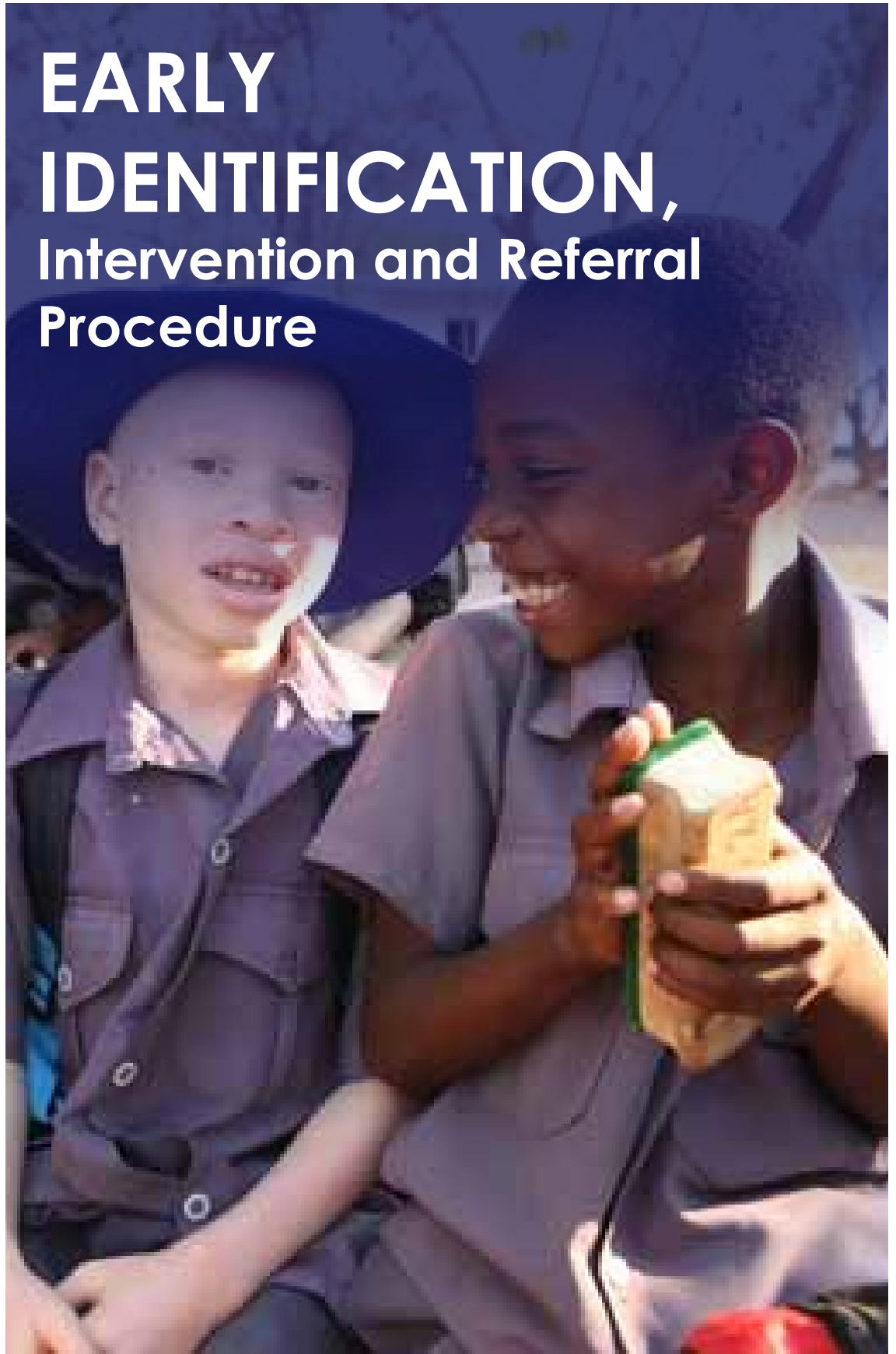
8.7 Summary

Guidance and Counselling is an indispensable component of the education system. It plays a pivotal role in promoting the philosophy of Unhu/Ubuntu/Vumunhu by moulding a responsible and healthy learner who will meaningfully contribute to the socio-economic development of any society.

UNIT 09



EARLY IDENTIFICATION, Intervention and Referral Procedure



9.1 Introduction

Globally the aim is to create inclusive society that accommodates everyone. The Constitution of Zimbabwe re-affirms the global stance of creating inclusive societies. Children spend most of their time in school, therefore the education fraternity has a critical role to help and include all learners. Thus, a stitch in time serves nine. In this regard, the earlier the learners' diverse needs are identified, the greater the impact becomes as late referral results in poor learner development. Early identification takes two forms that are equally important and need attention. The early childhood development stages are critical as well as the time when the need is noticed and action is taken for intervention. Early identification starts even before schooling. The school has a role in providing early identification services to parents through psycho-educational parenting strategies and providing tips to the out of school learners in the non-formal education.

9.2 Objectives

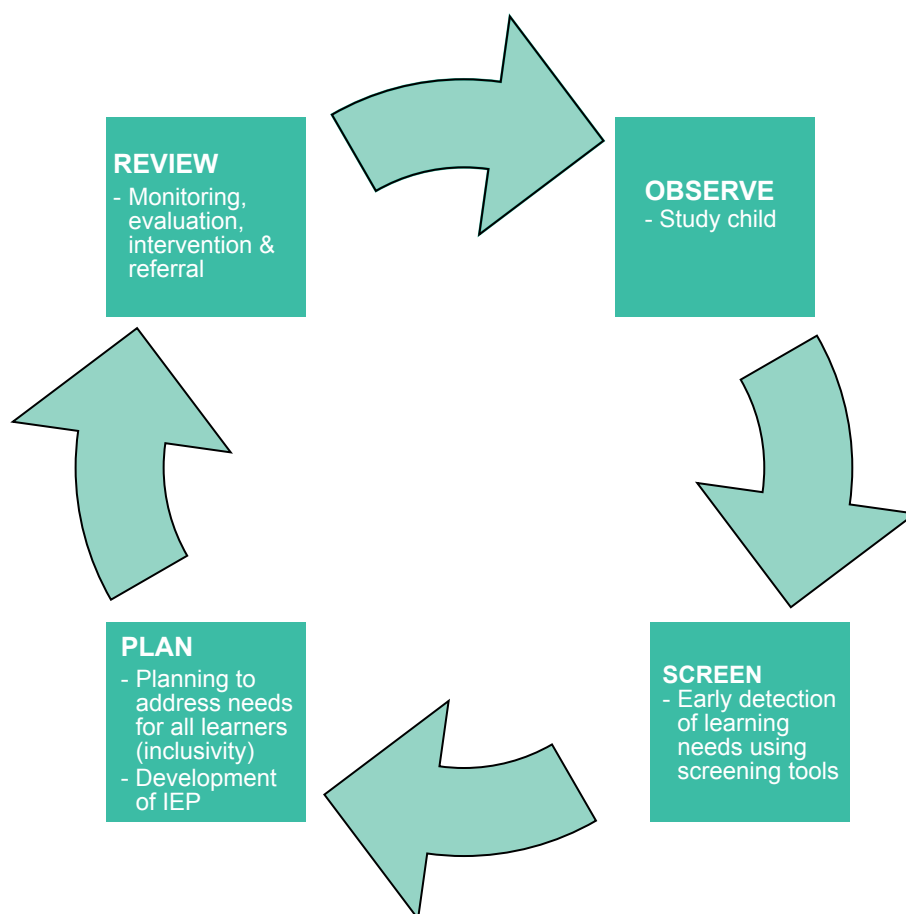
- Have a clear understanding of the purpose of early identification of learners with diverse needs
- Draw up an early identification and planning process for learners with diverse needs
- Identify ways for supporting learners with diverse needs
- Demonstrate components of the referral procedure
- Analyse documentation of the referral process
- Evaluate learner support structures in schools
- Come up with appropriate intervention strategies for individual learners
- Make reference to preceding Units in relation to intervention strategies

Task

1. What are the characteristics of a school with good early identification strategies?
2. List the screening tools you are currently using for early identification of learners' needs?
3. Is it important for the teachers to engage in an early identification process of learner with diverse needs? Explain your line of thinking as supported by relevant policies.
4. If you were the Head of a school, what strategies would you employ to ensure effective early identification at your school?
5. Do you think the community has any role to play in early identification? Justify your line of thinking.
6. What collaborative strategies can be done by the school teacher, Head and the community to improve early identification?
7. Suggest how early identification can be improved in schools and at home.
8. Why is record keeping important in early identification?
9. Research: Analyse and evaluate the early identification strategies at your school, design an advocacy programme and share with the staff and community.

9.3 Early identification & planning for learner diverse needs

When a teacher observes challenges in a learner, it is important to screen the child using screening tools. A learner specific plan, (Individualised Educational Plan IEP)) should be developed to address the challenges, followed by continuous evaluation. Further referral is made if there is no notable improvement as indicated below.



9.4 Early Identification and Planning Intervention strategies

1. Establish the learners' diverse needs by analysing information in the study of learner profile, individual record, health, hospital cards, PE syllabus and non-formal databases
2. Observe learners through structured screening tools like assessment guide in the syllabus to compliment your records analysis (liaise with LEPS through the referral protocols).
3. Design and Plan intervention strategies for example:
 - Differentiated teaching strategies (refer to topic on differentiated teaching strategies on Unit 4)
 - Structured teaching
 - Task analysis
 - Individualised Educational Plan (Refer to supplement to the ERIPLAP (P. 110), (liaise with LePS)
 - Behaviour modification strategies (time out, reinforcement, appraisals, psycho-education)
 - Counselling sessions
 - Speech programs
 - Remediation (refer to topic on remedial programme on Unit 3)
 - Adaptations (content, methods & environment)
4. Use monitoring and evaluation checklists to monitor the success of the strategies employed
5. Do not hold on to the learner if the problem persists but refer to LePS

9.5 Referral procedure: Learner Welfare, Psychological Services and Special Needs Education

The Ministry of Primary and Secondary Education's vision is to be the leading provider of quality Education for Socio-Economic Transformation by the year 2020.

In its mission statement the Ministry commits itself to promote and facilitate the equitable provision of quality, inclusive and relevant Learner Welfare Services, Psychological Services and Special Needs Education

In order to provide relevant services to enable all learners to achieve the optimal and emerge with the learner exit profiles stipulated in the curriculum Framework, the Ministry has established Learner Welfare Services, Psychological Services and Special Needs Education Department, which operates in close collaboration with other Government service providers, partners and stakeholders towards a comprehensive package of services

Learner Support Structures in schools

School leadership creates a conducive environment for the identification, referral and follow up of learners who need referral for additional support.

Accordingly, the following play a significant role in the referral procedure.

- School heads
- Senior Teachers,
- Parents/guardians
- Teachers in Charge
- Remedial teachers
- Speech and language teachers
- Guidance and Counselling Committees
- School Health Masters
- Child Protection Committees

School level screening before Referral

Teacher instrument for use in screening for visual and mobility, hearing, speech and language, reading and numeracy has been developed to help teachers screen learners before they are referred to the Remedial Tutors, Speech Correctionists and Educational Psychologist. These instruments assist teachers on administration guidelines and how to intervene accordingly and then refer when need arises.

Context

This referral procedure is part of a Learner Support Services Case Management System whose components include the following:

- Early identification, screening and assessment
- School-based Guidance and counselling programme and psychosocial support service
- School health programme
- Learner safety and protection
- Remedial programme
- Speech and language programme

- The National Braille Printing Press
- The National Audiological Support Services
- Special needs Educational provisions and services

The underlying assumption to use the referral procedure is that school leadership and all teachers have access to this copy of the Practical Inclusive education handbook for Primary and Secondary Schools and that prior screening and solutions have been attempted by the school, with the involvement of the parents and guardians concerned.

The referral procedure is also meant to respond to requests to requests arising from the use of the ERI/PLAP Supplement for Primary schools.

Objectives

Through this referral procedure, a well-coordinated system of responding to issues pertaining to individual learners as and when their schools and or parents so request. The specific objectives are to:

- identify the diverse needs of learners.
- provide guidelines on where to refer issues pertaining to an individual learner.
- provide a platform for follow ups on referred cases.
- come up with appropriate interventions for individual learners referred.



School Heads are encouraged to ensure that learners who require the services provided by the Schools Psychological Services and Special Needs Education are assisted as soon as teachers or parents raise concern.

There are three (3) Referral forms to be used, depending on the nature of support that is required for each identified individual learner, namely -:

1. Referral form to the Remedial Programme (Refer to Unit 13 for Remedial Programme)
2. Referral form for a learner requiring Hearing, Speech, Language and Communication Support Services
3. Referral form to the Educational Psychologist

Note: Sample referral forms are provided in Annex

How many copies per referral Form?

Each of the referral forms should be completed in both hard and soft copy.

The hard copy should be completed in triplicate with the required signatures and school date stamp.

The first copy should be sent to the nearest District Office, for the attention of the District Remedial Tutor; The second copy to the Provincial office, for the attention of the Principal Educational Psychologist; and The third copy should be kept in the relevant file at the school.

The soft copy should be relayed to the District Remedial Tutor and copied to the Principal Educational Psychologist through email or other ICT platform within 24hrs for learner welfare incidence and 5 days for that

Filling in of Referral Forms

To facilitate good planning of intervention and logistical preparations for visits to referring schools, it is important for School Heads to encourage teachers to put more detail in referral forms and indicate the assistance that is expected.

Learners to also be asked to indicate the assistance that they feel can help them cope better.

There should be provision for the learner's input on the referral.

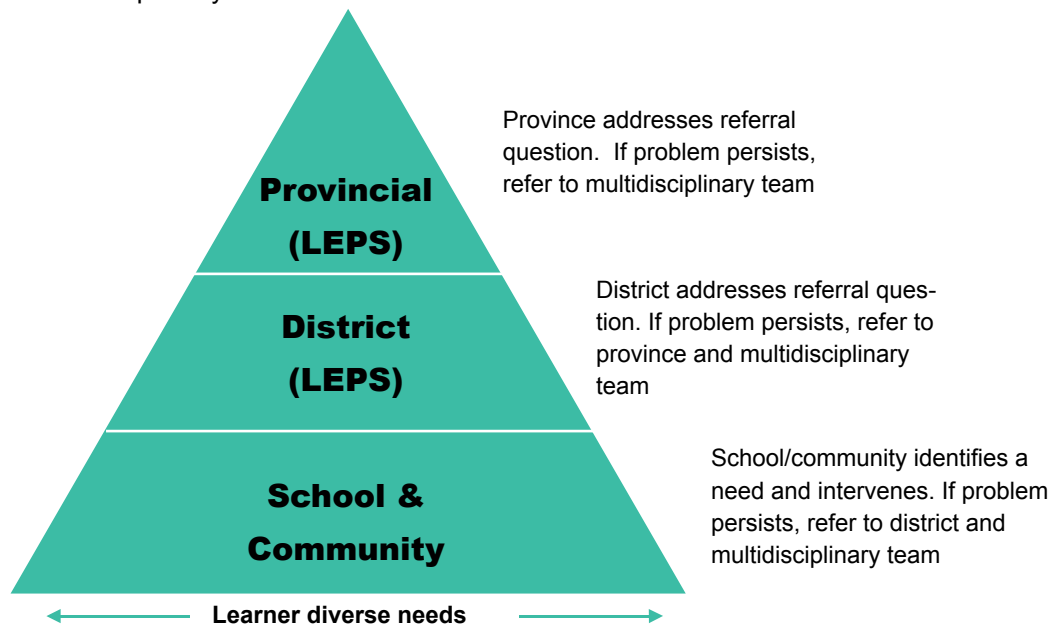
When is Parental Consent Required?

Heads of schools should ensure that all teachers are aware that no parental consent required for Remedial Speech and Special Education assessment and programming. However, such informed consent is required when initiating referral for psychologist intervention.

Follow up on submitted Referral Forms

NB: If the school receives no acknowledgement and/or evidence of practical arrangements to attend to this referral by Learner Welfare Schools Psychological Services and Special Needs Education department of MOPSE within 14 days of submission, a formal follow up letter should be submitted to the Provincial Education Director with a copy to the local District Schools Inspector (DSI). If no response is received from the DSI, schools should write to the Provincial Education Director: Attention Principal Education Psychologist for further redress.

Early intervention and planning for diverse needs is a collaborative effort by stakeholders. If the learners' needs are beyond your management capacity, refer to relevant service providers for further administration. Use the appropriate referral form from LePS for referral cases. Carefully study the referral pyramid to improve your referral skills.



9.6 Summary

The global quest to create inclusive societies is only possible through a deliberate inclusive, early identification, planning and intervention process. The earlier the learner's diverse needs are identified and addressed, the greater the impact, as late referral may result in poor learner holistic development.

UNIT 10



PRACTICAL IDEAS

for identifying and nurturing gifted, talented and creative learners to achieve optimal learning outcomes from the curriculum



10.1 Introduction

Education is the foundation for human capital development for the supply of critical competencies for national growth.

For this reason, different countries have devised models for investing in the early identification, learning enrichment, talent development and enhancement of detected special aptitudes from as early as possible in the lives of gifted, talented and creative individuals.

Sometimes gifted, talented and creative (GTC) individuals are easily identified, but many examples of misunderstood and mishandled high potential are documented in history. Examples include the following:

- Mathematicians
- healers
- writers
- sportspersons
- leaders in various spheres of human endeavour.
- natural scientists
- diviners
- musicians
- entrepreneurs

Questions for Discussion

1. How many such documented individuals have you identified from your search?
2. What could be the factors that contributed to the life story of the historical figure that you researched on?
3. Any comments on how such exceptionalism could have been better identified and nurtured?

10.2 Objectives

This unit seeks to:

- strengthen awareness of various attributes that help to identify giftedness, talent and creativity among learners
- encourage teachers to pay particular attention to learners who may seem to perform well with little assistance
- enhance teacher observation skills to identify special gifts among learners and avoid the tendency to singularly focus highlighting and rewarding on academic genius above all other attributes
- create awareness and readiness to attend to some of the special needs that some gifted, talented and creative learners might have.

10.3 Why highlight the needs of gifted, talented and creative individuals in a handbook on inclusive education?

The school curriculum is designed to prepare every learner for work and life and guided by principles such as learner-centredness, inclusivity and equity, among others. Ultimately every learner should emerge from the school system with the desired exit profiles.

It is common for the needs of gifted, talented and creative learners to be overlooked, especially considering that many schools have high teacher-pupil ratios, often with overstretched resources and other logistical day-to-day pressures.

Failure to cater for the needs of the GTC is not only a disservice to the individual learners but also the community and the nation at large because it robs humanity of the fruits of such exceptional attributes. Inadequate nurturance and support for such learners is a form of exclusion.

The curriculum presents opportunities for better organising for inclusivity of learners in this GTC category through learner profiling, Continuous Assessment, the different curriculum pathways and programmes such as the national Schools Sports, Science and Arts Festivals, various academies, entrepreneurship platforms, technology exposure and talent development initiatives.

10.4 Characteristics of The Gifted Talented and Creative

Numerous books and online resources are available to enrich teachers' knowledge of the characteristics of the gifted, talented and creative learners. What is important is the diverse range of special abilities besides the academic giftedness.

Many experienced teachers can easily identify special gifts, talents and aptitude among learners but not all of them know how to assist the learners to develop their best potential. It also helps to compare notes with the parents/guardians who often notice special things in their children, but may not always associate those with exceptional abilities.

The characteristics of gifted, talented and creative learners manifest differently depending on age, context, attribute, and other variables.



Some of the commonly observed characteristics include the following-:

- personal characteristics such as early developmental milestones at infancy
- high level language abilities
- Signs of more mature, higher level thought, behaviour and judgement compared to other learners at same age
- exceptionally high learning pace and achievement in any learning area
- all-round academic excellence
- distinct talent display in one or several sporting codes
- artistic flair
- quality of creative work produced
- Inquisitiveness
- Observed inclination to consistently perform above one's age level
- Tendency towards boredom with routine and unchallenging tasks

Many Gifted, talented and creative individuals are not identified in time, or not at all

There are known characteristics of the gifted, talented and creative individual that are often misunderstood and such misunderstanding can cause much harm.

While some gifted, talented and creative learners exhibit easily identifiable positive traits as listed above, there are many whose exceptional abilities and attributes are often misunderstood, leading to inappropriate social, educational and even medical intervention.

Case studies have been shared by teachers who, prior to learning more of such individuals, confessed to having labelled some children as hyperactive, noisy or inattentive. Because of being different from others, GTC individuals may be vulnerable to bullying and other forms of victimisation.

One of the challenges in the real world is the mismatch in the deployment of gifted, talented and creative teachers and the placement of such learners. Average and good teachers, who have no exposure to exceptional abilities often cause unintended harm, or simply leave such learners to work on their own.



In the life stories of some famous gifted individuals, there are experiences inappropriately harsh punishment, destructive criticism and "troublemaker" shaming within families, school and other social settings.

Which famous people ended up dropping out of school but still went on to achieve greatness? Sadly, not all GTC individuals are that resilient, hence the need for every school to pay attention to this possibility.

10.5 Some of the Special Needs of the Gifted Talented and Creative learners

Teacher should be alert to the special needs that may easily go unnoticed, particularly among learners who demonstrate exceptional abilities. Needless to say, the consequences of neglecting to attend to the needs of any learner cannot be under-emphasised.

Some of the special needs of gifted, creative and talented learners include:

- The hunger for challenging learning content and experiences, often manifesting as boredom, day-dreaming or acting out behaviour.
- The need for matching peers for acceptance and shared understanding, with times when it is clear that the learner is not quite fitting in with the rest of the group
- Responsive, empathetic teachers, parents and other adults, who may need to take time to understand how such learners experience the world.
- Support towards positive self esteem and understanding that exceptional abilities do not automatically come with confidence and pride in oneself.
- Sensitive, observant peers and adults to identify and engage the GTC individual who is socially isolated, noting the negative effects of loneliness and feeling like an outsider.
- Access to different platforms, clubs and groups based on common interests and abilities, not necessarily by age or gender.

10.6 Practical Ideas and additional resources For Teachers To Actively Support The Gifted Talented And Creative To Achieve At Full Potential

Please refer to the following Units-:

- Differential Teaching: Unit 4
- Learning Styles of learners and teachers: Unit 3

In addition, teachers may consider discussing the following possibilities with identified learners who show exceptional abilities. The practical options listed below are for further discussion and customisation at cluster training workshops.

1. **Enrichment** of teaching and learning content
2. **Team teaching** to capitalise on the pool of talent among teachers
3. **Accelerated learning** programming eg, higher grade level earlier than otherwise
4. Tailor-made timetable to accommodate unique learner needs as opposed to administrative convenience
5. Review of class/ school placement to match learner requirements. Eg moving talented cricketer to a school with good cricket facilities , transferring scientifically gifted learner to the best laboratory equipped school,
6. Participation in high performance events, academies and online platforms.

10.7 When and how to Refer the Gifted, Talented and Creative learner for more support services

It is envisaged that more teachers will initiate referrals for the assessment and support of learners who may have additional needs that require special attention in order to achieve their full potential. Zimbabwe stands to benefit from the full exploitation of its human capital and the potential that lies among its citizens with exceptional abilities.

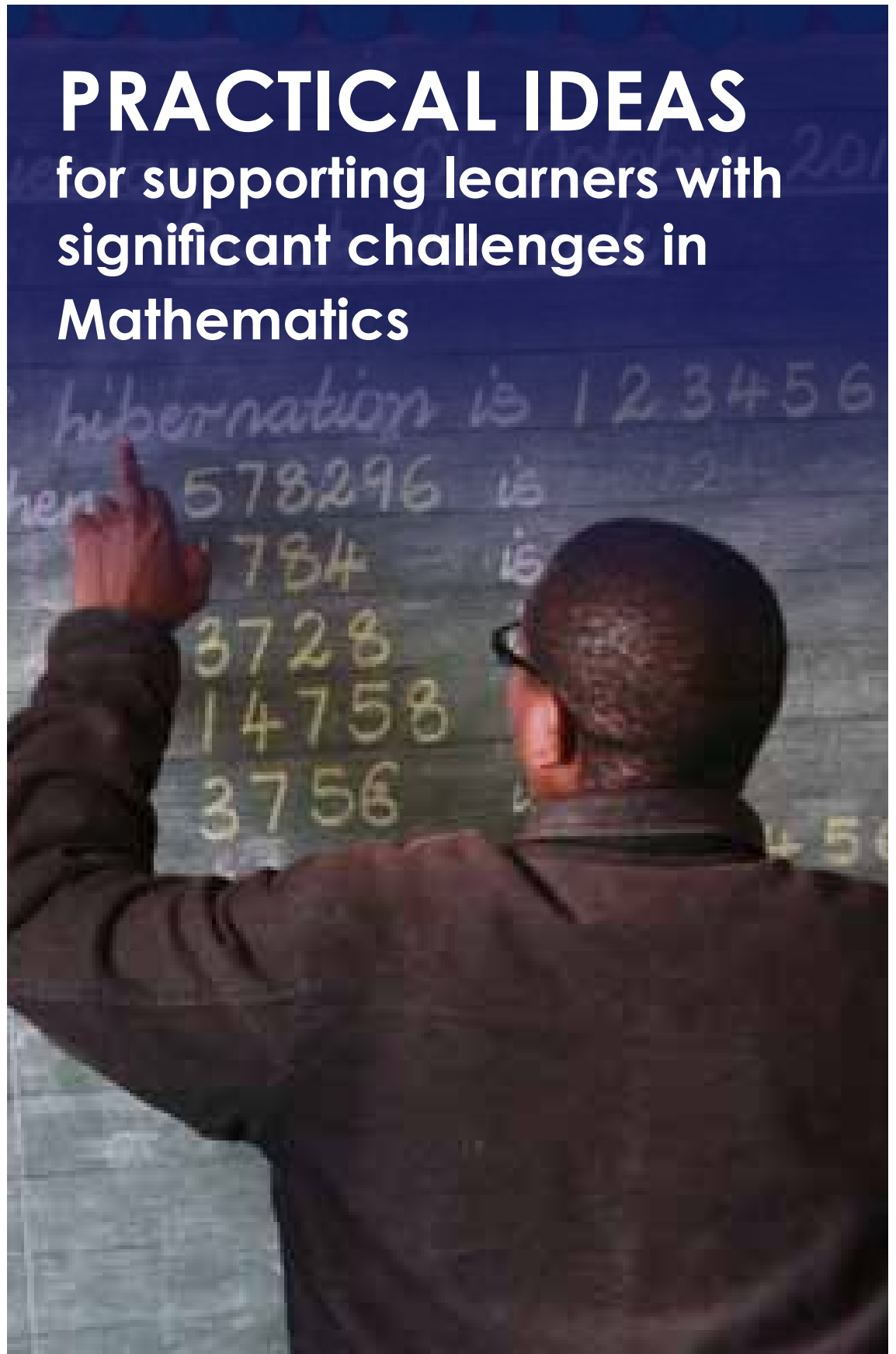
Together, we can all do and no learners will be left behind!

