Conceptualizing Learner Progression Policy and Practices: Towards A Curriculum Support Model in South African Schools

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Abstract

Many countries have adopted learner progression practices and policies to support learners to progress to the next grade without meeting promotion requirement. South Africa is not exception in this regard. Learner progression policy in South Africa states that a learner cannot spend more than four years in any phase. In each phase, a learner can therefore only fail one grade. Thereafter, they are progressed to the next grade even if they do not meet promotion requirements. Qualitative approach and Interpretative paradigm were used to explore learner progression implementation with an intention to recommend curriculum support model to address learner articulation gap. Data was collected through document analysis and individual semi-structured interviews. Purposive sampling was used to select one curriculum advisor and three secondary school teachers. Bandura' social learning was used as theoretical framework. To support progressed learner, Bandura proposes five essential theoretical lenses in order for the learning to take place: Observation, attention, retention, reproduction, and motivation. The adopted theoretical lenses assisted progressed learner to observe their previous learning experience by paying attention to critical attributes, retain what was good by reproducing good practices and gain self-motivation. Findings of the study revealed that limited curriculum support programmes addressing specific needs of progressed learners as per their reasons for progression. The study concluded cognition and sense making determines the extent to which progressed learners receive curriculum support. The study recommended curriculum support model applicable for progressed learners to bridge content gap.

Keywords: Curriculum support, implementation, progression policy, progressed learners, secondary schools,

Introduction

Policy implementation and classroom practice has been a debate amidst move towards curriculum reform from teacher to learner-centered approach around the globe. Research on education policy highlight the gap that exist between plan and practice. *"There is an increasing awareness that policies do not succeed or fail on their own merits: rather their progress is dependent upon the process of implementation"* (Hudson,

Hunter & Peckham, 2019: 1). Drawing from a cognitive perspective, Spillane (2000), argues that implementation involves interpretation. These interpretations are informed by knowledge and experience. Teachers are not passive recipients and submissive implementors of policies (Cohen & Ball, 1990; Spillane, 2000; Cuban, 2013); they try to make sense because they are active thinkers who do not implement as provided. Hence varied implementation from school to school, class to class and teacher to teacher. Research on plan vis-à-vis practice highlight teachers as resistors of change (Ford & Ford, 2010; Snyder,2017). Building from constructivism, Ford and Ford (2009), argues that resistance to change could be seen as an opportunity to learn, understand and improve the process of change. Teacher cognition and sense making hinted thought-provoking findings on teachers struggles on policy implementation. For instance, making sense of new policy through personal interpretations, analysis, and reflection (Chater & Loewenstein, 2016). Conceptualisation varies as individual are informed by own school of thoughts and contexts. Hence, the theory of sense making rejects the view that teachers are resistant to change and avoid policy proposals (Spillane, Reiser & Reimer, 2002).

The policy on progression is no exception to the debate around implementation and classroom practices. Social /automatic promotion/progression as referred to in different countries was promulgated as intervention to continuous retention which often led to school dropouts (Mogale & Modipane, 2021; Wekesa, Kanjogu & Ndichu, 2019; Malejane & Diraditseile, 2019). Despite this, implementation vary from country to country. For instance, in the United State, Texas progression yielded positive results when it was attached to either consequences such as progress to write an exam for admission to the next level, for graduation or remedial purposes (Lewis, 2005). On contrary, there was no significant relationship between student progression policies and their effect on student achievement in Florida (Wright, 2008). Implementation successes of learner progression depend on the extent to which teachers address learning gaps while continuing with curriculum for all learners in respective classes (Thompson & Cunningham 2000). Contextual factors such as lack of resources, poor infrastructure, overcrowded classes, and minimal parental involvement also feature as challenges that prohibit a swift implementation process (Stott, Dreyer & Venter, 2015). In addition, teachers' perceptions of policies, interpretations and their influence on teaching and learning remain a continuing debate (Cohen & Ball, 1990). Spillane (2000: 142), contends that "*if teachers work in policy environments where they have few opportunities and few incentives to learn about revising their practice, then they are less likely to enact the recent reforms*". Hence, the argument on implementors cognition and implementation process which is likely to yield positive results.

