

Investigating the role of teacher training of reception teachers in implementing the pre-primary curriculum in Francistown, Botswana



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Dates:

Received: 19 Jan. 2021
Accepted: 23 May 2020
Published: 04 Mar. 2021

How to cite this article:

Bawani, E.L. & Mphahlele, R.S.S., 2021, 'Investigating the role of teacher training of reception teachers in implementing the pre-primary curriculum in Francistown, Botswana', *South African Journal of Childhood Education* 11(1), a882. <https://doi.org/10.4102/sajce.v11i1.882>

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Background: Teachers emerge as main role players guiding the process of curriculum implementation across all levels of education. At early childhood development (ECD) level, curriculum implementation is unique, but emphasis on teacher training is essential as it influences teachers' efficacy in promoting holistically developed children. Upon realising the significance of ECD, Botswana effected the Pre-primary Curriculum Framework (PCF) to guide teachers in teaching children.

Aims: This article aims to investigate the role of teacher training in implementing the Botswana's PCF in Francistown. Bandura's social cognitive learning theory (SCLT) and Wenger and Wenger-Trayner's communities of practice (CoP) were used as they both advocate for teacher mentoring programmes and partnerships to assist teachers towards effectiveness in curriculum implementation.

Method: Interviews, document analysis and observations were employed as data collection tools.

Results: Despite the support given to teachers towards implementing the Botswana's PCF, they are still faced with challenges such as lack of training, supervision and shortage of materials.

Conclusion: For teachers to effectively implement Botswana's PCF, there is a need for transforming policies on conducting in-service teacher training such as the use of a needs assessment protocol.

Keywords: curriculum framework; curriculum implementation; pre-primary; reception teachers; teacher training.

Introduction

Teacher training is viewed as fundamental to effective teaching and learning of children. This statement is validated by Darling-Hammond, Hyler and Gardner (2017) who looked into the role played by qualified teachers in the effective implementation of a curriculum. There is considerable evidence on how proper teacher education is a definitive factor for children's effective learning and understanding of concepts even at the earliest stages of learning of early childhood development (ECD). According to Kennedy (2016), teacher training is a necessity for every teacher who wants to join the teaching fraternity. Every year, students enrol at universities and colleges in teacher training programmes to become qualified teachers and when they are employed do in-service training. Darling-Hammond (2017) stated that initial teacher education in-service training is key to the production of highly effective and influential teachers. Concerning ECD, teacher training and its contribution in promoting effective curriculum implementation are inter-related. As suggested by Piasta et al. (2015), this is because, at the level of ECD, children's effective learning and development are mainly determined by the teachers' ability to provide an enabling environment. This is because teachers act as guides and mentors, even though children are expected to experience freedom in learning. This is the basic principle at all levels of learning as suggested by most theories of learning such as Bandura's (1971) social cognitive learning theory (SCLT) and Wenger and Wenger-Trayner's (2015) communities of practice (CoP) employed for this study. These theories are no different from those of other earlier philosophers such as Vygotsky's social constructivism and Piaget's theory of cognitive development in emphasising the significant roles of trained teachers in promotion of children's learning. As suggested by Shabani (2016), one can apply similar contextual references of child learning such as zone of proximal development (ZPD) and scaffolding to adult learning for teacher effectiveness.

Implementing The Primary Curriculum A Teacher Guide

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Implementing The Primary Curriculum A Teacher Guide:

Implementing the Primary Curriculum Kate Ashcroft, David Palacio, 2003-10-04 First published in 2004 Routledge is an imprint of Taylor Francis an informa company

A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students It also offers guidance to teachers on reading selections for advanced learners at all grade levels

Resources in Education ,2000-10

Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners Cheryll M. Adams, Alicia Cotabish, Debbie Dailey, 2021-09-23 A Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners provides teachers and administrators with practical examples of ways to build comprehensive coherent and rigorous science learning experiences for gifted and advanced students from kindergarten to high school It provides an array of examples across the four domains of science physical sciences Earth and space sciences life sciences and engineering technology and applications of science Each learning experience indicates the performance expectation addressed and includes a sequence of activities implementation examples connections to the CCSS Math and CCSS ELA and formative assessments Chapters on specific instructional and management strategies assessment and professional development suggestions for implementing the standards within the classroom will be helpful for both teachers and administrators

Resources in Vocational Education ,1977

Spotlight on Basic education completion and foundational learning in Africa Global Education Monitoring Report Team, UNESCO, 2024-05-07

Primary Sources: Investigating Geography Kit ,2011-01-20 Primary Sources help teachers integrate authentic resources into the classroom Primary sources capture students curiosity about the past so they naturally begin to use critical thinking to analyze historical events This kit expands the study of geography beyond the confines of the classroom builds visual literacy critical thinking skills and global awareness Investigating Geography kit includes Eight Photograph Cards including Expanding desert in Somalia Blood Falls in Antarctica Greater Sudbury Superstack in Canada and more Eight Primary Sources including NASA satellite image of the Gulf of Mexico oil spill Monitoring the rainforest in the Congo with GIS Demographic transition model and more Teacher's Guide including lesson

plans student activities and document based assessments and Digital resources including student reproducibles and additional primary sources *The Importance of Using Primary Sources in Social Studies, K-8* Elaine M.