UNIT 11



PRACTICAL IDEAS

for supporting learners with
significant challenges in
Mathematics



11.1 Introduction

Today's world requires us to process unique levels of numerical information. Computers, smart phones, financial and healthcare information processing are just a few of the many contemporary demands requiring our numerical fluency. Mastering the skills of Mathematics brings with it many social, economic and health benefits for the individual. Having young people who can apply mathematical, scientific, social and other skills is essential if we are to ensure employment and economic prosperity in the future. Learners will develop good mathematical skills if those abilities are fostered in a constant way from early childhood to the end of secondary level education.

Points to note

- All teachers can play an important part in providing opportunities to develop numeracy within their learning programs.
- Many learners with Mathematics skills gaps may not be attracted to Mathematics; they may want a different qualification with the feeling that developing Mathematics skills is irrelevant.
- Many learners with mathematical gaps have previously experienced traditional teaching approaches without success.
- It is important for both teachers and learners to acknowledge that Mathematics is important for the achievement of different qualifications
- Varying approaches to developing Mathematics skills can bring positive results.
- Many learners who struggle with Mathematics at school make much better progress if these skills are presented in a different context.

11.2 Some typical example of challenges in math

11.2.1 Case studies of learners with significant challenges in Mathematics at Junior level

Case 1: Grade 4 class

Topic: Addition with carrying

A learner did addition of 346 and 287 and wrote the answer as 51213 as seen on the right:

$$\begin{array}{r} 346 \\ + 287 \\ \hline 51213 \end{array}$$

Question1-1. What mathematical challenges does the learner have?

Question1-2. How can the learner be assisted?

Case 2: Grade 6 class

Topic: Operations-Addition of Decimal Numbers

A learner has challenges in adding decimal numbers correctly in terms of place values for example, for $1.045 + 65$ the learner will arrange as:

$$\begin{array}{r} 1,045 \\ + \quad 65 \\ \hline \end{array} \quad \checkmark \quad \text{Instead of:} \quad \begin{array}{r} 1.045 \\ + 65.000 \\ \hline \end{array} \quad \times$$

Question2-1. What is the learner's challenge?

Question2-2. How can the learner be assisted?

Case 3: Grade 7 class:**Topic: Numbers shown on abacuses**

A learner did calculations using an abacus. While the number shown on the abacus was 30729, the learner wrote 3729 as answer.

Question3-1. What is the learner's challenge?

Question3-2. How can the learner be assisted?

11.2.2 Case studies of learners with significant challenges in Mathematics at Secondary level**Case 1: Directed Numbers**

Teacher explains and demonstrates on how to simplify directed numbers. A thermometer is used as media to show positive and negative numbers. Class work is assigned to learners. A learner cannot get the proper direction of the number line. The learner cannot manipulate, for example:

- Two minus three ($2-3$) even after being shown the other method of reckoning. The learner does not understand the fact that addition is applied when signs are similar and subtraction is applied when signs are different.
- The learner tends to add when performing calculations such as a negative two plus three ($-2+3$).
- The learner also has multiplication challenges because of a poor Mathematical background.

Q1-1. What is the learner's challenge?

Q1-2. How can the learner be assisted?

Case 2: Change of Subject of a formula

The challenge with changing the subject of a formula lies in the fact that there is no standardized way of doing it. Learners take advantage of demonstrations by the teacher to do at their home and during class work. If the work is not exactly similar to the demonstrations, learners are bound to experience challenges. Problems may be found in two areas:

1. Order of moving terms to make the subject of a formula
2. How to move a term, for example, whether one divides or multiplies.

Question2-1. What is the learner's challenge?

Question2-2. How can the learner be assisted?

11.3 Suggested ideas for supporting learners with significant challenges in Mathematics

- Mathematical concepts should be introduced at foundational level
- There is need to establish the last point of success for each learner then teach from known to unknown.
- Use of concrete teaching and learning such as counters, abacuses, (shapes and fruits when dealing with fractions)
- Learning and teaching concepts should be packaged into small teachable units.
- Schools should adopt a workable curriculum that gives ample time for remediation.
- There should be a dedicated teacher for remediation who is not loaded up with other responsibilities
- Teachers need to be resourceful to help learners understand concepts easily.

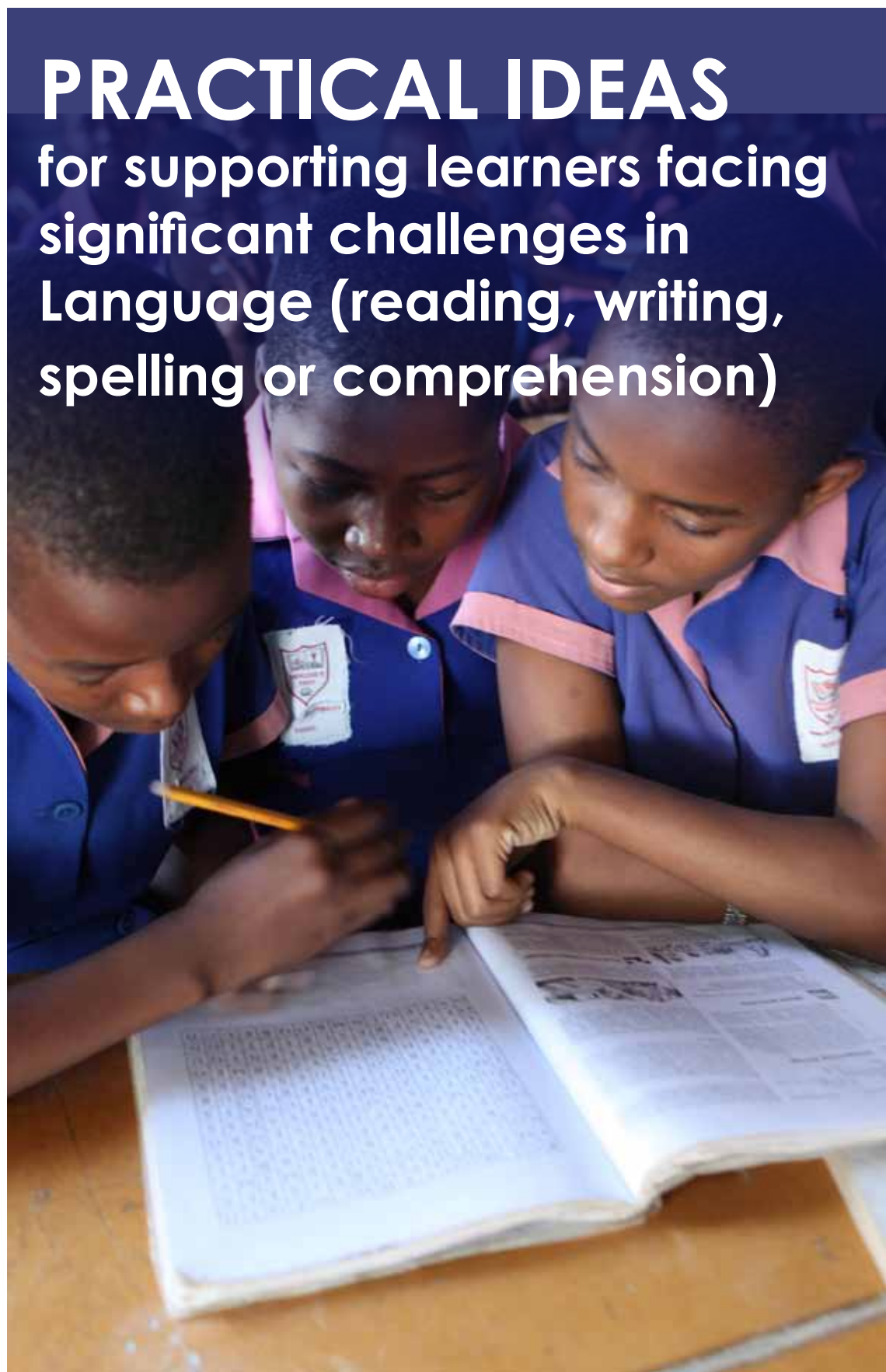


UNIT 12



PRACTICAL IDEAS

for supporting learners facing significant challenges in Language (reading, writing, spelling or comprehension)



12.1 Introduction

Language is a fundamental component of all learning. It is an effective tool for communication. It is through language that everything is taught and learnt in a majority of teaching and learning situations. The learning of a language encompasses reading/signing, writing/Braille, comprehension and spelling.

12.2. Reading Challenges

12.2.1 Introduction

The acquisition of reading ability is a pre-requisite to learning. Challenges in reading may be a significant contributing factor to poor performance.

Points to note

- There is a significant number of non-readers in schools.
- Problems in reading may contribute to low pass rates.
- Failure to read may adversely affect a learner's performance in some learning areas.
- Listening/observing, speaking/signing, and writing/Braille are the basic skills that contribute to reading.
- Reading/signing ability has a bearing on the spelling and comprehension skills of the learner.



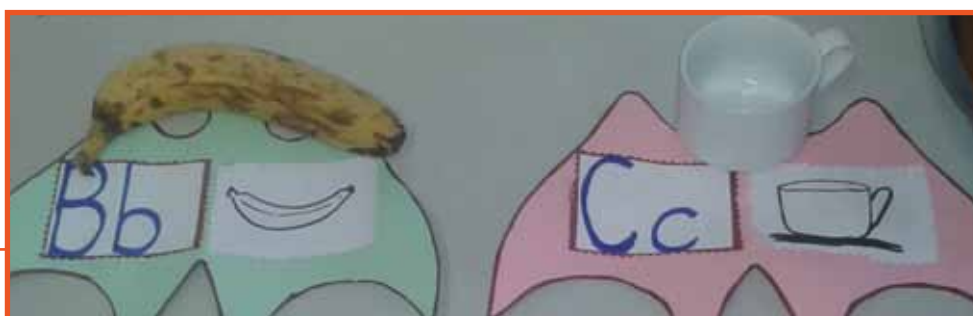
12.2.2 Analysing reading challenges

The teacher needs to analyse reading challenges faced by learners, which include:

- Mispronunciation of a word (Omissions, Substitution, Distortion, Transpositions)
- Hesitation
- Punctuation
- Insertions
- Unknown words

12.2.3 Proposed ideas for supporting learners with reading challenges

- Use familiar material that the learner will be interested in reading and understanding
- Begin with simple questions and make them difficult as the child gains experience, confidence and understanding
- Start with literal (relating to explicit statements in the text), then move on to inferential (relating to implicit meaning in the text) and lastly critical (relating to reader's conclusions drawn from many elements of the text) levels of comprehension (who, when, what, which, where and why)
- Labels on everything e.g. door, window, board, chair e.t.c
- Use of picture to word/sentence matching
- Use flash cards
- Presenting key sentences on the board
- Use of pictorial observations, descriptions and story formation
- Use of missing word games
- Use sentence completion e.g. Mother sweeps the (car/ house/table)
- Use Arts and Drama (Talking characters)
- Puppetry



12.3 Comprehension Challenges

12.3.1 Introduction

Comprehension involves making meaning out of any read or spoken/signed material. It lies at the phrase, sentence, paragraph, and story level, not in identifying single words. Comprehension is one way of ensuring that spoken/signed or read material has been understood. The inability to rapidly identify words may impair mastery of comprehension skills. Faster readers have an opportunity to understand much better than struggling readers. Learners with disabilities learners have greater challenges in acquiring comprehension skills.

12.3.2 Identification of learners with comprehension challenges

Learners with comprehension challenges can be identified by some of the following example:

- Inability to answer factual questions based on the material read.
- Inability to follow the sequence of events in material
- Inability to produce much of what has been read
- Inability to answer anything but literal type of questions
- Inability to make judgements on what was read
- Inability to follow directions in print

12.4 Spelling Challenges

12.4.1 Introduction

Spelling is the ability to use letters to construct words in accordance with accepted usage. Learning to spell is a developmental process, and young learners go through a number of stages as they begin to acquire written language skills. It should be noted that being a poor speller does not necessarily mean that a learner has a learning disorder. However, when poor spelling occurs with poor reading and/or mathematical skills, then there is reason for concern. It appears that many of the learning skills required for good spelling are similar to those that enable learners to become good readers.

12.4.2 Identification of learners with spelling challenges

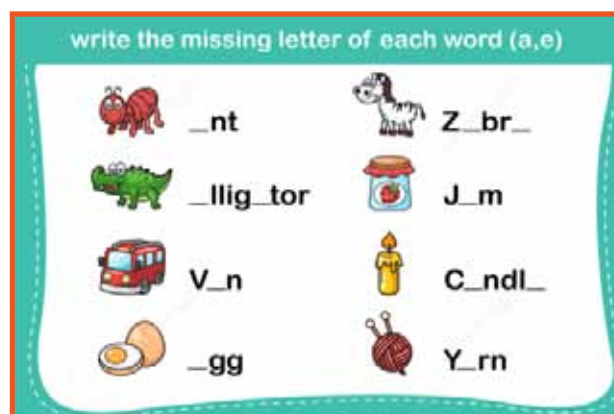
The learner's ability to spell words correctly is based on the ability to hear the differences between two spoken words. To tackle phonic work requires the skill of auditory discrimination

The learner with spelling difficulties may have the following problems:

- unable to detect differences and similarities in sound
- unable to apply phonic analysis to both easy and difficult words
- confuses letter names with letter sounds (such as 's' and 'c')
- unable to blend sounds in working out pronunciation
- fails to recognise new words
- unable to sound out/sign words

12.4.3. Proposed ideas for supporting learners with spelling challenges

- Exercises in substituting final sounds such as, Theis on the table. (cat, cap)
- Exercises in substituting initial sounds. Choose the right word. Such as Father has acar. (red/bed)
- Choosing the odd-one out such as bun, car, ball, bag, bat or wash, fish, dish, watch, splash
- Developing listening skills-sound discrimination.
- Discriminate between high and low sounds, fast and slow, soft and loud sounds
- Exercises in substituting medial sounds. Choose the right word such as, The boy was.....(sed/sad)
- Teacher makes animal sounds and learners take turns to identify them.



- Developing hand shapes/alphabet signs/finger spelling/number signs skills for learners who are deaf.

12.5 Writing Challenges

12.5.1 Introduction

Learning to write is uniquely challenging. Writing requires the mastery and concurrent use of a complex array of language skills, from vocabulary and spelling to the ability to organize and convey ideas. Indeed, the intricacies of writing makes it one of the highest forms of human expression.



Points to note:

- Learners encounter the following elements of writing which include formation of letters, organization of ideas, correct use of grammar, punctuation and spelling.
- Writing ability improves in stages, as learners build upon the skills learned in prior grades.
- Graphomotor production deficits - incorrect pencil grip (perpendicular, too close to tip, excessive pressure)
- Motor feedback problems - trouble in keeping track of where the pencil is while writing
- Learners with handwriting difficulties often avoid paper pencil tasks and have reduced written output.
- Motor memory dysfunction - lack of automaticity of letter formation (cannot rapidly remember how to form letters)

12.5.2 Example of writing challenges

Here are some common errors in grammar, usage, and mechanics that will help you identify the trouble spots in a learner's writing.

Problem: Proper Nouns Not Capitalized

Example: I saw dr. smith in new york.

Solution: I saw Dr. Smith in New York.

Problem: Sentence Fragments

Example: Going to the grocery store for milk.

Solution: I am going to the grocery store for milk.

Problem: Run-on Sentences

Example: I like riding my bike after dinner first I have to help with the dishes.

Solution: I like riding my bike after dinner, but first I have to help with the dishes.

Problem: Lack of Subject-Verb Agreement

Example: He run every day.

Solution: He runs every day.

Problem: Incorrect Noun Plurals

Example: The berrys are ripe.

Solution: The berries are ripe.

Problem: Incorrect Plural and Possessive Nouns

Example: My parent's wedding photo is beautiful.

Solution: My parents' wedding photo is beautiful.

Problem: Wrong End Punctuation

Example: What are you doing.

Solution: What are you doing?

Problem: Not Forming Compound Sentences

Example: Tom likes baseball his friend likes hockey.

Solution: Tom likes baseball, but his friend likes hockey.

Problem: Lack of Commas in a Series

Example: Our flag's colours are red, yellow and green.

Solution: Our flag's colours are red, yellow and green.

12.5.3 Identifying and addressing difficulties in handwriting

If your learner isn't making progress in writing, take action early. As a first step, make time to meet with your learner's caregivers and share your concerns and observations. Does your learner seem to have trouble in one aspect of writing, such as grammar or getting started, or does the problem seem to stem from a larger issue. Writing problems can be an indication of other learning problems, so consider consulting the appropriate professionals if those are your concerns. The good news is that with patience, understanding, and targeted help, writing problems can be overcome.

Suggestions for addressing handwriting difficulties

- For learners learning to print/write, teach letter formation in a methodical way (i.e. grouping letters which have similar formations), emphasizing the correctness of pencil grip, motor memory for the letter formations, practice for fluency.
- Have the learner practice copying for short periods of time and then increase the time as fluency increases.
- Encourage the use of pencil grips and/or large mechanical pencils.
- Encourage use of alternative paper material (such as for younger learners, paper with raised lines provides a sensory guide for the learner to stay within the lines).
- Encourage training for keyboarding skills so that a computer can be used for school assignments.

12.5.4 Identifying and addressing difficulties in written expression

Frequently, learners with learning difficulties (LDs) demonstrate a significant discrepancy between oral expression and reading ability vs. their written output. This functional gap is a source of extreme frustration for everyone involved, particularly the learner who does not understand why they are unable to write with the same ease as they can understand, think and discuss.

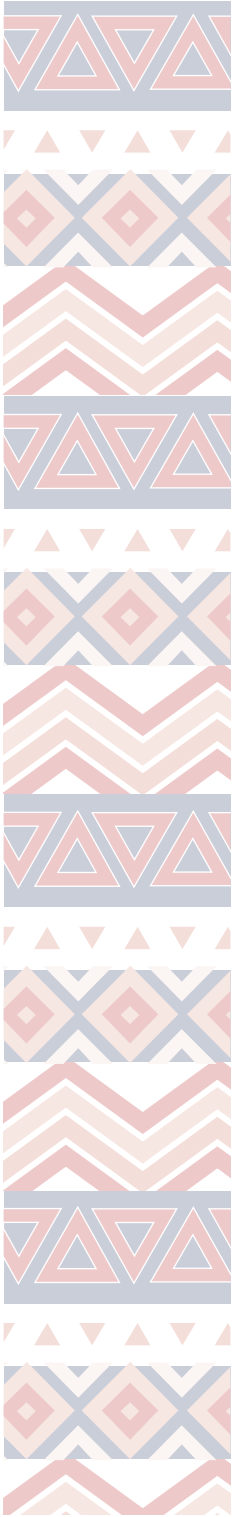
Suggestions for addressing written expression difficulties

- Assist with the development of a schedule allowing time to complete assignments.
- Work in small time periods rather than spending hours at a time for a particular activity.
- Begin with a brainstorming stage where ideas about the subject are written down. If a learner has spelling or graph motor problems, scribe for them or allow use of a computer.
- Help the learners organize their ideas from the brainstorming to an organizational model (i.e. a story map, a timeline, an outline, organizational software such as Inspiration, Spark-Space)
- Encourage the learner to elaborate on which ideas need to be included in the assignment within the organizational model
- Begin writing first/rough draft from the model
- Edit for vocabulary usage, sentencing, grammatical constructions, mechanics of writing (spelling, capitals, punctuation, paragraphing)

12.6 Summary

Your observations provide important clues for your child's teachers and specialists. Learning the cause of your child's, spelling, comprehension, reading and writing issues can help you and professionals provide the right kind of support. Other parents in similar situations can be a good source of advice, suggestions and support.

UNIT 13



REMEDIAL EDUCATION

Support at the infant, Junior
and secondary level



13.1 Introduction

The remedial programme is designed to address common challenges that may frustrate learners by helping them to keep up with the other learners in the same grade/class. The learners are maintained in the remedial programme until they gain sufficient skills to cope and perform at their optimal best.

13.2 Objectives

The objectives of the remedial programme are to:

- provide timely support to learners who may be at risk of academic failure and underperformance
- reduce number of non-readers and enumerative learning in higher grades
- improve school attendance, retention, transition and completion rate
- prevent repeat of grades by learners due to delayed interventions
- improve the quality of learning outcomes
- reduce school dropout among the learners



Who needs remedial attention?

Among learners at any level, there is a significant number who are of average to above average intellectual ability but do not perform to full potential due to difficulties in either language (reading, writing, spelling or comprehension) or numerical work. If such difficulties are not addressed at the earliest possible time after detection, such learners experience frustrations and low self-esteem when it comes to academic work and may be at increased risk of failure in academic performance.

Why organise Remedial support for learners in your school?

If implemented effectively the Remedial Programme has many advantages.

- Effective remediation reduces the proportion of barely-literate and innumerate learners at all grade/form levels
- A school with a good remedial programme is better placed to achieve desired curriculum exit profiles among its learners
- With more learners receiving remedial support, school discipline and learner morale is improved, hence better school attendance, retention, transition and completion rates
- Equity and inclusivity is enhanced through mainstreaming remedial support at every level of the education system, thus reducing the equality caused by the different abilities among learner's parents/guardians to afford private extra-tuition.
- Ultimately, good remedial programming at school level helps the education sector to strengthen its internal efficiency and effectiveness of the programme in terms of reducing school drop outs and the repeating of grades by learners

13.3 Identification of learners requiring remedial support

13.3.1 Identifying the Remedial candidate at the Infant level

Using the ECD Assessment checklist, teachers should be able to identify Infant learners who need extra attention.

A decision on whether to promote or repeat the learner who has not achieved key developmental milestones at the end of ECD B. Where there is doubt, a referral to the Schools Psychological Services should be initiated by the end of September of the ECD B year.

Earlier referral, at ECD A level is encouraged for individual learners whose special needs are beyond what the infant teachers are prepared to handle, without support.

13.3.2 Identifying the Remedial candidate at Junior Education level

From Grade 3 level, any learner who is struggling with numeracy and literacy is a potential candidate for remediation.

Where a large number of non-readers and innumerate learners is identified in a particular class or school, it is necessary to investigate the quality of teaching at Infant level and address the root cause and take necessary action.

Please refer to the Remedial handbook for more details on the identification, screening, diagnostic testing.

13.3.3 Identifying the remedial Candidate at Secondary Education level

It is important for the English, Indigenous languages and maths departments to systematically administer literacy and numeracy mastery tests to determine the individual readiness of each Form 1 candidate for secondary level work.

Learners with relatively good passes in mathematics but not as good in the content learning areas should be assessed for reading, spelling, and comprehension because poor literacy affects all learning areas, except the practical tasks.

Primary school reports are useful indicators of possible challenges with literacy and numeracy.

13.4 Organising remedial programme

Organising Remedial Programme at School

Each school whether Primary or Secondary should decide on the most convenient time-table for the remedial programme. It should be part of the school menu without extra cost to the parents.

The pre-test; teach and post-test approach to assessing mastery should be adopted for an effective intervention programme. Diagnostic tests are used to pin-point where an individual learner needs assistance and how their errors can best be rectified in language and mathematics.

A comprehensive Individualised Educational Plan (IEP) is an important reference document to guide how the learner, teacher, school and parents should play their individual roles towards improving learning outcomes (Refer to Example of IEP on P.110 of supplement to ERI and PLAP).

The Remedial Programme Booklet published by the Ministry of Primary and Secondary Education is one of the resources that schools may utilise. Further information can be obtained from the District Remedial Tutors



Organising Remedial Programme at primary School level

Please refer to the Remedial handbook and the Performance Lag Address handbook.

Organising remedial Support for the Secondary Level Learner

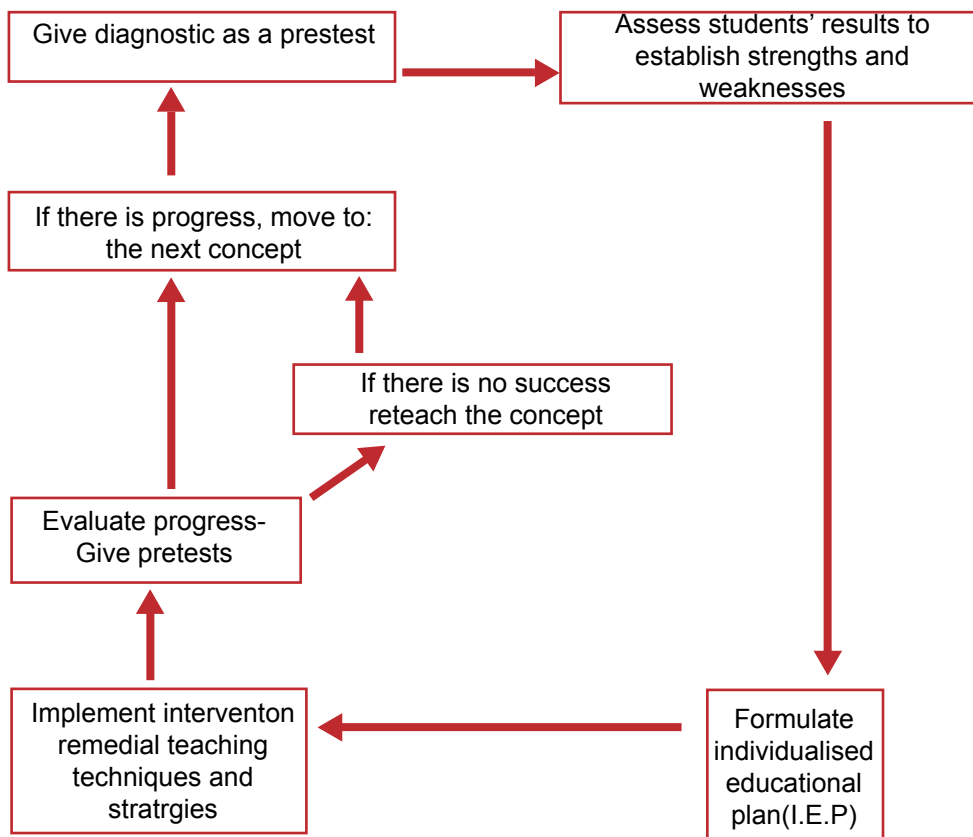
This is a new area of emphasis as there is evidence that something must urgently be done to support the number of learners who progress from primary to secondary school level with inadequate reading, spoken communication, spelling, writing, and comprehension as well as numeracy competencies for managing at higher grades.

From 2019, the Learner Welfare, Psychological Services and Special Needs Education Department will prioritise in-service training workshops to retool and facilitate the participatory development of reference materials for use by the English, Indigenous Languages and Mathematics Heads of Departments at secondary level.

