The iiTablet Tshomiz Approach
Our lesson structure is based on our Facilitator Model which uses the “teaching at the right level” or differentiated learning educational approach. We use technology and local youth as facilitators to make “teaching at the right level” our classroom reality.

- Teaching at the right level
  - This ensures that children learn according to their needs at their level, where they learn best.
  - This requires grouping the learners according to their learning level. We complete diagnostic tests of the learners and based on their results sort them into three broad groups (some diagnostic tests that can be used are those produced by NumberSense, EGMA or Count Africa).
  - Once the learners have been put into groups, the facilitators are then allocated to a group of learners: struggling learners will be in smaller groups and vice versa.
  - Learners can then do online lessons which are tailored to their level and they can complete them at their own pace.

- Facilitators of learning
  - We employ local youth as facilitators who typically have recently passed matric or have Grade 11. We have a rigorous interview process to find potential in our community. We go the “extra mile”, with Foundational Training and Ongoing Training to upskill candidates to who show promise.
  - Our local youth are facilitators of learning in the classroom. We recommend 5-7 facilitators for a class of 25 – 35 learners.
  - One facilitator works with the same group of learners for the year to build a depth of knowledge about individual learners and their needs as well as builds strong relationships and trust.

- Target-based learning
  - We aim to have two hours of contact time with each child per week. We have found that one hour a week per child is too limited, especially for the learners at a lower developmental stage and for the later grades where significant catch up is required. We are still to evaluate the optimal time needed for a programme like this to bridge knowledge gaps - so watch this space!
  - Our aim is to focus on known weak areas in foundational Numeracy skills, particularly Numbers, Operations and Relationships, and guarantee mastery of those areas to ensure further learning.

- Concrete learning compliments
  - In foundation phase, learners tend to grasp concepts more easily through the use of concrete objects. This is why we have lego, counters, fake money, bottle tops and many games in the classroom to help the facilitation
of meaningful learning and to complement the online programme. More detail on classroom games, posters and extras here.

• Reflection
  o We use continuous reflection and assessment strategies that focus on surmounting learner challenges (as opposed to result driven diagnostics). This is done through continues discussions with our facilitators, tracking learner progression through the online curriculum, and doing additional diagnostic tests on MathsBuddy when making decisions about how to challenge and/or stretch our learners.