



## MATHEMATICS LESSON PLAN

### GRADE 4

#### TERM I: January – March

<b>Formulation:</b>	<b>Sub-Theme:</b>
<b>Date of Birth:</b>	<b>Mathematics Class:</b>
<b>Topic:</b>	<b>Mathematical Concepts:</b>
<b>1. Learning Objectives:</b>	<b>2. Learning Objectives:</b>
<b>3. Learning Objectives:</b>	<b>4. Learning Objectives:</b>
<b>5. Learning Objectives:</b>	<b>6. Learning Objectives:</b>
<b>7. Learning Objectives:</b>	<b>8. Learning Objectives:</b>

1. **Learning Objectives:** To understand the concept of addition, subtraction, multiplication and division, and to apply these operations in real-life situations.

2. **Learning Objectives:** To understand the concept of fractions and decimals, and to apply these concepts in real-life situations.

3. **Learning Objectives:** To understand the concept of geometry, and to apply these concepts in real-life situations.

4. **Learning Objectives:** To understand the concept of measurement, and to apply these concepts in real-life situations.



# Gauteng Lesson Plans

**Sarah Pouezevara**



## Gauteng Lesson Plans:

**Twenty Years of Education Transformation in Gauteng 1994 to 2014** Maringe, Felix, Prew, Martin, 2015-05-05  
Twenty Years of Education Transformation in Gauteng 1994 to 2014 An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994 These essays talk to what a provincial education department does and how and why it does these things whether it be about policy resourcing or implementing projects Each essay is written by one or more specialist in the relevant focus area The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years both nationally and provincially There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years *Knowledge, Curriculum and Equity* Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data *Knowledge Curriculum and Equity Social Realist Perspectives* contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all *Educator Workload in South Africa* Linda Chisholm, 2005 Teachers spend slightly less time on their activities overall but much less time on teaching than policy requires There is a serious erosion of instructional time in the majority of schools but it is worst in rural and semi rural African schools *The Education Triple Cocktail* Brahm Fleisch, 2018-08-15 The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new

approach to improving foundational teaching and learning for schoolchildren living in working class poor and remote rural communities in resource constrained systems like South Africa At the core of this book is the theory and evidence for a powerful new interlocking and mutually reinforcing change model Inspired by the AIDS treatment story the three pronged approach of structured daily lesson plans appropriate and high quality educational materials and one on one instructional coaching to help teachers transform their instructional practices in early grade classrooms shows that it will improve learning outcomes For education systems defined by low levels of early grade learning and profoundly unequal outcomes The Education Triple Cocktail offers a theoretically informed evidence based way forward This book will be of immense use to teachers students of Education policymakers and parents

**Glimpses into Primary School Teacher Education in South Africa** Sarah Gravett, Elizabeth Henning, 2020-11-05 This book explores the current landscape of Initial Teacher Education ITE in primary schools in South Africa Considering recent policy directives and initiatives it highlights the dilemmas of ITE for the primary school and gives a thorough account of innovations and initiatives to improve ITE The book presents what works best for quality preparation of teachers in the Global South where many children rely on their teachers and school life to break the cycle of poverty Chapters draw on evidence from workplace learning pre service study and primary school teacher education policy to highlight examples of promising change in teacher education in South Africa addressing the clichés of theory versus practice head on This book successfully brings out the challenging aspects of teacher education for childhood learning which has otherwise been regarded as the softer option for a career in education This book will be of great interest for academics researchers and post graduate students in the fields of teacher education African education educational policy international education and comparative education *Born to learn* African Union, Association for the Development of Education in Africa, Global Education Monitoring Report Team, 2022-10-20

**South African Schooling: The Enigma of Inequality** Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of

democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people s future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