In the meantime, secondary school heads are encouraged to organise remedial support, particularly from the time they enrol Form One learners using the following guidelines:

1. Administer reading, spelling, comprehension and basic communication mastery tests to Form 1 learners who do not appear to meet the basic secondary school academic requirements.
2. Use the mastery test results to identify candidates for remedial support. 3. Assign teachers in the English, Indigenous languages, Mathematics and ICT to the remedial programme.
4. Analyse the school timetable and revise the workload for remedial teachers to create space for such learner support during the normal school day. Remedial space should be visible on the school timetable and learners with common remedial needs may be grouped accordingly, with due sensitivity to age and form levels.
5. Remedial work should aim at strengthening functional literacy and numeracy skills to enable each learner to manage secondary level work as independently as possible.
6. Organise face-to face meetings with affected learners and their parents/guardians and use such meetings to set individual learning goals for each learner. Emphasis should be on encouraging the learner and motivating him/her through providing the necessary support.
7. The remedial team at the school should share ideas with the rest of the staff, for example encouraging variation from over-reliance on dictating notes in the content-loaded learning areas and using more worksheets to assist learners with reading and writing challenges to keep up.
8. Exploit digital platforms through the ICT Department to identify learner-friendly programmes that help strengthen literacy and numeracy skills, educational games and interactive teaching and learning content to motivate learners to work independently.

The Diagnostic Teaching and Testing Cycle



Remedial tool kit

A Remedial tool kit may include:

- Attainment instruments for selection
- The selection grid (visual plot)
- Miscue analysis for English
- Remedial records.
- A variety of teaching and learning materials
- Diagnostic testing instruments
- Error analysis for Mathematics
- Referrals records
- Hand outs
- ICT tools

13.5 Possible ideas for every teacher to provide Remedial Support to learners

Literacy, communications and numeracy are the pre-requisites for academic performance across the curriculum, therefore English, the local Indigenous language and Mathematics are the major focal learning areas in which remedial work should be organised.

The teacher should identify learners in each class whose learning is affected by literacy (reading, spelling, writing and comprehension) or numeracy as soon as possible (refer to unit 11 and 12). Such knowledge should be used in designing appropriate teaching plans to support the affected learners grasp of concepts and practical skills through the following actions:

- Use differentiated teaching methodologies to address diverse learner needs (Refer to Unit 4)
- Take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly when learners are doing their assignments.
- Organise meaningful learning situations, language environments (especially for English and mathematics)
- Incorporate the use of teaching aids, games or other fun activities for enjoyable personal learning experiences for individual learners.
- Stimulate learner interest and initiative in learning and pay attention to the learning process of individual learners in class.
- Encourage active learner participation through use of information technology and all the digital teaching resources available, especially interactive platforms, to help learners understand the main points.
- Sum up the main points in teaching -write the key phrases on the board to enhance learners' audio and visual memories.
- Provide individualized remedial teaching before and after class, during recess or lunchtime, including homework to measure performances that they can remove their learning obstacles as soon as possible.
- Introduce diversified teaching activities such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visit and experiments may help pupils enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching

13.5.1 Where to get advice on remedial programming in Primary or Secondary Schools

Remedial Tutors based at district offices help remedial Teachers at schools with expertise on the implementation of the remedial programme.

The tutors are responsible for the planning, implementing and evaluating of a number of programmes both in Primary and Secondary schools under the Learner Welfare, Psychological Services and Special Needs Education Department.

For further detail, School Heads are advised to request a copy of the Remedial handbook from the local Remedial Tutor.

13.6 Summary

After going through the topic, the reader can now understand the long-term benefits of the remedial programme. In conclusion, remediation is a process which involves different stakeholders and specialists like Educational Psychologists, Remedial Tutors, Teachers, parents and learners themselves. The programme has to be perceived in terms of various initiatives that include identification of learners, availability of teachers, teaching and learning materials, skills and knowledge as well as parental involvement

UNIT 14



PRACTICAL IDEAS for supporting learners with speech, language and communication challenges



14.1 Introduction

Learners with challenges on speech, language and communication usually lose self-esteem when they stand in front of others. Speech, language and communication challenges on a learner can only be identified when it relates to the learner's first language and age consideration when the child is within the language acquisition stage. Parental involvement and participation are always encouraged for continuation for home to school learning.

As a facilitator it is very important to identify learners with speech, language and communication challenges and assist them immediately.

Case Study

Susan is a Form 3 learner at a certain high school. She is sixteen years old. She has language and speech problems. She struggles to say out a word. This problem affects her both at home and at school. Her parents do not give her a chance to express herself. They prefer to speak with her siblings who do not have speech problems. At school, she has a desire to actively participate during lessons but when Susan is given an opportunity to contribute, her classmates lose patience and raise their hands to give the answer (A sign that "Susan has failed"). This is just one example of a learner with speech, language and communication challenge. How can Susan be assisted?

Discussion:

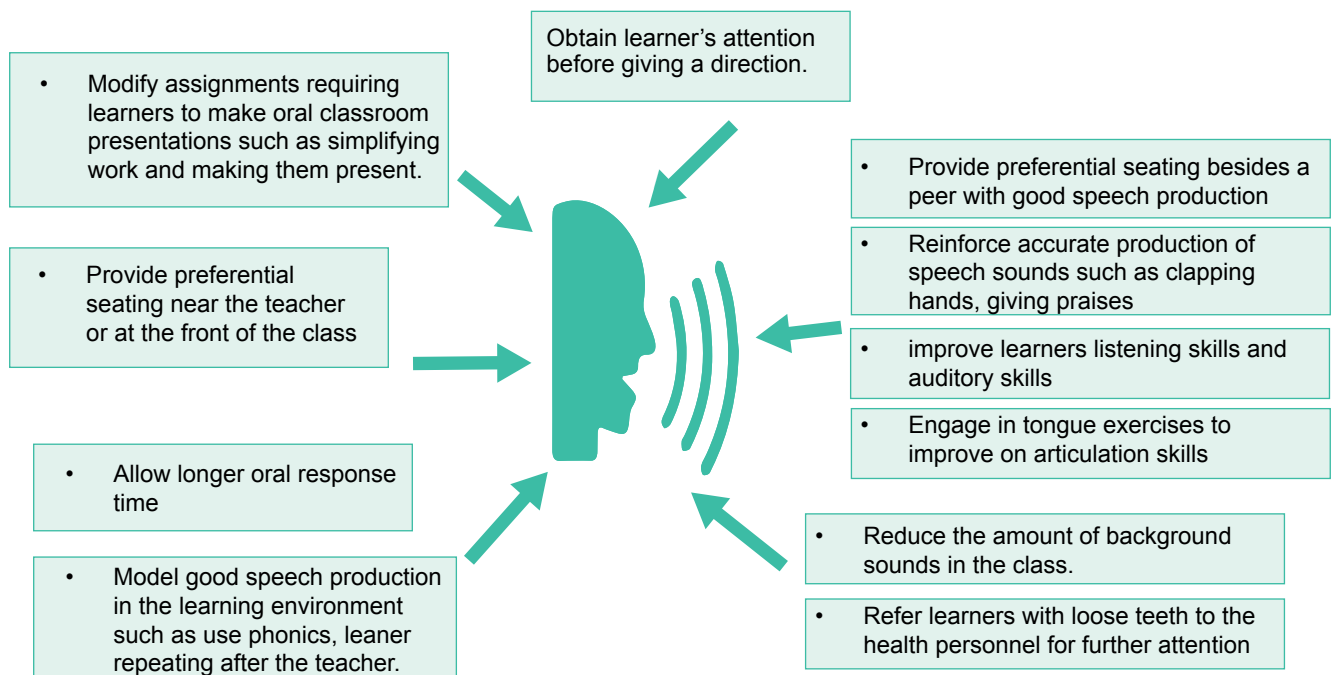
What interventions can be put in place for learners with these challenges to improve their communication skills?

14.2 Adapting strategies of the Learning Environment to assist learners with Speech, Language and Communication Challenges

Susan's case study gives one example of speech, language and communication challenges that faced by learners. Below are some of the adaptations and activities that are useful in assisting learners with speech, language and communication challenges.

(A) Mispronunciation of Sounds

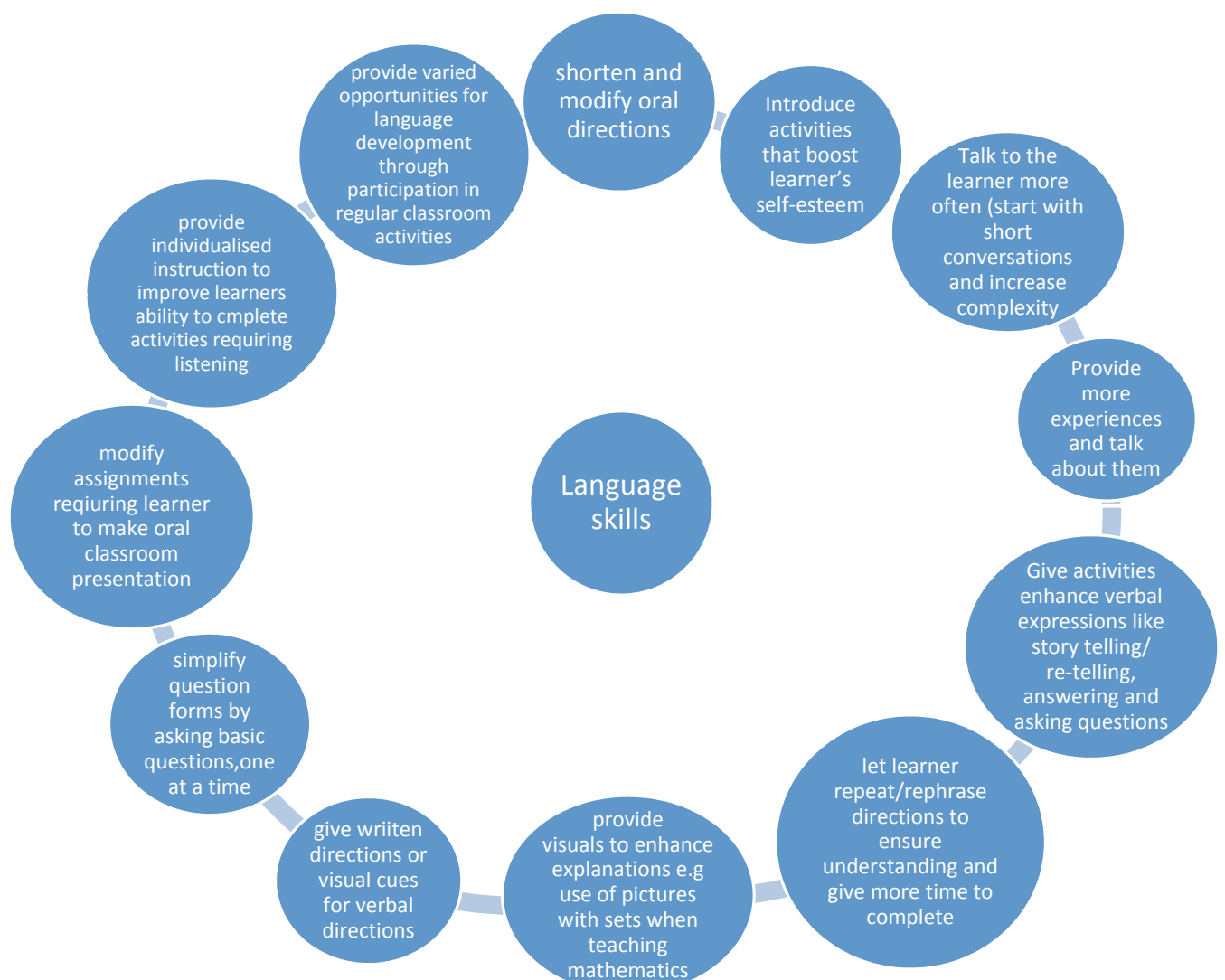
It is very important to ensure that we identify and assist learners who mispronounce words through substitution, omission and distortion of sounds. Omissions, distortions and reversals can be at the beginning, middle or end of a word.



(B) Language and communication Skills

There are some learners with challenges in receptive and expressive language that needs to be addressed for effective learning and teaching. Below are some of the activities that help the learner to improve in speech, language and communication:

- Introduce activities that boost learner's self-esteem.
- Talk to the learner more often (start with short conversations and increase complexity)
- Provide more experiences and talk about them.
- Give activities to enhance verbal expressions like story telling/re-telling, answering and asking questions.



(C) Voice Clarity

To improve on voice clarity,

- refer for medical attention learners with voice challenges are organically based such as cleft palate.
- encourage appropriate use of voice in the classroom such as not shouting or not very low but moderate.
- help learners reduce the instances of yelling or throat clearing.
- modify assignments requiring learners to make oral classroom presentations.
- reduce the amount of background noise in the class.
- model voice imitation, role playing.

(D) Fluency Disorders

When fluency of speech is a challenge, learners lose self-esteem and become withdrawn. As a teacher you can use the following to assist the learners;

Normal non-fluency

This is concerned about disfluency in speech when the learner is within the language acquisition stage, the learner is not aware of the challenge. Indirect assistance is recommended.

- Provide more language experiences
- Model fluent speaking
- Give positive feedback for any success
- Do not draw attention to the non-fluency
- Do not label the learner

Non-fluency where the learner is aware

- Provide counselling to the learner
- Provide activities that boost learners' confidence
- Encourage prolongation of all the syllables
- Limit phrase length
- Encourage soft contact conversations
- Maintain airflow throughout the phrase
- Encourage speak following a rhythmic pattern

Other activities to improve fluency disorders in learners at all levels

- Reinforce instances of “easy speech” in the class such as use the words within the learner’s reach.
- Allow longer oral response time.
- Modify assignments requiring learner to make oral class presentations.
- Reduce amount of pressure to communicate in the class.
- Avoid telling learners to “slow down” when participating in group discussions.
- Give the learner a responsibility to do to make her/him feel important
- Praise the learner for any little good done

Note: Refer the learner to the speech correctionist through District Remedial Tutor if there is no noticeable change after 6 months of providing the support activities, for further support.

Task

Conduct a research and add more activities that help learners improve on speech, language and communication.

14.3 Summary

The early identification and appropriate support to learners with speech, language, and communication challenges should be treated as a priority. Referral should be quickly conducted for further support beyond what the school can provide.

UNIT 15



PRACTICAL IDEAS

for supporting learners
who show emotional and
behavioural challenges



15.1 Introduction

Emotional and behavioural challenges may lead to inability to learn that is not explained by intellectual, sensory or health conditions and inability to develop or maintain interpersonal relationships with teachers as well as peers. There are some learners who show emotional and behavioural disturbances which negatively affect their learning.

Case Study

Tendai, was always teased at school by others for coming to school daily with smelly pants because he was bed wetting. He was always afraid of participating and answering questions because if he missed the point he would be laughed at by others. He would then keep to himself (withdrawn) and show features of uneasiness.



His entire attendance at school entailed even dodging his teachers and not wanting to be close to them. His performance in school activities dropped and he would not partake in games with other learners in the play grounds. At home, the thought of having his blankets on the laundry line to dry daily embarrassed and tormented him.

Case Study

There are reports of gross indiscipline amongst learners at school B. Fights are common and learners are often absent from lessons.

Question 1: What other incidents of indiscipline could be taking place at school B?

Question 2: What counselling issues can you identify from the scenario?

Question 3: If you were the guidance and counselling teacher how would you deal with the incidents? (Refer to Unit 8)



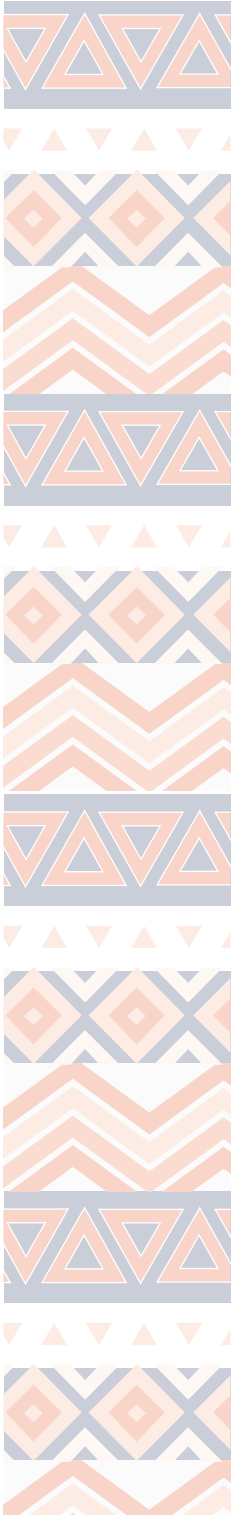
Points to note

1. Discipline issues need to focus more on positive interventions than infliction of pain to learners (corporal punishment).
2. Focus more on character building for desired outcomes.
3. The school environment should be learner friendly (refer to Unit 5).
4. Exhaust internal support systems before consulting outsiders
5. Make child protection systems functional.
6. Improve the referral system and work with LePS

15.2 Intervention strategies for learners who show emotional and behavioural challenges

Challenge	Description	Intervention strategy
Emotional issues	Learner may have/feel distressed, uneasy, even frightened for no apparent reason.	<p>There is need to</p> <ul style="list-style-type: none"> • understand the background of the learner • capitalise on the learner's strengths. • have meetings with parents/guardians to reduce stigma and establish the cause of the emotional challenge and suggest collaborative ways of helping the learner. • address issues to do with stigma and discrimination. • advise parents to seek services of occupational and other relevant therapists. • Reward positive learning responses through positive comments, material rewards to boost morale/motiva-
Behavioural issues	<p>Learner shows a recurrent pattern of negativistic, defiant, disobedient and hostile behaviour toward authority figures. It is characterized by:</p> <ul style="list-style-type: none"> • Losing temper and actively defying adult's rules and requests • Arguing with adults and authority • Blaming others for his/ her own actions • Showing anxiety, anger, withdrawal, sleeplessness, restlessness and suicidal tendencies. 	<p>There is need to</p> <ul style="list-style-type: none"> • provide counselling services (refer to Unit 8) • try to identify a learner's interests and make use of that to modify behaviour • collaborate with parents to reinforce targeted behaviour change • ensure learner participates in both academic and recreational activities • positively reinforce any good which the learner does • seek psycho-educational support • help learner to know or realise that you care

UNIT 16



PRACTICAL IDEAS for Supporting for the learners who are performing below their academic potential



16.1 Introduction

One of the categories that is often overlooked is that of learners who may not stand out from the rest but are actually underachieving at academic work.

Reis and McCoach (2000) defines underachievement as a discrepancy between a child's school performance and his or her actual ability. Thus, a child who is underachieving has a significant gap between his or her ability and what he or she is actually achieving at school.

Among such learners there are learners who are academically gifted but only managing with average performance, others actually failing to achieve the minimum requirements for their level, experiencing disciplinary challenges at home and school, and, worse still, are at risk of dropping out of school. Some need more attention and motivation while others may have hidden needs that require good observation skills by individual teacher and parents. Sometimes, other learners can help identify the hidden abilities among their peers.

This Unit is aimed at stimulating the interest of educators and learners in identifying hidden abilities among learners and motivate them to do more to support the learners who are underachieving.

16.2 Characteristics of underachievers

The objectives of this Unit are to,

- Disruptive or quiet in class
- Poor attendance
- Low self-esteem
- Feels like a victim
- Low motivation
- Poor organizational skills
- Immature
- Not goal oriented
- Procrastinates
- Aggressive with peers
- Under challenged
- Depressed, sad
- Tense, anxious
- "Lazy"
- Tired or sleepy

16.3 Possible explanations for academic underachievement

Literature offers different models for explaining possible factors associated with academic underachievement. No two underachieving learners are the same. Therefore, it is important to understand the unique factors affecting individual learners.

Below is a list of factors that different researchers and writers have identified a number of factors as listed below:-

- Underachievement is usually attributed to **motivational or behavioral/ emotional problems** on the part of the learner. Weaknesses in the academic and “school survival” skills also contribute to problems of underachievement (Krouse & Krouse as cited in Baker et al., 1998:1).
- School readiness has also been identified as a cause for underachievement among learners.
- **Peer influence** has been regarded as a major influence on learners’ behaviors. The need to remain part of the group consequently influences learners to conform to peers’ ideal, values and modulus operandi. Underachievement can be explained as an attempt to fit in with peers. Where high achievement is not valued by classmates, a learner might also be adversely influenced and thus underperform.
- Learner’s **inability to think about future plans or goals** can be another causal factor for underachievement. Learners who are underachieving engage in purposeless learning because they fail to set goals for themselves. Goal-setting, planning and self-monitoring are critical aspects of achievement. Researchers have found that high-achieving individuals monitor their own learning and systematically evaluate their own progress toward their goals more than low-achieving individuals. Setting no goals or setting unrealistic goals causes academic underachievement (Santrock, 2003).
- There is an **association between academic underachievement and antisocial behavior patterns** in youth, and the two determine each other. Sue et al. (2003) assert that children with oppositional defiant disorder often lose their temper, argue with adults, and they defy or refuse adult’s requests. The **defiant children** fail to learn to respect authority, and this failure generalizes to the school setting and results in academic underachievement
- **Substance abuse** has been cited as a contributory factor for learners’ achievement. Decline in school grades, delinquency and absenteeism leads to disengagement from school and its related activities are a result of substance (Glantz & Leshner, 2000). Marijuana interferes with learning, short-term memory, and psychomotor skills, among adolescents (Mudavanhu, 2013). WHO (2014) cites marijuana as one of the commonly used drugs by adolescents.

The following reasons have also been proffered as causes of underachievement;

- The learner has **poor study habits** or has not learned ways to organize material.
- The learner is **distractible and impulsive**, which hinders persistent academic work.
- The learner is **disheartened because of a learning disability** or learning deficit.
- The learner is **preoccupied with concerns**, such as family matters.
- The learner **feels misunderstood, not valued, discouraged, has a low self-concept**
- The learner **fear that success will result in pressures**, that is, others will expect more and more. In an effort to get attention and sympathy from others, the learner deliberately underachieves
- **Family’s inability to adequately support the child:** From this perspective, lack of a supportively structured environment in which achievement can flourish, as well as parental modeling of poor organization, may contribute to underachievement of learners. The general consensus within the literature is that families of achievers and underachievers exhibit differences in variables important to supporting children’s behavior.
- Too much emphasis put on **extrinsic incentives for achievement rather than the intrinsic rewards** of learning is another cause for underachievement. Since extrinsic incentives are not

always available, it therefore follows that a learner's performance might be adversely affected if learner's drive has been based on extrinsic motivation alone. Hence, too much use of extrinsic incentives at the expense of lasting intrinsic rewards is an unsustainable method of fostering desirable performance.

- **Poverty** has also been identified as a causal factor for underachievement. Failure to, for example, get adequate food is a recipe for diminished performance. Again, as a result of poverty, children might be denied appropriate health care services which can resultantly adversely affect their development and hence their school performance.
- **A mismatch between the needs of the child and the environment of the school** are implicated in the problem of learner underachievement. To be specific, a mismatch between pedagogical approaches and children's learning styles may also promote underachievement if students are not provided with encouragement or viable ways of expressing their talents (Redding & Whitmore as cited in Baker et al., 1998:3).
- **Inflexible curricular requirements**, age-grouping, and lack of acceleration opportunities are also cited in reference to underachievement.
- **Environmental deprivation** refers to the conditions in both the school and the home that make it difficult for learners to satisfy their needs and fully reach their potential. Learners from a deprived school environment lack motivation to learn, and are in danger of negative behaviors and unsatisfactory academic achievements.
- Given the fact that **assigned tasks just do not seem interesting**, relevant, or important to the learner's life means it's a recipe for underachievement. Resultantly, learners tend to underachieve as a result of no perceived benefits of putting concerted effort in assigned tasks.
- Bukatko and Daehler (2004) indicate that **class size** is another important aspect of school structure which has a major impact on learners' performance. Berk (2002) stresses that a large-scale field experiment revealed that class size influences children's learning. Teachers also have more time to spend with individual children, and students are more likely to be attentive and engaged in classroom activities and show fewer behavior problems. Small class size makes both teachers and learners satisfied with school experiences while large classes cause disengagement of both teachers and learners. Berk (2002:464) believes that small class size is beneficial because teachers of fewer children spend less time disciplining and more time giving individual attention, and children's interactions with one another are more positive and cooperative.
- **Teacher-learner relationships** is another factor which can contribute to underachievement of learners Overall and Sangster (2003:148) mention that beyond achievement in the subject, learners want teachers to be approachable and take interest in them, and know them as people. If teachers fail to provide in these needs, good relationships between teachers and learners cannot be created or maintained.
- **Disturbed teacher-learner relationships** and misunderstanding between teachers and learners might result in academic underachievement. Knowing each learner in a classroom creates a direct relationship between the teacher and each learner. Kerry and Wilding (2004:84) believe that the basic aim of knowing each learner is to connect at some level with every child in the class.

In an endeavor to attract the attention of parents and teachers, learners usually express this in varied ways. One way is that learners can underachieve to get attention from parents and teachers.

16.4 How to help underachieving learners

Interventions for underachievement vary and do not assume a one size fits all principle because reasons for underachievement are unique and vast. An entry point to coming up with appropriate intervention strategies is based on initiatives to expose the reasons for underachievement. Among a plethora of strategies of supporting underachievers to reach their full potential, the following strategies are being proposed;

Creating motivating home, school and classroom environments

- Create an environment that promotes achievement and motivation. Provide high but reasonable expectations.
- Avoid power struggles. Try not to impose your will on your child. Working together produces results.
- Developing a positive relationship with a parent and/or teacher is the most important factor to reverse underachievement.
- Use of clear directions. Directions should be given as concisely as possible. Furthermore, clear information presented and tasks should be broken down into step by step procedure. Appropriate goals and sub-goals should be established. Emphasis should be on effort rather than a grade.
- Provide stimulation, interest, and challenge. Anyone in contact with learners should show how learning relates to the “real world.”

Addressing emotional needs

Unstable mental wellbeing cannot foster effective learning. As such, individual and group counseling sessions should be conducted to meet the emotional needs of learners. Guidance and Counselling core team should take a leading role in this regard. In the event the school feels it can't offer adequate support, referral Educational Psychologists is desirable.

Addressing learners' physical needs

Since it has been observed that many learners come to school hungry and sick, it is therefore of paramount importance that the basic needs of learners be met before true learning can take place. Again, important to note is the fact that it requires a multi-sectoral approach to be able to meet the physical needs of learners. In this regard, other line ministries such as Social Welfare and Health come in handy in this worthy cause.

Educational, social-personal and career guidance

Social-Personal guidance is aimed at developing learners characteristics that typify unhu/ubuntu. Through character development, learners can be discouraged from dysfunctional practices such as substance abuse and other delinquent practices.

Life skills training is another strategy aimed at enhancing mechanisms of learners in view of life's challenges which might otherwise affect their academic performance.

Career guidance enhances independent productive adulthood. Through career guidance learners therefore remain goal oriented and focused.

Assisting learners to learn how to set goals and to monitor themselves and engage goal-directed behaviour. It helps individuals to increase their self-discipline and maintain interest.