Progression policy in South African schools stipulates amongst others, curriculum support to bridge content gap (Department of Basic Education, 2015). The policy was introduced in the Further Education and Training (FET) phase in the 2013 to ensure uniformity and consistency in the implementation of National Policy Pertaining to the Programme and Promotion Requirements (N4PR) of the National Curriculum Statement (Department of Basic Education, 2011). N4PR argues that a learner must not spend more than four years in a phase. It is worth noting that progressed learners (QPs as commonly known in South Africa) are pushed through the system until Grade 12 where they must meet promotion requirements because there is no progression in that grade. This question their ability to meet the minimum requirement to obtain the National Senior Certificate. Hence the emphasis on curriculum support. However, the implementation of this policy received mammoth critiques within education sector. Economically, the policy was reinforced to reduce pressure on matric pass rate, overcrowding and lack of resources (Burger, Van der Berg & Von Fintel, 2015). Social impacts involved learners thinking of free pass or automatic progression to next class and forgetting to abide by the school systems and procedures (Makhanya, 2021). Therefore, learner support could be the critical component towards the effective implementation of progression policy.

The notion of learner support focus on what is done to assist learners beyond the formal delivery of content (Steyn & Wolhuter, 2008). This implies support which is tailored to the needs of the individual. The major approach to learner support is Inclusive Education (IE). The principle of Inclusive Education is to support and welcome diversity among all learners (Ydo, 2020). For the longest time time, IE was viewed as an intervention approach to serve learners with disabilities. This had implications on its implementation

because there was a debate at least in South Africa on how to differentiate it from Special Needs Education (SNE). Conversely, SNE focuses mainly on learners with disabilities as they were mostly not is schools (Bunch, 2015). This then goes back to the question of understanding and what people do when they are exposed to different meanings `a new policy. It is critical to note that this study acknowledge that a policy is bound to have different meaning different to people because stakeholders interpret and implement policy the way they understand it. However, there is a need to guard against failing intentions of the policy. Learner progression is cited amongst others as a contributing factor to the recent decline in grade 12 results in South Africa (Musitha & Mafukatha, 2018; Mogale & Modipane, 2021; Department of Basic Education, 2016).

Research conducted in South Africa on progression policy implementation hint challenges on the implementation phase. Although the policy stipulates curriculum support at various level in the sector, Mogale, Malatji & Mphahlele (2021), found a limited attempt to offer curriculum support for QPs at school level. This has implications on collaborative approach (Malatji, Mavuso & Malatji, 2018), towards success during implementation processes. Munje and Maarman (2015), report lack of clear structures and implementation strategies, focus on plan rather than practice creates various uncertainties progressed learners and teachers in Western Cape Province. On the integration of technology to support progressed learners to comprehend English First Additional Language in Gauteng Province, curriculum demands; training and development featured as challenges experienced in the process (Kolobe & Mihai, 2020). Literature further reveals lack of specific support strategies put in place to assist progressed learners bridge content gap in Limpopo Province (Mogale & Malatji, 2022; Muedi, Kutame, Ngidi & Uleanya, 2021). A study conducted on the effects of the implementation of progression policy revealed overwhelming escalating complexities in KwaZulu Natal Province (Makhanya, 2021). These studies signify challenges on implementation which in many instance defeats policy intentions. Hudson et.al (2019) outline an approach for policy practitioners towards effective implementation of a policy. Thus, policy design preparation, policy tracking, policy implementation support and policy implementation review. Despite this approach, the gap between plan and practice remains a continuing debate. It is against this background that this study sought to explore the implementation of the progression policy in secondary schools with an intention to propose a model for curriculum support. Research on education policies assert that district decides on instructional guidance such as staff development, curricula needs and materials, teacher supervision, assessment (Spillane, 2000; Little, 1993; Spillane & Thompson, 1997). Therefore, the focus of this paper is on the district and school to establish the extent to which these structures find a common ground on progression policy implementation.

Theoretical Framework

Bandura' Social Learning Theory (SLT) was used as a theoretical lens for this study. SLT lays its foundation on the fact that cognitive processes play a role in changing and/or mastering of behavior patterns and acknowledges that individuals learn in multiple ways (Bandura, 1977). The theory permits people to make choice grounded in their self-reflection and focus on the environment that one finds themselves. Progression policy centers around progressed learners as the focus is on curriculum support to bridge content gap (Department of Basic Education, 2015). According to Bandura (1962), learning occurs through interaction with others in a social context. Thus, observation, assimilation and imitation of others' behavior when witnessing positive and/or rewarding experience (Nabavi, 2012). Therefore, intervention strategies (stimulus) must be relevant to specific learners needs for support (response) in the mediation process. "*Mediational process*" consists of four learning methods which are attention, retention, reproduction, and motivation.

