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Appendix 1: Extract from the Gauteng Department of Education Circular 28/2005: Grade R Implementation in Gauteng

6 Responsibilities of the Practitioners

6.1 Educational Programme:

6.1.1 All practitioners of Grade R classes must follow an Outcomes based approach.

6.1.2 All practitioners of Grade R classes must plan and implement the Revised National Curriculum Statement (Government Gazette no 23406 May 2002)

6.1.3 The practitioner should understand and implement the following policies:

6.1.3.1 Language in Education Policy 14 July 1997

6.1.3.2 Education White Paper 6 Special Needs Education Building an inclusive education and training system

6.1.3.3 Assessment Policy in the General Education and Training Band, Grades R to 9 and ABET, August 1998 Circular 22 of 2002

6.1.3.4 National Policy on HIV/Aids, for learners and educators in Public schools, and students and educators in Further Education and training institutions Notice 1926 of 1999 Circular 33 of 2001

6.1.3.5 Education White Paper 5 on Early Childhood Education, 31 May 2001.

6.1.3.6 Religion in Education Policy

6.1.4 Assessment practices in Grade R:

6.1.4.1 The practitioner should assess learner performance continuously, by applying different methods, tools and techniques (forms) of assessment.

6.1.4.2 The Learning Outcomes and Assessment Standards of Grade R as stated in the RNCS will be used for assessment.

6.1.4.3 Learner portfolios will be compiled and will consist of learners' work throughout the year.

6.1.4.4 Learner profiles will be compiled for each learner to accompany the learner to Grade 1.

6.1.4.5 Progress reports will be compiled at the end of each quarter and sent to the parents for perusal and input.

6.1.4.6 Learners progress to Grade 1 after they have completed the Reception Year and are not retained in Grade R.

6.1.5 The following records must be kept

6.1.5.1 Phase planning



6.1.5.2 Work schedule planning

6.1.5.3 Lesson planning

6.1.5.4 Records of continuous assessment

6.1.5.5 Portfolios

6.1.5.6 Learner Profiles

Appendix 2: Letter Requesting Participation



3 Jabulani
Pieter Street
Celtisdal
Centurion
0157

Date: 6 August 2008

To: The Principal and Staff

Attention:

From: Mary Clasquin-Johnson
(012) 420 5521 (w)
(012) 656 7480 (h)
084 450 8151

Letter Requesting Participation

Thank you for your willingness to participate in my research study. My topic is “Responses of Grade R Teachers to Curriculum Change”. The focus of my research is on how teachers are responding to the National Curriculum Statement (OBE). The research is being undertaken as part of my doctoral studies in Education Policy Studies at the University of Pretoria.

Participation in the study is voluntary. You may withdraw from the study at any time. The names of the school and staff members will be kept strictly confidential.

Please do not hesitate to contact me if you have any questions or concerns.

I look forward to working with you.

Sincerely

Mary Clasquin-Johnson (Student)

Dr. Christina Amsterdam (Supervisor)

Appendix 3: Letter of Informed Consent



Date: 7 November 2008

Study conducted by: Mary Clasquin-Johnson
(012) 420 5521 (w)
(012) 656 7480 (h)
084 450 8151

Letter of Informed Consent

Responses of Early Childhood Teachers to Curriculum Change

The following information is provided to help you decide whether you wish to participate in this study. Participation in the study is voluntary and you may withdraw from participation at any time. You are requested to participate in two interviews, providing information about your response to the National Curriculum Statement. The interviews will take 30-40 minutes. I also request permission to observe your classroom for two days, at your convenience.

The research will be conducted in English. I will provide a translator if you feel more comfortable communicating in another language. You will receive a copy of the interview transcript. Please let me know if there is anything that I have captured inaccurately.

If you have any questions about the research please contact me.

CONSENT:

I have read the information on this page and questions have been answered to my satisfaction. I am not waiving any of my legal rights by signing this form. I understand that my participation in the study will not lead to any material or financial gain.