**Making Education Inclusive** Sharon Moonsamy, Elizabeth Walton, 2015-09-18 Exclusionary pressures and practices are pervasive in education despite the clamour for more inclusive education Even as classrooms worldwide become more diverse education is unlikely to become inclusive without deliberate efforts to dismantle exclusion and enable inclusion This book is a compilation of contributions to the conversation about what these efforts might entail The conversation has its origins in the Making Education Inclusive Conference held in 2013 which brought together academics and practitioners from Southern Africa and other countries Given the expectation that teachers should play a key role in promoting inclusion it is not surprising to find significant interest in teacher education from many of the contributing authors Their concerns range from explicit teacher development for pedagogical responsiveness to learner diversity to overcoming the epistemological marginalisation that learners experience where teachers are not fully confident of their subject content and how to teach it Access to education is clearly not enough and other contributors to this book concern themselves with ways in which structures and systems could be reconstituted to enable meaningful inclusion This might mean looking at how teachers might use tiered systems of behaviour support and various metacognitive strategies how physical access can be promoted on a university campus and understanding how parents think about disability Each chapter represents a different perspective on what it might mean to resist educational exclusion in its many forms and each offers possible ways to make education more inclusive

**Changing Curriculum** Jonathan D. Jansen, Pam Christie, 1999 The introduction of Outcomes based Education OBE is the most controversial reform in the history of South African education This volume is a critical analysis of OBE its potential to succeed and its inherent implications for the education system

**Reconceptualising the Learning Crisis in Africa** Kwame Akyeampong, Sean Higgins, 2025-06-16 This book offers a powerful post colonial rejection of the so called global learning crisis that offers deficit models of the experiences knowledges identities and relationships of African children eroding their agency and dignity and undermining their learning opportunities and potential Three case studies of three

accelerated learning programmes ALPs for out of school and lower achieving children in Ethiopia Liberia and Ghana illustrate multi dimensional models that re envision the purposes and pedagogies of basic education reconnect with the lived experiences of African children and teachers and promote the role of communities in improving children s learning Drawing on diverse social theory the chapters reveal the use of children s funds of identity and knowledge a material engagement with their natural environment and highlight the transformative use of local languages This book ultimately proves that a holistic approach to learning based on the relational and community rooted African philosophy of Ubuntu produces vital personal and academic benefits for African children This book will be of great interest to academics researchers and postgraduate students in the fields of international and comparative education postcolonial studies African education education policy and transformative pedagogy It will also appeal to development strategists and NGOs working with the Education for All agenda

Improving Primary Mathematics Education, Teaching and Learning Mellony Graven,Hamsa Venkat,2017-01-19 This book focuses on how to improve the teaching and learning of primary level mathematics education within resource constrained contexts It builds on two large numeracy projects within South Africa which speak to broader global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education

Pedagogy in Poverty Ursula Hoadley,2017-08-09 As South Africa transitioned from apartheid to democracy changes in the political landscape as well as educational agendas and discourse on both a national and international level shaped successive waves of curriculum reform over a relatively short period of time Using South Africa as a germane example of how curriculum and pedagogy can interact and affect educational outcomes Pedagogy in Poverty explores the potential of curricula to improve education in developing and emerging economies worldwide and ultimately to reduce inequality Incorporating detailed empirical accounts of life inside South African classrooms this book is a much needed contribution to international debate surrounding optimal curriculum and pedagogic forms for children in poor schools Classroom level responses to curriculum policy reforms reveal some implications of the shifts between a radical progressive approach and traditional curriculum forms Hoadley focuses on the crucial role of teachers as mediators between curriculum and pedagogy and explores key issues related to teacher knowledge by examining the teaching of reading and numeracy at the foundational levels of schooling Offering a data rich historical sociology of curriculum and pedagogic change this book will appeal to academics researchers and postgraduate students in the fields of education sociology of education curriculum studies educational equality and school reform and the policy and politics of education

**Systematic Reviews of Research in Basic Education in South Africa** Felix Maringe,2021-04-09 Maringe ought to be commended for putting together an invaluable contribution to our understanding of research into a complex education system in South Africa This

volume provides a useful foundation to the current state of education quality in South Africa including the impact of interventions. It also brings to the fore challenges still facing education transformation. The evidence presented which taken together lays out a coherent view of how improvements could be made. Albert Chanele Head of Planning Gauteng Department of Education. For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review. Now for the first time education researchers are provided with an African based text on the concepts and methods of conducting systematic reviews. In this exceptional work of editorship Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand. I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent. It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence based research that compels the attention of policymakers, planners and practitioners alike. Prof Jonathan Jansen Stellenbosch University      **Cultivating Dynamic Educators** Sarah Pouezevara, 2018-09-28

