



Grade R Curriculum 2015

Maximus M. Sefotho, Ronél Ferreira



Grade R Curriculum 2015:

Teaching Learners with Visual Impairment Maximus M. Sefotho, Ronél Ferreira, 2020-12-31 This book *Teaching Learners with Visual Impairment* focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation and assessment practices to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

An Evaluation of the Capacity of South African Schools to offer Multi-grade Teaching Dr Segwadi Joseph Kokela, Dr KS Malatji, 2023-08-24 Small schools, due to a variety of reasons, are compelled to opt for multi-grade teaching in which learners of more than one grade are taught in one class. Resultantly, the purpose of this study was to evaluate the capacity of South African schools in the implementation of multi-grade teaching. The study followed a qualitative approach to evaluate the implementation of multi-grade teaching. A case study research design was followed with an interpretive paradigm to evaluate day-to-day offering of multi-grade teaching. The population in this study consisted of principals and teachers who were selected through purposive sampling. Data were collected through focus group and face-to-face semi-structured interviews as well as document analysis. Kolb's experiential learning theory was used as a theoretical framework for this study to evaluate the offering of multi-grade teaching in case study schools. The thematic approach was used to analyse data. To ensure issues of ethical consideration, the researcher ensured that there is anonymity, confidentiality, informed consent, voluntary participation, participants' privacy and safety. The study found that schools in Sekhukhune South Education District could not offer multi-grade teaching. This was mainly based on the lack of central policies on multi-grade teaching as well as inappropriate teacher development programmes. Insufficient human and financial resources were also identified as key hindrances in the implementation of multi-grade teaching. Resultantly, the study suggested that the serving teachers, their SMTs and their Curriculum Advisors must be provided with in-service training on multi-grade teaching. On the other hand, teacher training universities should have a compulsory module on multi-grade teaching. The study also recommended the establishment of a DoBE unit that solely focuses on matters related to multi-grade teaching. The study further recommended that the DoBE should develop central policies on multi-grade teaching. It was also recommended that the DoBE's Post Provision Model and the National Norms and Standards for School Funding must be revised to cater for the needs of multi-grade schools. The study further proposed a new framework to engender collaboration amongst principals, parents and Curriculum Advisors in school-based multi-grade policy formulation, advocacy training as well as monitoring and support.

KaziKidz Teaching Material for Schoolchildren - Short Version: Foundation Phase (Grade 1- 3) Ivan Müller, Danielle Dolley, Jan Degen, Stefanie Gall, Anita Weiss, Chantal Brügger, Siphesihle Nqweniso, Nandi Joubert, Larissa Adams, Christin Lang, Johanna Beckmann, Madeleine Nienaber, Patricia Arnaiz, Marina Wälti, Sebastian Ludyga, Peter

Steinmann, Jürg Utzinger, Rosa du Randt, Annelie Gresse, Bruce Damons, Tracey Hutton, Ann Aerts, Darelle Van Greunen, Hedwig J. Kaiser, Markus Gerber, Cheryl Walter, Uwe Pühse, 2021-11-23 KaziKidz Teaching Material for Foundation Phase Grades 1-3 A short version of the teaching resources for Life Skills Teachers Being physically active contributes to the development of physical competence and fitness as well as to the child's cognitive social and emotional development Physical Education PE plays a crucial role in the holistic education and development of children Yet in many schools from marginalised neighbourhoods PE is not given the recognition and importance it deserves For this reason the KaziKidz teaching material was developed for teachers principals school staff or for those responsible from the Department of Education in order to contribute to and support the quality of PE in these schools The exercises and games in this book are easy to use do not require a lot of material and are met with much joy and enthusiasm by the learners The teaching material was developed by a team of South African and Swiss experts The lessons meet the requirements of the South African Curriculum and Assessment Policy Statement CAPS and are supported by the Department of Education Eastern Cape We hope you enjoy the lessons

