



Unisa Teaching Foundation Phase Requirements: A Comprehensive Guide

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Unisa Study Teaching Foundation Phase 2014

**Mawela, Ailwei Solomon, van Wyk,
Micheal M., Lebeloane, Lazarus, Mudau,
Awelani V.**

Unisa Study Teaching Foundation Phase 2014:

2014 International Conference on Advanced Education and Management (ICAEM2014) ,2014-02-13 The ICAEM2014 aims to bring together researchers educators and students from around the world in both industry and academia for sharing the state of art research results and applications for exploring new areas of research and development and for discussing emerging issues on education and management fields We received a total of 312 submissions from various parts of the world The Technical Program Committee worked very hard to have all papers reviewed before the review deadline The final technical program consists of 92 papers There are one keynote speech and 2 invited sessions The proceedings were published by DEStech Publications Inc and will submitted to Ei Compendex databases for indexing We would like to mention that due to the limitation of the conference venue capacity we are not able to include many fine papers in the technical program Our apology goes to those authors **Empowering Students and Maximising Inclusiveness and Equality through ICT** ,2021-04-06

Access to and participation in education are critical issues in contemporary South Africa Awareness of inclusiveness and equality is not recent having possibly first been described in the dawn of the millennium by the United Nations Educational Scientific and Cultural Organization UNESCO Drawing from the current framings in the SADC education systems the contributors argue that ICT has a key role to play in transformation Africanisation and decolonisation of education Contributors are Skye Adams Najma Agherdien Andrew Crouch Andries Du Plessis Nazira Hoosen Katijah Khoza Shangase Mhulaheni Maguvhe Khetsiwe Masuku Sharon Moonsamy Munyane Mophosho Nomfundo Moroe Ramashego Shila Mphahlele Ndileleni Mudzielwana Shonisani Mulovhedzi Anniah Mupawose Mapula Ngoepe Moshe Phoshoko Dhanashree Pillay Roshni Pillay Ben Sebothoma and Susan Thuketana 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

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

The Language Issue in the Teaching of Mathematics in

South Africa Lindiwe Tshuma,2021-01-26 The book is the result of a five year project that culminated within the first three years in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017 and this book in the succeeding two years The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000

New

Updates in E-Learning Eduard Babulak,2022-05-18 This book presents state of the art educational technologies and teaching methodologies and discusses future educational philosophies in support of the global academic society New Updates in E Learning is a collection of chapters addressing important issues related to effective utilization of the Internet and Cloud Computing virtual robotics and real life application of hybrid educational environments to enhance student learning regardless of geographical location or other constraints Over ten chapters the book discusses the current and future evolution of educational technologies and methodologies and the best academic practices in support of providing high quality education at all academic levels

Handbook of Literacy in Africa R. Malatesha Joshi,Catherine A. McBride,Bestern

Kaani,Gad Elbeheri,2023-07-28 This volume highlights the shortcomings concerning literacy development in Africa and

collates the current available literature based on empirical research in various countries in a coherent manner Further emphasized is how the current research can guide practical information to improve the literacy situation in Africa The research studies will encompass various fields such as linguistics neurosciences and education and will provide future research directions and instructional recommendations to improve the literacy situation in Africa

Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East Cynthia S Sunal, Oluseyi Matthew Odebiyi, Kagendo Mutua, 2022-06-01 As the demand for education at all levels has increased so have the models of meeting these increased demands for education As in many other parts of the world public education has expanded to serve large populations across the regions of Africa the Caribbean and the Middle East Many nations in these regions have instituted mandates policies and frameworks intended to simultaneously increase access to public education opportunities as well as improve the quality of education provided and to address a wide populace Because the increase in educational demand has occurred at all levels these efforts often address various levels of education from early childhood through primary schooling junior secondary and secondary schooling and into tertiary education Efforts also have been made to increase participation in education by marginalized and or special populations The range of efforts is large with some focusing on involving migrants immigrants refugees in primary education while others aim at opening up choices at the university level Recently nations in the region have recognized the possibilities of digital learning online learning as cell phones and other widely used portable wireless devices have made it possible to sell the idea that one can learn from anywhere at any time This widespread access to technology has made it possible for governments as well as private entities to expand learning opportunities even to populations previously unreached or to address difficult to reach sectors of the population At the same time the population itself has not only increased in numbers but in diversity Maintaining quality through digital and other means of quick expansion of educational opportunities continues to be challenging if not problematic