Name:

Date:

Appendix 4: Interview Protocol: Grade R Teachers

Responses of Grade R Teachers to Curriculum Change

1. General:

- 1.1 How many learners are there in your class?
- 1.2 How many classes are there at the centre / school?
- 1.3 How many years have you been teaching?
- 1.4 How many years have you been teaching Grade R?
- 1.5 Which qualifications do you hold?
- 1.6 Describe your typical school day.
- 1.7 Are you aware of the NCS? If yes, how did you become aware of it?
- 1.8 How do you feel about the NCS?
- 1.9 How has the NCS influenced your teaching?
- 1.10 Have your views about teaching changed since the NCS was introduced?

2. Teachers' understanding of the official curriculum

- 2.1 Are you following the National Curriculum Statement?
- 2.2 What are the differences between the NCS and the way you taught children before it was introduced?
- 2.3 How do you plan your lessons?
- 2.4 How do you decide what you are going to teach?
- 2.5 How do you assess your Grade R learners?
- 2.6 What should children learn in Grade R?
- 2.7 How should Grade R be taught?

3. Teacher capacity

- 3.1 What do you or your centre / school need to ensure that you are able to follow the NCS?
- 3.2 What are some of the challenges you have at your centre / school?

4. Training/Professional development opportunities

- 4.1 Have you received training on the National Curriculum Statement? If yes, how many training sessions did you attend?
- 4.2 Who presented the training?
- 4.3 Where was the training held?
- 4.4 When was the training held?
- 4.5 How many training sessions were offered?
- 4.6 How has the training influenced your teaching?
- 4.7 Do you feel that you need further training? If yes, what are your further training needs?
- 4.8 Did the training lead to a qualification? If yes, which qualification?

5. Support

- 5.1 How often are you visited by departmental officials?



- 5.2 What happens during the visits?
- 5.3 Have the training presenters visited your classroom?
- 5.4 What are your needs to be able to support children's learning?
- 5.5 Do you have contact with other Grade R teachers? If yes, how often? Where does it take place? What happens during these sessions?
- 5.6 How do you relate to the foundation phase teachers at your school?

6. Learning and Teaching Support Materials

- 6.1 Does the Department of Education supply your centre / school with LTSMs?
- 6.2 Do you use additional LTSMs? Tell me about ...
- 6.3 What are your needs regarding LTSMs?

7. Parent involvement

- 7.1 How do parents participate in the centre / school?
- 7.2 What do parents want their children to learn? How do you feel about this?

Appendix 5: Interview Protocol: Principals

Responses of Grade R Teachers to Curriculum Change

1. General

- 1.1 How many Grade R learners are there in your school?
- 1.2 How many Grade R classes are there at the school?
- 1.3 How long have the Grade R classes been in existence?
- 1.4 How are your Grade R classes funded?
- 1.5 Are your teachers following the NCS?
- 1.6 How do you feel about the NCS being implemented in Grade R?

2. Role as Instructional Leader

- 2.1 How often do you visit the Grade R class/es?
- 2.2 How do the teachers decide what they are going to teach?
- 2.3 How do teachers assess their Grade R learners?
- 2.4 What should children learn in Grade R?
- 2.5 How should Grade R be taught?

3. Support

- 3.1 What do your teacher or your school need to ensure that they are able to follow the NCS?
- 3.2 What are some of the challenges that you have at your school?

4. Training/Professional Development Opportunities

- 4.1 Have your Grade R teachers received training on the National Curriculum Statement? If yes, how many sessions did they attend?
- 4.2 How has the training influenced their teaching?
- 4.3 Do you feel that they need further training? If yes, what are their further training needs?

5. Learning Support Materials

- 5.1 Does the Department of Education supply your school with LSMs?
- 5.2 What are your school's needs regarding LSMs?