Strategic Management in the Public Sector Trevor H. Thys, Prof Charles Wait, Prof Ilse Truter, 2022-07-13 Chapter 1 Integrative strategic planning in South Africa Conceptual frameworks Chapter 2 Electoral mandate priorities policy and strategy Chapter 3 Economic planning economic policy or development policy Past present and future Chapter 4 Planning human resources Chapter 5 General management and leadership Chapter 6 Strategy formulation and environment analysis Chapter 7 Internal analysis and implementation Chapter 8 Strategy implementation and change management Chapter 9 Performance management system Chapter 10 Monitoring and evaluation Chapter 11 Health care in South Africa Chapter 12 Socio economic context of education

Handbook of International Perspectives on Early Childhood Education Jaipaul L. Roopnarine, James E. Johnson, Suzanne Flannery Quinn, Michael M. Patte, 2018-02-21 The Handbook of International Perspectives on Early Childhood Education provides a groundbreaking compilation of research from an interdisciplinary group of distinguished experts in early childhood education ECE child development cultural and cross cultural research in the psychological sciences etc The chapters provide current overviews of ECE in Latin America and the Caribbean the Middle East Asia Australia Africa Europe the US and Canada and convey how ECE is multi sectorial multi cultural and multi disciplinary undergirded by such disciplines as neuroscience psychological anthropology cross cultural human development childhood studies and political science

Knowledge Beyond Colour Lines Monwabisi K. Ralarala, Salochana Lorraine Hassan, Rajani Naidoo, 2021-05-25 Knowledge remains timely in education The need for academics to contemplate its relevance worth use and everything in between deems a continuous intellectual project rather than a conundrum to be solved This book takes the South African context by the horns as it challenges the often dormant and traditionalist ways in which higher education spaces see knowledge Through original research and the voices of academics and students this book argues for repurposing knowledge generation knowledge sharing and critical pedagogy so that more

inclusive teaching and learning environments can be both imagined and sustained The contentious tensionalities that this creates for LoLT and SoTL in particular are unlocked so as to trouble the South African higher education landscape with the intent to proffer alternative pathways for a knowledge beyond colour lines Prof Shan Simmonds PhD NWU This edited volume bristles with fresh scholarly approaches and insights of an emergent generation of engaged scholars grappling with the issues and problems of higher education in South Africa The issues dealt with here are varied and encompassing They are treated with intellectual delicacy and probing sensitivity articulacy informed data and bold conclusions They serve well Prof Kwesi Kwaa Prah Emeritus Professor of Sociology University of the Western Cape Founder of the Centre for Advanced Studies of African Society *Masixhase abantwana bakwazi ukufunda nokubhala - Let us enable our children to read and write* Stofile Sindiswa & Nomlomo Vuyokazi ,Nkomo, Sibhekinkosi, Anna, Magxala, Xoliswa, Patience, Mawela, Rethabile, Mudzielwana, Ndileleni, Magadla, Noluthando, Nondalana, Nomfundo, Kosi, Tembisa, Foncha, J.W., Linake, M.A. & Abongdia, J.A., Sigcau, Eurika, Nompucuko, Kemende, Wunseh, Quinta, McCarthy, Karen, Gxowa-Dlayedwa, Ntombizodwa, 2020-03-31 This book advances knowledge and scholarship on reading and writing by applying both theoretical and practical means of enhancing early literacy development at school level and in our communities The uniqueness of the book lies in its inclusive approach to accommodate a variety of readers including language and literacy teachers practitioners and scholars It uses two languages namely English and isiXhosa to address some of the critical issues on literacy teaching and learning and to disseminate knowledge to a diverse readership including parents students teachers and other relevant stakeholders who are committed to making a difference in the teaching and learning of literacy in different languages The aim is to transform and enrich discourse on language and literacy development which is predominantly in English and does not include African languages that are also used as the main languages of learning and teaching in the Foundation Phase Grades R 3 Global Ideologies Surrounding Children's Rights and Social Justice Tshabangu, Icarbord, 2017-06-19 Social rights are a pivotal concern for all of society including today's population of children The study of the rights or lack thereof that children have must be undertaken to ensure that future generations are thriving members of their communities Global Ideologies Surrounding Children's Rights and Social Justice highlights the trials and tribulations that children have often had to overcome to be considered true citizens of their communities Featuring comprehensive coverage on a wide range of applicable topics such as child abuse socio economic rights social injustice and welfare issues this is a critical reference source for educators academicians students and researchers interested in studying new approaches for the social advancement of children **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