Effects of Government Mandates and Policies on Public Education in Africa the Caribbean and the Middle East is Book IX of the series *Research on Education in Africa the Caribbean and the Middle East* Chapters document describe and or raise critical issues and or questions resulting from government policies mandates and frameworks intended to make available public education to an ever growing populace while at the same time being mindful of improving quality of education being availed to an increasingly diverse populace

Rethinking Language Use in Digital Africa Leketi Makalela, Goodith White, 2021-06-23 This book challenges the view that digital communication in Africa is limited and relatively unsophisticated and questions the assumption that digital communication has a damaging effect on indigenous African languages The book applies the principles of Digital African Multilingualism DAM in which there are no rigid boundaries between languages The book charts a way forward for African languages where greater attention is paid to what speakers do with the languages rather than what the languages look like and offers several models for language policy and

planning based on horizontal and user based multilingualism The chapters demonstrate how digital communication is being used to form and sustain communication in many kinds of online groups including for political activism and creating poetry and offer a paradigm of language merging online that provides a practical blueprint for the decolonization of African languages through digital platforms This book is open access under a CC BY NC ND licence 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 Chanee 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 Proceedings of IAC-TLEI 2016 in Budapest group of authors,2016-07-01 International Academic Conference on Teaching Learning and E learning in Budapest Hungary 2016 IAC TLEI 2016 Friday Saturday July 8 9 2016 **Investigating the Roles of School Management Teams in Curriculum Delivery** Mawela, Ailwei Solomon,van Wyk, Micheal M.,Lebeloane, Lazarus,Mudau, Awelani V.,2021-06-25 The COVID 19 pandemic has introduced a new paradigm in education that has forced school management teams to re imagine their curricula delivery functions and obligations during and post COVID 19 Now there are concerns about the state to which curriculum delivery in schools is likely to become planned implemented and managed Investigating the Roles of School Management Teams in Curriculum Delivery improves the quality of planning implementation and management of curriculum delivery to advance the quality of teaching and learning in schools Particularly it envisages innovative strategies best practices and addresses problems in the planning implementation and delivery of curricula by school management teams Covering topics such as curriculum delivery theory curriculum delivery in planning implementation and management during and post COVID 19 curriculum delivery in assessment and alternative assessment and reimagining inclusivity in curriculum delivery this edited book is essential for departmental heads deputy principals education district officials department of basic education curriculum designers

instructional designers administrators academicians university teachers researchers and post graduate students

Handbook of Research on Inclusive and Accessible Education Maguvhe, Mbulaheni Obert, Mpya, Nwacoye Gladness, Sadiki, Marubini Christinah, 2024-02-16 In the vast expanse of education a pervasive issue remains in the marginalization and lack of visibility of individuals with disabilities Despite a strong desire for inclusivity recent research suggests that fewer than 5% of children with disabilities in 51 countries across sub Saharan Africa and South Asia are enrolled in primary school This exclusion is not solely in enrollment numbers even those who manage to attend face learning environments ill equipped to adapt to their needs leading to further isolation Girls with disabilities in particular endure heightened vulnerability to abuse reflecting a systemic failure to provide an environment that fosters equality dignity and respect for all The Handbook of Research on Inclusive and Accessible Education emerges as an inspiration for change providing a profound solution to the persistent issue of exclusion The book encapsulates a collective effort to reimagine education It advocates for a paradigm shift moving away from the confinement of special schools and towards inclusive mainstream settings By addressing controversies sharing successes and outlining prospects the book serves as a comprehensive guide for special school governing bodies curriculum advisors university lecturers and all stakeholders committed to reshaping education

