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.

building blocks for growth
• 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.

T KOJANA
SUPERINTENDENT GENERAL

08/05/2017
DATE