Within the context of this study, attention implies development of the curriculum support programmes relevant to identified learners as per their reasons for progression (attention). Beneficiaries of support programmes might be influenced by the behavior that resulted from their observation and likely to imitate later (Bandura, 1977). By virtue of being progressed, identified learners require curriculum support to bridge content gap so, retention is critical because social learning is not immediate (Bandura, 1977). Reproduction centres on the ability to perform an internalized memory noting that the physical conditions

might distract imitation (Bandura, 1977). For instance, lack of resources contributes to ineffective implementation of the progression policy (Mogale & Modipane, 2021; George, 2019). Therefore, this has implication on the decision to imitate or not so intervention strategies need not limit learners' ability to reproduce. This is the stage that learners identified for progression can mirror themselves, thus, the type of support they receive has the potential to determine their success (rewards) or failure (punishment).

Bandura (1977)' Social Learning theory provides a framework to understand how individual learning occurs through observation and modelling. That is; personal, behavior and environmental factors. SLT places cognitive processes at the center because it permits learners to make sense and internalize what they observe to reproduce behavior (LaMorte, 2019). According to Bandura (1977), personal factors include knowledge, expectations, and attitudes. Lack of knowledge, conceptualisation and teacher attitudes are said to prohibit effective progression policy implementation (Mogale & Modipane, 2021; Kader, 2012). Making sense of policy itself is imperative because it informs practice. Social norms, access in community, and influence on other are the aspects of environmental factors (Bandura, 1977). These aspects could assist progressed learner to bridge content gap. Therefore, taking cognisance of the environment that suits their needs can be influential and motivate their process of learning. Behavioral factors include skills, practice, and self-efficiency. This implies acquiring skills to put plan into practice. While learning focuses on academic excellence and is measured through achievement, SLT acknowledged factors that silently determine human behavior to ensure success in learning. Curriculum support programmes developed and implemented for learner progression is no exception to factors that imitate behavior as they are likely to motivate learning (stimulus). This could lead to an effective curriculum support and in turn implementation of the policy (response), eventually progressed learners' academic improvement and a successful exit on Grade 12 (reward).

To action Bandura's social learning theory in this study, its five essential theoretical lenses were adopted for the learning to take place: Observation, attention, retention, reproduction, and motivation. The adopted theoretical lenses assisted progressed learner to observe their previous learning experience by paying attention to critical attributes, retain what was good by reproducing good practices and gain self-motivation.

Research questions and objectives
Based on progression policy implementation crisis in South African schools examined above, the following research questions was formulated to guide this study:
- How do secondary schools in Limpopo Province, South Africa implement progression policy?
- How do secondary schools in Limpopo Province offer curriculum support to progressed learners to bridge content gap?

To respond to the research questions, the following objectives were raised:
- To examine progression policy implementation,
- To explore curriculum support programmes offered to progressed learners
- To propose a suitable curriculum support model

Methods
This study employed a qualitative approach placed within an interpretivism paradigm to explore the implementation of the progression policy in secondary schools. The paradigm was relevant for this study because it permits an interaction with people to construct meaning from different perspectives (Scotland, 2012; Kaplan & Maxwell, 1994). According to Creswell 2013, a qualitative approach inquiry This assisted researchers to determine varied conceptualisations of the policy which informs their practices. This approach was appropriate as it provided data to respond the research questions towards the suitable curriculum support model. To implement this, an exploratory case study design; was used to get an in-depth enquiry into the existing phenomenon (McMillan & Schumacher, 2009). Purposive sampling was used to select one curriculum advisor and three secondary school teachers in Mopani district of the Limpopo

Province, South Africa (Kumar, 2011). These were Further Education and Training phase-based individuals because the focus of the study was on progression from Grade eleven to twelve.

Data was collected through document analysis and semi-structured individual interviews. Documents included the guideline for the implementation of the Progression Policy, Plans for intervention and minutes of meetings. These documents were necessary to get the sense of implementation process in place and preparation for interviews (Goldstein & Reiboldt, 2004). Semi-structured interviews were conducted to achieve the objective of the study and probing information obtained on documents analysis (Yin, 2014). Braun and Clarke (2006).' thematic analysis was used to identify, analysis and report themes that emerged from data generated.