The Praeger International Handbook of Special Education Michael L. Wehmeyer, James R. Patton, 2017-06-15 This handbook provides a concise overview of special education services in countries across the world using the Article on Education in the United Nations Convention on the Rights of Persons with Disabilities as the analytical frame The Praeger International Handbook of Special Education presents a concise and clear overview of special education services in more than 70 countries across the world using the Article on Education in the United Nations Convention on the Rights of Persons with disabilities as the analytical frame Each chapter offers information about the country in general followed by sections on the public education system the private education system the special education system teacher training requirements and barriers to and promising trends in inclusive and special education The volumes and chapters are organized by the United Nations Geoscheme with Volume 1 including an overview of the volumes and chapters on countries in the Americas Volume 2 addressing countries from Europe and Africa and Volume 3 focusing on countries in Asia and Oceania This is the most complete exploration of the delivery of supports and services to children and youth with disabilities across the globe available The volumes do not compare among or between countries but rather provide a baseline for understanding current special education practices and their relationship with general education and inclusive practices across the globe Readers will come away with an in depth understanding of what is happening with regard to the implementation of special education services and Article 24 of the Convention for the Rights of People with Disabilities This valuable reference set serves researchers graduate students and policymakers in special and general education as well as professionals focused on issues of education worldwide and scholars focused on international special education As such this handbook will be an important reference source for university libraries professional associations and policy entities

Human rights in diverse education contexts J.P. Rossouw, Elda de Waal, Johan Beckmann, Johan Botha, Franciska Bothma, André du Plessis, Elize Küng, Nicholas Mollo, Ewelina Niemczyk, Louise Postma, Erika Serfontein, Marius Smit, Charl C. Wolhuter, 2019-12-12 The focus of this publication is on answering the central research question How can Human Rights be advanced with regard to different kinds of diversities and in different educational settings The publication pays special attention to the advancement of human rights in a variety of education related contexts in keeping with human rights as a declared national priority for both society at large and the education system One strategic priority of the Faculty of Education is research based on market requirements and needs This book strives towards meeting this expectation by directly aiming at building human rights and social justice

in the South African society public schools and higher education institutions Adjudication in the education context of the constitutional values of dignity equality and freedom focusses regularly on learners The book highlights the value of education for full fledged citizenship by delineating what schooling should entail to inspire learners towards both claiming equal freedoms and rights and taking accountability for the responsibilities attached to citizenship Assessment in Geographical Education: An International Perspective Theresa Bourke,Reece Mills,Rod Lane,2022-02-27 In recent years there has been increased attention paid to the importance of assessment in Geographical Education the chosen subject for this book Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students teachers parents and policymakers To be effective assessment needs to be valid reliable and fair Validity is about ensuring that we assess what we claim we are assessing Reliability is about measuring performance and understanding in a consistent way Without validity and reliability assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning While there is a substantial literature on evidence based assessment in secondary school contexts research exploring best practice assessment in geography is rare This is a concern given the distinctive nature of geography and the important role of assessment in the learning process This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography The chapters are written by leading researchers in Geographical Education from across the globe These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia USA South Korea Germany Switzerland and Singapore What unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography providing scholarly examples of evidence based practices for assessing student s knowledge and skills Research on Reasoning with Data and Statistical Thinking: International Perspectives Gail F. Burrill,Leandro de Oliveria Souza,Enriqueta Reston,2023-07-21 This book is derived from selected papers from the Fourteenth International Congress on Mathematical Education Topic Study Group 12 Teaching and Learning Statistics It describes recent research on curriculum pedagogy and outreach initiatives from countries as diverse as Brazil Chile Columbia Denmark Germany the Netherlands Spain Sweden Thailand Turkey the United Kingdom and the United States The book has a focus on the use of data in the teaching and learning of statistics across grade levels and begins with an overview of the status of statistics education and the use of data from seven different countries across the continents and the link between research and practice in those countries Because it contains specific examples of the research for example on the ways children learn the choice and implementation of tasks or the role of informal inference the book will be a great resource to those interested and