16.5 Conclusion

Education is the foundation for human capital development for any nation. Failure to identify and support learners who are underachieving is a form of academic neglect and can rob the nation of its full talent pool.

It is hoped that every school will use this unit to stimulate discussion between teachers and learners and also among teachers in order to fully address the unique needs of the underachieving learners.

In summary, the most important step is to identify the underachieving learner. Next, an effort should be made to identify the causal factors for the individual learner's underachievement. Thereafter, consider the most appropriate way to support the learner to reach their full potential.

UNIT 17



PRACTICAL IDEAS for Supporting Disengaged Learners for Quality Learning Outcomes at Any Grade / Form Level



17.1 Introduction

One of the challenges that teachers, individual learners themselves and parents face is that of learners whose attitude and general behaviour towards school activities shows very low levels of engagement.

In reality the disengaged learner's needs are easily overlooked or misunderstood, especially if he/she is not disrupting the normal flow of events in the school. Making sure that all learners are engaged in learning is fundamental to teaching. Yet it's often one of the most challenging aspects to achieve. It is therefore important to go the extra mile in ensuring that all learners realise their right to education whilst also fulfilling their responsibilities in accessing that right.

The involvement of learners in the teaching and learning process is one of the key tenets of the Curriculum Framework for all schools in Zimbabwe.

For this to be fully realised, the school has to play its role in addressing some of the unmet needs in learners' lives that may contribute to their low levels of total disengagement in school activities.

In this Unit, the characteristics that distinguish the engaged learner from the disengaged one are highlighted to focus attention on the latter, whose needs are likely to be overlooked or misunderstood, leading to various forms of educational and social exclusion. Practical ideas that can be tried in any learning environment are proposed.

17.2 Common signs of possible disengagement

- Comments about laziness,
- Playfulness
- Inattentiveness
- Reports of mischief
- Inadequate concentration and effort
- Truancy
- Unsatisfactory performance, when school reports contain statements like "Can do better"
- Inconsistent performance
- Lack of interest in schooling/non-attendance

17.3 Understanding the factors related to learner disengagement

There are different reasons for such disengagement and these vary from one individual learner to the next. Therefore, it is best to focus at an individualised level, by investing time in more observation, interviews and attempts to understand the learner's total environment, personality and experiences.

17.3.1 Comparative Analysis of the Characteristics of the engaged and disengaged learner



Here are some of the key differences between engaged and disengaged learners.

Dimension of comparison	Characteristics of the Engaged Learner	Characteristics of the Disengaged Learner
Level of involvement in learning	Actively participates in learning.	Doesn't really participate, and tends only to observe.
Attitude and task completion	Is positive and enthusiastic about learning.	Often delays completing tasks. Is content with average work, and doing the bare minimum.
Motivation to succeed	Asks for help and advice, including outside the classroom.	Does not consult
Curiosity and attitude to challenges	Naturally curious and interested.	Avoids challenging situations.
Effort and concentration	High concentration	Lack of concentration
Goal-directedness	Goal driven	Not goal driven
Relating learning to the real world	Can relate learning to real world	Does not relate learning to real world

17.4 Impact of the ICT on learner engagement



The modern-day learner is used to multiple streams of information and activity. Learners who live in a world of smartphones, social media such as WhatsApp or Facebook and, in some cases, having short attention spans, can often be disengaged from school activities. Some learners get bored if learning content is not rich, stimulating and multi-layered.

Teachers therefore need to recognise such competing distractions and adopt creative pedagogical strategies to engage the learner whose attention lies elsewhere.

17.5 Strategies for supporting the disengaged learner

17.5.1 Active learning

The disengaged learner and others with diverse learning needs tend to benefit more when schools embrace the tenets of active learning. The concept of “active learning” applies in every learning area educational setting class size and is highly relevant to inclusive pedagogical practice. Active learning is guided by two basic assumptions: (1) that learning is by nature an active endeavour and (2) that different people learn in different ways.

It is important to remember that learning does not occur in a vacuum because new knowledge is acquired in relation to previous knowledge. Also important is the fact that information is meaningful when it is presented in some type of framework that makes sense to the learner's own world.

Therefore, the following ideas are proposed to stimulate teachers to take more steps to engage such learners in the teaching and learning process:

1. Holistic learning should be emphasized and learners are encouraged to think about solving problems in “real world” situations of interest to the individual learner
2. Stimulation and maintenance of learner Interests is important in facilitating meaningful and self-directed learning.

This entails:

- a) varying the teaching and learning activities in the classroom by using teaching and learning techniques that help learners to engage actively with the concepts that are taught,
 - b) exploring more ways of expanding learning by designing a mixture of some low and more complex experiences
 - c) using a wide range of activities
 - d) using activities both inside and outside the classroom to promote active learning.
3. Field visits and study tours are recommended in order to make use of all the senses (visual, auditory, tactile, taste, feeling).
 4. The use of concrete objects also makes learning interesting.
 5. Use of role models to boost the learners’ self-esteem and motivate goal-directedness.
 6. Positive communication and constructive feedback works wonders with learners who do not show self-motivated learning.

Practical exercise

Q1. In your particular school setting, what roles would be appropriate for each of the following to contribute towards re-engaging learners showing loss of interest in school activities?

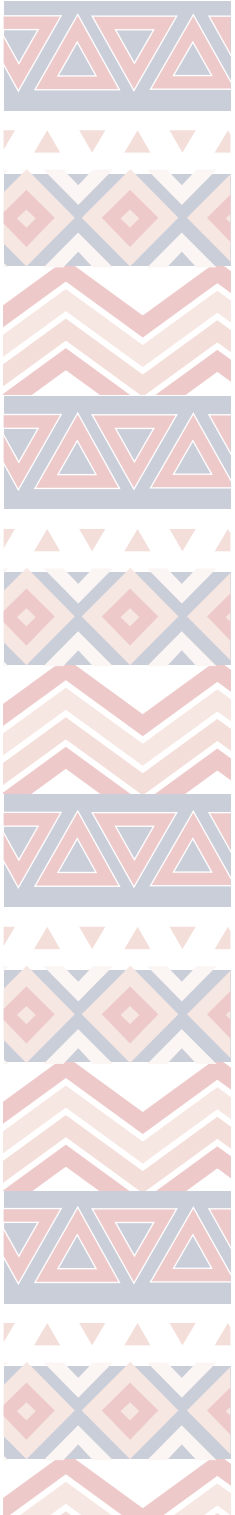
- Peers
- Prefects
- Class teachers/form teachers
- School administration
- Parents
- The Guidance and Counselling committee

Q2. What should the school do in cases where more specialised assistance is required before the learner decides to leave school or give up completely?

17.6 Summary

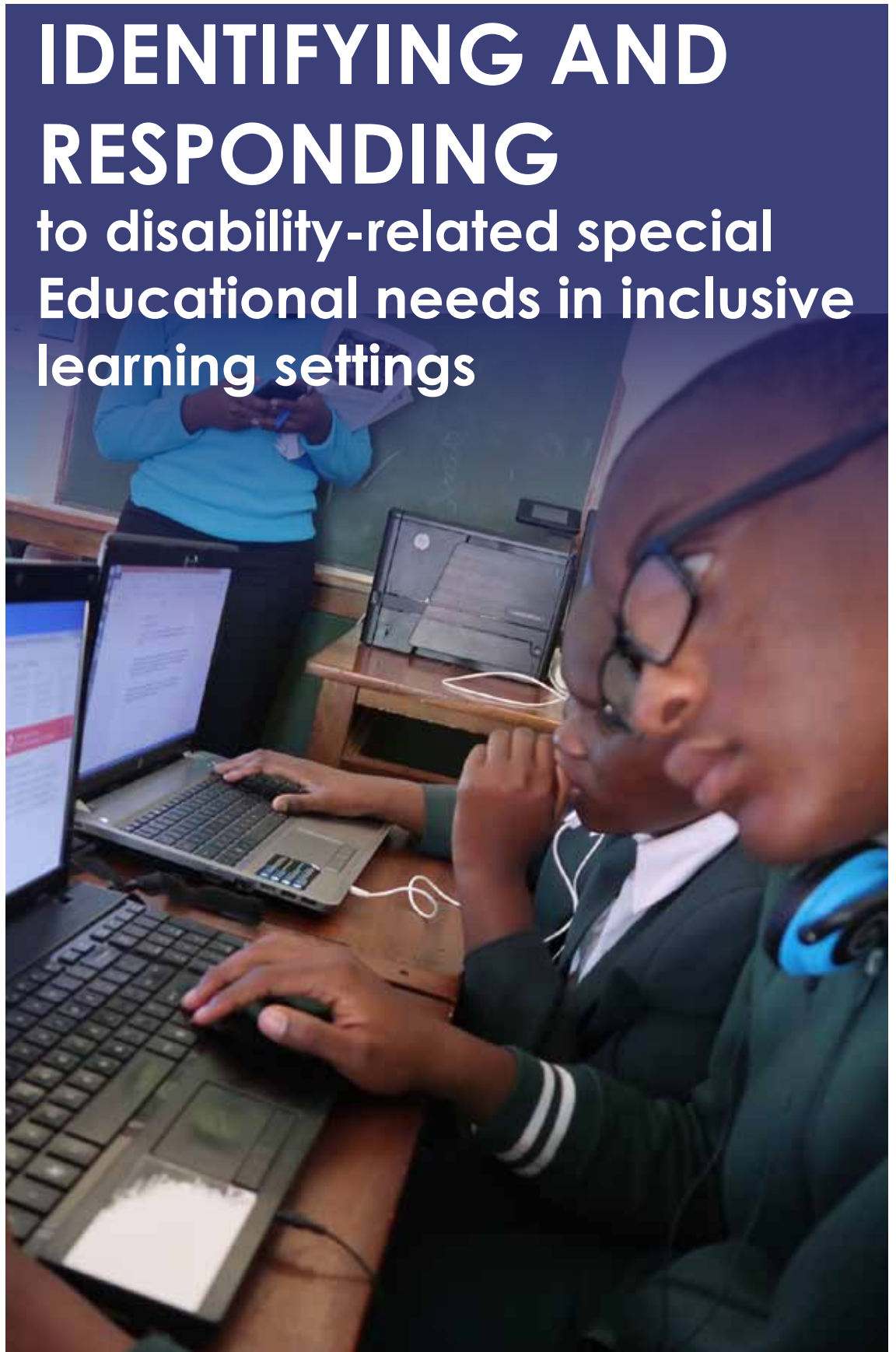
In this Unit, issues related to learner motivation, level of engagement in school activities, particularly the teaching and learning discourse have been highlighted. Information on identifying learners at different stages of disengagement has been provided and finally, practical suggestions on assisting the learner to re-engage and feel motivated to achieve his or her best. With this knowledge it is hoped that the tendency to blame learners at consultation days and in school reports will be replaced by more discussions on re-engaging such a learner.

UNIT 18



IDENTIFYING AND RESPONDING

to disability-related special Educational needs in inclusive learning settings



18.1 Introduction

There are learners with varied type of disabilities in schools. It is important to identify each learners' specific educational needs and provide them with relevant support services. The needs may include adaptation of learning environment, materials and approaches to ensure learners with disabilities benefit to the maximum of their abilities. A multi-disciplinary approach is necessary for quality teaching and learning.

This Unit should read together with the supplement to the EPI and PLAP which contains more detail for the infant and junior education grade.

2 Range of common disabilities

Types	Description
Intellectual disability	Intellectual challenges refer to significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills. The ability to learn or grasp concept, new ideas or skills of persons with intellectual challenges is reduced to a large extent resulting him/her facing various challenges in coping with school work and other life-skills. Intellectual challenges are classified into mild, moderate, severe and profound. However, for the purposes of this supplement, the mild and moderate will be considered.
Physical disability	Physical challenges refer to the total or partial loss in function of one or more organs of the body, affecting a person's gross motor) and/or fine motor skills). They can be categorised into two main groups, one of which is neurological impairment. The other group is made up of muscular and skeletal impairments. Some physical challenges can be caused by damage or disorder to the brain and nervous system. Examples are cerebral palsy and paralysis of the limbs of the body (spina bifida). Muscular-skeletal impairments are easily observable in limb-malformation mobility and distorted posture examples include amputees and dwarfism.
Visual Impairment	Visual impairment refers to a reduction in the individual's vision. It involves limited vision or the complete absence of vision as a result of impairment in the eye structure. The total inability to see is referred to as blindness whereas the individual with low vision possesses some residual vision which can be utilised to the person's benefit
Hearing Impairment	Hearing impairments refers to loss of hearing and it ranges from mild to profound. It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds. A person with mild to severe hearing impairment can benefit from use of hearing aids and one with profound hearing impairment has little or no hearing. 'Deaf' people mostly have profound hearing loss and they often use sign language for communication.
Speech, language and communication disorders	Persons with speech, language and communication disorders may have problems in producing speech sounds correctly or fluently or/and having abnormal pitch, resonance, or loudness of the voice. They may have difficulties in understanding others, or sharing thoughts, ideas, and feelings completely.
Multiple disabilities	Multiple disabilities refer to combination of impairments that require coinciding adaptation for more than one category of special educational needs

18.3 Multidisciplinary support for disability-inclusive education

The success of inclusive education requires the multidisciplinary approach where professionals in different disciplines converge and share ideas for the benefit of learners and the nation at large, thus fulfilling the notion that "No man is an island".

Key role players in the education system

Qualified Special Needs Teachers

- Build Capacity of other teachers on inclusivity
- Develop appropriate teaching and learning materials for learners with diverse needs
- Provide advice on learner welfare issues
Provide individual and group counselling
- Serve as interpreters for instance in sign language and as Baillie transcribers
- Provide awareness to parents in the community on learner diversity
- Refer deserving cases of Special Needs Learners to the nearest appropriate facility and forward report(s) to the district offices

School heads, mainstream teachers

- Adapt the general curriculum to meet the individual learner needs.
- Carry out early identification and early intervention
- Provide awareness to parents in the community on learner diversity
- Provide counselling sessions

Learner Welfare, Psychological Services and Special Needs Education department

- Offer free services to schools team of Educational Psychologist, Remedial Tutors and Speech Correctionists personnel
- Conduct assessments for learners with diverse abilities
- Coordinate the provision of psychosocial support, guidance and counselling services and programmes at every school
- Liaise with the Health and social welfare Ministries on school health programming
- Carry out professional action-research on learner diversity that feeds into policy formulation
- Develop individualized teaching programmes for learners with diverse abilities
- Oversee learner diverse activities and programmes throughout the country such as clinical remediation
- Monitor and evaluate implementation of special needs support services and programmes in all educational institutions
- Refer deserving cases of Special Needs Learners to other professionals

Education inspectors and supervisors

- Ensure implementation of Educational policies
- Advise on staffing (deployment and transfers) issues in schools
- Organise staff development workshops in schools
- Inspect, monitor and supervise to ensure quality education

Teacher Education Institutions

- Develop inclusive teacher education curricula
- Train teachers on inclusive pedagogy
- Qualify and award certificates to deserving graduates
- Offer in-service programmes in line with changing special needs trends

18.3.2 Other role players

Speech/occupational/physio therapists

use specific activities to help individual learners with gross and fine motor needs to reach maximum potential.

Source relevant equipment and material for the learners with diverse needs inclusive of those with disabilities.

Assist learners develop skills which increase their independence in the school environment, and educating school personnel about the different considerations required for learners with disabilities.

Responsible authorities (such as rural district council, church organisation)

Provide infrastructure development for learners with diverse needs

Source relevant equipment and material for the learners with diverse needs inclusive of those with disabilities

Participate and adhere in the formulation of policies for the learners with diverse needs

Parents/Guardians

- Early identification and referral
- Link between the various professionals working with their learners
- Provide the necessary background history and other information
- They oversee the general welfare of learners

Examining bodies

- Develop and administer and mark national examinations
- Registration of examination centres
- Training item writers and examiners
- Register candidates for examinations

ICT specialists

- Manage and, maintain ICT equipment
- Provide technical advice and support for ICT curriculum related activities

Social workers - assist learners make the most of their educational experience by addressing pertinent psycho-social issues, so as to create an environment for academic success.

Disability interest group and persons with disabilities

- Advocacy
- Support
- Promote rights and responsibilities of persons with disabilities
- Adults with disabilities serve as role model to learners with diverse needs
- They network with stakeholders

Brainstorming questions

- Q1. What are the other important missing role-players in inclusive education?
- Q2. Give reference on how role-players are making inclusive education success
- Q3. How are the above role-players supporting inclusive education at your school and community?
- Q4. What are the challenges faced in working with different role-players as a school?
- Q5. How can be the coordination of role-players be synchronized?

18.4 Identifying and meeting the needs of learners with moderate to severe Intellectual disability

Learners with intellectual disability have challenges characterised by significant limitations in mental functioning and adaptive behaviour which covers many everyday social, academic, developmental and practical skills.

Case study

Regis was verbal with limited language skills. He could sing in complete sentences (echolalic) but communicated using one or two-word phrases. He communicated mostly by pointing. When he did speak, his enunciation was poor except when he was angry at which time the word would be clear. His gross motor skills were below normal. His fine motor skills were poor and he was unable to tie his shoes. His sleep was good but he was defiant and unable to calm down at bedtime. He showed no interest in other learners and his eye contact was poor. His seizures had begun at age two. He was taking medications for seizures and experienced one every ten to fourteen days.

- Q1. Identify Regis' challenges which affect his learning.
 Q2. How can Regis be assisted?

Signs	Practical ideas to address special needs
<ul style="list-style-type: none"> • Performs lowly, socially and in academic learning areas • Delayed developmental milestones • Repetitive behaviour • Limited communication skills • Poor motor skills • Generally slow in grasping new information and performing academic skills such as reading and writing • Short attention span • Lack self-help skills • Easily distracted • Shows inappropriate social behaviour • Difficulty in solving problems and thinking logically 	<p>There is need to:</p> <ul style="list-style-type: none"> • screen the child to find the level of operation • provide training on daily living skills/self-care (refer to Unit 19, communication and social skills) • provide a variety of games, tactile toys that draw a learner's attention (collection of play items found in the environment- jingles, drums, etc) • change the activities to outdoor games where the learner would use up all energy and probably get exhausted • capitalise on the available learner's strengths and engage other siblings/peers who stimulate interests. • choose behaviour modification skills where positive responses are rewarded and negative responses are discouraged

18.5 Identifying and meeting the needs of learners with visual impairment

Learners with visual impairment may require some adaptations in view of a number of learning areas as per the requirements of the updated curriculum. Adaptations made will create a conducive learning environment that will enable learners to perform to their maximum potential in all learning areas. Visual impairment includes low vision and blindness.

18.5.1 Low vision

A person with low vision is partially sighted. The loss of sight may not be corrected with prescription, eyeglasses, contact lenses or surgery. However, low vision does not mean complete blindness.

Signs	Practical ideas to address special needs
<ul style="list-style-type: none"> • Pulling face, narrowing eyes or opening eyes too wide in order to see properly • Fear of seeing light (photophobia) • Not seeing well in poorly lit places • Itchy eyes with small red or white pus producing rash in the inside of the eyelids • Difficulty in seeing near or distant objects • Inability to see on the sides, above or below eye level • Bumping into objects or others • Covering one eye • Rubbing eyes excessively • Complaining of hazy, blurred or double vision • Pushing in the eye or under the eyelid • Swollen eyelids with drooping eye lashes • Visual errors in reading and writing • Capping the eye(s) when looking at objects 	<p>There is need to:</p> <ul style="list-style-type: none"> • allow learners to change sitting positions • provide enlarged print reading materials with relevant font size. • encourage learners to wear hats when performing outdoor activities • ensure there is adequate lighting • allow learner to hold reading materials at a better viewing angle • use concrete media to enhance understanding • inform the learner when classroom arrangements have been changed • incorporate the use of other senses to augment vision • provide audio/talking books for learners • use assistive devices like spectacles • use multi-sensory strategies for teaching

18.5.2 Learners with albinism

It is important to note that learners with albinism have low vision, (see description and intervention strategies for learners with low vision). However, learners with albinism easily get sun burns if exposed to direct sunshine. Advise parents to constantly visit the nearest clinic for sunscreen lotions and visual screening tests to monitor progressive visual loss. A sun hat/cap is very helpful to prevent the direct effect of sunshine to learners' skin.



18.6 Identifying and meeting the needs of learners with moderate to severe hearing impairment

Learners who have hearing impairment and do not meet the definition of deafness are referred to as the hard-of-hearing. Some learners may be born with inadequate hearing while others acquire moderate to severe hearing loss after developing basic language.

It must be noted that some learners who develop hearing loss after acquiring speech may speak intelligibly although they do not hear. It is very important that we take note and acknowledge that these learners exist in schools and communities hence the need to create an enabling environment for the learners.

Learners who are hard-of-hearing have partial hearing, which can range from mild to severe hearing loss. Some learners are born with a hard of hearing condition and some acquire it later. It is prudent that, as the facilitator of learning, you observe the following signs and descriptions in order to identify the challenges at an early stage so as to assist the learners.

Signs

Practical ideas to address special needs

- Unclear speech and language
- Mispronunciation of sounds
- Very soft/loud voice
- Poor voice tone (monotonous voice)
- Drawing ear towards speaker
- Often looks at the mouth of the speaker to get information
- Slow to react (often waits for others to act first)
- Complains of noise in the ear
- Seems to ignore intentionally
- Difficulty localising sound source (not sure who has spoken)
- Unusually loud or soft voice
- Often asks speaker to repeat
- Watches for visual cues to understand
- Problem in pronouncing sounds like/s/,/h/,/f/,/p/,/t/,/r/,/k/,/sh/,/ch/,/j/ and /th/
- Inappropriate responses to questions
- Slow in taking verbal instructions (often waits for others to react first)
- Structural problems of the ear (like missing outer ear)
- Glue/draining ears
- Failing to turn toward the sounds



Cupping the ear

There is need to:

- discuss with the whole class the challenges faced by learners who are hard-of-hearing. Let the class proffer solutions to identified challenges.
- ensure there is adequate lighting within the environment where the learner is receiving instruction.
- when dealing with those fitted with hearing aids, training in speech reading skills is emphasised, (this includes careful observation on the movement of the lips to produce sound by the learner).
- learners who are hard of hearing can benefit from the use of a hearing aid
- adapt auditory training to the hard-of-hearing learner, for example:
 - Use a variety of sounds from different sources with varying sound levels
 - Include tactile cues, pointing touching or feeling at to visible points where sound is produced.
 - Use of situational cues or functional approach is very essential to enhance understanding especially at the infant level. Thus using the language related to activities being performed by the learner (use of language vocabulary related to bathing, cooking, reading or writing when teacher or parent and the learner are doing the task)
 - Help the learner understand adequately through speech reading.
 - Ensure learner-teacher facing each other when communicating. Reduce moving around when talking. Stand firmly (whenever possible).
 - Pronounce words clearly and with moderate speed (not mouthing) also encourage other learners to do so
- Facilitate the learner to select a position for better face viewing (flexible positioning).
- Use various learning aids to increase the number of sensory associations (accommodate all the five senses).
- Remember to put spelling words in a sentence to facilitate understanding
- Provide visual or written instructions.
- Give the learner more time to finish a task (use your own judgement)
- Use spoken language aided with signs for learners with hearing loss hearing loss after language acquisition.
- Eliminate noise level in the learning environment.

18.7 Identifying and meeting the needs of Learners with physical disabilities

Learners with physical disabilities are those that have difficulties in performing certain activities. The physical challenges may range from mild to severe in body malfunctioning. It is prudent that as the facilitator of learning you should observe the following signs and descriptions in order to identify the challenges at an early stage so as to assist the learners.

It is under such circumstances that the teacher is expected to make any necessary practical adjustments and adaptations to enable them to gain optimum benefit from their learning.

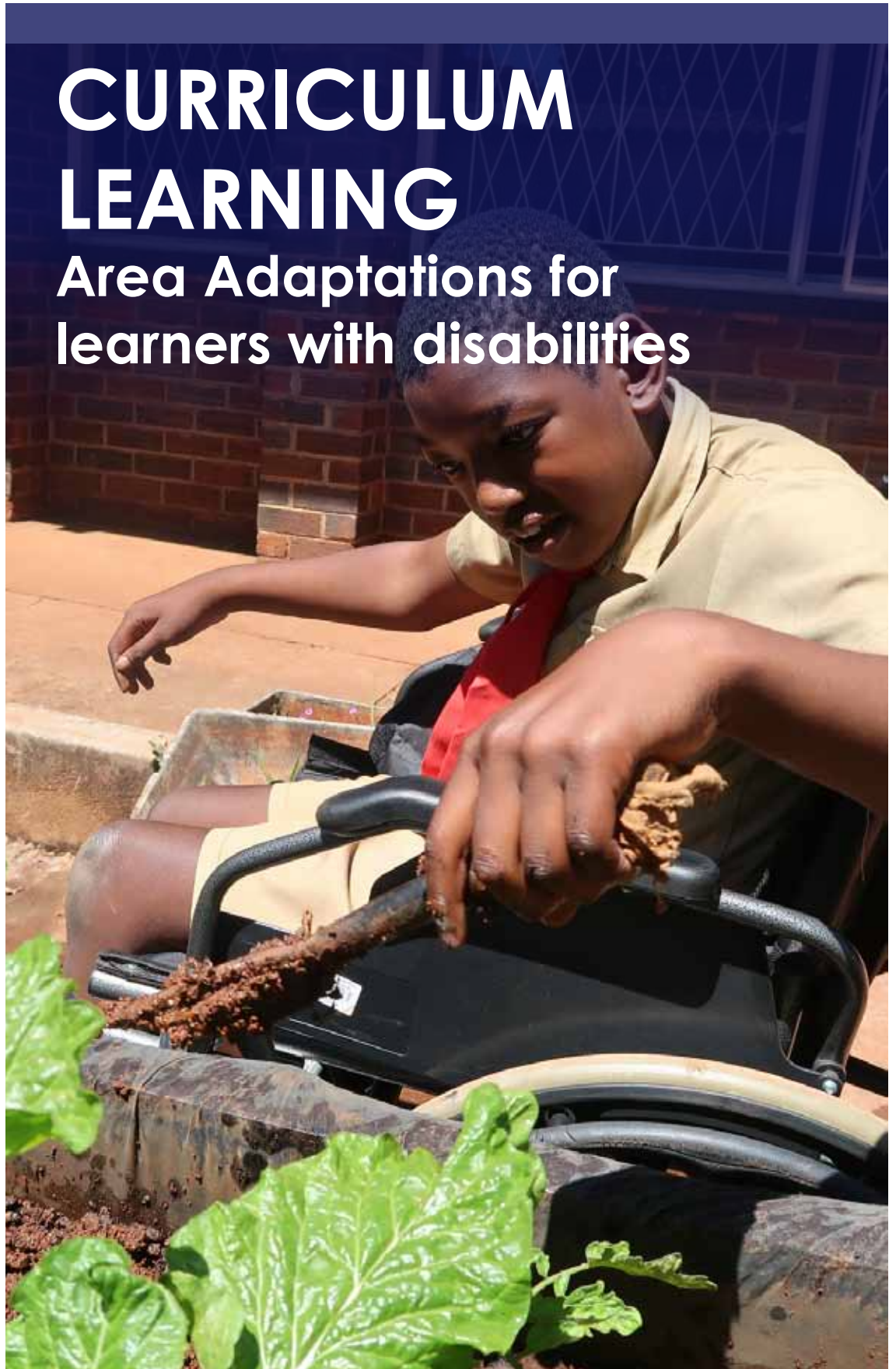
Signs / observable characteristics of physical disabilities	Practical ideas to address special needs
<ul style="list-style-type: none"> • Abnormal muscle tone • Muscle stiffness • Muscle hyper tonicity (movement of muscles which are not coordinated) • Weak joints • Partial inability to move • Staggering (problems with walking) • Stunted growth • Poor fine or gross motor skills • Speech and articulation problems • Unusual gait 	<ul style="list-style-type: none"> • Use of crutches or wheel chair • Limb malformation • Poor fine or gross motor skills • Speech and articulation problems • Unusual gait • Curvature of the spine or back • Walking with heels raised • Running strangely • Paralysis of limbs • Deformities of the wrist, forearm or elbow

UNIT 19



CURRICULUM LEARNING

Area Adaptations for
learners with disabilities



19.1 Curriculum adaptation for learners with visual impairment

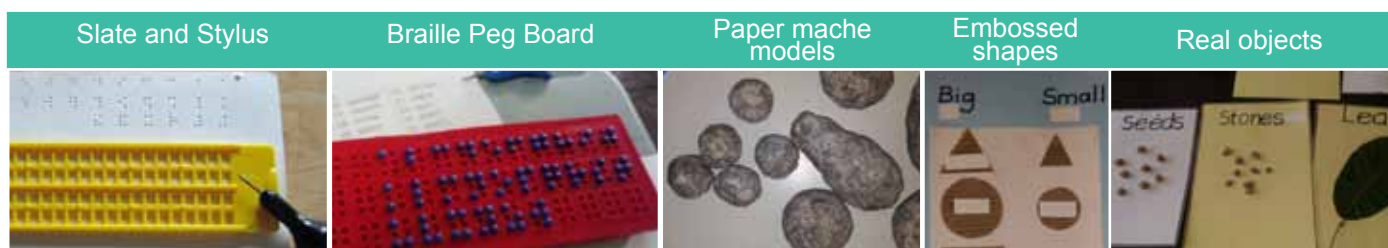
If adequate learning materials which are in accessible formats (like braille, large print materials) and assistive devices (like magnifiers, CCTV, computers with screen reading software) are provided, learners with visual impairment can learn well with their counterparts in an inclusive setting. These adaptations apply to both primary and secondary levels.