**Cultivating Dynamic Educators** Case Studies in Teacher Behavior Change in Africa and Asia responds to growing recognition by international education professionals, policy makers and funding partners of the need for qualified teachers and interest in the subject of teacher professional development also referred to as teacher behavior change. The book responds to important questions that are fundamental to improving teaching quality by influencing teaching practice. These questions include: How do we provide high quality training at scale? How do we ensure that training transfers to change in practice? What methods are most cost effective? How do we know what works? The book includes case studies describing different approaches to teacher behavior change and illustrates how specific implementation choices were made for each context. Individual chapters document lessons learned as well as methodologies used for discerning lessons. The key conclusion is that no single effort is enough on its own; teacher behavior change requires a system wide view and concerted coordinated inputs from a range of stakeholders.      *Getting Skills Right: South Africa* OECD, 2017-07-10. This report identifies effective strategies to tackle skills imbalances in South Africa.

**The 4IR and teacher education in South Africa** Felix Maringe, Otilia Chiramba, 2024-02-26  
The 4IR has become an overarching framework within which education systems including teacher education are operating. Contingent upon the ideology of neo liberalism the 4IR seeks to transform societies in ways which respond to the relentless developments in technology, the Internet and digital capacities which by design and intent are purposed at increasing both productivity and the associated quality while at the same time reducing human intervention in the same processes. In teacher education how we teach and train student teachers will be substantially influenced by the imperatives of the 4IR. There are multiple unresolved questions as the 4IR takes centre stage. For example, what will it mean for teaching and learning in schools that have severe technological and digital deficits for teachers and students who have minimal technological

literacies for delivering high quality teaching and learning for transforming both the content and pedagogies of teacher education and above all for delivering socially just educational experiences for all our learners regardless of class race and privilege The discourse of the 4IR is contemporary and requires multiple perspectives to explore what it means in different contexts and settings the understandings it engenders in people what it implies across a wide range of educational decision making levels and that its fundamental assumptions cohere with national and societal assumptions about equality equity and social justice Multiple methodological approaches were utilised in the interrogation of the idea of the 4IR in teacher education in South Africa including theoretical empirical and small scale case studies amongst others The data these approaches provide are equally valued based on the purposes for which they have been derived Commonwealth Heads of Government Meeting 2007 Commonwealth Secretariat,2007 Presents current thought and pertinent analysis on Commonwealth issues and challenges In depth articles and case studies focus on topical issues including the theme of the 2007 Commonwealth Heads of Government Meeting Transforming Commonwealth Societies to achieve political economic and human development **Future Directions of Educational Change** Helen Malone,Santiago Rincón-Gallardo,Kristin Kew,2017-08-09 Future Directions of Educational Change brings together timely discussions on social justice professional capital and systems change from some of the leading scholars in the field of education Engaging in theory and evidence based debates covering issues such as literacy education whole system reform and teacher leadership this volume argues that quality and equity are equally important in reshaping existing education systems both within the United States and globally The authors offer contextual analyses of current educational research and practice while looking toward the future and offering thought provoking arguments for challenging and rectifying the systemic inequalities within education today

**Quality education** Muchativugwa L. Hove,Martha Matashu,2021-11-30 This book investigates the intersections between education social justice gendered violence and human rights in South African schools and universities The rich and multifarious tapestry of scholarship and literature emanating from South African classrooms provides a fascinating lens through which we can understand the complex consequences of the economies of education social justice imperatives gendered violence in the lives of women and children and marginalised communities The scholarship in the book challenges readers to imagine alternative futures predicated on the transformational capacity of a democratic South Africa Contributors to this volume examine the many ways in which social justice and gendered violence mirror express project and articulate the larger phenomenon of human rights violations in Africa and how in turn the discourse of human rights informs the ways in which we articulate interrogate conceptualise enact and interpret quality education The book also wrestles with the linguistic contradictions and ambiguities in the articulation of quality education in public and private spaces This book is essential reading for scholars seeking a solid grounding in exploring quality education the instances of epistemic disobedience the political implications of place and power and human rights in theory and practice OECD Territorial Reviews: The Gauteng



City-Region, South Africa 2011 OECD,2011-11-10 Against the backdrop of South Africa s achievements since the fall of apartheid this Review evaluates measures to position economic development policy and to confront economic inequality in the Johannesburg Pretoria region

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