involved in the teaching of statistics curriculum developers and statistics education researchers

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

Understanding and Teaching Primary Geography Simon Catling, Tessa Willy, 2018-06-18 This book outlines how good teaching of primary geography can extend children's world awareness and help them make connections between their environmental and geographical experiences Chapters offer guidance on important learning and teaching issues as well as the use and creation of resources from the school environment to the global context It covers all the key topics in primary geography including understanding places physical and human geography environmental sustainability learning outside the classroom global issues citizenship and social justice Summaries classroom examples and practical and reflective tasks are included throughout to foster understanding and support the effective teaching of primary geography

Complexity and Simplicity in Science Education David Geelan, Kim Nichols, Christine V. McDonald, 2022-01-25 This edited volume brings

together a broad range of international science education studies focusing on the interplay of teaching and learning science. It recognizes the complexity present in today's education associated with major science-related issues faced by society such as climate change, diseases and pandemics, global conflicts over energy, food and water. The studies discussed in this volume are focused on presenting different opportunities to teach these convoluted matters in order to find simplicity within the complexity and make it accessible to learners. They bring together the challenges of preparing the students of today to become scientifically informed citizens of tomorrow.

Autism Mary Clasquin-Johnson, Dikeledi Mahlo, Michel Clasquin-Johnson, 2023-02-10. This book is written at a time of a paradigm shift in the African continent where dependence on western epistemologies and ontologies are giving way to African indigenous knowledge systems. Africa has been an importer of knowledge from the west since time immemorial and this book contributes to the body of knowledge on autism spectrum disorder (ASD) from the African perspective. As a result, decoloniality and Inclusive Education have gained traction within the academic discourse with the University of South Africa (UNISA) hosting decoloniality annual conference and a summer school to stimulate academic discussions and debates with a focus on African indigenous knowledge systems and theoretical lenses as opposed to the western epistemologies. The book also demystifies some of the misconceptions that children with ASD are a curse and punishment from God or gods. Among others, Ubuntu seems to be the dominant theoretical framework

underpinning some of the research studies reported in this book.

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.

Teaching Primary Science Constructively Keith Skamp, Christine Preston, 2017-09-05. Teaching Primary Science Constructively helps readers to create effective science learning experiences for primary students by using a constructivist approach to learning. This best-selling text explains the principles of constructivism and their implications for learning and teaching and discusses core strategies for developing science understanding and science inquiry processes and skills. Chapters also provide research-based ideas for implementing a constructivist approach within a number of content strands. Throughout there are strong links to the key ideas, themes and terminology of the revised Australian Curriculum: Science. This sixth edition includes a new introductory chapter addressing readers' preconceptions and concerns about teaching primary science.

Literacy in Australia: Pedagogies for Engagement, 3rd Edition Amy Seely Flint, Lisbeth Kitson, Kaye Lowe, Kylie Shaw, Sally Humphrey, Mark Vicars, Jessa Rogers, Shelley Ware, 2019-09-30. Infused with our authors' personal experiences teaching Literacy in Australia, 3rd Edition is delivered as a full-colour printed textbook with

an interactive eBook code included This enables students to master concepts and succeed in assessment by taking the roadblocks out of self study with features designed to get the most out of learning such as animations interactivities concept check questions and videos With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text pre service teachers will be well equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students

Unveiling the Magic of Words: A Report on "**Grade R Curriculum 2015**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Grade R Curriculum 2015**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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