Appendix 6: Classroom Observation Schedule

I plan to conduct at least two day-long observations, per teacher. In the reception year, the duration of a day-long observation will typically be five hours long (08h00-13h00). This will provide insight into how each teacher is responding to curriculum change. I believe that this will produce authentic data since it is unlikely that teachers could sustain window dressing for the duration of a school day. The second observation will confirm or refute data collected during the first observation. This will also allow me to gain a deeper understanding of each teacher's response to curriculum change.

The following checklist, adapted from Cohen, Manion and Morrison (2000:312), will guide my classroom observations.

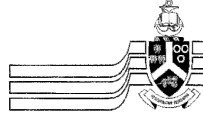
| Focus of observation | Question/s guiding observation | Purpose |
|--|---|--|
| Space: The physical setting of the classroom and outdoor area | Where is the observation (indoors/outdoors) taking place? Where do the various activities of the daily programme occur? | The context in which curriculum change occurs is significant Outdoor play is important during the Grade R daily programme, at least two hours should be devoted to outdoor play. |
| Actors: The Grade R teacher | Is the teacher implementing the official curriculum? Which theme is she/he using? | This will be asked during the first interview. Observation will provide further insight into each teacher's response: (i) ignoring, (ii) resisting, (iii) adopting, or (iv) adapting curriculum change as described in my conceptual framework. |
| Activities: The sets of related acts that are taking place | Which learning programmes are covered? Which learning areas are covered? How are learning areas integrated in the lessons/ activities? What is the sequence of activities? If activities are written, are they developmentally appropriate? | The teacher's written plans will be compared to her/his implemented activities, which are observable. The purpose of observations will also be to gain insight into the teacher's understanding of the official curriculum. The design of activities is stipulated in official curriculum policy documents and the Department of Education's guidelines to the Foundation Phase learning programmes. |



| | | |
|---|---|---|
| <p>Objects: The artefacts and physical things e.g. apparatus/ learning support materials used by the teacher</p> | <p>What learning support materials are used by the teacher for each activity? Are worksheets used? What is the content of the worksheets? How many worksheets does the teacher use per day?</p> | <p>Learning support materials are very important in the reception year. Teaching should be based on hands-on, concrete apparatus. Three-dimensional objects are especially important.</p> |
| <p>Acts: The specific actions of the teacher</p> | <p>Is there a clear introduction, presentation and conclusion of the lessons/activities? What happens during transition from one activity/lesson to the next?</p> | <p>The teacher's actions will provide further insight into her/his understanding of the official curriculum. The teacher should be following the official curriculum, and should be doing this through the "learning through play" approach, as suggested in the Foundation Phase guidelines (DoE, 2004).</p> |



Appendix 7: Ethics Clearance Certificate



UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EM08/09/04

PhD: Education Policy Studies

Responses of Early Childhood teachers to Curriculum change

Mary Clasquin-Johnson

Department of Early Childhood Education

01 July 2010

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE Prof L Ebersohn

DATE

01 July 2010

CC

Dr CEN Amsterdam

Dr NC Phatudi

Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix 8: National Curriculum Statement—Outcomes and Assessment Standards for Grade R

| |
|---|
| Literacy Learning Programme: Home Language—English |
| Home Language LO1: Listening |
| <ol style="list-style-type: none"> 1. Listens attentively to questions, instructions and announcements, and responds appropriately. 2. Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak. 3. Listens with enjoyment to oral text (simple songs, rhymes, short poems and stories), and shows understanding <ul style="list-style-type: none"> - Acts out parts of the story, song or rhyme - Joins in choruses at the appropriate time - Draws a picture of the story, song or rhyme - Notes details and gives the main idea of an oral text - Puts pictures in the right sequence 4. Develops phonic awareness: <ul style="list-style-type: none"> - Recognises that words are made up of sounds - Distinguishes between sounds, especially at the beginning and end of words - Segments oral sentences into individual words (using words of one syllable at first) - Segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats - Recognises some rhyming words in common rhymes and songs such as ‘We’re going to the zoo, zoo, zoo; you can come too, too, too’. |
| Home Language LO2: Speaking |
| <ol style="list-style-type: none"> 1. Talks about family and friends 2. Expresses own feelings and the feelings of real or imaginary people. 3. Sings and recites simple songs and rhymes 4. Uses language imaginatively for fun and fantasy (e.g. to make up rhyming words). 5. Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner. 6. Passes on messages 7. Recounts own personal experiences 8. Tells own stories and retells stories of others in own words 9. Participates confidently and fluently in a group. 10. Shows sensitivity when speaking to others 11. Role-plays different kinds and manners of speech (e.g. telephone conversations). |
| Home Language LO3: Reading and Viewing |



