

Permanentisation Of Grade R Teachers

Lorayne Excell, Vivien Linington

Permanentisation Of Grade R Teachers:

Grade R Teachers Resource Bk1 (P) Colleen Firmani, 2003-05 Grade R Teachers Resouce Bk2 (P) Colleen Firmani, Lorna Ross-Thompson, Cindy Visser, Almut Falls, Thomas Köhler, 2003-05-01 Teacher Understanding and Implementation of Executive Functions in Grade R Elsa Marilise De Carvalho Etokabeka, 2018 South Africa currently has many learners commencing formal schooling without the necessary cognitive or behavioural skills Research attributes this to weak executive functions which can be understood as cognitive and behavioural skills that enable the ability to plan pay attention follow instructions and handle multiple tasks Furthermore executive functions consist of self regulation working memory and cognitive flexibility that permit people to work towards their goals The development of these functions is necessary for reasoning problem solving and planning as they encompass higher cognitive skills needed for schooling adjustment and academic success Hence the focus of this study is centred on exploring teachers understanding and implementation of executive functions in Grade R The study consisted of eight Grade R teachers from different schools who shared their meanings and interpretations of this term Furthermore the study employed a case study design to explain the teachers understanding of the concept and illuminate how executive functions are implemented within lessons Lastly I gathered my data from different sources which included semi structured interviews and observations of teachers Taken together the findings of this study indicate that teachers perceptions of executive functions are detailed according to cognitive and behavioural skills Furthermore the study also identifies challenges that Grade R teachers experience when they develop executive functions and the positive attributes that enhance this skill during lessons these are all discussed under the themes and categories detailed in the analysis and findings of this work Teaching Grade R 2e Lorayne Excell, Vivien Linington, 2023-04-11 Teaching Grade R promotes a participatory and child centred approach to learning based on a pedagogy of play that positions the children as active learners and encourages teachers to become critically reflective practitioners. This pedagogy of play is explained in detail in the book and suggestions and pointers are given as to how this pedagogy can be used in classroom practice This second edition includes Updated theories and debates in relation to child development and insights gained through neuroscience Alternative constructions of children both from a sociological and in particular an African perspective have been considered A new section on self care of the teacher The inclusion of the environment as the third teacher A further exploration of alternative informal assessment approaches including pedagogical documentation Laying a foundation for IT literacy through ECD appropriate coding Using STEAM Science Technology Engineering Art and Mathematics to enhance the integrated curriculum Contents include What is Grade R Perspectives on early childhood education Guiding principles of the Grade R curriculum teaching and learning Knowing the Grade R child Who is the Grade R teacher The broader community An optimal learning environment Teaching and learning Assessment Learning and teaching through play Pathway to literacy Language diversity Teaching a second language in Grade R Early

concept development in mathematics numeracy Life Skills Grade R Teachers Resource Colleen Firmani, Lorna Ross-Thompson, Cindy Visser, Almut Falls, Thomas Köhler, 2003-06-01 **Description of the Key Issues Resulting from** the Involuntary Reassignment of Teachers--a Case Study Virginia R. Fields, 1985 **Grade R Teachers Resource Bk3 (P)** Colleen Firmani, Cindy Visser, Lorna Ross-Thompson, Walter Pichler, 2003-05-01 A Professional Development Programme for Grade R Teachers Hilette Steyn, 2014 Professional development programme Effective professional development Phonological awareness Early childhood Teacher knowledge Professionele ontwikkelingsprogramme Effektiewe professionele ontwikkeling Fonologiese bewustheid Vroe kinder ontwikkeling Onderwyserskennis **Grade R Student** Teacher Experience of Work Integrated Learning Mariaan Jacobs, 2020 The demand for effective and competent teachers in South Africa remains a critical issue Quality teacher education programmes are therefore essential to develop teachers who are knowledgeable with the necessary skills values and attitudes to teach in diverse contexts Department of Basic Education DBE and Department of Higher Education and Training DHET 2011 In order to develop and impart the knowledge and skills required to become competent teachers student teachers need experience in the work environment in other words schools and classrooms Experience in the work environment is referred to as Work Integrated Learning WIL WIL is therefore essential in teacher education and forms part of the programme This study explored Grade R student teachersa 22 4 experiences of WIL during their second year of study towards a Diploma in Grade R programme The rationale for this study was to provide strategies to strengthen WIL in teacher education programmes as well as to determine student teachersa 22 4 ability to put mathematical knowledge into practice The implementation of quality WIL enables student teachers to integrate theory into practice and obtain meaningful and problem based experiences in the classroom Du Plessis 2011 This study was therefore underpinned by the situated learning theory from Jean Lave and Etienne Wenger 1991 which focused on teaching knowledge and skills in authentic situations. The primary research question for this study was as follows What is the impact of Work Integrated Learning on Grade R student teachers The following secondary questions were stated to answer the primary research question i 80 How do Grade R student teachers experience WIL i 80 How do student teachers apply their mathematical content knowledge to practice i 80 How can student teachers be supported to strengthen teaching and learning through their WIL experiences This study was guided by an interpretivist paradigm and used a case study methodology Non probable purposeful sampling was used to identify student teachers as participants for this study Data were collected from Grade R student teachers by using semi structured interviews observations and document analysis to allow the researcher to obtain rich descriptive information of their WIL experiences Grade R student teachers provided their own positive and negative experiences associated with their WIL practice These experiences included the support they received from the mentor teachers schools and university assessors Student teachers a 22 4 experiences were highlighted by comparing their first WIL practice in year one and their second WIL practice in year two as well as the role of context on

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