It is worth noting that this study is part of a doctoral study and ethical clearance was obtained from Tshwane University of Technology. Permission to conduct the study was granted by the Limpopo Department of Basic Education. Researchers also ensures that participants' rights identity were protected and withdrawal for participations in the study was allowed.

Results

The findings of this study were organized into meaningful themes discussed below. Steps of thematic analysis proposed by Braun and Clarke were used to identify themes. Three themes were discovered and explored below: Intervention strategies, progression policy cognition and implementation and recommended model of curriculum support.

Progression policy cognition and implementation

This study found varied conceptualisations of the policy which emanated from limited training and involvement in the promulgation. For instance, teachers in the one school offering support in isolation. This was according to this study viewed as setback for effectiveness of curriculum support and the success of the policy itself. (Brahmbhatt, 2022; Kolobe & Mihai, 2021) suggested that progressed learners need not be pushed over without intervention plans. Data generated revealed that progression policy implementors engage, interpret, and make a meaning differently. This is evident from verbatim below:

> *"I think intervention programmes for QPs is not such a huge deal as it's seen to be. Just that teachers sometimes get confused and paint all the learners with the same brush. This one is specific and relevant to a particular group of people, but I noticed that most teachers unconsciously implement IE and not support on progression".*

> *"…in my view these learners must be categorised according to their progressed model and be supported like that. Those progressed due to age cohort is treated differently with those whose marks were adjusted and so forth".*

> *"… in my view it simply means learners identified for progression need their own class where one knows I am dealing with this particular group…again it's not possible because they have different reasons for progression".*

Comments above highlight varied interpretations of progression policy and implementation thereof. To ensure implementation success and development of relevant curriculum support programmes, it is critical to acknowledge that teachers interpret and implement policy the way they understand it (Phaeton & Stears, 2017; Marais & Wessels, 2020). From a cognitive perspective, the policy as represented through verbal and written media is relevant to an understanding of the process of implementation (Spillane, Reiser and Reimer, 2002). Perhaps progression policy was born out of conflicts, emotions and frustartions hence the inconsistencies on expectations of various stakeholders. Reflecting on one of Bandura (1977)'s theoretical lenses, the purpose of the Department of Basic Education to bring progression policy into practice was to retain learners into the system. In this study, we have argued that the support of learners was not sufficient to assist them addressing learner articulation gap that came as a results of learner progression.

Intervention strategies

The findings of this study revealed availability of intervention strategies dependent of individual' perception and interpretation of the policy. Intervention strategies varied from school to school due to environmental factors and of course different interpretations. Thus, within and beyond the borders of Inclusive Education. Two of the three teacher participants developed expanded opportunities and considered curriculum together with assessment differentiation for all learners in the class. Thus, inclusive education. Within the context of this study, this is widely viewed as a huge obstruction for progression policy implementation due to the contradiction on intervention strategies beyond school timetable (Department of basic Education, 2015; Mogale & Modipane, 2021). Documents presented remedial programmes for all children left behind. For instance, subject improvement plan did not communicate to progressed learners' curriculum support but a holistic plan for improvement. Bandura (1977) articulated the importance of retaining and reproducing good practices from the previous grade in one of his theoretical lenses. This was also evident from verbatim of the two teachers below:

> *"I always have remedial work for learners who falls behind, usually there are a few from the class whom I teach and assess differently…..I don't really have a remedial programme specifically for QPs, what I do is organise extra classes for learners who might have challenge, sometimes I'm guided by tests or informal activities we do then I look at how best I can assist them".*

> *"Our learners have challenges in reading which makes it difficult to understand what we teach, so I have a 5-10 minute reading session before every session and sometimes I randomly pick lead readers it can even be progressed learners or any other"*

Comments above indicate little attempt to offer curriculum support for progressed learners. These learners received adequate support in the process of teaching learning and not necessarily to bridge content. To ensure effective implementation of the progression policy, identified learners should get support outside school timetable. However, the ideal situation in the school understudy paints different picture. From cognitive perspective, education policies are not always implemented as envisaged by policy makers because sense making vary from contexts and individuals (Spillane, 2009; Siciliano, Moolenaar, Daly & Liou, 2017).

