

## OPDRAG: DIE HANTERING VAN LEERLINGE

**Inhandigingsdatum: Sondag 16 November 23:59 op WebCT**

### **Let op:**

Hierdie opdrag vereis sintese, interpretasie en illustrasie van die artikels onder “Equity, excellence, assessment” op ons tuisblad.

'n Blote opstapeling van *waarnemings*, of persoonlike *opinies* is nie aanvaarbaar nie. Jy moet 'n *rasionele argument* voer – jou waarnemings en perspektiewe moet telkens in terme van 'n teoretiese raamwerk en beskikbare navorsing ge-interpretêr en verantwoord word. Dit is soos 'n bewys in Meetkunde, waar ons slegs stellings (goeie teorie en navorsing) as redes aanvaar, en nie hipoteses (waarnemings en opinies) as redes aanvaar nie ...

Netso is 'n blote opsomming van die artikels nie aanvaarbaar nie – jy moet bewys lewer dat jy oor die kwessies ge-reflekteer het en dit *persoonlike kennis* gemaak het deur die teorie met jou waarnemings, bv. tydens skoolbesoek, te *illustreer*, of jou waarnemings gebruik om die teorie verkeerd te bewys (deur 'n teenvoorbeeld)!

### **1. Onderwysers hanteer individue verskillend!**

*... observations of classrooms revealed that teachers treat low achievers differently than they treat high achievers.*  
Loyce Caruthers

Navorsing toon dat die *verskille in die hantering* van verskillende leerlinge *verkillende verwagtings* van die onderwyser aan die verskillende leerlinge kommunikeer, en dit beïnvloed hoe en *wat leerlinge leer*.

Gee spesifieke voorbeelde van die verskynsel en probeer dit *verklaar*.

### **2. Skole en onderwysers hanteer groepe verskillend!**

*... the unquestioned assumptions that drive school practice and the basic features of schools may themselves lock schools into patterns that make it difficult to achieve either excellence or equality.*  
Jeannie Oakes

Een só 'n skoolpraktyk is die *sortering* (skeiding) van leerlinge volgens prestasie en vermoë – “tracking”/“streaming”/“setting”).

Bespreek die aannames (“beliefs”) onderliggend aan die praktyk van sortering.

Bespreek die *effek* van sortering op leerlinge se akademiese prestasie en probeer dit *verklaar*.

### **3. Skole en onderwysers hanteer individue en “groepe” nie verskillend genoeg nie!**

*There is a body of firm evidence that formative assessment ... can raise standards of achievement. We know of no other way of raising standards for which such a strong prima facie case can be made.*  
Paul Black and Dylan William

Formatiewe assessering impliseer noodwendig dat verskillende leerlinge verskillend hanteer moet word – bespreek!

Bespreek die TAP-model van assessering en klaskamerorganisasie as 'n poging tot gelykberegtiging (“equity”) in Wiskunde-onderwys.

## **TASK: HANDLING PUPILS**

**Submission: Sunday 16 November 23:59 on WebCT**

### **Please note:**

This task requires syntheses, interpretation and illustration of the papers under “Equity, excellence, assessment” on our webpage.

A mere compilation of *observations*, or personal *opinions* are not acceptable. You must engage in *rational argumentation* – your observations and perspectives must always be interpreted and substantiated in terms of a theoretical framework and available research. It is like a proof in Geometry where we accept only theorems (good theory and research) as reasons, and do not accept conjectures (observations and opinions) as reasons...

Likewise, a mere summary of the papers is not acceptable – you must prove that you have reflected ON the issues and transformed it to *personal knowledge* by *illustrating* the theory with your observations, e.g. during school practise, or use your observations to *refute* the theory (by counter-example)!

### **1. Teachers treat different individuals differently!**

*... observations of classrooms revealed that teachers treat low achievers differently than they treat high achievers.*  
Loyce Caruthers

Research show that the *differences in the treatment* of different children, communicate *different expectations* teachers have of different children, and this influences how and *what children learn*.

Give specific examples of this phenomenon and try to *explain* it.

### **2. Schools and teachers treat different groups differently!**

*... the unquestioned assumptions that drive school practice and the basic features of schools may themselves lock schools into patterns that make it difficult to achieve either excellence or equality.*  
Jeannie Oakes

One such school practice is the *sorting* of learners (the *separation* of learners based on previous performance or ability – “tracking” and “streaming”).

Discuss the assumptions (“beliefs”) underlying the practice of sorting.

Discuss the *effect* of sorting on children’s academic performance and try to *explain* it.

### **3. Schools and teachers do not treat individuals and “groups” differently enough!**

*There is a body of firm evidence that formative assessment ... can raise standards of achievement. We know of no other way of raising standards for which such a strong prima facie case can be made.*  
Paul Black and Dylan Wiliam

Formative assessment necessarily implies that different learners should be handled differently. Discuss!

Discuss the TAP-model of assessment and classroom organisation as a strategy for equity in mathematics education.