1. Uses visual cues to make meaning:

- Looks carefully at pictures and photographs to recognise common objects and experiences
- Identifies a picture or figure from the background
- Makes sense of picture stories
- Matches pictures and words
- Uses illustrations to understand simple captions in story books

2. Role-plays reading:

- Holds a book in the right way up, turn pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct ideas
- Distinguishes pictures from print (e.g. by pointing at words rather than pictures when reading)

3. Make meaning of written text:

- Understands the purpose of print—that it carries meaning (e.g. that a written word can signify own name)

- 'Reads' in a group with the teacher

- Makes links to own experience when reading with the teacher, viewing television or pictures

- Describes and gives opinions of characters in stories or television programmes

4. Starts recognising and making meaning of letters and words:

- Recognises that written words refer to spoken words

- Recognises and reads high frequency words such as own name and print in the environment such as 'STOP'

- 'Reads' picture books with simple captions or sentences

5. Begins to develop phonic awareness:

- Recognises initial consonant and short vowel sounds

- Recognises and names some common letters of the alphabet such as the letter the learner's name begins with

- Recognises some rhyming words in common rhymes and songs such as 'We're going to the zoo, zoo, zoo; you can come too, too, too'.

Home Language LO4: Writing

1. Experiments with writing

- Creates and uses drawings to convey a message, and as a starting point for writing

- Forms letters in different ways (e.g. by using own body to show the shapes, writing in sand)

- Understands that writing and drawing are different

- 'Writes' and asks others to give the meaning of what has been written

- Talks about own drawing and 'writing'

- Role-plays 'writing' for a purpose (e.g. telephone message, shopping list)

- Uses known letters and numerals (or approximations) to represent written language, especially letters from own name and age

- 'Reads' own emerging writing when asked to do so

- Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom)

- Copies print from the environment (e.g. labels on household items, advertisements)

- Making attempts at familiar forms of writing, using known letters (e.g. lists, messages or letters)

- Manipulates writing tools like crayons and pencils

Home Language LO5: Thinking and Reasoning



1. Uses language to develop concepts
 - Demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence
2. Uses language to think and reason:
 - Identifies and describes similarities and differences;
 - Matches things that go together, and compares things that are different;
 - Classifies things (e.g. puts all toys in box, books on shelves, crayons in tins.)
 - Identifies parts from the whole (e.g. parts of the body)
3. Uses language to investigate and explore
 - Asks questions and searches for explanations
 - Gives explanations and offer solutions
 - Offers explanations and solutions
 - Solves and completes puzzles
4. Processes information
 - Picks out selected information from a description

Home Language LO6: Language Structure and Use

1. Relates sounds to letters and words:
 - Recognises that words are made up of sounds
 - Recognises the sounds at the beginning of some words.
2. Work with words:
 - Group words (e.g. words which rhyme)
 - Identifies a word, a letter and a space in print
3. Work with sentences:
 - Communicates ideas using descriptions and action words.
4. Works with texts
 - Talk about texts (e.g. stories) using terms like 'beginning', 'middle' and 'end'.
5. Uses meta-languages (e.g. sound, word, letter, rhyme, beginning, middle, end).