Captivatingly, one teacher participant and the curriculum advisor had plan for intervention as per stipulation of the policy on progression. This was endorsed on the plans for intervention and verbatims below:

> *Baseline assessment, learning losses in the previous class, core content that need to be mastered per subject, responses to the intervention strategies.*

> *Extra lessons preferably Saturday…. Outsourcing will be done timely so that learners can be taught from a different perspective or angle mostly on topic that they had not yet mastered.*

> *"We do extra classes and Saturday classes; we have a rooster in our school for monitoring those activities. The remedial classes help because I am able to do revision with them".*

According to the evidence above, progressed learner curriculum support was offered as per the stipulations of the policy. Guideline for the implementation of progression policy, identified learners require curriculum support beyond normal school timetable to bridge content gap (Department of Basic Education, 2015). (Nkosi & Adebayo, 2021), report a similar finding that education sector provided support programmes such as Saturday classes, holidays, and boot camps.

Recommended model of curriculum support

An ideal model of curriculum revealed from this study include collaboration and inclusivity. It was apparent that schools source support from the district. However, teacher participants in the study highlighted a limited support within the context of the policy on progression. A holistic subject advising was acknowledged with an emphasis on the need to focus on curriculum support for progressed learners. Some of research participants' remarks on collaboration are listed below:

> *"I don't see the district supporting us in this regard, there is some sort of a broken chain because in many instances we receive circulars that are also from their seniors, and we teachers must implement and write reports. We get frustrated when they come because they sometimes expect us to implement things we didn't understand".*

> *"Progression of learners is an elephant that needs stakeholders' input, these learners are not cooperative and if there's a loophole in terms of teamwork, then its not going to work. This involves parents, the department from all levels to be hands on".*

> *"Curriculum advisors are supportive, they organise workshops and we discuss subject related issues, but then we are not clear how to really come up with working support mechanisms for progressed learners… I think they need additional people…teacher assistance maybe, because in class we also have learners who require support".*

Assertions above point out to the significance of collaboration towards an effective implementation of the progression policy. Collaboration could enhance decision making towards relevant intervention strategies of identified learners. The guideline for this policy stipulates clearly on support from the various levels of the sector (Department of Basic Education, 2015). Within the context of this study, Curriculum advisors and teachers teamwork remains critical. In addition, inclusivity came out as a strong aspect for curriculum support. This was evident from participants voices below:

> *"I sometimes work with the learners during lesson presentation by doing group work learning. When I see that, some elements show confusion I keep the other busy with work and work with those that have problems. Their tasks also highlight areas that need to be strengthened, so I train them on that",*

> *"I have a remedial timetable for them. I am staying next to the school, so I categorise them according to their needs and decide to remain maybe with a maximum of three to work with them. I need to mention that this has done wonders in my subject we even improved last year".*

> *"I think intervention programmes for QPs is not such a huge deal as it's seen to be. Just those teachers sometimes get confused and paint all the learners with the same brush. This one is specific and relevant to a particular group of people, but I noticed that most teachers unconsciously implement IE and not support on progression".*

Sentiments above show inconsistencies in terms of inclusivity. In some instances, support strategies are provided for all learners in the process of teaching and learning. On the other hand, intervention programmes are directed to progressed learners and executed beyond the daily school timetable. Assertions presented below highlight sense making informed by situational factors Spillane, 2009; Kgwete, 2021).

> *…additional learning opportunities through meaningful extended day/yearlong programmes outside of regular school hours to build the self-esteem of these learners and*

facilitate their social adjustment or facilitate their access to alternate career pathways that are available locally.

Extra lessons preferably Saturday…. Outsourcing will be done timely so that learners can be taught from a different perspective or angle mostly on topic that they had not yet mastered.

