

Supported Study Timetable



DAY	TIME	LEVEL	TEACHER
MON	Lunch	N5	Mr Dupuy
TUES	Lunch	N5	Mr Call
	After school	Higher	Mrs Steadman
WED	Lunch	N4	Miss Gardner
	Lunch	Higher	Mrs Steadman
	After school	N5	Mrs Steadman
	After school	Higher	Mr Call
THURS	After school	N5	Miss Walker
FRI			



You are welcome to attend ANY of the above sessions.

You are not limited to Supported Study sessions with your class teacher.



Matrick Timetable 2014

Darlington Mushongera

Matrick Timetable 2014:

The GCRO Barometer 2014 Darlington Mushongera, 2015-04-24 The GCRO Barometer 2014 depicts developmental progress in the Gauteng City Region GCR in a single interactive graphic using 38 indicators across ten key sectors It serves as a tracking and diagnostic tool to inform policy makers and the public on where development progress is being made and areas of concern It also serves as a tool for benchmarking Gauteng against other South African provinces and similar sized city regions across the world The GCRO Barometer 2014 is the first release and shows progress in 2012 against three base years 2002 2007 and 2011 Overall the Barometer shows that the developmental outlook for Gauteng is positive with significant progress realised between 2002 and 2012 in nearly all sectors For instance the poverty rate has fallen dramatically since 2002 and access to basic services has improved However there are challenges in areas such as Social Cohesion Governance the Labour Market and Sustainability Sadly people's perceptions of government as well as their unwillingness to participate in governance matters do not correspond to the achievements made by government during this period This should be a cause for concern for policy makers in all spheres of government as it reflects dissatisfaction with the nature and quality of services being provided as well as the methods of provision The Barometer also shows that the impact of government programmes is minimal over shorter time spans change between 2002 and 2012 is considerable but change between 2011 and 2012 is insignificant This is a cause for concern given the 5 year cycle of electoral terms for local government in South Africa The Barometer's outcomes underscore the need for government to step up policy and programme monitoring with a view to achieving immediate and positive short term impacts on communities 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 Educational Assessment in a Time of Reform Coert Loock, Vanessa Scherman, 2019-11-20 Educational Assessment in a Time of Reform provides background information on large scale examination systems more generally and the South African examination specifically It traces the reforms in the education

system of South Africa since 1994 and provides a description of the advances in modern test theory that could be considered for future standard setting endeavours At the heart of the book is the debate on whether the current standard of education in Africa is good enough If not then how can it be improved The aim of this book is to provide a point of departure for discussions on standard setting quality assurance equating of examinations and assessment approaches From this point of departure recommendations for practices in general and the exit level Grade 12 examination results in particular can be made This book is ideal reading for principals teachers academics and researchers in the fields of educational assessment measurement and evaluation Annual Report Mpumalanga (South Africa). Department of Education, 2015 Seeds of Hope Murray Coetzee, Retief M�ller, L. D. Hansen, 2015-05-01 This publication is a collection of 40 oral testimonies about Beyers Naud but also about the apartheid era in general and about the role that Christianity played in that period In addition to an abundance of insights on Beyers Naud by those who knew him best it offers perspectives on the movements and entities that Naud associated himself with for example the Christian Institute the South African Council of Churches and the people involved in both Stories unfold of faith and suffering as well as betrayal all against the background of an overtly racist apartheid state and by implication against a capitalist system with class divisions that degraded human beings and denied their human dignity Strategies for Survival at SIBIKWA 1988 - 2021 Phyllis Klotz, Smal Ndaba, 2022-12-30 This book provides an engaging and contextualised insight into a South African township based arts centre that has survived the vicissitudes of steady militarisation in townships during some of the worst years of apartheid as well as the exhilaration of a new democratic policy while attempting to circumnavigate different policies and funding dispensations Sibikwa provides arts centres across the world and especially those in decolonising countries with strategies for survival in tumultuous times This multi disciplinary book maps and co ordinates wider historical political and social contextual concerns and events with matters specific to a community based east of Johannesburg and provides an exploration and analysis by experts of authentic theatre making and performance dance indigenous music arts in education and NGO governance It has contemporary significance and raises important questions regarding inclusivity and transformation the function and future of arts centres community based applied arts practices creativity and international partnerships This study will be of great interest to students and scholars in theatre and performance indigenous music dance and South African history Teaching and <u>learning beyond the classroom</u> Dr. Mary Jane S. Carandang, 2025-09-05 Education in the twenty first century is increasingly defined by change diversity and innovation The rapid shifts brought about by globalization technological advancement and the COVID 19 pandemic have challenged schools teachers and policymakers to rethink how learning is facilitated sustained and expanded beyond traditional classroom walls This eBook Teaching Learning Beyond Classroom is a collection of scholarly works that reflect such transformations presenting research based insights into pedagogy instructional models learner diversity and the design of instructional materials The chapters collectively capture the evolving landscape of

