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**DIRECTORATE: INCLUSIVE EDUCATION**

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**DEPARTMENTAL CIRCULAR NO 05 OF 2017**

<b>TO</b>	<b>DEPUTY DIRECTOR GENERALS CHIEF DIRECTORS HEAD OFFICE DIRECTORS DISTRICT DIRECTORS EDUCATION DEVELOPMENT OFFICERS (EDOs) PRINCIPALS OF PUBLIC ORDINARY AND FULL SERVICE SCHOOLS</b>
<b>FROM</b>	<b>SUPERINTENDENT GENERAL</b>
<b>SUBJECT</b>	<b>GUIDELINES FOR RECRUITMENT AND OPERATION OF 2188 LEARNING SUPPORT /REMEDIAL TEACHERS</b>

**1. INTRODUCTION**

The Post Provisioning Norms for 2017 have made provision for 2188 posts of Remedial Teachers in public ordinary and Full Service schools.

The Learning Support/Remedial Education Programme is a multifaceted approach, tailoring Learning Support/Remedial intervention plans to a child's specific needs. It makes use of one-on-one instruction, small group instruction, written work, verbal work and computer-based work. It is also designed to assist students to achieve expected competencies in core academic skills such as literacy and numeracy.

**2. PURPOSE OF CIRCULAR**

The purpose of this circular is to guide Public Ordinary and Full Service schools in the recruitment of Learning Support/Remedial Educators, detail their job description and outline the reporting framework which should be used to assess the performance of the remedial programme in schools.

### 3. RECRUITMENT OF LEARNING SUPPORT/REMEDIAL TEACHERS

**In the recruitment of Learning Support/Remedial Teachers for Public Ordinary and Full Service Schools the following should be taken into consideration:**

- Learning Support/Remedial Educators should have **an additional qualification in inclusive education**, and be a progressive educator who demonstrates the ability to:
  - ✓ Employ special educational strategies and techniques during instruction to improve the development of sensory-and-perceptual-motor skills, language, cognition, and memory
  - ✓ Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
  - ✓ Develop and implement strategies to meet the needs of students experiencing barriers to learning
  - ✓ Modify the general education curriculum for special-needs learners, based upon a variety of instructional techniques and technologies, including the use of computers, audio-visual aids, and other equipment and materials to supplement teaching and learning.

### 4. JOB DESCRIPTION OF LEARNING SUPPORT/REMEDIAL TEACHERS

- Ensure that all learners have a Learner Profile that is loaded in SA-SAMS during admission.
- Work with Integrated School Health Programme (ISHP) to ensure that learners are screened per grade and referrals are followed up. Reports from ISHP should be loaded in the Learner Profile
- Coordinate and support grade and subject teachers in the screening and identification of learners experiencing barriers to learning, including social context and ensuring that SNA 1 forms are properly completed by the grade or subject teachers.
- Support the establishment and operation of a functional School Based Support Team, including completion of SNA2 forms, relevant annexures and DBE 120 form for learners referred to the DBST
- Support school based and district based assessments for learners experiencing barriers to learning
- Participate in the development of Individual Support Plans for learners who have been identified through screening and assessment processes as experiencing barriers to learning
- Facilitate establishment and operationalisation of remedial class in which grade and subject teachers will periodically refer the learners.



- Promote institutionalisation of Curriculum Differentiation strategies and Accommodation and Concession in assessment for learners experiencing barriers to learning.
- Promote modification of general education curriculum for special-needs learners based on a variety of instructional techniques and technologies, including the use of computers, audio-visual aids and other equipment and materials to supplement teaching and learning.
- Support the Screening, Identification and Assessment of Retained and Progressed learners, including the development of Individual Support Plan in collaboration with the District Based Support Teams
- Support the implementation of quarterly tracking system
- Facilitate the establishment of study and homework clubs
- Indicate the mechanism used to effect timeous communication to parents of learners who are experiencing barriers to teaching and learning.
- Provide supporting evidence to parents about the learner support and evidence of improvement of learner performance.

#### **5. REPORTING FRAMEWORK FOR LEARNING SUPPORT/REMEDIAL TEACHING PROGRAMME**

- Report on the percentage of learners enrolled per subject per Term in the remedial class
- Report on percentage of curriculum areas per subject requiring serious attention per grade in the remedial class.
- Track learner performance per term providing statistics of areas requiring improvement in the remedial class.
- Provide evidence of types of remedial support provided to learners in the remedial class.
- Develop and implement coherent support programmes for learners based on the Individual Support Plan.
- Report on the percentage of learners benefiting from Accommodations and Concessions in Assessments.

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**T KOJANA**  
**SUPERINTENDENT GENERAL**

08/05/2017  
**DATE**