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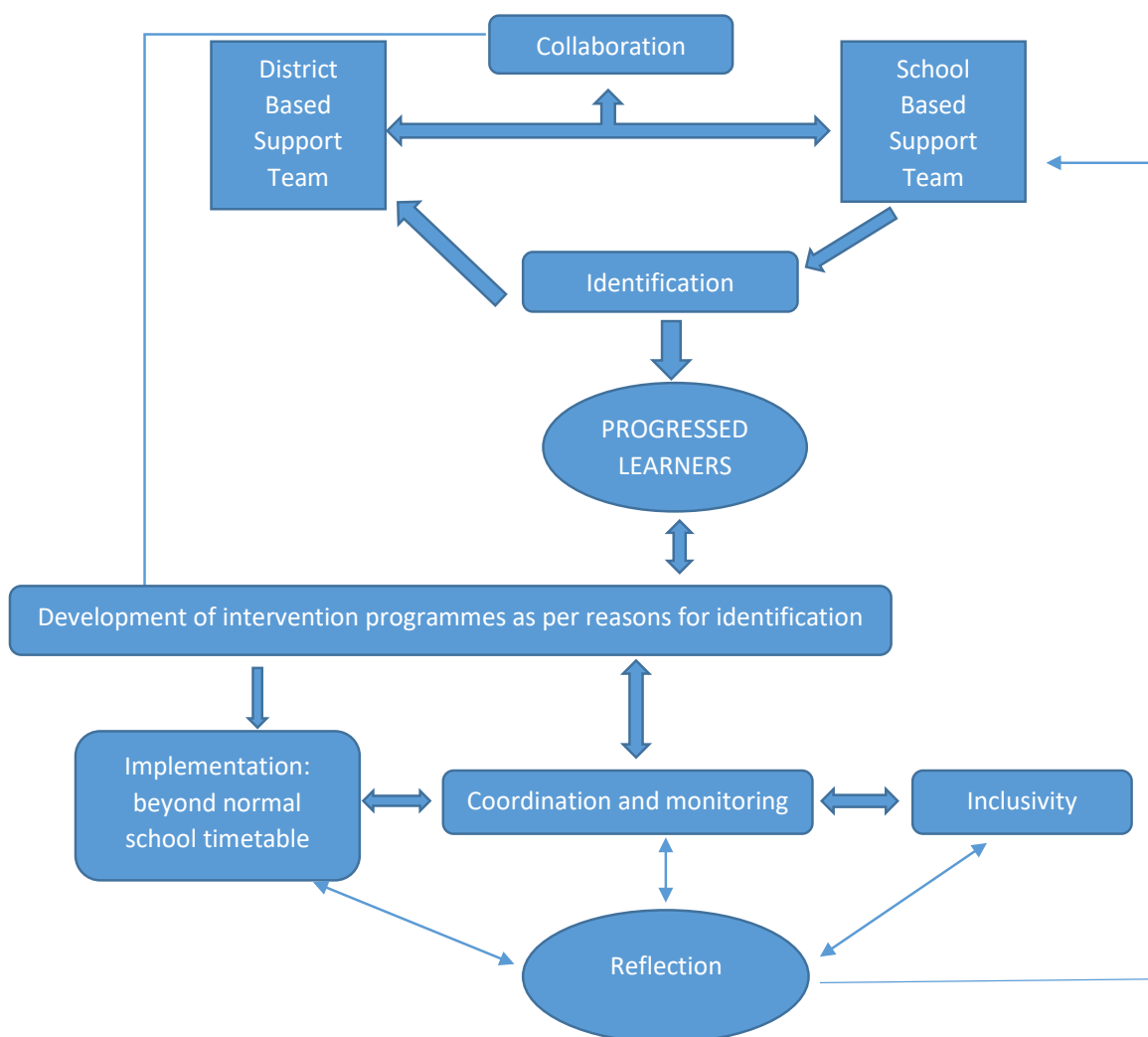
"I have a remedial timetable for them. I am staying next to the school, so I categorise them according to their needs and decide to remain maybe with a maximum of three to work with them. I need to mention that this has done wonders in my subject we even improved last year".

This study acknowledges inclusivity due to the element of support. However, the study argues for curriculum support beyond the umbrella of Inclusive Education. Inclusive Education as informed by Education White Paper 6 accommodate diverse needs of learners inclusive of learners identify for progression (Department of Education, 2001). Thus, identification of barriers to learning and providing support. Hence, the argument of this study is on curriculum support specified for progressed learners. From cognitive perspective, the key dimension of the implementation process is what, why and how implementors conceptualise and then put in practice (Spillane, Reiser & Reimer, 2002).