Literacy Learning Programme

Additional Language—English

Additional Language LO1: Listening

1. Understands short, simple, dramatised stories:
 - Joins in choruses at appropriate points (e.g. 'he huffs and he puffs and he blows the house down'.
 - Draws a picture of a story
 - Connects the story to own life, with discussion in the home language
2. Understands simple oral instructions by responding physically
3. Show respect for classmates by giving them a chance to speak, and listening to them.

Additional Language LO2: Speaking

1. Uses and responds appropriately to simple greetings and farewells, and thanks people.
2. Memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation.
3. Uses polite forms such as "please", "thank you", and "sorry".

Additional Language LO3: Reading and Viewing

1. Recognizing some high-frequency words in the media (brand names) and the environment ("STOP", "GO")
2. Reads picture books.
3. Names the sound own name begins with (first step in phonemic awareness).
4. Learns rhymes and songs that develop phonemic awareness (e.g. "We're going to the zoo, zoo, zoo; you can come too, too, too.")

Additional Language LO4: Writing



1. Draws pictures on which the teacher writes labels.
2. Understands that writing and drawing are different.
3. Understands the purpose of writing—that it carries meaning.
4. Copies simple words already known orally.
5. Makes attempts at writing, such as trying to write own name.

Additional Language LO5: Thinking and Reasoning

1. Understands concepts and some vocabulary relating to:
 - Identify (e.g. “My name is ...”);
 - Number (e.g. one, two,...);
 - Size (e.g. big, small,...);
 - Colour (e.g. red, yellow,...).
2. Identifies similarities (e.g. by responding to an instruction such as “Put all the yellow ones together.”).

Additional Language LO6: Language Structure and Use

1. Show some understanding of question forms in oral context (e.g. “What?”, “Who?”, “How many/much/old etc...?”, “Which...?”, “Can...?”).
2. Shows some understanding of the simple present progressive tenses in oral text (e.g. “She likes school.” “He is reading.”).
3. Shows some understanding of imperatives in oral texts (e.g. “Come here.” “Don’t sit down.”).
4. Shows some understanding of modal verbs in oral texts (e.g. “I can jump/run/skip.”).
5. Shows some understanding of negative forms in oral texts (e.g. “I don’t like meat.” “I can’t swim.”).
6. Shows some understanding of plurals of nouns (e.g. book, books), including some irregular forms (e.g. tooth, teeth) in oral texts.
7. Shows some understanding of personal pronouns in oral texts (e.g. I, he, she, you, we, they).
8. Shows some understanding of prepositions in oral texts (e.g. in, at, on, to).
9. Shows some understanding of adjectives (e.g. big, small) and adverbs (e.g. slowly, quickly) in oral texts.
10. Understands between 200 and 500 common words in oral texts in context.

Numeracy Learning Programme

Mathematics LO1: Numbers, Operations and Relationships

1. Counts at least 10 everyday objects reliably
2. Says and uses number names in familiar contexts
3. Knows the number names and symbols for 1 to 10
4. Orders and compares collections of objects using the words “more”, “less” or “equal”
5. Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders.
6. Solves verbally-stated additions and subtraction problems with single-digit numbers and with solutions to at least 10.
7. Using the following techniques:
 - Building up and breaking down numbers to at least 10;
 - Doubling and halving to at least 10
 - Using concrete apparatus (e.g. counters)
8. Explains own solutions to problems.

Mathematics LO2: Patterns, Functions and Algebra

1. Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes).
2. Creates own patterns.

Mathematics LO3: Space and Shape (Geometry)



1. Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:
 - Boxes (prisms),
 - Balls (spheres)
2. Describes, sorts and compares physical three-dimensional objects according to:
 - Size,
 - Objects that roll
 - Objects that slide.
3. Builds three-dimensional objects using concrete materials (e.g. building blocks).
4. Recognises symmetry in self and own environment (with focus on front and back)
5. Describes one three-dimensional objects in relation to another (e.g. “in front of” or “behind”).
6. Follows directions (alone and/or as a member of a group or team) to move or place self within the classroom (e.g. “at the front” or “at the back”).

