



Grade R Teachers Increment In Gauteng

Frieda Nanewo Shingenge



Grade R Teachers Increment In Gauteng:

Responses of Early Childhood Teachers to Curriculum Change in South Africa Mary Gertrude Clasquin-Johnson, 2013 In 2001 White Paper 5 on Early Childhood Development announced that a year long Reception Year Grade R programme would gradually be phased in at primary schools In addition the Report on the Nationwide Audit of ECD Provisioning noted that the overwhelming majority of ECE teachers are inadequately trained Despite the teachers lack of capacity the national Department of Education introduced the official curriculum the National Curriculum Statement NCS into Grade R classes in 2004 Prior to 2004 there was no official curriculum for Grade R Instead teachers designed their own curricula The NCS by its very imposition is an example of radical curriculum change I undertook a qualitative study from Grade R teachers perspectives in order to illuminate how nine ECE teachers in Gauteng South Africa are responding to this curriculum change My findings are consistent with the four main responses discussed in the literature and on which I based my conceptual framework namely ignore resist adopt and adapt The Grade R teachers in my study viewed the NCS as developmentally inappropriate for their five year old learners Although they manifested all four responses they mainly resisted adopted or adapted curriculum change Their response could best be typified as reluctant compliance After six years of implementation ignoring it completely is no longer a realistic option In addition they either reinterpreted their traditional practices as already compliant with the NCS or they implemented formal academic activities to develop school readiness skills The Grade R teachers in my study had one outstanding characteristic in common they are passionate about their work Overall the teachers reported that the NCS has detracted from their enjoyment of their work In most cases the Grade R teachers noted that they would pursue Foundation Phase posts because of the absence of a career path for Grade R teachers Instructional leadership should be developed to support Grade R teachers to implement the NCS appropriately Once this is in place Grade R teachers need to be convinced of how the NCS could be implemented in developmentally and culturally appropriate ways and how this could benefit their learners

How Grade R Teachers in the Oshana Region of Namibia Approach Literacy Education Frieda Nanewo Shingenge, 2017 *An Investigation on the Role of Grade R Teachers in Creating a Conducive Environment for Learning Numeracy at Vhuronga Vhembe District in South Africa* Ntshengedzeni Olga Mulaudzi, 2016 **A Policy Study of Teacher Supply, Utilisation and Development in Gauteng** R. Jaff, Michael Charles Rice, J. M. Hofmeyr, EDUPOL., 1994 Grade R Teachers' Perceived Competency and Knowledge of Oral Language Development in IsiXhosa, 2021 Oral language Language development Perceived competency Teachers knowledge Grade R teachers Grade R learners Expressive language Receptive language Ulwimi oluthethwayo Ukukhula kolwimi Ubuchule obucingelwayo Ulwazi lootitshala Ootitshala bebanga labaQalayo Abafundi bebanga labaQalayo Ulwimi olucacisayo Ulwimi olwamkelayo **An Exploration of In-service Teachers' Understanding of the Teaching of Mathematics/numeracy in Grade R Class** Mamasiphole Josephine Setoromo, 2014 SEPA Science and Learning Theory, 1974

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