19.1.1 Learning area: Languages

	ADAPTATIONS	MATERIALS
Learners with Low Vision	<ul style="list-style-type: none"> Consider adjustment to light to suit the specific learner. Some learners do not need too much light while it is difficult for others to work in a dim environment Preferential sitting positions where learners may need to sit at an angle, close or far from reading material. Prepare reading materials with font sizes a learner can read without difficulty. Record learning materials in audio formats Prepare reading materials on the board with preferred colours. Board that is black would require white print 	<ul style="list-style-type: none"> bulbs which are learner specific Enlarged print materials Magnifiers, Desktop magnifier Audio recorders Computers with talking software Storage devices and media Contrasting black and white colours on writing board/screen
Learners who are blind	<ul style="list-style-type: none"> Orient learners to move around their environment encouraging them to use other senses to identify landmarks, sounds, movements, smells, temperatures (train mobility and orientation) Use real objects and/or models of objects so that the learner can touch where others use sight Develop Braille skills through activities such as trailing with hands of raised Braille dots, identifying dots in a cell and differentiate using dots cells that develop fine motor skills and distinction of objects, textures and sizes (refer to Unit 21) Teach Braille, starting with Grade 1 Braille (simpler code of Braille- as opposed to contracted Braille) Allow learner to use ICT gadgets alongside their counterparts (refer to Unit 20) 	<ul style="list-style-type: none"> White canes, sighted guides, Paper mache models, real- safe objects, Paper shapes Embossed shapes Braille alphabet Pegboard and pegs Slate and stylus Rubber mat Beads, seeds, strings, embossed Braille patterns, Braille machines Computers, note takers, audio gadgets, smart phones

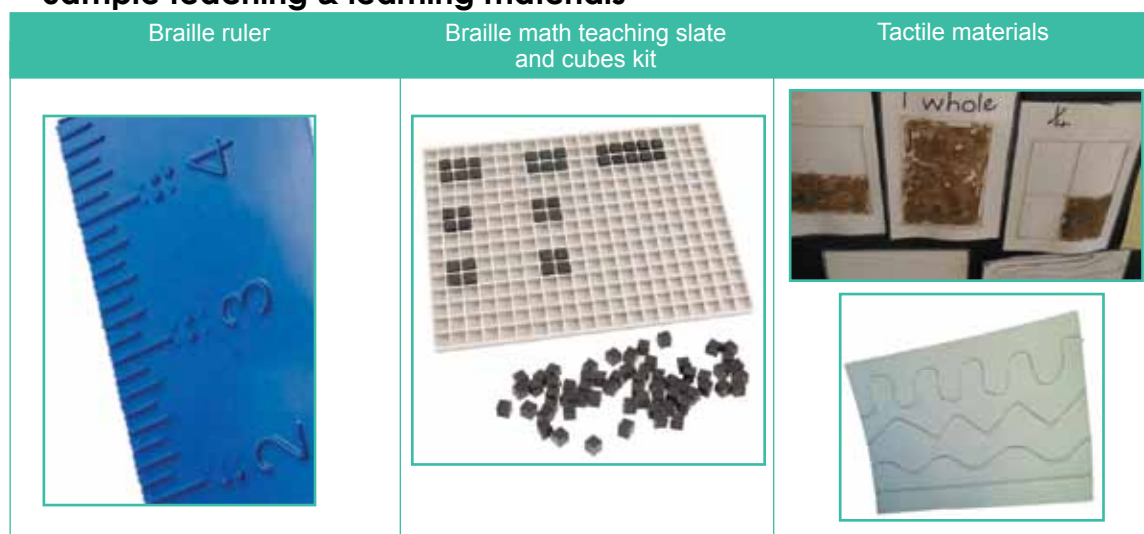
Sample teaching & learning materials



19.1.2 Learning area: Mathematics and Science

	ADAPTATIONS	MATERIALS
Learners with low vision	<ul style="list-style-type: none"> Apparatus used in Mathematics and Science should be marked in large print 	<ul style="list-style-type: none"> Enlarged print rulers, measuring cylinders, tape measures
Learners who are blind	<ul style="list-style-type: none"> Apparatus should be in tactile forms Prepare and use concrete objects that provide mathematical and science concepts Prepare or draw shapes in raised forms for learners to trace forms, lines, edges of such as rectangles, triangles Explanations can be used to supplement pictures or real objects to enhance mental pictures such as, an elephant, aeroplane or a house needs explanation Mathematics Braille symbols and notations Allow learners to use ICT gadgets 	<ul style="list-style-type: none"> Solid shapes and real objects Braille graduated Mathematics and Science apparatus Thermoforms, strings, collage, symbols, tactile maps, Braille ruler Braille number line Braille math board Abacus scale smart phones computers with audio feedback Liquid detector instrument, weather detectors, talking calculators, computers with Braille software

Sample teaching & learning materials



19.1.3 Learning area: Visual and Performing Arts

	ADAPTATIONS	MATERIALS
Learners with low vision	<ul style="list-style-type: none"> Allow learners to use residual vision and tactile skills with the aid of sound magnifying gadgets to facilitate positive response to learning instructions. Use of locally available gadgets and materials would be an advantage for the learner. Use a variety of sound producing devices to improve sound perceptions 	Head phones, sound trackers, sound modulators, drums, rattles, mbira,
Learners who are blind	<ul style="list-style-type: none"> Allow learners to utilize other senses to facilitate positive learning. Encourage learners to use selective listening skills Reduction of unwanted sounds Provide appropriate orientation and mobility tools (obstacle detectors) and services to avoid the learner bumping into obstacles and injure self during performing arts participation Use ICT (tuned) gadgets that produce desired sound for appropriate learning activity Games like chess can be played with collage or Braille markings 	<ul style="list-style-type: none"> Raised print labels, keyboard, piano, guitars, drums, rattles, majaka White cane, sighted guide, use of obstacle detectors Pitched instruments-key board, pen whistle, recorder



19.1.4 Learning area: Mass displays

LEARNERS CATEGORY	ADAPTATIONS	MATERIALS
Learners with low vision	<ul style="list-style-type: none"> Allow learners to use residual vision (remaining sight) and mobility apparatus such as bells, whistles and drums to mark boundaries and destinations for controlled locomotion. Allow sounds through clapping of hands to assist in locating position of self in relation to others. Use of locally available gadgets and materials would be an advantage for the learner. 	<ul style="list-style-type: none"> Ngoma whistles bells rattles
Learners who are blind	<ul style="list-style-type: none"> Allow learners to utilize mobility apparatus such as bells, whistles and drums to mark boundaries and destinations for controlled locomotion and balancing. Demonstrations needed for total acquisition of skills through use of models Provide appropriate orientation and mobility skills (listening) and services to avoid the learner making mistimed movements/actions. Emphasise showing of gestures and actions with body contact led by the instructor Provide concrete materials such as dough, collage, plasticine, clay, acrylic for models, patterns and drawings to develop a visual orientation of the product. Provide appropriate colour coding experiences so that the learner appreciates the natural colours available in the world through associated collage, natural flora. Use ICT (tuned) gadgets that produces desired sound for appropriate learning activity 	<ul style="list-style-type: none"> keyboard, piano, guitars, drums, rattles, pen whistle White cane, sighted guide, use of obstacle detectors Plasticine, clay, collage, dough Collage, vegetation Pitched instruments-key board, pen whistle, recorder

19.1.5 Learning area: Physical Education

LEARNERS CATEGORY	ADAPTATIONS	MATERIALS
Learners with low vision	<ul style="list-style-type: none"> For groups of learners with various degrees of visual impairment, blind folds are necessary for uniform participation in activities like track events and games such as goal ball. On safety and health issues, learners may need pads and/or guards on knees, shins and elbows for protection when they fall or bump into hard surfaces. Use white markings to indicate boundaries for clearer vision. On winning points in track 	<ul style="list-style-type: none"> Blind folds, Audible balls (balls with sound feedback) First aid kits Safety pads Bells and whistles
Learners who are blind	<ul style="list-style-type: none"> Provide competent athletes as sighted guides in track events. The sighted guides should not disadvantage participants by running too fast or too slow. Some games require that you provide equipment that can produce sound; such as, jingle balls, goal balls and bells. Competitions without sighted guides can be executed by use of bells, whistles or drums to signal boundaries or instructions. On safety and health issues, learners may need pads and/or guards on knees, shins and elbows for protection when they fall or bump into hard surfaces On winning points in track events, catchers should be available for every participant. 	<ul style="list-style-type: none"> Jingle balls Whistles Drums Bells First aid kit Goal balls

19.1.6 Learning area: Information, Communication and Technology (ICT)

LEARNERS CATEGORY	ADAPTATIONS	MATERIALS
Learners with low vision	<ul style="list-style-type: none"> Teach touch-typing by encouraging more use of the skill than dependence on residual sight to work on the keyboard (A S D F J K L ;) For those with useful residual sight, make use of strong colours and sharp contrast in activities like drawing Use the narrator or speech software (JAWS or NVDA) for navigation on the computer. Use of CCTV to enlarge text or set preferred colour or lighting backgrounds. Hand magnifiers can also be used for those with sight limitations in their reading Scan readers can also be used to read large volumes of reading materials, such as scan reader eye-pal solo (a stand-alone scanning and reading device with optical character recognition and has read-aloud capabilities) Where possible, encourage use of smartphones and set preferred fonts as well as coloured background. 	<ul style="list-style-type: none"> Large print materials Computers Hand magnifiers CCTV/Video magnifier Scan readers Smartphones Audio recorders Real objects and models 
Learners who are blind	<ul style="list-style-type: none"> Teach touch-typing on the keyboard working from (A S D F J K L) base (F and J keys are conveniently raised for learners who are blind on every computer). Teach short cut key Use the narrator or speech software (JAWS or NVDA) for navigation on the computer. Scan readers can also be used for producing sound to access large volumes of reading materials such as eye-pal solo All electric cables should be well insulated to avoid contact and shock. Charts on computers and safety rules should be in Braille. 	<ul style="list-style-type: none"> Braille labels Braille learning and teaching materials Computers with audio software Scan readers Smartphones Audio learning and teaching materials. Real objects and models

Microsoft accessibility setting for learners with visual impairment

Microsoft Windows PCs and tablets have very useful accessibility setting for learners with different needs. For learners with visual impairment, settings of operating narrator (screen reading) and magnifying are extremely helpful. The short cut keys for these settings are available from the following link:

<https://www.thewindowsclub.com/narrator-magnifier-keyboard-shortcuts>

<https://support.microsoft.com/en-gb/help/13810/windows-keyboard-shortcuts-accessibility>

<https://download.microsoft.com/download/0/7/3/073c1245-78c9-4790-ba41-73132204e43e/accessibility-guide-for-educators-v5.pdf>

19.2 Curriculum adaptation for learners with challenges in fine and gross-motor Skills

Fine and gross motor skills are utilised in all learning areas. Gross and fine motor skills complement each other in performing given tasks. Identification of strengths or weaknesses in the development of fine and gross motor skills can be done when a learner is given a certain task. The performance of learners in achieving the demands of a given task determines their level of development on fine or gross motor skills.

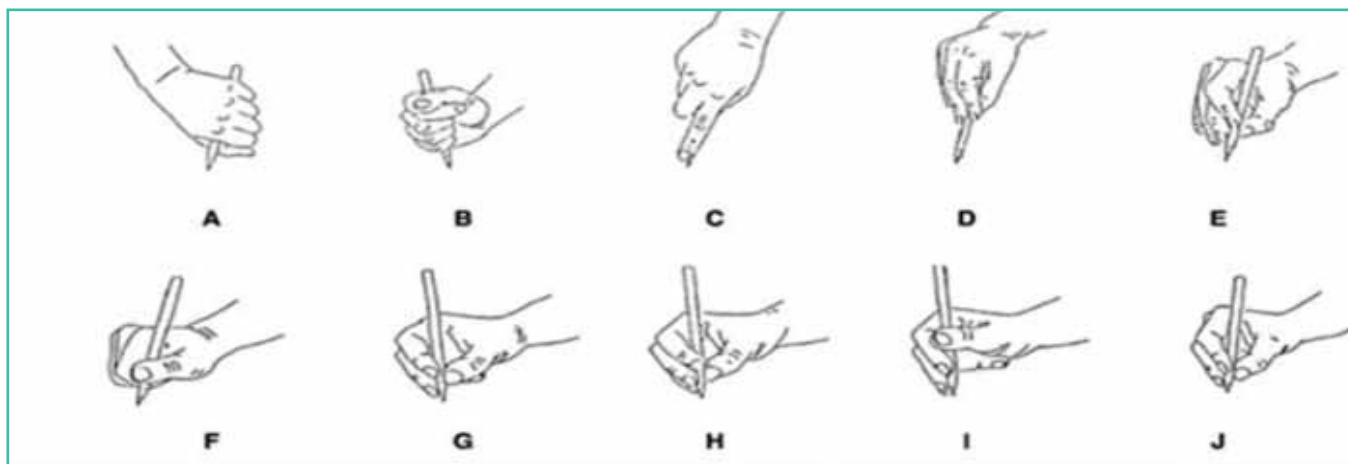
Learners develop gross motor skills faster than fine motor skills and in most cases are trained to perfect fine motor skills. For example, in Visual and Performing Arts, moulding requires gross motor skills for the learner to handle dough but lack of fine motor skills will limit them in performing fine illustrations on the moulded items for, example, details about the eyes or ears.

However, it should be noted that the gross and fine motor skills are highly dependent on the psychomotor capabilities of the learner. There are numerous adaptations that can be done to cater for learners with physical challenges. The adaptations suggested below are now exhaustive, teachers and learners are free to come up with other relevant adaptations that suit their environment.

19.2.1 Adaptation for fine motor skills such as gripping pens

There are different types of hand grips used when writing and colouring as shown by the images below.

Commonly used grips are Palmer Grip (image B), Lateral Grip (Image I), and The Tripod (Image G). Tripod grip- has the tips of the thumb, index and middle fingers controlling the pencil in the dynamic tripod pencil grip (Look at image G), which is regarded as the most effective grip in writing.



A= radial cross palmer grasp, B= palmar supinate grasp; C= digital pronate grasp, only index finger extended D= brush E= grasp with extended fingers; F= cross thumb grasp; G= static tripod grasp; H= four fingers grasp; I= lateral tripod; J= dynamic tripod grasp.

Adapting the learning environment for learners with grip challenges

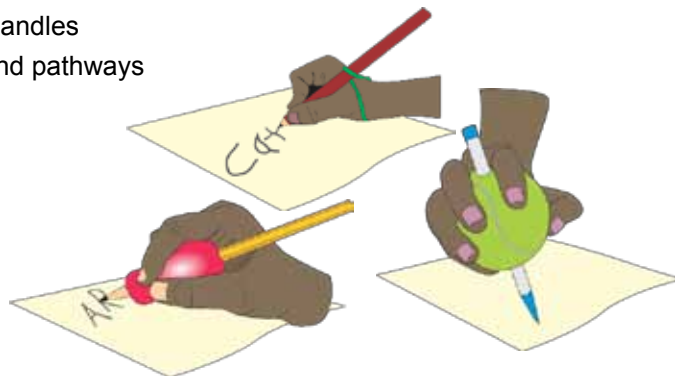
Before engaging in writing, the learner has to be developmentally ready to write. The teacher must ensure that the learner has balance and shoulder and wrist joints stability and can use both hands (bilateral hand use) to manipulate objects, hand-eye coordination.

An ideal pencil grip is one which enables the learner to:

- Move the fingers (not the whole hand, the wrist or the arm) – controlling the pencil is more efficient with finger movements
- Complete a writing or drawing task without getting tired
- Complete a writing or drawing task neatly
- Arrangement of classroom furniture should allow free movement for those who use wheel chairs
- There should be wide door entrances with low handles
- Rails and ramps must be along the entrances and pathways

Other activities to strengthen fine motor skills are:

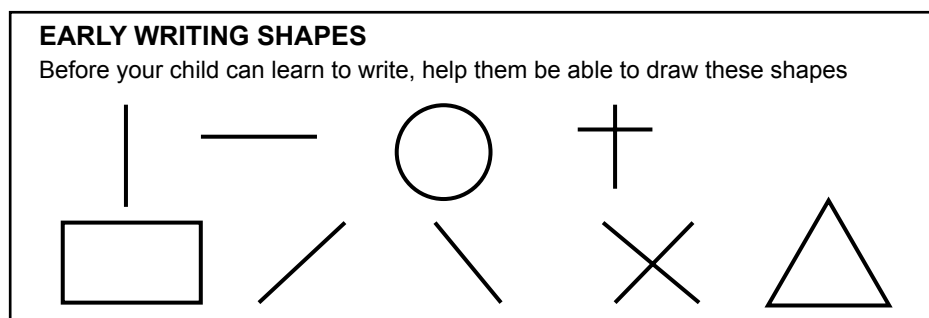
- Lacing activities – such as beading
- Finger painting
- Cutting activities
- Using pegs to pick up objects
- Sorting activities
- Moulding using clay mud, thera-putty, sticky stuff
- Drawing using various pencils, fat and skinny crayons and markers



Early Writing

After the learner has mastered pencil gripping skills, early writing skills can be introduced to the child.

There are 9 shapes a learner is required to master before learning to form any letter or number (see below).



Steps in pre-writing skill development can be followed as listed below.

- 1 Drawing in air with whole arms
- 2 Drawing on skin with fingers
- 3 Drawing on sand with fingers
- 4 Drawing on large paper such as A1 size using large pen (mighty marker)
- 5 Reducing size of
 - paper – start with large piece of paper to small pieces
 - lines – starting with large lines to small lines
 - pen/pencil/crayon – start with thicker pencils to thinner pencils

The activities of drawing shapes must be set in such a way that they address the diverse needs of learners in the classroom. The teacher should also refer to activities suggested in the various language syllabuses at different learning levels to assist the learners.

19.2.2. Adaptation for Gross Motor Skills

Learners with challenges in gross motor skills like walking, throwing, bowling, jumping and eye-hand coordination usually find it difficult to play among other learners who have already developed such skills.

The New Curriculum 2015-2022 enhances the development of gross motor skills of learners through Physical Education, Sport and Mass Displays as cross-cutting learning areas for all learners from Early Childhood to Form 6.



These learning areas help learners and society to improve skill-related components such as speed, agility, reaction time, balance, coordination, and basic movement patterns. The learning areas help learners and society improve upon areas of strength, endurance, flexibility, and cardiovascular/respiratory activities. Mental alertness, quick thinking, quick and accurate decision making, appreciation of aesthetics in body movement are also developed.

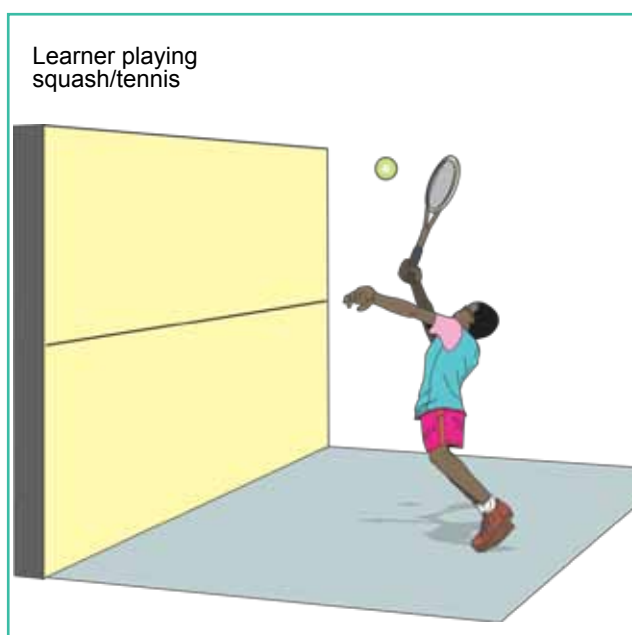
Coordination

There are learners who have challenges with gross motor skills that include eye-hand coordination problems while others have the challenge of walking in a straight line (Gait). It is very important for adults and teachers working with learners to remember that motor development occurs in a certain sequence.

Identifying challenges at an early age is essential to help learners with activities that promote gross motor skills development.

Activities to Strengthen Coordination skills

The teacher may explore some of the activities listed below in order to help the learners develop eye-hand coordination. Those in primary schools can also refer to activities on coordination as given in the Infant Level Mass Displays, Physical Education and the Junior Level Physical Education, Sport and Mass Displays Syllabuses.



Muscle Movement, Strength and Amputation

Learners who have muscle movement, strength and amputation conditions need to be assisted to cope with learning. In the absence of medical reports and guidance, schools should make referrals to the local health service providers so that;

- an individualised programme is designed for teachers and parents to use for the learner.
- rehabilitation experts will assist the school with adaptations that need to be done to create an inclusive environment for the relevant learners in the school.

Adaptations and accommodations can also be done with sport fields and sport equipment. Ensure that safety of the learners is always made first priority.

Adaptation to improve muscle movement and muscle strength



19.2.3 Learning area: Agriculture

Topic	Adaptation
Gardening	<ul style="list-style-type: none"> -Spacious working areas for agricultural activities -Adapted sources of water -Adapted tools such as hoes, watering containers or -Raised gardening bed <p>Above is an example of an adapted vegetable bed made from logs, plastic sheeting, soil and manure. Ideal for a learner who uses a wheelchair.</p>



19.2.4 Learning area: Physical Education and Mass Displays

Topic	Adaptation
Physical Education and Mass Display	<ul style="list-style-type: none"> • Ensure that the play grounds are free from harmful objects and that they are suitable for the age levels of the learners. • Rules of games need to be adjusted to suit the level • Relevant assistive devices and other appropriate apparatus such as ropes, skittles, balls and bean bags. • Adapted and adjusted playing areas







19.3 Curriculum Adaptations to help learners with intellectual challenges in day-to-day living skills

As discussed, learners with intellectual challenges need activities that help them improve on coordination. In some cases, the learners need assistive devices to help them perform and participate in activities of day-to-day living.

There is need to observe some of the learners from your local environment who use various assistive devices and see the kind of adaptations which can be made to the usual utensils in order to make them more user-friendly. Developing the skills needed for day to day living will enable learners with physical challenges to perform independently and boost their self-esteem.

Adapting the learning environment for the learners to be independent

	<p style="text-align: center;">Dressing</p> <ul style="list-style-type: none"> • Assist learners to have the ability to make appropriate clothing decisions and individually dress oneself. Design activities that involve: • Being able to choose and reach for the clothing to be worn <ul style="list-style-type: none"> • Being able to put the dressing item • Buttoning/zipping/clipping/pinning • Taking off the clothes Tying shoe laces
	<p style="text-align: center;">Feeding</p> <ul style="list-style-type: none"> • Assist learners to have the ability to feed oneself though not necessarily to prepare food. Give activities that involve: <ul style="list-style-type: none"> • Opening lunchbox and/or drinking bottle • Holding eating utensil • Using fingers or utensil to eat • Reaching for the mouth • Washing hands before and after eating
 <p>Movable toilet can be improvised by cutting a hole on a chair and inserting a bucket underneath.</p>	<p style="text-align: center;">Toileting</p> <ul style="list-style-type: none"> • Both those with intellectual and physical challenges should be taught how to <ul style="list-style-type: none"> • enter the toilet, • remove clothing, • sit on the toilet seat, • use the toilet, • clean themselves, • stand up, • put on clothes and • leave the toilet
	<p style="text-align: center;">Bathing</p> <ul style="list-style-type: none"> • Demonstrate how to rub soap on a towel. Some tips: <ul style="list-style-type: none"> • The tub or dish should be well adapted to prevent choking or drowning • Demonstration needs to be slow and follow step by step • The learner should be allowed ample time to repeat process • Independence should be encouraged at all times

Grooming



Design activities that help the learner in:

- Brushing/ combing hair – a plastic comb is safer to use
- Brushing teeth- each learner to have own toothbrush
- Applying lotion on the body
- Cutting finger nails should be strictly monitored, otherwise a learner may hurt self. Always assist wherever possible, cut the nails or advise the caregiver (if available) to do so.

19.4 Curriculum Adaptations for learners with hearing impairment



Case study

Ndoendapari is an 8-year-old girl in a class of 60 learners at Mahenyeni school.