Mathematics LO4: Measurement

1. Describes the time of day in terms of day or night
2. Orders recurring events in own daily life.
3. Sequences events within one day.
4. Works concretely comparing and ordering objects using appropriate vocabulary to describe:
 - Mass (light, heavy, heavier)
 - Capacity (empty, full, less than, more than)
 - Length (longer, shorter, wider, tall, short)

Mathematics LO5: Data Handling

1. Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features (e.g. collects 10 dead flowers).
2. Sorts physical objects according to one attribute (property) (e.g. red shapes).
3. Draws a picture as a record of collected objects.
4. Answers questions (e.g. “Which has the most...?”) based on own picture or own sorted objects.

Life Skills Learning Programme

Life Orientation LO1: Health Promotion

1. Explains the importance of drinking only clear water and eating fresh food
2. Describes steps that can be taken to ensure personal hygiene.
3. Demonstrates precautions against the spread of communicable diseases.
4. Explains safety in the home and at school.
5. Explains the right of children to say “no” to sexual abuse, and describes ways in which to do so.

Life Orientation LO2: Social Development

1. Identifies basic rights and responsibilities in the classroom.
2. Recognises the South African flag.
3. Knows members of own family, peers and caregivers.
4. Listens to and retells a story with a moral value from own culture.
5. Identifies and names symbols linked to own religion.

Life Orientation LO3: Personal Development

1. Says own name and address
2. Describes what own body can do
3. Expresses emotions without harming self, others or property
4. Adjusts to classroom routine and follows instructions

Life Orientation LO4: Physical Development and Movement

1. Plays running, chasing and dodging games using space safety
2. Explores different ways to locomote, rotate, elevate and balance
3. Performs expressive movements using different parts of the body.
4. Participates in free play activities.

Arts and Culture LO1: Creating, Interpreting and Presenting



1. Dance
- Through play, co-ordinates simple gross and fine motor movements, including crossing the mid-line.
- Draws on play, fantasy and imagination to explore a wide variety of movements, rhythms and changes in tempo.
- Participates in simple dances based on formations and patterns.

2. Drama
- Uses voice and movement spontaneously when playing creative drama games
- Participates in make-believe situations based on imagination, fantasy and life experiences.

3. Music
- Sings and moves creatively to children's rhymes available in own environment.
- Responds in movement to variety of rhythms and changes in tempo in sounds, songs and stories.

4. Visual Arts
Freely creates images of own world in various media
Uses play and fantasy in two-dimensional and three-dimensional work.
Explores and experiments with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).

Arts and Culture LO2: Reflecting

1. Dance
- Talks about own dancing using action words

2. Drama
- Thinks about and shows how people and animals move.
- Uses concrete objects to represent other objects in dramatic play.

3. Music
- Imitates a variety of natural sounds in own environment.
Distinguishes between a talking voice and a singing voice.

4. Visual Arts
- Talks about, shares and tells stories about own artwork with others.

Arts and Culture LO3: Participating and Collaborating

1. Dance
- Responds to movement instructions that cover space without bumping or hurting others when moving forward and backwards.

2. Drama
- Participates in drama games—takes turns, waits for signals, responds to cues, and share space.
- Begins to develop empathy by assuming a variety of familiar roles.

3. Music
Brings songs from home and share them with others.

4. Visual Arts
- Demonstrates active involvement in individual and group art-making activities and the ability to share art-making equipment.

Arts and Culture LO4: Expressing and Communicating

1. Dance
Express ideas and stories creatively through movement activities that are guided but open-ended.

2. Drama
Conveys feelings and ideas through facial expression and gesture.
Creates sound effects to accompany stories told by the teacher.

