How teachers enact learning materials in the classroom to ensure effective teaching and learning process?

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419953

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Supervisor: Professor Brahm Fleisch

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Abstract

The South African government spends huge sums of funds on schools with an aim to redress past inequalities. Schools receive resource budget allocations to exclusively procure learning materials to ensure that the government’s aim is realised. This study examines availability and enactment of learning materials to enhance effective curriculum delivery. Four township public ordinary primary schools participated in this study. Focus was mainly on Grade 3 home language lessons. I used the case study methods to interview one teacher from each school and scrutinized their documents to establish what learning materials they have in their possession. Additionally I observed and analysed three lessons per educator.

Analysis across the cases reveals different collections and variations in usage of learning materials. The former covers the standard, mix and match, and limited collections. Whereas the latter refers to the textbook bound, productive blend and the haphazard approaches. Significantly, the study also explored principles in line with the “ideal teacher”- under which desired results can be achieved.

Key words:
Learner, Teacher Support Materials; Learner’ book; Workbook; Teacher’s Guide; DBE Workbook; Textbook-bound; Mix and Match collection; Standard collection
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Thank you all
Declaration

I declare that this research report is my own unaided work. It is being submitted in fulfilment of the requirements of the degree of Master of Education in the University of Witwatersrand, Johannesburg. It has never been submitted before for any degree nor examination in any other university.

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(Name of candidate)

14 October 2014
(Date)

Tsimane
(Signature)
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<tr>
<td>ANA</td>
<td>Annual National Assessments</td>
</tr>
<tr>
<td>C2005</td>
<td>Curriculum 2005</td>
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<tr>
<td>CAPS</td>
<td>Curriculum and Assessment Policy Standards</td>
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<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
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<tr>
<td>DoE</td>
<td>Department of Education</td>
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<tr>
<td>FAL</td>
<td>First Additional Language</td>
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<tr>
<td>FP</td>
<td>Foundation Phase</td>
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<tr>
<td>GDE</td>
<td>Gauteng Department of Education</td>
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<td>GPLMS</td>
<td>Gauteng Province Literacy and Mathematics Strategy</td>
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<tr>
<td>HL</td>
<td>Home Language</td>
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<tr>
<td>IP</td>
<td>Intermediate Phase</td>
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<tr>
<td>JPTD</td>
<td>Junior Primary Teachers Diploma</td>
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<tr>
<td>LB</td>
<td>Learner Book</td>
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<tr>
<td>LS</td>
<td>Life Skills</td>
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<tr>
<td>LTSM</td>
<td>Learning and Teacher Support Materials</td>
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<td>MATHS</td>
<td>Mathematics</td>
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<tr>
<td>OBE</td>
<td>Outcomes Based Education</td>
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<tr>
<td>Qids</td>
<td>Quality Improvement, Development Strategy and Upliftment Programme</td>
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<td>Senior Primary Teachers Diploma</td>
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<tr>
<td>TG</td>
<td>Teachers Guide</td>
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