"I just see the movement of my Teacher's lips but do not understand. I can copy written work very well. I often imitate my classmates during task performances. Some learners and community people feel that I should not be at the school".

Question:

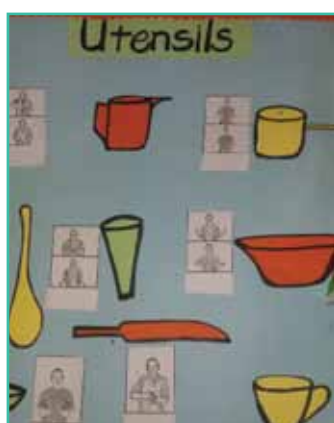
How can the teacher assist Ndoendapari to benefit optimally from the teaching and learning process?

19.4.1 Learning area: Languages (Infant and Junior)

Level	Learning area	Adaptations	Resources/ Materials
Infant	Indigenous/ English NB: Adaptations to indigenous languages is applicable to all languages	Learners with hearing impairments are visual oriented. There is need to ensure there is: <ul style="list-style-type: none"> • good lighting • preferential sitting • use of visual and tactile cues were necessary to facilitate understanding 	Computers, overhead projectors, laptops, smart phones picture books, speech production charts, infant story books
		<ul style="list-style-type: none"> • Speaking/signing skills (Refer to Unit 22 for additional information on sign language) • Say their names (name signs) remember they use sign names for self and others for identification. • They finger spell their real names, their friends' names, and others. • Remember signing of proper nouns 	Sign language, Number and Alphabet charts (see annex) Name signs from pictures of classmates Overhead projectors, laptops and interactive boards Charts on times of the day, greetings signs
	Reading	Some learners with hearing impairments they read/sign. They touch or point at parts of the body.	
	Writing	There are no Adaptations	

Level	Learnng area	Adaptations	Resources/ Materials
Junior	Indigenous/ English NB: Adaptations to indigenous languages is applicable to all languages	Learners with hearing impairment are visually oriented. There is need to ensure there is; <ul style="list-style-type: none"> • Good lighting • Preferential sitting 	<ul style="list-style-type: none"> • ICT Computers, overhead projectors, laptops, smart phones, picture books, speech production charts, junior story books.
	Listening/Signing/Ob-serving	<ul style="list-style-type: none"> • Consolidating the number and alpha-bet signs • Sign simple instructions • Responding to simple signed instruc-tions • Observe and respond to signed stories 	<ul style="list-style-type: none"> • ICT tools such as videos, smart phones, • Sign names related to safety and charts • Water, soap, detergents • Different healthy food-stuffs
	Balances	<ul style="list-style-type: none"> • Use signs for weight and balances. 	<ul style="list-style-type: none"> • Mats/mattresses
	Reading/signing	<ul style="list-style-type: none"> • Note: Punctuation marks follow the shapes of the punctuation mark when signing 	<ul style="list-style-type: none"> • Sign charts (see annex) • Pictures • ICT tools such as computers • Smart phones, videos
	Writing	<ul style="list-style-type: none"> • Concentrate on learners' written ideas rather than grammatical struc-tures 	<ul style="list-style-type: none"> • Sign charts (see annex) • Pictures • ICT tools such as computers • Smart phones, videos



Sample teaching and learning materials



19.4.2 Learning area: Visual and Performing Arts (Infant and Junior)

Level	Learnng area	Adaptations	Resources/ Materials
Infant	Music and dance	Where learners are supposed to listen/observe. Singing/signing Visual cues are used for starting and ending an activity.	Television with captions Toys Paint and brushes
	Drama	In drama they use signs in dramatizing.	Various musical instruments, charts, picture books, ICT gadgets such as computers, smart phones Artefacts

19.4.3 Learning area: Family and Heritage (infant)


Level	Learnng area	Adaptations	Resources/ Materials
Junior	The Creative Process and Performance: Drama	In theatre and drama they dramatise using signs <ul style="list-style-type: none"> • Observing (Learners observe and dramatise) • Visual cues are used for starting and ending a performance/dance 	<ul style="list-style-type: none"> • Various musical instruments • Charts • Picture books • ICT Gadgets such as computers, smart phones • Artefacts
	Dance	 <ul style="list-style-type: none"> • learners with residual hearing should be provided with hearing aids 	<ul style="list-style-type: none"> • Audio Visual Devices • ICT tools – drums, DVDs, Smart phones • Live dance • Culture centres
	Visual arts	 <p>When producing artworks, learners are encouraged to use different ICT tools.</p> <p>NB: The teacher should use total communication (use of signs, sound, and non-manual) to cater for the mild to moderate hearing.</p>	<ul style="list-style-type: none"> • ICT tools such as cameras, smart-phones • Bond paper • Manilla • Paint • Strings • Wire • Calico

Level	Learning area	Adaptations	Resources/ Materials
Infant	Culture in relations to language National history	<ul style="list-style-type: none"> Learners speak/sign where they are expected to read, speak or imitate sounds They listen/observe auditory learning activities They sing/sign to music such as national anthem, the national school pledge They say/sign or finger spell proper nouns Use of visual/tactile cues to enhance understanding 	<ul style="list-style-type: none"> ICT tools Toys Pictures Sign language interpreter National pledge

19.4.4 Learning area: Information and Communication Technology (infant)

Learning area/Topic	Adaptations	Resources/ Materials
Information and Communication Technology (ICT)	<ul style="list-style-type: none"> Learners to be familiar with signs for basic ICT toys/tools and computer parts Naming/stating/signing ICT tools, toys On discussions learners use oral sign language 	<ul style="list-style-type: none"> ICT tools, toys, computer parts, sign names, overhead projector, laptops, smartphones, interactive boards, remote controls

19.4.5 Learning area: Mathematics and Science (Infant) / Science and Technology (Junior)

Level	Learning area	Adaptations	Resources/ Materials
Infant	Mathematical Play 	1) Learners match objects to colour using colour signs, shape signs, object signs 2) Learners sign computer safety rules and precautions 3) Showing videos on safety precautions	<ul style="list-style-type: none"> • Colour signs, object/shape signs • ICT tools such as video cameras, video players, overhead projectors, smart phones • Sign charts • pictures
	Number and Science concepts	Introduce number signs and operational measure signs, time, money, weather signs in sign language	<ul style="list-style-type: none"> • ICT tools such as video cameras, video players, projectors, whiteboard, interactive board, DVDs • Sign cards, charts, pictures
	Science, Mathematics and discovery play	Learners use signs to identify body parts/plants/soil/weather/animals and objects <ul style="list-style-type: none"> • Learners use signs for related objectives such as light, heavy, strong and weak • Nouns, proper and common nouns NB: action signs are often used for verbs. Learners state/name/sign common diseases prevention and curing methods.	<ul style="list-style-type: none"> • Different related objects such as seeds, bricks, tins, buttons, rubber • Sign charts • Pictures, soap water, detergents

Level	Learning area	Adaptations	Resources/ Materials
Junior	Electricity and Electronics	<ul style="list-style-type: none"> • Use of relevant electricity sign names 	<ul style="list-style-type: none"> • Sign names chart related to electronics
	Weather and Climate		<ul style="list-style-type: none"> • Use ICT tools such as video cameras, video players, smartphones, interactive board • pictures, • sign charts

19.4.6 Learning area: Physical Education (infant and Junior)

Level	Learning area	Adaptations	Resources/ Materials
Infant	My Body	<ul style="list-style-type: none"> Use sign for external and internal body parts including functions and care <p>NB: The teacher should use total communication (use of sounds and signs) to cater for the mild to moderate hearing.</p>	<ul style="list-style-type: none"> Signs for different body parts – external/ internal Signs for human body parts functions and care ICT tools such as video cameras, video players, white boards Pictures, photos, dolls Mirrors, toys
	Safety and Health	<ul style="list-style-type: none"> Use sign safety rules for self and others Sign rules and regulations on use of apparatus, Demonstrations 	<ul style="list-style-type: none"> ICT tools such as video cameras, video players, smart phones, Sign names related to safety and charts Water, soap, other detergents Different healthy foodstuffs
	Balances	<ul style="list-style-type: none"> Use signs for weight and balances. 	<ul style="list-style-type: none"> Mats/mattresses

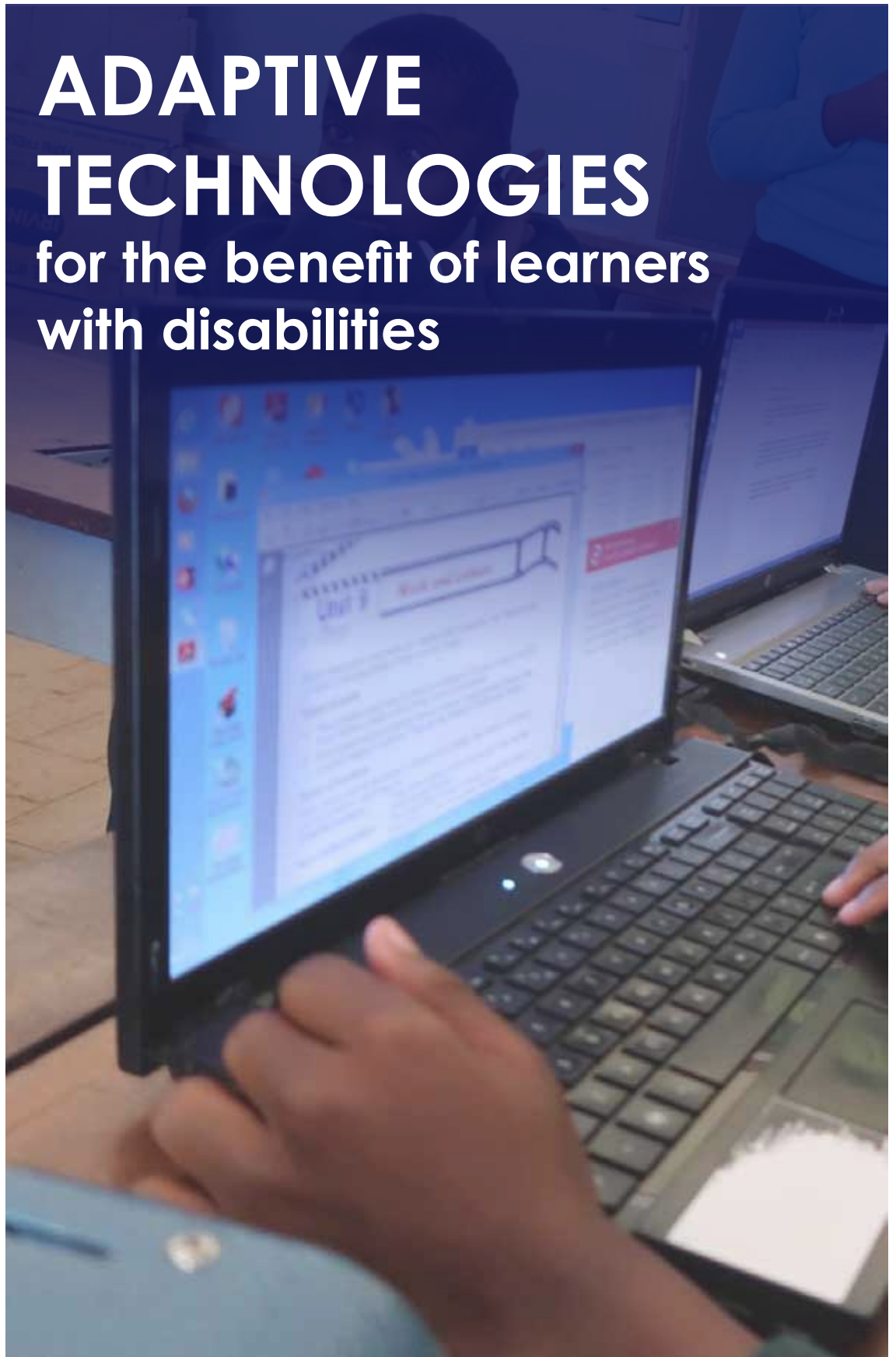
19.4.7 Learning area: AGRICULTURE (JUNIOR)

Level	Learning area	Adaptations	Resources/ Materials
Junior	Soil	<ul style="list-style-type: none"> Learners are encouraged to conduct experiments with different soil types. Learners draw and sign soil samples 	<ul style="list-style-type: none"> ICT tools Soil samples Print media
	Farm tools and Safety in Agriculture	<ul style="list-style-type: none"> Spacious working space in the working rooms User friendly work tools 	<ul style="list-style-type: none"> Tools with audio support for learners with residual hearing

UNIT 20



ADAPTIVE TECHNOLOGIES for the benefit of learners with disabilities



20.1 Introduction

The appropriate use of technology is one of the dimensions that further enhance differentiated teaching and learning approaches as it accommodates diverse learner needs, interests and styles.

In this Unit, emphasis is on encouraging teachers to continuously search for new developments that enhance teaching and learning for learners with disabilities. It is important to explore the additional benefits of the simplest and most commonly used gadgets (such as mobile telephones) beyond simple daily uses.

Because of the relative affordability and wide-spread use of mobile phones, the content in this unit is biased towards related applications. The technologies mentioned in this handbook reflect the level of advancement at the particular time and teachers are encouraged to continuously update their knowledge in this fast changing technological age.

20.2 Objectives


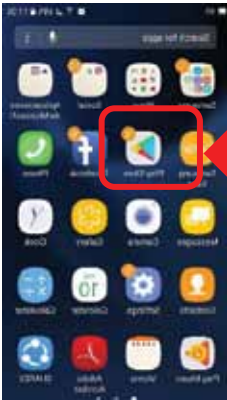
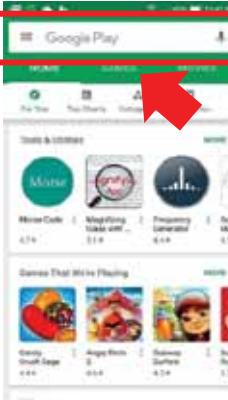
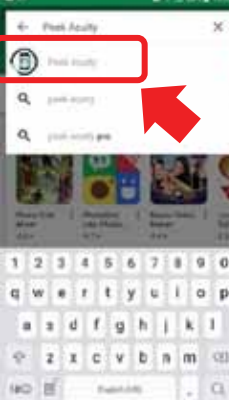
By the end of this Unit , the reader is expected to be able to do the following -:

- Identify the different types of mobile devices and related application software
- Follow simple steps to install the needed software
- Demonstrate benefits from the preferred software
- Carrying out precaution measures to be taken when using the software
- Avoid common mistakes that compromise the security of data stored in a technological device

20.3 How to install mobile apps to your phone?

With the rise of smartphones and tablets, mobile technologies are changing the life of people with disabilities. There are a number of free mobile phone applications (apps) which can identify learners with disabilities through simple screening and which can support learning and their daily life. Those applications can be used without internet connection once they are installed to your phone.

Note: Downloading mobile apps might consume your data bundle a lot. Thus, it is recommended to download the apps under WIFI.

Step 1	Step 2	Step 3	Step 4
<p>Tap the Apps icon on the home screen. It usually looks like a bundle of dots at the bottom of the screen.</p>	<p>Swipe left and right until you find the Play Store icon. Tap it.</p>	<p>Enter the name of app (such as Peek Acuity). You can even enter key words of your interest to find a relevant app</p>	<p>Tap the app and install it to your phone</p>
			

While this Unit introduces only limited number of mobile apps, there are countless free mobile apps available which help you to identify learners with various types of special educational needs and support them. You can enter any relevant key words in google play (such as colour blindness, dyslexia, autism) and will be surprised at the number of available mobile apps.

Note: Not all the mobile apps for screening are scientifically validated.


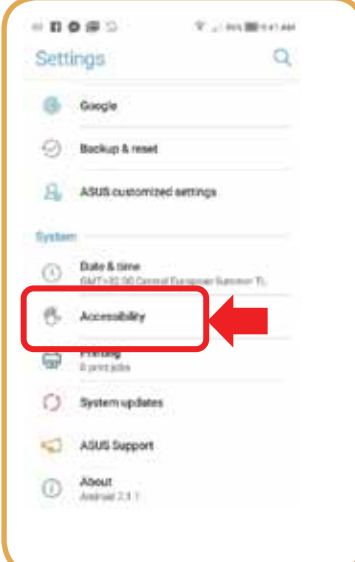
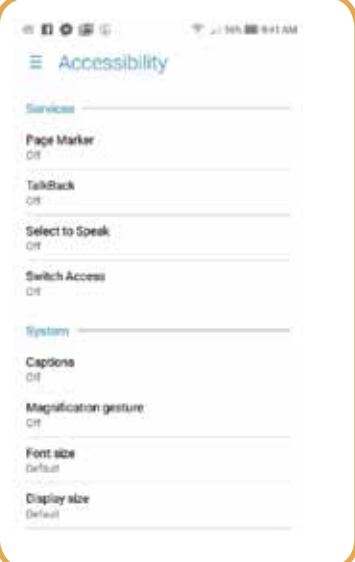
20.4 Mobile apps which support learning

20.4.1 For learners with visual impairment

20.4.1.1 Visual Impairment: Accessibility setting

Android phones have system-wide accessibility settings and you can control them through the Accessibility section to the Settings app.

Note: for accessibility settings for windows PC, refer to Unit 19

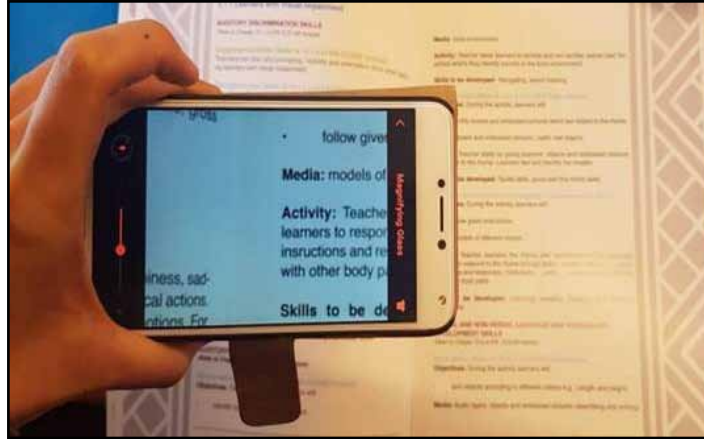
Step 1	Step 2	Step 3
<p>Tap the Apps icon “Settings” on the home screen.</p>	<p>Tap “Accessibility”.</p>	<p>Tap the services or system of your interest. Details of each service and system are below.</p>
		

- **TalkBack:** Talkback gives verbal, audio, and vibration cues for users with visual impairment by acting as a built-in screen reader. It can be turned on or off here, and you’re given a shortcut to the TalkBack settings, which include changing the volume and pitch of the readout, when the speech should and should not stop, and what feedback it should provide with vibration and during touch.
- **Captions:** This will enable system-wide closed captioning, allows videos to conform to the user’s preferences on caption style/size when applicable. This was introduced in Kit Kat, so phones still on Jelly Bean or ICS may not support system-wide captioning.
- **Magnification:** This will enable magnification of the information on the screen. Triple-tap to zoom in or out, and triple-tap and hold to magnify what was under your finger
- **Font size:** If you click this, you can adjust all text to become bigger across the entire device, instantly. This is helpful for those who have trouble with small text, whether they’re severely visually impaired or just needing a little help without their reading glasses.

20.4.1.2 Mobile App: Magnifying glass



Magnifying Glass is a free android app. Simplest tool that anyone can use it without training. The best app that help you magnify small text. With Magnifying Glass, you will read clearly and easily, and never miss anything. Once more, you can zoom in or zoom out the camera by your fingers. Also, a smart magnifier can use flashlight whenever you need.



20.4.1.3 Mobile App: KNFB Reader



KNFB Reader is a free mobile app which converts any text to speech or Braille instantly and accurately. You can simply take a photo of any text, from PDFs to packages to books. Then listen to the text read aloud or turn it into Braille. KNFB Reader can help you save time, work more productively, and live more independently.



Step 1	Step 2
Take a photo of any texts.	The texts in the photos are read aloud

For more information, you can go to: <https://knfbreader.com/>

20.4.1.4 Mobile app: TapTapSee



TapTapSee is a free mobile camera app designed specifically for the blind and visually impaired users. The app utilizes the device's camera and voice over functions to photograph objects and identify them out loud for the user. In TapTapSee, the user double-taps the device's screen to photograph any two or three-dimensional object at any angle, and have it accurately analyzed and defined within seconds. The device's Voice Over then speaks the identification audibly to the user.

Step 1	Step 2
Take a photo of things in front of you	Within 10 seconds, the voice over functions speak loud of the items in front of you
	

For more information, you can go to: <https://taptapseeapp.com/>

20.4.1.5 Mobile app: Voice Recorder



Voice recorder is a simple and easy to use application. You can reliably record your lectures, speeches, meeting and songs without time limits. This application can record most of your sound and voice.

20.4.2 For learners with Hearing Impairment

20.4.2.1 Mobile app: Text Hear Personal Hearing Aid



Text Hear Personal Hearing Aid assists learners with hearing impairment in everyday conversations, by instantly converting natural speech to text and displaying it large and clear on the screen. So, one can hear by seeing the speech in text.

For more information, you can go to: <https://texthear.com/>



20.4.2.2 Mobile App: Petralex Hearing aid



Petralex is a hearing aid application based on Android phone or tablet device, running on the same principles as a conventional wearable hearing aid. It can be auto-adjusted to a personalized hearing profile, completely invisible to anyone. It can be used with a regular headset.

20.5 Apps for screening and supporting learners with disabilities (hearing and visual impairment)

20.5.1 For learners with visual impairment

20.5.1.1 Peek (Portable Eye Examination Kit)



Peek Acuity is a free app for vision check app. It has been engineered by eye experts and allows anyone (non-expert with minimal training) to check visual acuity using an Android smartphone. It has been proven to be as accurate as any other conventional vision tests in peer-reviewed research.

Peek Acuity is designed to help screen and identify those who need further examination. It provides step-by-step tutorial which is easy for everyone to use.

Scores for visual acuity are provided in standard units of Snellen - including metric (6/6) and imperial (20/20) - and LogMAR (0.0).

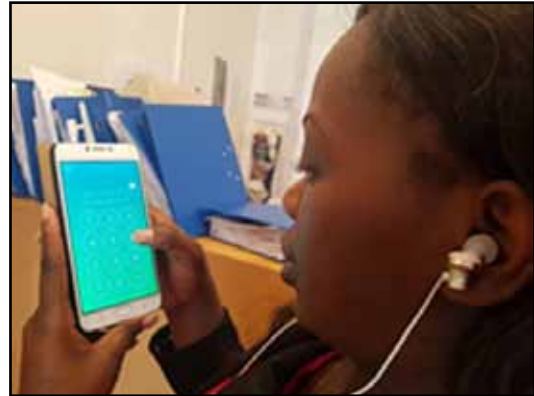


20.5.2 For learners with hearing impairment

20.5.2.1 HearZA



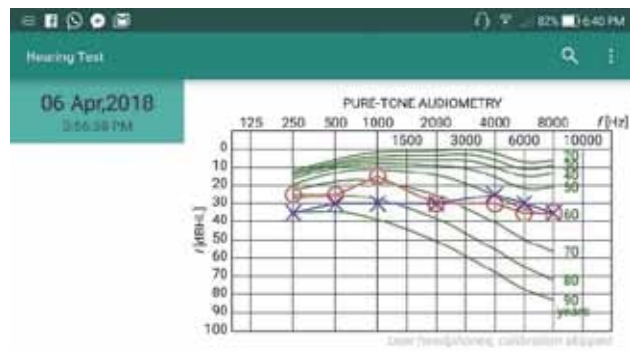
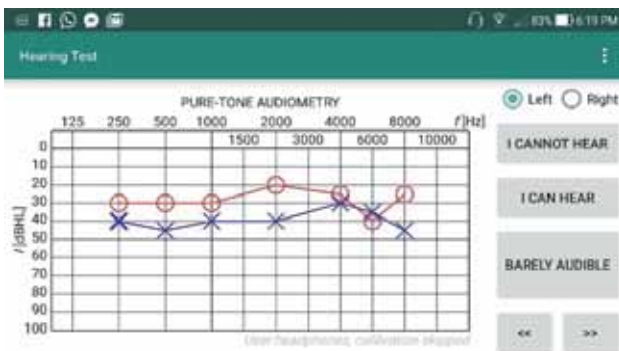
Hear ZA is a free mobile app for hearing screening which was developed and validated by the University of Pretoria as a self-test on Android/iOS smartphone using any earphone or headphone. The two-minute screening test analyses a person's ability to perceive speech in noise. This is done by playing a series of digit triplets over white background noise. Based on the person's response, the app automatically generates a hearing score which indicates whether there may be a possible hearing problem. HearZA is only accurate for persons 16 years of age and older at this stage



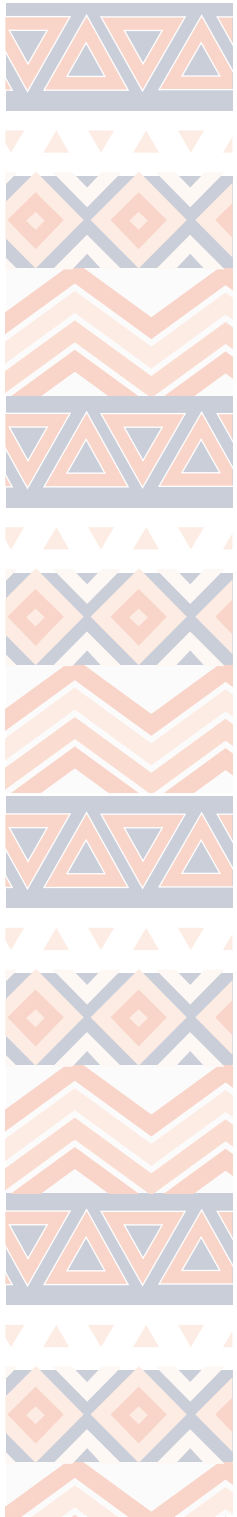
2.5.2.2 Hearing Test



Hearing Test is a free pure-tone audiometry basic hearing examination app which determines the degree of hearing loss in relation to the sound frequency. Calibration of the device can be done by a normal hearing person in the case of lack of predefined values. Test results can be seen in a graph which allows comparison among different age groups.



UNIT
21



**BRAILLE AS A
TEACHING/
learning and assessment
medium**



21.1 Introduction

Firstly, you are requested to take a tie band to cover your eyes tying it around your head (blind folding) try to move about the room. After you have removed the tie band, list all the barriers you have experienced when you tried to move blind-folded. This is what and how the learners with blindness go through.

Loss of sight can happen to anyone at any time. Learners who are blind need alternative forms of reading and writing for effective teaching and learning. In addition to suggested activities on adaptation for learners who are blind, there is need for competencies in Braille.

The objective of this Unit is to help the teachers learn basic Braille skills to minimise barriers in the teaching and learning process of a learner who is blind.