Inclusive Education : Practices and Challenges Dr. Deepa Sikand Kauts, 2021-09-11 This book is an attempt to create awareness among practitioners and to strengthen the focus on inclusion in their strategies and future plans for education and highlight the areas that need particular attention to promote inclusive education and strengthen policy development With this we would move a step further and look into the current research trends in inclusive education as well as policy backdrops which provide us with the fair idea that how this idea of equity pedagogy is being propagated in the national educational policies of our country and further their translations in the Indian education realm Papers compiled exhibit major concerns issues challenges and various practices for ensuring inclusion and inclusive pedagogical strategies for effective inclusive education The researchers have also taken into account the social cultural and learning diversities and the factors that facilitate to spot and remove barriers to learning and participation in education It has the power to widen the scope of universal education by promoting access to all learners and accelerating educational equity too This book also focuses on how stakeholders can contribute to the continuous growth of inclusive education and its implications for society communities schools and classrooms as well to provide clarity on theoretical and research perspectives to promote the integration of theory and practice of inclusive education The volume will be highly beneficial for teachers parents policymakers administrators and students who care about the needs of the learners and the development of an equitable education system in our country

Research Anthology on Remote Teaching and Learning and the Future of Online Education Management Association, Information Resources, 2022-09-02 The sudden implementation of emergency health procedures at the start of the COVID 19 pandemic forced many educators and educational institutions to

explore new territory in terms of policy teaching strategy and more Now that many institutions are familiar with online education innovations have been developed and implemented It is essential to study these best practices and innovations that have been developed in remote teaching and learning to better understand the future of online education The Research Anthology on Remote Teaching and Learning and the Future of Online Education explores the recent developments strategies and innovations in remote teaching and learning that have been implemented globally Covering topics such as emergency remote teaching psycho social well being and cross cultural communication this major reference work is an indispensable resource for educators and administrators of both K 12 and higher education pre service teachers teacher educators librarians government officials IT managers researchers and academicians Decolonising Higher Education in the Era of Globalisation and Internationalisation Kehdinga George Fomunyam,2019-07-01 Conceived within a context of transdisciplinarity and pluriversalism and in rigorous response to the Eurocentric globalising and nationalising structures of power that undergird and inhabit contemporary praxis in higher education especially in African higher education this collection of essays brings to the on going discourse on decolonisation fresh rich probing and multilayered perspectives that should accelerate the process of decolonisation not only in higher education in Africa but also in the global imaginary A remarkable courageous and potentially revolutionary achievement this book deserves a special place on curricula throughout the world of higher education **Metaliteracy in Practice** Trudi E. Jacobson,Thomas P. Mackey,2015-11-24 The case studies presented in this valuable resource demonstrate how librarians and educators can help students effectively communicate create and share information in today s participatory digital environments **Assessing Academic Literacy in a Multilingual Society** Albert Weideman,John Read,Theo du Plessis,2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience **A scholarly inquiry into disciplinary practices in educational institutions** Connie B. Zulu,Izak J. Oosthuizen,Charl C. Wolhuter,Corene de Wet,Rika Joubert,Ansie E. Kitching,Michael L. Marumo,Zahraa McDonald,Nicholus T. Mollo,Louis J. Oosthuizen,Ferdinand J. Potgieter,Bianke van Rooyen,Marius H. Smit,Amos T. Thebenyane,Andre van der Bijl,Johannes (Hannes) L. van der Walt,2019-12-12 This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions The

aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings The issue of discipline is investigated from diverse paradigmatic and methodological perspectives presenting empirical as well as also philosophical research The empirical perspective includes quantitative positivistic qualitative interpretive and mixed methods pragmatic designs and worldviews This book offers a ground breaking contribution to the field of learner and student discipline with insights into disciplinary practices and issues in educational institutions not hitherto researched such as Technical Vocational Education and Training colleges and universities

Innovative Technologies and Learning Lisbet Rønningsbakk, Ting-Ting Wu, Frode Eika Sandnes, Yueh-Min Huang, 2019-11-25 This book constitutes the refereed proceedings of the Second International Conference on Innovative Technologies and Learning ICITL 2019 held in Troms Norway in December 2019 The 85 full papers presented together with 4 short papers were carefully reviewed and selected from 189 submissions The papers are organized in the following topical sections application and design of innovative learning software artificial intelligence and data mining in education augmented and virtual reality in education computational thinking in education design and framework of learning systems educational data analytics techniques and adaptive learning applications evaluation assessment and test innovative learning in education mobile learning new perspectives in education online course and web based environment pedagogies to innovative technologies social media learning technologies enhanced language learning and technology and engineering education

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