Discussion

According to the findings of this study, conceptualization of progression policy and what stakeholders do inform practice. The study revealed varied conceptualizations informed by situational factors. Th lack of readiness and or stakeholders' preparation to implement the policy appears to be the major setback. While the policy intentions were clear in terms of learner support, progressed learners' success rate remains a challenge. Intervention strategies were directed to all struggling learners in the classroom rather than those identified for progression. Hence implementation within Inclusive Education. Nkosi and Adebayo (2021), reported a similar finding on the exploration of progression policy and effect on learner achievement. In addition, limited collaboration in schools and the district particularly. The study proposed the following model towards relevant curriculum support and an effective implementation of the progression policy:

The model presented in Figure 1 below argues for an intact collaboration between support teams based in schools (in this case teachers) and district (Curriculum Advisors) which places the progressed learner at the center. Collaboration commences from identification of learners at risk and goes through development of intervention programmes relevant to identified learners. An integrated collaboration grants stakeholders opportunities to start the implementation process common ground (Hudson, Hunter & Peckham, 219). Furthermore, this has the potential to think collectively on the relevant intervention strategies as per the various reasons for progression (Mkhuma, Maseko & Tlale, 2019). Teachers put in practice developed intervention programmes while curriculum advisors coordinate and monitor improvement. This according to Fourie, (2017) strengthen partnerships on academic interventions. On the other hand, coordination and monitoring enable revisiting intervention when necessary and determine responsiveness along the process (Brahnbhatt, 2020). Inclusivity is also an essential aspect of the model for diverse needs of identified learners as per their reason for progression. This aspect is essential to ensure identified learners' diverse needs are accommodated to be in a better position to bridge content gap (Teke, 2015). Lastly, the model further proposes reflection to track process and allow corrections for future practices (Malatji, 2016). The interconnected aspects of proposed model imply reflection per stage which allows stakeholders discussions for areas of improvement. In addition, stakeholders' cognition and sense making is critical towards effective

implementation. It is important to trace the holistic response to curriculum support offered to determine and report success and failure rate.

Figure 1: Collaboration between support teams based in schools (in this case teachers) and district (Curriculum Advisors)

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The use of the proposed model is essential in the sense that it considers the context of an intended intervention towards the success learner progression which solely depends on improved performances of the identified learners. It is worth noting that the model presented has the potential to unleash sufficient curriculum support to bridge content gap. The intact the collaboration amongst stakeholders (in this case curriculum advisors and teachers), the more effective the intervention strategies will be and the better the success of the implementation of the progression policy.

Findings have shown that teachers through sufficient support from curriculum support could control over intervention strategies. Moreover, curriculum support could be possible through realization of cognitive, environmental, and behavioral factors (Bandura, 1977). However, challenges experienced in the imitation process led to teachers with low sense of efficacy giving up faced with problems especially when they do not get support (Brahmbhatt, 2020). Social Learning Theory stresses that learners learn differently (Bandura, 1977). Therefore, it is relevant to this study particularly on curriculum support as per different reasons for progression.

Conclusion

This study discovered that conceptualization of the progression policy had implications for implementation. Hence, different approaches of curriculum support to progressed learners. While the study acknowledges the nature of human sense-making, researchers argue for common understanding of policy which could influence collaborative approaches that are inclusive and allows reflections. The model proposed advocates for relevant curriculum support beyond normal school timetable as stipulated in guideline for the implementation of the progression policy (Department of basic education, 2015). Stakeholders' cognition and sense making towards the effective implementation process remains critical. Therefore, progression policy design, outcomes and analysis are vital because curriculum support is not a great success, neither is was a total failure.

Research implications to theory and practice

This research has important implications for theory and practice, firstly, progression policy misinterpretation of the policy which led to curriculum support offered within or beyond Inclusive Education. In this research, curriculum support for progressed learners is viewed with inclusivity as an aspect in the process rather than Inclusive Education as umbrella approach. Secondly, conceptualisation of progression policy and what stakeholders do is critical towards effective classroom practices. The model proposed acknowledges the uniqueness of progressed learners in terms of multiple intelligences. And thus advocates the shift to teaching progressed learners how they learn especially because learners are progressed for various reasons such as age cohort, marks adjustments and even condone in Mathematics (Department of Basic Education, 2011). Collaboration amongst support teams to identify, develop relevant intervention programmes, implement, coordinate and monitor intervention programmes to accommodate specific needs aligned to their reasons for progression. Collaboration has the potential to grant opportunities for contextual common understanding and commencing on common ground. In addition, this will grant teachers opportunities to engage progressed learners and use relevant curriculum support to bridge content gap.

Acknowledgements

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