Technological advancement is fast moving to substitute the use of Braille. However, it is still one of the basic skills to be developed at infant and junior levels to minimize academic barriers which will lead to the lagging behind of most learners who are blind.


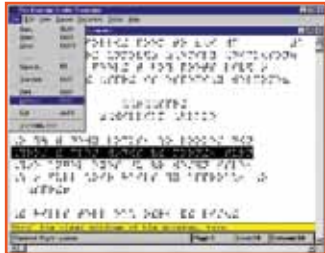
21.2 Objectives

- define the term Braille
- learning basic principles of Braille
- master and use the Braille alphabet and numbers

21.3 What is braille?

Braille is a system of raised dots that can be read with fingers by people who are blind or some with low vision. It enables learners who are blind and those with low vision to communicate without the use of eyesight.

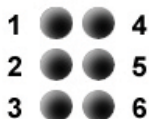
It is a form of writing and reading which is used by persons who are blind. Braille is written on a Braille paper using a Braille machine or slate and stylus. Numerous electronic devices and computer-based software can be used to produce Braille. Braille paper is hard and this enables the learner to feel the dots using fingers easily.

Braille machine	Slate and stylus	Books in Braille	Braille translation software (Duxbury)
			

The Braille Cell

The basic Braille symbol, called the Braille cell consists of 6 dots arranged in the formation of a rectangle, 3 dots high and 2 across. The 6 dots are commonly referred to by number according to their position on the cell.

The Braille Cell



A simple sign, such as a sign denoting a letter, occupies one space or "cell". A blank space (Braille cell) is left between words at the end of one sentence and at the beginning of the next.

A Braille cell is indicated by dots 1 2 3 on the left and 4 5 6 on the right.

- Contraction: a sign which represents a word or a group of letters.
- Group sign: a contraction which represents a group of letters.
- Word sign: a contraction which represents a whole word.
- Short form: a contraction consisting of a word specially abbreviated in braille.
- Capitals: Except in special works, no distinction is made in British braille between capital and small letters.

It is of importance for learners to follow the advice given to them in all respects. They should first learn the new signs with the numbers of their dots which are given in the lesson and try to visualise them. If helpful, those with low vision should make the dots in ink first in order to memorise the relative position of the dots for different letters or numbers. Braille all the signs and examples given, until you can do so from memory.

21.4.2 Approaches by stages

1st stage

- The development of tactile finger skills where they manipulate safe real objects (such as trailing skills, to develop gross and fine motor skills. (Refer to Unit 19)
- Development of sensory skills and body co-ordination.
- Dummies or real objects for tactile exploration should be available (produce realistic concepts) such as orange, egg, banana
- Relate to life experiences- where the teacher capitalises on the learners' environmental experience of objects and places (consider safety)
- Use of embossed drawings and print with all specific features for early reading skills

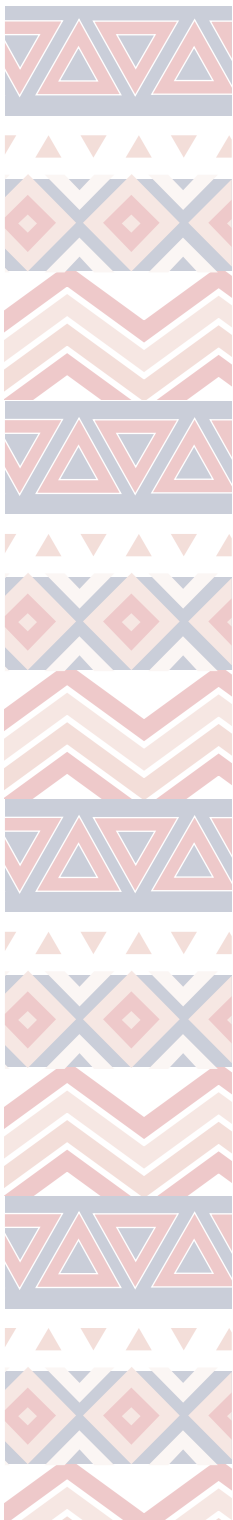
2nd stage

- Trailing following patterns to letters and figures
- Introduction of Braille notation signs
- Interpretation of embossed print and diagrams
- Development of finger touch skills
- Development of communication skills in Braille
- Effective use of other senses (auditory, tactile, olfactory, gustatory)

21.5 Summary

The mastery of simple and contracted braille by learners who are blind and some with low vision helps minimise challenges they face in their learning. Self-esteem of learners is boosted and learning becomes inclusive as learners can participate fully in the inclusive learning environment.

UNIT 22



INTRODUCTION to Basic Sign Language



22.1 Introduction

Sign language is one of the 16 indigenous languages as stipulated in the Zimbabwe Constitution of 2013 (Refer to Unit 2). This has led to the introduction of Sign Language as one of the indigenous languages in the new learning areas in the updated Curriculum. Recognition of Sign Language will strongly have a positive bearing on the performance of learners who use Sign Language, as their first language.

In the category of learners with hearing impairment highlighted there are learners who are hard of hearing and those who are deaf. Most learners who are deaf are born of hearing parents who do not know enough sign language to facilitate their language development from infancy.

The Ministry, teachers, parents and other stakeholders have expressed concerned that public examinations performance of learners who are deaf and hard of hearing has been sub-optimal for several years. Both parents and teachers need competencies in communicating in sign language, which is the first language for the deaf.

22.2 Objectives

- Introduce basic key elements in Sign Language
- Highlight key features of sign language
- Use alphabet and number signs for communication in Sign Language
- Practice use of non-manual signs
- Analyse and appreciate issues related to the deaf culture



22.3 What is sign language?

Sign language comprises of manual gestures together with bodily and facial cues. It is the primary language used for communication by people who are deaf and hard-of-hearing. Sign language is the first language of deaf learners. The signs have meaning in themselves and are ordered. It is a language in its own right and its grammatical structures are different from spoken languages.

22.3.1 Sign language significant features

Sign language significant features include:

Handshapes

- It involves configurations made by the hand or figures: for example;



Movement

- The aspects of movement of the hand shape includes direction and speed of movement to convey meaning.

Repeated movement of some signs changes meaning.

- For example, 'one' 5 and 55: While 5 is signed by showing a spread fingers in one movement, 55 is signed by repeat movement of five.
- Sign for drink as noun is one movement while two movements for the sign drink indicates a verb

Movement sometimes distinguishes nouns, verbs or intensity, plurality and urgency

Location

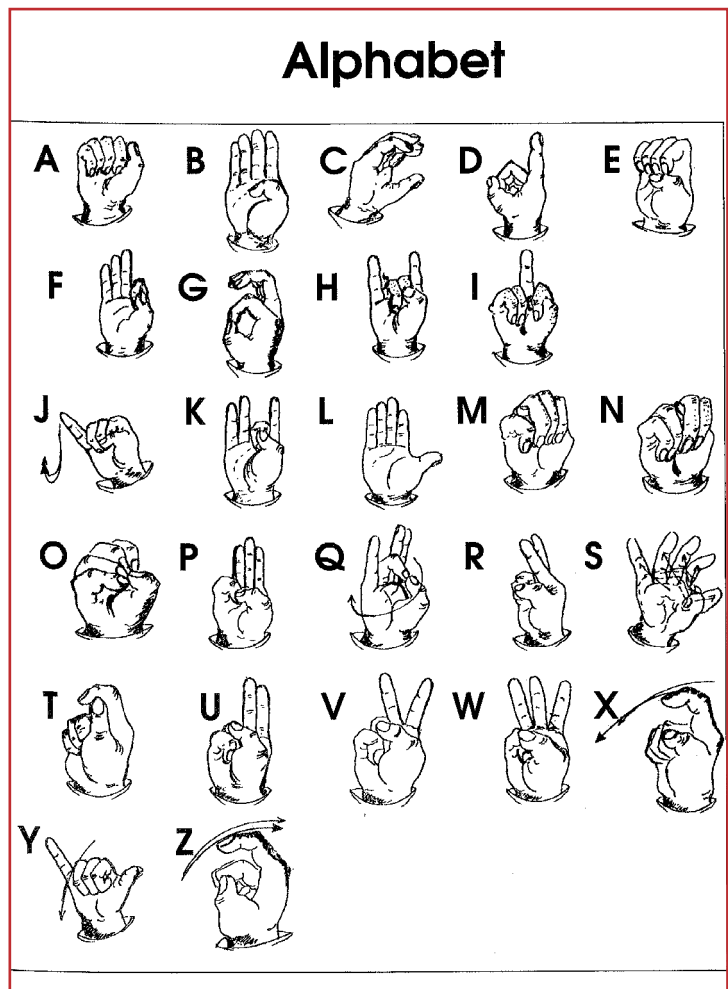
- Location tells you where the hands shape is placed when a sign is made.
- The location of the hand is usually associated with meaning for example signs related to the concept of mind are on the forehead while those related to feelings are along the chest area close to the heart. There is also a signing frame/ space, usually signs are within the forehead, forefront up to the waist of the signer.

22.3.2 Alphabet Signs

- Manual alphabet is used for spelling spoken words.
- Some name signs use alphabet to initialise the first letter of the word.
- Alphabet signs use the manual alphabet of an English word equivalent to Zimbabwe National Sign Language (ZNSL). It is very common with nouns especially proper nouns



Alternative sign for "I"





Numbers

1	2	3	4	5
6	7	8	9	10
11	12	20	21	22
30	31	32	40	41
42	50	51	52	

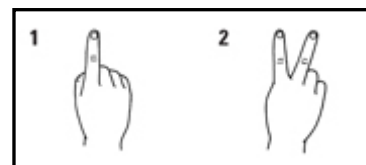
22.3.3 Number signs

Number can be signed either palm facing the "listener" or signer.
(For more signs, refer to the annex)

Palm facing listener

1	2	3	4	5
6	7	8	9	10

Palm facing signer

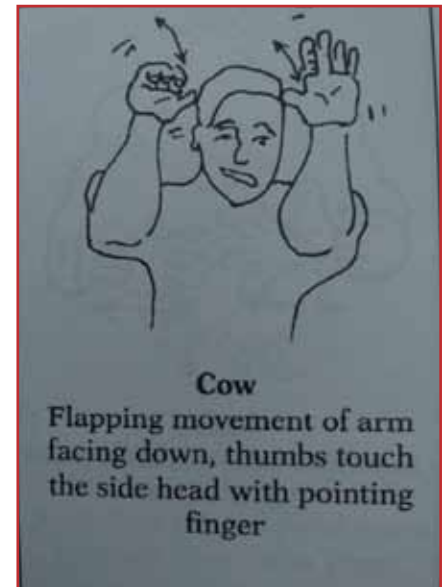


22.3.4 Non-Manual signs

- Non-manual signs are multi-channeled.
- They are produced by the parts of the body other than the hands.
- They are usually used for grammatical features
- These include action of the head, facial features like eye brows, lip movement, body, and puffing of the cheek(s)

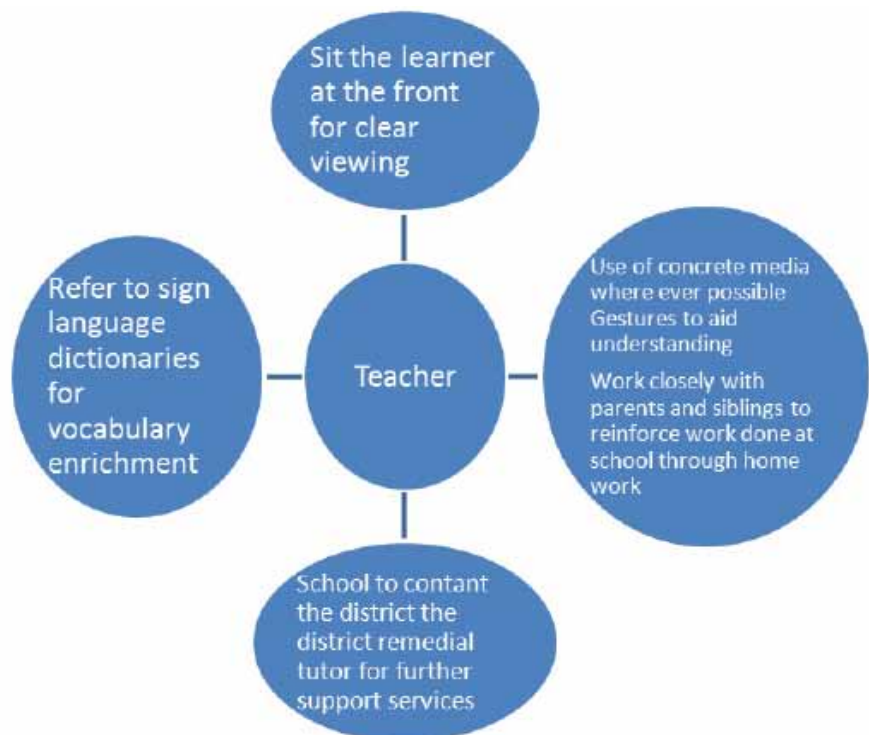
22.3.5 Iconic signs

- These are signs which give a clear visual image of the things they represent (Signs that shape like objects they represent) for example: punctuation marks, ball
- Partial iconic signs are usually used for animals
- Partial iconic signs depict significant features of any part of body of an animal they represent



Example of Iconic Signs

22.4 Supporting deaf learners in a mainstream class



Points to note

- Deaf learners use sign language as a language on its own.
- The grammatical structures are different from the spoken language.
- Usually the sign order begins with a visible object.
- It is important for the learner to know sign language alphabet and number signs as a starting point to learning sign language

22.5 Deaf Culture

Culture is a system of beliefs, norms and values, traditions of a particular group of people. Deaf culture is a set of social beliefs, behaviours, art, literary traditions, history, values and shared institutions of communities that are influenced by deafness which use sign languages as the main means of communication.

- One of the valued aspects of deaf culture which teachers should know is name signs.
- Name signs are signs that refer to specific individuals.
- They are independent of spoken names.
- They are usually based on unique or distinct characteristics of a person.
- They may include
 - physical appearance, (shape of forehead or nose),
 - body movement such as limping movement,
 - personal habit for instance poking of nostrils,
 - running nose, or
 - meaning of name or surname for example Moyo repeated pointed at the heart position.

When you constantly interact with learners who are deaf, they give you a sign name

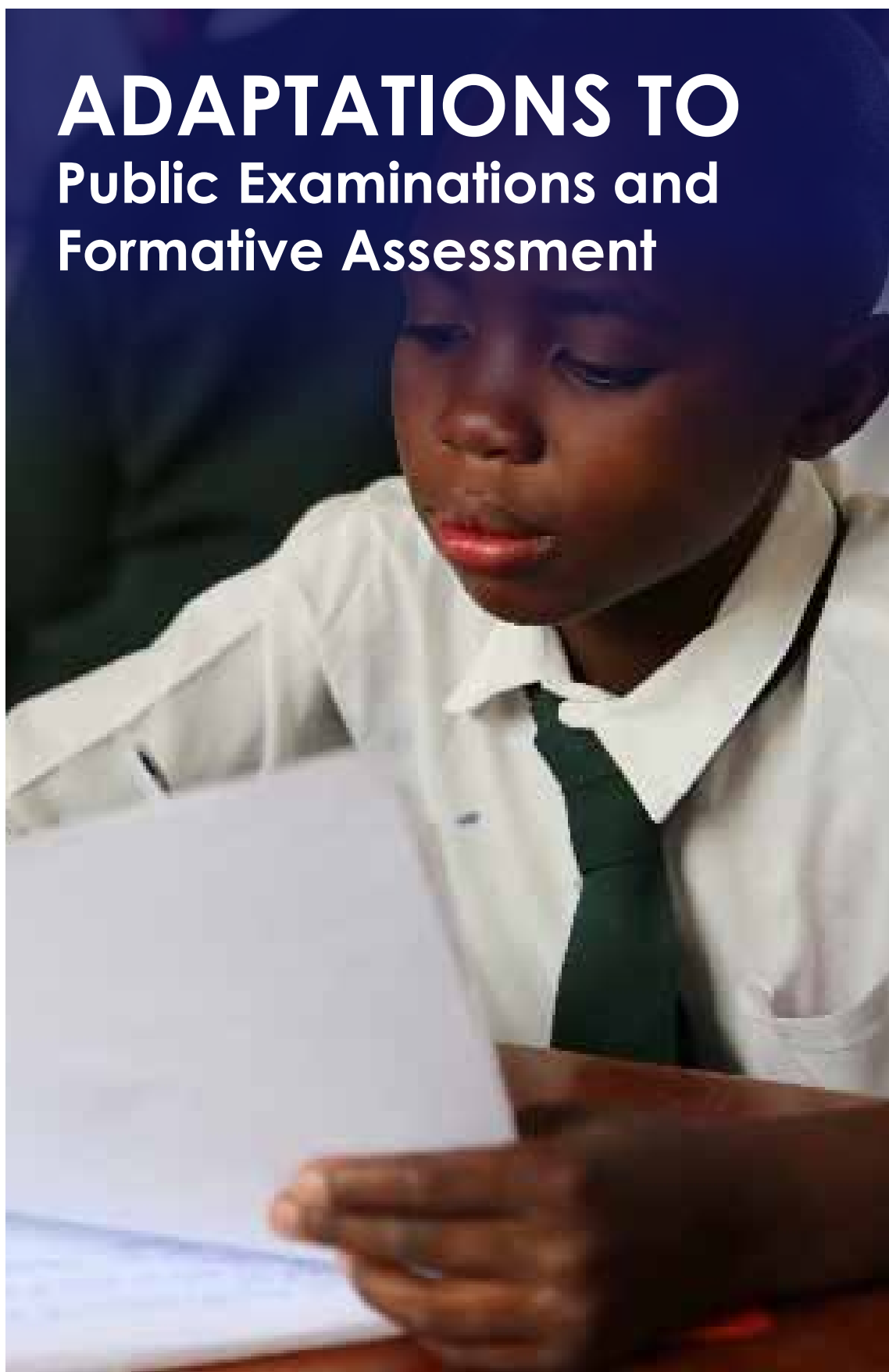
22.6 Summary

This unit is an attempt to give all teachers a feel of sign language as a language in its own right. More importantly, it is trying to invigorate those working with deaf learners to study and appreciate the visual gestural language. It further acknowledges and formalises sign language as the culture of the Deaf.

UNIT 23



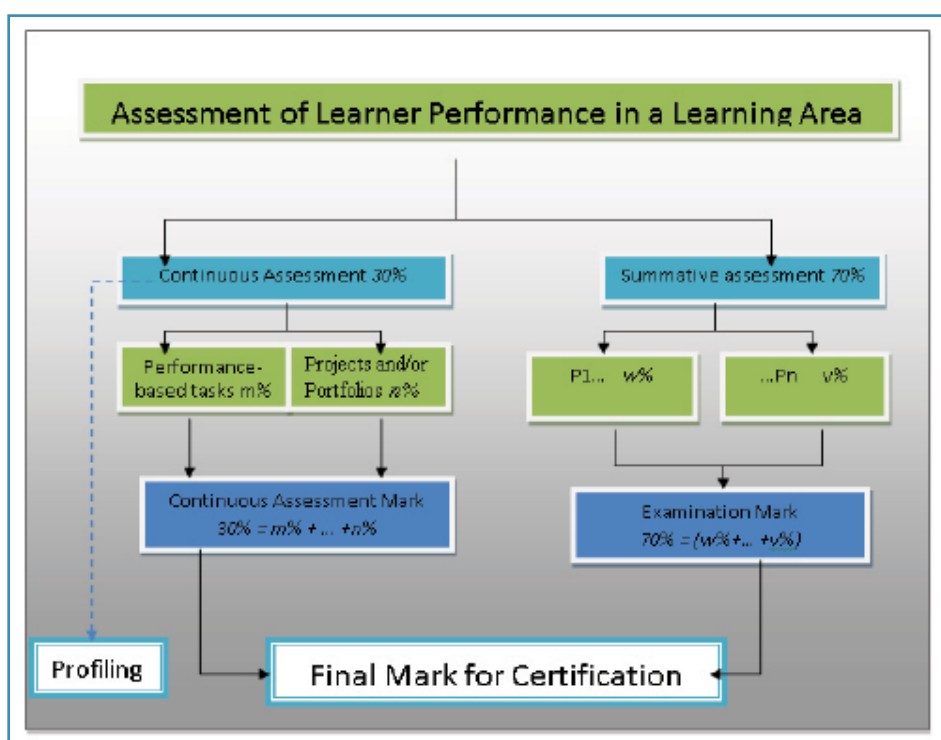
ADAPTATIONS TO Public Examinations and Formative Assessment



23.1 Introduction

How does continuous assessment enhance inclusivity in skills mastery for learners? Modern day trends are more concerned on the process of acquiring competencies in learning as you move along rather than testing at the end of the learning cycle. The paradigm shift calls for assessment as a process approach during normal learning rather than product approach which is summative in nature hence introduction of continuous assessment.

Profiling of learner attributes and competencies is done and guided by MoPSE officials. Ministry has developed a profile card as an instrument for assessment. ZIMSEC is responsible for development, administration and marking of Continuous Assessment (CA) tasks and summative assessment. As the teacher, you prepare learning experiences that lead learners towards completion of tasks that are recorded. The nature of tasks needs a conducive environment for each learner, taking into consideration ability levels hence the need to create an inclusive environment that allows each and every learner to carry out their tasks without difficulty. The assessment framework as envisaged by ZIMSEC is as illustrated below.



The contemporary philosophy of inclusivity advocates for one classroom, one teacher, one curriculum and one examination under the principle of universal design. Assessment of learners with special needs therefore follow that of the mainstream classes, but with modifications of assessment tasks. Learners with special needs are a heterogeneous group, consequently the modifications assume an individualized approach. Assessment considerations should therefore be made for all deserving learners.

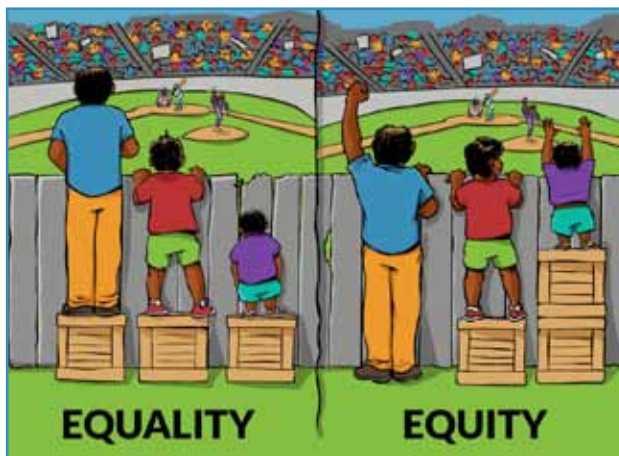
Special needs affect access to instruction and ideal assessment. They affect the way candidates respond to instruction or assessment. Provisions should be made in making the environment user friendly in order to reduce, as far as possible, the effects of disability or special needs on the candidate's performance.



23.2 Special examination arrangements

The Zimbabwe Schools Examination Council (ZIMSEC) has thus come up with regulations and guidelines that govern provisions for candidates with special needs, special arrangements and special conditions that should be in place during CA and Summative assessment. Schools are expected to apply these provisions during teaching, learning and local examinations so that classroom assessment plays its major role of promoting learning.

Assessments must provide for modifications (pedestals) that address or compensate for the various inequities faced by diverse learners. Assessment provisions for minority groups and learners with special educational needs must be more flexible in an attempt to compensate for and surmount pre-existing factors that previously placed them at an educational disadvantage. This will enable the candidate to demonstrate their true level of attainment.



EQUALITY

Provision of the same tests to every learner based on **the equality approach** disadvantages learners with special educational needs. Individual needs must be considered so that they are given optimum conditions to perform their best.

EQUITY

Special educational needs of the learners must be accommodated through special exam arrangement based on **the equity approach**. Arrangement includes reasonable adjustment or alterations to the standard conditions or format of the examination.

Task

From your local environment discuss with your colleagues on the ways in which you can assist identified learners with diverse needs and how the challenges they face can be reduced for them to carry out any given task.

Identify any three types of physical impairments and suggest what can be done to help learners in each group.

Candidates with special educational needs

Candidates with special educational needs are categorised into the following two groups:

1	Candidates who suffer permanent or long-term disadvantage due to impairment	<ul style="list-style-type: none"> • candidates with physical challenges whose primary impediment is difficulty in handling writing equipment • candidates with health-related conditions whose disposition may interfere with the smooth progress of the examination • candidates with visual impairment whose demands are on tactile perception or large print materials • candidates with hearing impairment whose major setback is the language used in examinations • candidates with dual sensory impairment and multiple disabilities.
2	Candidates affected by temporary adverse circumstances	<ul style="list-style-type: none"> • illness during or immediately preceding the examinations. • distress due to factors like the death of a close friend or relative; close family member immediately preceding the examination. • suffering from shock (such as to road traffic or other accidents). • some very serious disturbance during examinations.

It is explicit that, once least restrictive conditions are replaced by special considerations and arrangements for these candidates during examinations, they can do well and become more productive citizens as well.

It must be noted that schools and centres should use their discretion on the day of assessment to grant provision which will alleviate any other problems that may arise.

Notification to ZIMSEC must be made in writing, immediately afterwards with the support of medical evidence and or evidence from Learner Welfare, Psychological Services and Special Needs Education department.

Schools and centres, with the approval of ZIMSEC, may make special arrangements for candidates to take examinations in hospital or at other institutions or at home, whenever the situation may demand.

The school or centre is entirely responsible for the conduct of the examination under appropriate conditions.

Special arrangements for candidate with disability or special educational needs

Category	Special Arrangement
Additional time	Candidates with special needs may be permitted additional time for all types of written and practical examinations as appropriate except where the ability to perform a task within a limited time is an assessment objective. Additional time of up to 25% of the prescribed duration of an examination will meet the needs of most candidates with special needs but centre and schools may recommend the actual allowance in accordance with knowledge of the candidate's needs and in consultation with a medical practitioner's recommendation. Supervised breaks will be permitted where appropriate, in addition to the extra time allowance. This does not apply to Gifted and Talented.