Bukowiecki,2014-03-12 This two part book provides teachers in kindergarten through grade eight with a valuable resource as how to include primary sources in a social studies curriculum along with a required social studies textbook The first section of this book contains descriptions with relevant examples of primary documents and authentic artifacts that are appropriate for incorporation into social studies classrooms In the second part of this book the application of primary sources for specific social studies instruction is presented This book specifically presents ways to use primary sources as means to explore the community where the students reside to make connections to past and present events and to research a specific change agent in a particular place Each chapter contains questions and pedagogical strategies for critically reading viewing and responding to varied authentic artifacts techniques for interacting with primary materials modifications to meet the needs of diverse learners assessment techniques information tied to technology and the new literacies and connections to the National Curriculum Standards for the Social Studies 2010 and the Common Core State Standards 2010 **Using History to**

Develop Thinking Skills at Key Stage 2 Belle Wallace,2013-09-05 This practical resource book presents ways in which teachers can help to develop children s problem solving and thinking skills through a range of history topics The book contains classroom based activities that have been tried and evaluated by teachers and children Most importantly the contributors also show how the skills developed through rigorous historical investigations can be used across all areas of the curriculum Topics covered include a detailed account of a world history investigation on Ancient Egypt teaching historical skills using artifacts small group work on local history the Vikings and the Second World War working in depth on aspects of the Tudors and developing writing skills through a study of the Romans **Primary Sources: Examining Geography Kit**

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the schooling situation e.g. availability of potable water and toilets provision for the disabled as well as educational outcomes both test scores and percentages out of school from the 27 countries using empirical evidence the book examines the resources that have been invested in different education sectors investigating the development and success of each plan The volume uses correlation analysis to compare factors including the availability of government funding national characteristics ministerial decisions influences of country and donor stakeholders as well as district and school level issues Thorough comparative analysis of the data is then demonstrated with two measures of achievements to identify which factors can be considered as the most important in order to reach realistic policy and research conclusions Timely and engaging this book will be of great interest to researchers scholars and postgraduate students in the field of education and international development comparative education and international education more broadly

Primary ICT: Knowledge, Understanding and Practice John Potter, Jane Sharp, Keith Turvey, Jonathan Allen, 2007-09-04 Written to familiarise trainees and newly qualified teachers with ICT and its uses in the primary classroom this text discusses how ICT can support teaching and learning in the core subjects and further teachers own professional efficiency and development This third edition has been completely revised to reflect the new QTS Standards Primary National Strategy and other recent initiatives Further popular existing features are joined by new reflective tasks and Moving On sections which help trainees develop the information in each chapter as well as new material on Virtual Learning Environments Interactive Whiteboards and other digital media

Teaching History in Primary Schools Pat Hoodless, 2008-07-30 This book introduces trainees and newly qualified teachers to the teaching of history in primary schools and covers key concepts skills and knowledge for the history curriculum at Foundation Stage KS1 and KS2 Contents include planning teaching and learning strategies assessment reflection and evaluation as well as a range of practical ideas for classroom activities and cross curricular themes Each chapter is underpinned by national and international research also included are links to important themes such as citizenship out of school learning sustainability diversity and inclusive practice Throughout content is related to new initiatives such as Every Child Matters and Excellence and Enjoyment

Research in Education, 1972

Using IT in Primary School History Lez Smart, 1996-01-11 The UK National Curriculum requires children to develop an IT capability through the different subject areas This book for non IT specialists aims to help humanities teachers use IT to enhance and facilitate children's learning The author considers how children's historical and geographical knowledge skills and understanding can be better developed through use of IT and how their IT capability can be developed in this context

Primary Sources: Virginia Teacher's Guide Melissa Carosella, 2012-09-30

Adapted Primary Literature Anat Yarden, Stephen P. Norris, Linda M. Phillips, 2015-03-16 This book specifies the foundation for Adapted Primary Literature APL a novel text genre that enables the learning and teaching of science using research articles that were adapted to the knowledge level of high school students More than 50 years ago J J Schwab suggested that Primary Scientific Articles afford the most authentic unretouched specimens of enquiry

that we can obtain and raised for the first time the idea that such articles can be used for enquiry into enquiry This book the first to be published on this topic presents the realization of this vision and shows how the reading and writing of scientific articles can be used for inquiry learning and teaching It provides the origins and theory of APL and examines the concept and its importance It outlines a detailed description of creating and using APL and provides examples for the use of the enactment of APL in classes as well as descriptions of possible future prospects for the implementation of APL Altogether the book lays the foundations for the use of this authentic text genre for the learning and teaching of science in secondary schools

Implementation and Sustainability of Donor Supported Education Projects in Developing Nations Donna Kay LeCzel, 1992 **Collins International Primary English - International Primary English Teacher's Guide: Stage 3**
Daphne Paizee, 2021-06-07 Collins International Primary English offers full coverage of the Cambridge Primary English curriculum framework 0058 from 2020 within a six level multi component course which has been carefully developed to meet the needs of teachers and students in the international market

This book delves into Implementing The Primary Curriculum A Teacher Guide. Implementing The Primary Curriculum A Teacher Guide is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Implementing The Primary Curriculum A Teacher Guide, encompassing both the fundamentals and more intricate discussions.

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