education particularly in the Philippines while resonating with global discussions on equity adaptability and learner centered approaches Each contribution highlights how theory and practice intersect to foster meaningful educational experiences providing readers with perspectives that are both locally grounded and globally relevant Chapter I Linking Foundations and Futures Instructional Models and Flexible Learning in Education examines the theoretical bases of teaching and learning the development of instructional models and the integration of flexible modalities accelerated by the COVID 19 pandemic It situates foundational concepts within the realities of an ever changing educational environment Chapter II Reframing Philippine Education Learners Modalities and Inclusive Pedagogical Practices highlights the complexities of Philippine education by addressing learner diversity multiple intelligences blended learning and inclusive approaches for marginalized contexts It emphasizes the imperative for policies and practices that respond to the varied needs of learners Chapter III Contextualized Teaching and Learning Strategies from Kindergarten to High School Classrooms presents pedagogical innovations across educational levels From corrective feedback and kindergarten strategies to physics peer discussions mathematics applications and ecological integration this chapter showcases how contextualized methods enhance engagement and deepen understanding Chapter IV Learner Engagement through Instructional Materials From Game Based Strategies to Cultural Integration focuses on the role of instructional materials in promoting literacy numeracy creativity and cultural awareness It underscores the importance of developing resources that not only support curriculum delivery but also respond to learners contexts and interests As a collection these chapters contribute to advancing dialogue on effective inclusive and adaptable education They reaffirm the importance of grounding practices in sound theory while embracing innovation and contextual responsiveness It is hoped that Teaching Learning Beyond Classroom will serve as a valuable reference for educators researchers policymakers and stakeholders committed to reimagining education for resilient and equitable futures Social Im/mobilities in Africa Joël Noret, 2019-11-08 Grounded in both theory and ethnography this volume insists on taking social positionality seriously when accounting for Africa's current age of polarizing wealth To this end the book advocates a multidimensional view of African societies in which social positions consist of a variety of intersecting social powers or capitals including wealth education social relationships religion ethnicity and others Accordingly the notion of social im mobilities emphasizes the complexities of current changes taking us beyond the prism of a one dimensional social ladder for social moves cannot always be apprehended through the binaries of gains and losses

Educational Policies in Pakistan, Afghanistan, and Tajikistan Dilshad Ashraf, Sarfaroz Niyozov, Mir Afzal Tajik, 2016-12-19 In the mountains of the Northern Pakistan Tajikistan and Afghanistan School and schooling are both symbolic of wider ranging cultural and political battles over morals modernity development gender and the rule of law Educational Policies in Pakistan Afghanistan and Tajikistan Contested Terrain in the Twenty First Century is about both the normative battles over the purpose of education as well as about the structural impediments to providing instruction in those

remote and challenging locations where it is attempted The analytical frames in this collection come primarily from the social sciences and comparative education Contributors examine education policy processes and structures in the broader socio cultural religious and economic context of three countries sharing somewhat similar colonial and post colonial legacy and current uprising of extreme religious positions and a drive to social cohesion The Research Probe Sharleen M. Macalintal, Jasmin Faith Flores, Ashly Gabiana, Maria Monica M. Angeles & Katherine H. Pagkaliwangan, Kent Ian V. Ocbeña, John Dave Eballa, Lodecy V. Ocbeña & Maria Aurora G. Victoriano, Mahmooda Aziza Bhatti & Marites Hugo, John Allen F. Gregorio, Sairah Mae R. Briol, Reena Marie B. Miraflores & Ersyl T. Biray, Kaela Rolaine H. Sasot & Vera Nathalia G. Tolentino, Chandula A.M.T., Dissanayake H. & Iddagoda Anuradha, Chester S. Cuenca, Erica Andrea Cacao & Allen E. Pasia, Connie L. Brion, Mariel E. Pagkaliwangan & Delon A. Ching, Leila Mae D. Abion, Ma. Loida E. Alcantara & Delon A. Ching, Bernadette B. Gutierrez, Ara Bella I. Silang & Delon A. Ching, Danielle Rencell C. Caraan, John Kirby L. Dinglasan & Delon A. Ching, Jellie P. Belchez, Jerwin L. Dinglasan & Delon A. Ching, Nino Miguel Fabila, Vincent Billoso, Mark Andre Cortes, Jhermin Francis Perez, Nicole Sarmiento & Victor M. Cajala, John Vincent Tamayo, Clarissa Isayas, Ma. Eunico Sim delos Reyes, John Paulo Rodriguez, Mark Anthony Tepico & Victor M. Cajala, Ariel N. Delfino, Ferdinand C. Balverde, Donna D. Melgar & Delon A. Ching, Mary Grace P. Aclan & Delon A. Ching, Alyssa Marie L. Celecious & Delon A. Ching, Victor M. Cajala & Melinda Lumanta, Klyh Nycholle G. Remollo, Jerome T. Daguiaog, Mikaela Pomeline L. De Lara, Ma. Patricia Alessandra A. Dumlao, Ninia Faye P. Sampayan & Marc Abadilla, Maria Cielo A. Plata, Ma. Djoannalyn C. Evangelista, Rosanna P. Deduyo & Carie Justine P. Estrellado, 2022-12-06 The Research Probe TRP is a proceedings publication of institutional conferences and research competitions It focuses on four broad themes education and development studies humanities and social sciences science technology engineering and mathematics and business management and accounting This publication provides a platform for experts and practitioners from various fields in the dissemination of their research works that address industry trends and needs scientific findings and international concerns Both the institutional conferences and proceedings publication promote a wider horizon for researchers through open access paradigm TRP publishes articles employing any of the various research methods and strategies It accepts any specific topic within these broad subjects It also encourages interdisciplinary articles that broadly discuss key topics relevant to the core scope of the journal

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