Special arrangements for candidate with disability or special educational needs

Category	Special Arrangement
Question paper modification	<p>Modifications are made to question papers for candidates with severe visual impairment or those whose hearing impairment is from such an early age that only a limited vocabulary and syntax could be acquired. For candidates with hearing impairment, no modifications will be made to English papers. Subject specific technical terms will not be changed.</p> <ul style="list-style-type: none"> • ZIMSEC is also modifying papers for the deaf from Junior to Form 4 levels. Adjustments are done to carrier language and not technical language. • ZIMSEC produces question papers in Braille and modifies those aspects of question papers that cannot be effectively transcribed into Braille. Diagrams are made simple and include only the detail specific to the answering of the question. • ZIMSEC produces question papers in large print for learners with low vision including those with Albinism
Aid of reader/ tape recording of questions	<p>Candidates with severe physical disabilities and those with visual impairment who are not proficient in braille should be permitted to work with the aid of a reader or from a tape recording of the question. A reader is a person who, on request, will read to the candidate, the entire or any part of the examination question papers or coursework materials. Candidates may be eligible to use readers if they suffer from disabilities or dispositions that prevent them from receiving questions in writing form (including Braille). The same person can act as both a reader and an amanuensis. Use of a reader should not give a candidate an unfair advantage nor should it further disadvantage the candidate. A reader should be a person who is able to read accurately and at a reasonable rate and who should ideally have a working knowledge of the learning area (subject) concerned. A candidate using a reader must be separated from other candidates and an invigilator must be present in addition to the reader. Failure to adhere to the regulations given above may result in the disqualification of the candidate. Colour blind learners will be assisted for interpretation of the colour, especially during the experience.</p>
Aid of typewriter/ computer/ word processor/ amanuensis	<p>If it is not possible for a candidate to write answers in the conventional way, the use of Braille or a typewriter/ computer/ word processor may be permitted. In exceptional circumstances, only candidates will be allowed to use an amanuensis. Candidates are eligible for an amanuensis if they suffer from a handicap or injury that renders it impracticable for them to write either by hand or with the use of Braille, typewriter or computer. An amanuensis is not permitted in subjects where writing skills are being assessed. An amanuensis should be a suitably qualified and experienced person and should be used as the last resort.</p>
Transcript permission	<p>Permission may be given for the scripts of candidates with specific writing difficulties to be accompanied by a transcript to facilitate the work of an examiner. A transcript is essential, where due to a handicap, the candidate handwriting is poor. A centre may apply to submit a transcript along the candidate's own work. The transcript must be produced by the centre's staff. It must be produced on a separate copy of the answer booklet or an official examination stationery as appropriate. It should be labelled clearly "TRANSCRIPT OF CANDIDATE'S SCRIPT". The transcript must be a verbatim copy of the original script. The teacher must sign the transcript and the Head must counter-sign. The transcript must be attached at the back of the script.</p>
Practical work exemption	<p>Candidates with special needs are exempted from requirements to undertake practical work of a kind that would unreasonably endanger themselves and others. ZIMSEC seeks alternative means whereby candidates may show appropriate knowledge and skills. There is need for a Practical Assistant (A helper who, in practical assessment, will ensure a candidate's safety, transmit visual observations and carry out some or all the tasks at the candidate's instructions. Candidates may not be awarded marks for skills that they are unable to demonstrate personally.</p>

N.B. School Heads are advised to consult with ZIMSEC if in doubt on how to assist a candidate with a disability or special needs well before the examination following the normal channels.

23.3 Summary

The Curriculum Framework for Primary and Secondary Schools places emphasis on Continuous Assessment (CA). CA demands that the quality of the learner's work be measured and judged by various pieces of work during a course and not by just one final examination. It also encourages the profiling of critical learner attributes such as Unhu/Vumunhu/Ubuntu and other 21st century competencies necessary for lifelong learning from infant to secondary school levels. At any point of exit, the learner must exhibit sustainable competencies that allow him/her to survive one's life.

UNIT
24



MODEL INCLUSIVE

Infant Education Facilities



24.1 The Model Inclusive Infant Education Facility Concept (MIIEF)

The idea of a Model Inclusive Infant Education Facility (MIIEF) is an initiative developed to provide practical examples of different schools have begun their journey on the inclusive approach.

None of the schools had fully achieved model schools' status by the time of this handbook. The concept is part of a range of examples for demonstrating and sharing with other schools the details of the experience of how schools can fully embrace diverse learner needs, including the specific requirements of individual learners with different disabilities.

A checklist to guide the concrete logistical arrangements, differentiated pedagogical methodologies, adaptations to providing teaching and learning material and equipment and learner safety and protection, is included to encourage Junior and Secondary education levels to adapt accordingly.

24.1.2 Purpose of the MIIEF Checklist

The MIIEF checklist is designed as a guide for schools to incorporate the provisions required to effectively address the diverse needs of all learners in the mainstream and special needs educational settings.

With this checklist, each school is expected to make a deliberate effort to incorporate inclusivity requirements when working on its School Development Plan and improve its performance at addressing the full range of diverse learner needs.

24.1.2 Role of Model Inclusive Infant Education facilities

Inclusivity at the Infant Education level lays a strong foundation for the same at the Junior and Secondary stages and ultimately contributes to the realization of inclusive societies for all.

MIIEFs have been identified at national, provincial, district and cluster levels. The role of the MIIEF is to accelerate the implementation of inclusive enrolment, design of learning environments without barriers to all learners and use of differentiated teaching methodologies from the earliest stage of the education system in order to enhance the attainment of the desired curriculum learner exit profiles.

Therefore, as part of the continuous journey to excellence in service delivery, all schools are encouraged to make full use of MIIEF at their cluster, districts and provincial level as well as the national model centers for -:

- Exchanging good inclusive education practices;
- Advocating and lobbying with School Development Committees and all parents; and updating School Development Plans for inclusivity.

24.1.3 Users of the checklist

This checklist is primarily for use by:-

- Schools Inspectors
- Educational psychologists
- District lifelong coordinators
- better schools program in Zimbabwe in full cluster coordinators
- Early Childhood Development, Grade 1 and 2 teachers
- Heads of schools
- Remedial tutors
- Speech correctionists

24.2 Model Inclusive Infant Education Facility Checklist

For the assessment of the level of inclusivity of any Infant Education Facility (ECD A, ECD B Grade 1&2) a standard the rating scale is provided for users to be trained on the evidence to be assessed.

The rating scale

1=No evidence

2=Very little evidence

3=Some evidence, much room for improvement

4=Strong evidence to share with other schools

5=Model Status

Tick against the mark.

Model Inclusive Infant Facility Checklist						
District: School: Date of assessment:						
Assessor: Designation:						
Category	Statement	Tick one of the rating scales				
		1	2	3	4	5
School Enrolment practice	Infant enrolment records show:					
	(a)Gender balance					
	(b)At least 10% of the learners per grade have disabilities					
	(c)100% of Grade 1 girls attend full year of ECD A					
	(d)100% of Grade 1l girls attend full year of ECD B					
	(e)100% of Grade 1boys attend full year of ECD A					
	(f)100% of Grade 1boys attend full year of ECD B					
	Absent learners are followed up to determine cause and ensure attendance					
	School has a documented plan to prevent drop out					
	School actively engages community in mobilizing school aged learners to attend school					
	Attendance, retention and learner seeking efforts what does this mean?					
	School has learner friendly system to address:					
	a)non –payment of fees/levies by parents and guardians					
	b)non-payment of levies by parents and guardians					
	c)attendance					
d)retention						
The Non-formal Education programme is operating with a variety of options for youths and adults in the community, including those with disabilities						
Learners with chronic health conditions are identified and supported by the school health team.						
Disability friendly and age appropriate infrastructure	School has accessible infrastructure such as:					
	a)rails					
	b)ramps					
	c)pecially adapted toilets					
	d)wide entrances					
	School has infant education facilities that meet ministry requirements:					
	(a) Classrooms					
	(b) Age appropriate toilets and hand-washing facilities					
	(c) Outdoor					
School has reliable source of potable water						

3	Safety and protection	School is fenced/ walled							
		Harmful objects and substances are kept away from learners							
		Availability of a supervised duty roaster for the supervision of learners in and outside the classroom							
		School has the following items:							
		a)first aid kits							
		b)fire extinguishers							
		c)sand buckets							
		d) fire guards							
		Regular fire drills are conducted at the school							
		Traffic safety sessions are regularly held for every learner.							
		Learners have been effectively taught on water safety to prevent risk of drowning							
		All Learners are regularly provided with age-appropriate information to protect them against of environmental hazards.							
		Identification of learners is well documented and understood by the staff, learners and parents							
		Insurance provisions to support parents and the school in cases of injuries and other misfortunes affecting learners at school							
		All the toilets are maintained in a clean, hygienic state all the time							
		Learners are trained on hygienic toilet habits							
		The school has a supervised duty roaster for inspection of toilets.							
		Hand washing is supervised by teachers.							
		School has clear rules and well communicated reporting procedures for case of:							
		a)bullying							
b)Harassment									
c)Abuse									
d)Learners in distress									
A gender balanced Guidance and Counselling committee is in place and known to all learners									
4	School feeding and nutrition	A budget for the school feeding programme is in place							
		Records of school feeding food items are in stock							
		Appropriate food storage facilities are in place							
		Appropriate cooking facilities are in place							
		Appropriate serving areas are in place							
		Appropriate eating area is in place							
		Duty Roaster for parents to prepare and serve meals is in place							
		Cooking utensils are adequate.							
		School menu is well balanced							
		School projects for sustainable supply of nutritional food items in place							
		Learners wash their hands and are well groomed as they have school meals							
5	School health	School health team is in place							
		School implements health awareness activities for learners							

5	School health	Records of health visits to school are available							
		Health programmes are covered in all the classes							
		School has easy access to the nearest clinic							
		Sick bay which meets standards is available							
		First aid kit and supplies are in place							
		School procedure for supporting learners with chronic health conditions (e.g. asthma, diabetes, heart, allergies, HIV, anemia) is available							
6	Inclusive / differentiated teaching methodologies and learning materials	School uses mother tongue as a medium of instruction for Infant grades, including sign language.							
		Teaching and learning content is adapted to suit the diverse learner needs.							
		Resource materials and equipment are available to support inclusion.							
		Reference materials for inclusive education are in place for teachers							
		Adequate and appropriate assistive devices are available							
		Infant teachers have competency in sign language.							
		Infant teachers have braille competency.							
		Differentiated teaching strategies are demonstrated by teachers.							
		Classroom management for inclusion is well practiced.							
		Teaching at the schools is in line with the curriculum.							
		Early identification and support system for learners with special needs is in place.							
		Remedial support for learners at risk of academic failure is implemented.							
		Functional Guidance, Counselling/Child Protection committee at school is in place.							
		All school activities are programmed in a gender sensitive way.							
7	Psycho-social support	Learner friendly disciplinary committee is in place.							
		Schools uses referral system to access to Schools Psychological Services and Special Needs Education support							
		Teachers make use of social record to address learner support needs							
		Learners at risk of dropping out of school are supported to remain in school.							
Total Number of Response									

Progress on the MIEF Checklist

After one year of the baseline report on MIEF, the Heads and Teachers In Charge of the elected schools reported positive progress in upgrading their particular facilities and also identified areas for improvement, including capacity building issues that are currently being addressed.

It certainly is a journey to make certain that no learner is left behind!!!

24.3 Learning Points

It is important to begin planning for inclusive education at all levels.

Junior and Secondary education levels can adapt the checklist that has been developed to guide the Infant Education level to begin planning concrete logistical arrangements, differentiated pedagogical methodologies, adaptations to providing teaching and learning material and equipment and learner safety and protection for their schools.

The accelerated implementation of inclusive education can only enhance the entire education sector performance for the benefit of all.



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ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LEARNER WELFARE, PSYCHOLOGICAL SERVICES AND SPECIAL NEEDS EDUCATION

CONFIDENTIAL

REFERRAL FORM TO THE REMEDIAL PROGRAMME:

All details on the referral form must be completed by the teacher and signed by the school Head Grade and only – wait for clinical remediation can repeat grade 6 1987 circular.

1. Name.....

Day/ Boarder.....

Date of birth.....

Age.....

Grade/form

Sex.....

Position in the family.....

Parent/guardian.....

Relationship.....

Home language.....

Postal and physical address.....

Home address.....

Contact numbers.....

Telephone

Date from previous school.....

Date joined present school.....

Grade.....

Class enrolment.....

Average age of current class.....

Attendance (regular/irregular).....

If irregular, what are the reasons for absence from school?

.....

Previous assessment by Psychologist (YES/No).....

School based intervention

Outcome:.....

Referral reason.....

The soft copy should be relayed to the District Remedial Tutor and copied to the Principal Educational Psychologist through email or other ICT platform.

Learner’s strength in numeracy

.....
.....
.....
.....
.....

Other Attributes

Learner’s identified strengths (such as Character, talents, behavior, academic performance, practical skills)

.....
.....
.....
.....
.....
.....

Learner’s Strengths in reading and language

.....
.....
.....

.....
.....
Learner's Strengths in numeracy and science
.....
.....
Learner's weaknesses in numeracy and science.....
.....
.....

Section B

2. Home Background of the learner Social and economic background.....

.....
.....

Developmental History.....

.....
.....

Medical History.....

.....
.....
.....

Educational history.....

.....

Emotional and social development (attitude to success and failure, to other learners, teacher.....

.....
.....
.....

Additional Information.....

.....
.....

Referred by.....

Class teacher

Signature.....



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MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LEARNER WELFARE, PSYCHOLOGICAL SERVICES AND SPECIAL NEEDS EDUCATION

REFERRAL FORM: LEARNERS REQUIRING HEARING, SPEECH LANGUAGE AND COMMUNICATION SUPPORT SERVICES

- All details on the referral form must be completed by the class teacher and signed by the school Head
• This referral form should be completed in both hard and soft copy.
• The hard copy should be completed in triplicate with the required signatures and school date stamp.
• The first copy should be sent to the nearest District Office, for the attention of the District Remedial Tutor and out of school learners
• The second copy to the Provincial office, for the attention of the Principal Educational Psychologist; and the third copy should be kept in the relevant file at the school.
• The soft copy should be relayed to the District Remedial Tutor and copied to the Principal Educational Psychologist through email or other ICT platform

District:
School.....
Telephone Number/Cell/Email
Home Address.....
Surname.....
Name.....
Sex..... D.O.B.....
Grade/Class

Out of school
Is the child
Left handed [] Right Handed []
Home Language

General Health

Referral by:
Reasons for Referral

Family History:

No of learners Child's Position in the family

Are parents alive.....

Any of communication, language and visual in other family members.....

Any other relevant information

.....
.....
.....

Recommendations

.....
.....
.....
.....

School Stamp





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MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LEARNER WELFARE, PSYCHOLOGICAL SERVICES AND SPECIAL NEEDS EDUCATION

NATIONAL EDUCATIONAL AUDIOLOGICAL LABORATORY

Referral form to the Audiologist

Province District

Full Name

D.O.B Position in the Family

School Grade/form

Sex.....

Home address

Background
.....
.....

Reason for referral
.....
.....

Test/s Used.....

Findings

.....
.....
.....
.....

Otoscopy. (Please encircle)

Clear wax foreign body soar

Oral peripheral examination

.....
.....

Other Observations

.....
.....
.....
.....

Audiogram results

.....
.....
.....
.....
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Recommendations

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Seen by.....**Date**.....

Designation





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MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LEARNER WELFARE, PSYCHOLOGICAL SERVICES AND SPECIAL NEEDS EDUCATION

REFERRAL TO EDUCATIONAL PSYCHOLOGIST

- **All details on the referral form must be completed by the class teacher and signed by the school Head** This referral form should be completed in both hard and soft copy.
- The hard copy should be completed in triplicate with the required signatures and school date stamp.
- The first copy should be sent by the school to the nearest District Office, for the attention of the District Remedial Tutor
- The second copy to the Provincial office, for the attention of the Principal Educational Psychologist; and
- The third copy should be kept in the relevant file at the school.
- The soft copy should be relayed to the District Remedial Tutor and copied to the Principal Educational Psychologist through email.

PART 1

Learner's name: Sex:

First Language.....

Date of birth: Grade/Level..... Average age of class:

Number of learners in the class:

Home address:
.....

Contact number: Email address.....

Parent/guardian.....if guardian, what is the relationship to the child?
.....

What is the child's frequency of school attendance.....

Has this learner been seen by a psychologist before? Yes/no. If yes what was the date.....

What is the reason for this referral?

.....
.....
.....
.....
.....

What has been tried to assist the learner's to better?

.....
.....
.....
.....

PART II

Home Background

Number of learners in the family.....

What is this learner's position in the birth order?.....

What language (s) is/are used in the home?.....

Mother's occupation.....

Father's occupation.....

Guardian's occupation.....

Is the child
Right handed

Yes/No

left handed

Yes/No

does the child uses both hands

Yes/No

Observations from the school

Signs of achieving less than what he/she is capable of Yes No

Inconsistent performance in one or more learning areas Yes No

Not responding to remedial or speech intervention Yes No

Signs of losing interest in school activities Yes No

Reported/suspected violation of child rights (any form of abuse or neglect) Yes No

Suspected sight problem Yes No

Suspected emotional problem Yes No

Observed social problems at school

Suspected psychosocial challenges at home or in the community Yes No

Observed behaviour problem Yes No

Indications of possible giftedness Yes No

Health problem Yes No

LEARNER WELFARE ISSUES

What strengths has the learner demonstrated so far? (Such as attitude; specific skills and coping style)

.....
.....
.....
.....
.....
.....

Learner's participation in Physical Education, Mass displays, Visual and performing Arts:

.....
.....
.....

Who supervises the learner's homework?.....

Who pays the learner's fees?.....

Teacher's observations on learner's welfare such as feeding, dressing, attention/affection from family:

.....
.....
.....

When was the last parent-teacher discussion of this learner's learner's school progress? Please explain the circumstances and outcome :

.....
.....
.....

What is the learner's attitude towards school? (please give an example):

.....
.....
.....
.....

How does he/she relate to peers:

.....
.....
.....
.....

How does he/she relate to the teacher and other authorities in the school?

.....
.....
.....
.....

Date: Class teacher's name.....

Head's name..... Name of School.....

NB: if no acknowledgement from Schools Psychological Services and Special Needs Education within 30 days, please follow up this referral. Parental consent should be confirmed before the form is mailed to the District Schools Inspector, for the attention of the Remedial Tutor

INFORMED PARENTAL CONSENT FOR LEARNER TO BE ASSESSED BY PSYCHOLOGIST

Please tick the appropriate box

I hereby confirm that

(a) The parent(s)/guardian(s) concerned has/have been informed and given consent for this learner to be assessed by educational psychologists and that the report will be shared with the same for their own record and follow up.

Yes No

(b) The parents/ guardian have been informed but refused to give their consent

(c) Attempts to meet and discuss with the parents/guardian have been unsuccessful and the Department of Social Welfare has endorsed that this referral has been made in the best interest of the learner.

Name of teacher: Signature: Date:

Name of School Head Signature Date

School stamp



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

<p>Matabeleland North Mhlanhandlela Government Complex 10th Avenue and Basch Street 3rd Floor office No 95 Bulawayo Phone (09) 69943 72232 63738 881400</p>	<p>Masvingo Block 3 Room 30 Government Offices Ministry of Education Near Passport Offices Phone: (039) 264331/263220</p>
<p>Bulawayo Mhlanhandlela Government Complex 10th Avenue and Basch Street Box 555 Bulawayo Phone (09) 79238</p>	<p>Midlands 10th Street New Government Complex next to Wimpy Box 737, Gweru Phone: (054) 223457/226781 2222460 P.E.D 2222913 P.E.P</p>
<p>Matabeleland South Government Complex 2nd floor P. Bag 5824 Gwanda Phone: (0842) 823009 Reception 08 42823383 P.E.D</p>	<p>Mashonaland east Bisset House 4th street Box 752 Marondera Phone: (0279) 24811 0652324901</p>
<p>Harare 3rd Floor Education Services Mount Pleasant Box CY1343, Causeway, Harare Phone (0242) 339334 or 332146 Cell: 0774035886</p>	<p>Manicaland 7– 5th Street, Mutare Phone: (020) 64216</p>
<p>Mashonaland West Chinhoyi Chinhoyi P. O. Box 328 New Complex Building Ground Floor room 20 Phone: 06723004 Phone: 0773921814</p>	<p>Mashonaland Central Province P. O. Box 340 Bindura Phone: (027) 6992/6</p>

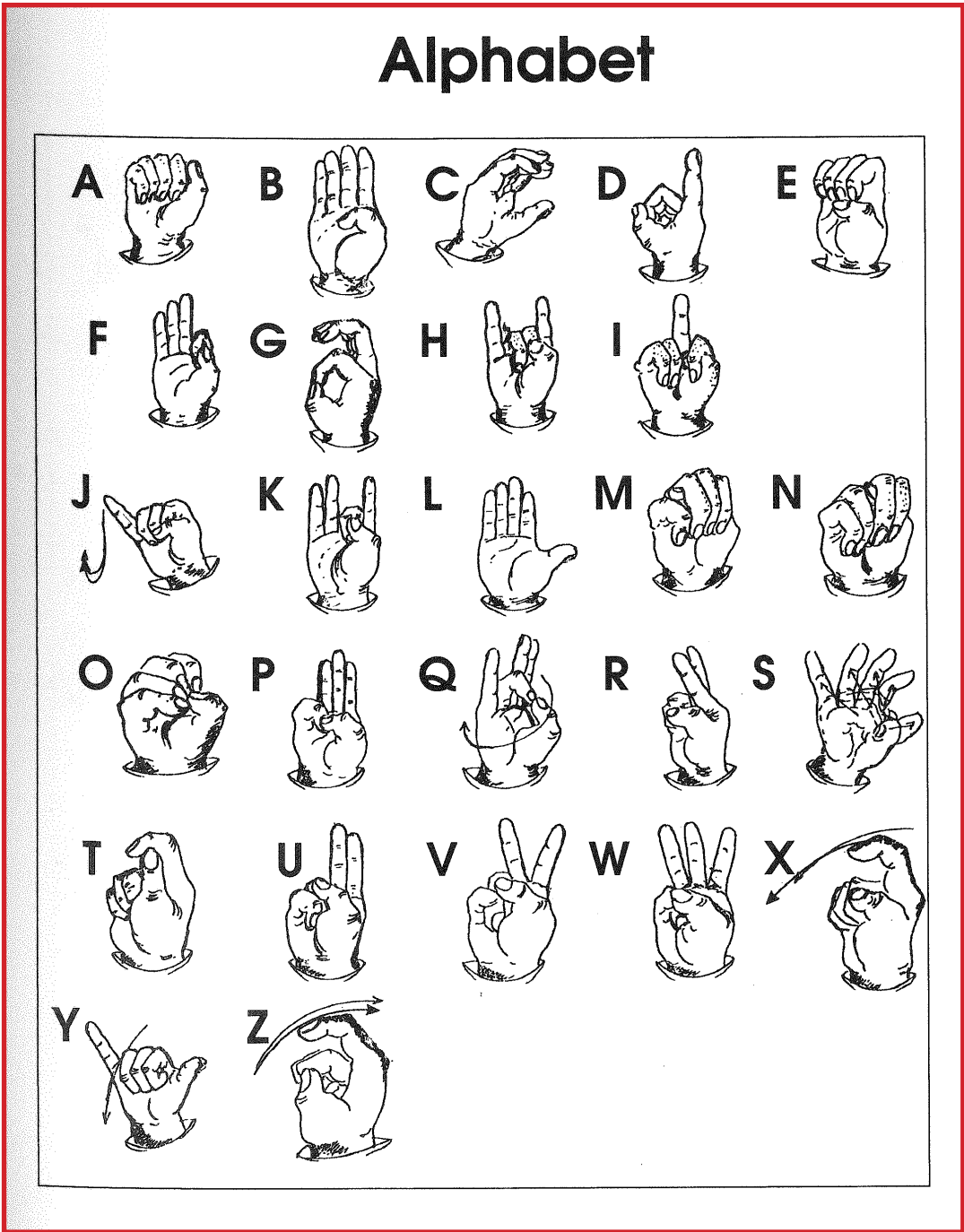
At each District Education office, you may contact the resident Psychological Services and Special Needs Officer. The list of District offices at which the officers are based are:

<p>HARARE</p> <ol style="list-style-type: none"> 1. Northern/Central 2. Mbare Hatfield 3. Highfield/Glen Norah 4. Epworth/Mabvuku/Tafara 5. Chitungwiza 6. GlenView/Mufakose 7. Warren Park/Mabelreign 	<p>MASVINGO</p> <ol style="list-style-type: none"> 39. Masvingo 40. Gutu 41. Chivi 42. Zaka 43 Chiredzi 44. Mwenezi
<p>MANICALAND</p> <ol style="list-style-type: none"> 8. Chimanimani 9. Chipinge 10. Buhera 11. Mutasa 12. Mutare 13. Makoni 14. Nyanga 	<p>MATEBELELAND NORTH</p> <ol style="list-style-type: none"> 45. Mguza 46. Hwange 47. Bulawayo/Urban 48. Bubi 49. Tsholotsho 50. Nkayi 51. Lupane 52. Binga
<p>MASHONALAND CENTRAL</p> <ol style="list-style-type: none"> 15. Bindura 16. Centenary 17. Rushinga 18. Mt. Darwin 19. Shamva 20. Mazowe 21. Guruve 22. Mbire 	<p>MATEBELAND SOUTH</p> <ol style="list-style-type: none"> 53. Gwanda 54. Beit Bridge 55. Umzingwane 56. Filabusi 57. Insiza 58. Bulilima 59. Mangwe
<p>MASHONALAND EAST</p> <ol style="list-style-type: none"> 23. Marondera 24. Mutoko 25. Mudzi 26. Goromonzi 27. Uzumba, Maramba, Pfungwe 28. Seke 29. Murehwa 30. Wedza 31. Chikomba 	<p>MIDLANDS</p> <ol style="list-style-type: none"> 60. Kwekwe 61. Mberengwa 62. Shurugwi 63. Chirumhanzu 64. Gweru/Chiwundura 65. Gokwe North 66. Gokwe South 67. Zvishavane
<p>MASHONALAND WEST</p> <ol style="list-style-type: none"> 32. Makonde 33. Zvimba 34. Mhondoro/ Ngezi 35. Hurungwe 36. Chegutu 37. Sanyati 38. Kariba 	<p>BULAWAYO</p> <ol style="list-style-type: none"> 68. Bulawayo Central 69. Imbizo 70. Khami 71. Mzilikazi 72. Reigate

2.3 Head office Learner Welfare Psychological Services and Special Needs Education

<p>The Permanent Secretary Ministry of Primary and Secondary Education</p> <ul style="list-style-type: none"> • Postal Address: P.O. Box CY121 Causeway Harare • Phone: 734051/6 	<p>Learner Welfare, Psychological Services and Special Needs Education</p> <ul style="list-style-type: none"> • Postal Address; P.O. Box MP133, Mount Pleasant, Harare • Physical Address: Education Services Centre, Upper East Road, Mount pleasant, Harare • Tel: 333825, 332988/336041
<p>National Braille Printing Press</p> <ul style="list-style-type: none"> • Postal Address: P.O. Box MP133, Mount Pleasant, Harare • Physical Address: Education Services Centre, Upper East Road, Mount pleasant, Harare • Phone: 333812/20/25 	<p>National Educational Audiological Laboratory</p> <ul style="list-style-type: none"> • Postal Address; P.O. Box MP133, Mount Pleasant, Harare • Physical Address: Education Services Centre, Upper East Road, Mount pleasant, Harare • Tel: 333812/20/25

3. Sign Language Alphabet



Alternative sign for "I"



Braille Alphabet