3. Music
Listens and moves creatively to music, stories, songs and sounds.

4. Visual Arts
Responds to what the learner sees, perceives and experiences in own natural and constructed environment.



| |
|--|
| Technology 1: Technological Processes and Skills |
| 1. Investigates: - Physically manipulates products to explore their shape, size, colour and the materials they are made of. 2. Designs: - Chooses from the given range, materials or substances that can be used to make simple products. 3. Makes: - Makes simple products from the range of materials provided. 4. Evaluates: - Expresses own feelings about the products made. |
| Natural Sciences 1: Scientific Investigations |
| 1. Plans: - Contributes towards planning an investigative activity. - Asks and answers questions about investigation, using “show and tell” or stories to say what action is planned. 2. Does: - Participates in planned activity. - Follows simple instructions with assistance - Explains what is being done or played (e.g. games according to rules) 3. Reviews: - Thinks and talks about what has been done. - Uses simple words, pictures or other items with assistance to explain what has been done. |
| Social Sciences: |
| History 1: Historical Enquiry - Answer simple questions about stories of the past. - Retells stories about the past and draws pictures illustrating these stories. History 2: Historical Knowledge and Understanding - Discusses personal experiences in the past and present (chronology and time) - Discuss his own age in years. (chronology and time) History 3: Historical Interpretation - Responds to stories about the past (e.g. listens to a story about the past and makes comments) (source interpretation) |
| Geography 2: Geographical Knowledge and Understanding Discusses personal experiences of familiar places (people and places) |
| Economic & Management Sciences 1: The Economic Cycle: |
| 1. Identifies own personal role in the home as a consumer. 2. Recognises that advertisements influence personal needs and wants. 3. Explores and begins to understand the notions of bartering and money uses. 4. Recognises that household consists of people who must live and work together within the framework of rules (concepts of “fair” and “unfair” rules) |
| Economic & Management Sciences 2: Sustainable Growth and Development |
| 1. Differentiates between play and useful tasks at home. 2. Relates stories of responsibilities at home. 3. Recognises the need to do things well and to be committed. 4. Participates in creative activities that will stimulate entrepreneurial thinking (e.g. drawing, cutting, singing, playing, talking) |

Appendix 9: Programme of the joint Umalusi/Centre for Education Policy Development/University of the Witwatersrand Grade R Seminar, Held on 16 April 2010 at the WITS Education Campus

A joint UMALUSI, CEPD & WITS Seminar

Will Grade R really improve the quality of SA education?"

Friday 16 April 2010, Staff Lounge, Boyce Block, WITS Education Campus

Programme

14h30-15h00 Arrival and registration (Tea & Coffee served)

15h00-15h10 Opening & Welcome Address CEPD (Chair: Biki Lepota, UMALUSI)

15h10-15h30 Panel Speakers 1 & 2 Vivien Linington & Lorayne Excell (WITS)

15h30-15h50 Panel Speaker 3 Linda Biersteker (ELRU)

15h50-16h10 Panel Speaker 4 Sheila Drew (SAIDE)

16h10-16h30 Respondent Marie-Louise Samuels (DoE)

16h30-17:00 Discussion Session: Open to the Floor

17h00 Closing & Thanks Ruksana Osman (WITS)



OVERVIEW OF LEARNING PATHWAYS FOR LEARNERS REGARDING EARLY CHILDHOOD DEVELOPMENT QUALIFICATIONS

| CURRENT NQF LEVEL | FORMAL SCHOOLING AND HIGHER EDUCATION ACADEMIC PATHWAY | ECD VOCATIONAL PATHWAY | ECD OCCUPATIONAL PATHWAY |
|-------------------|--|---|---|
| 1 | General Education Certificate (GEC) (ID 63289) | GETC: ABET: ECD (LP ID 73254 against Qual ID 71751) – includes Elective specialisation in ECD at Levels 1 and 2 | Basic Certificate: Early Childhood Development (SAQA ID 23114) |
| 2 | | National Certificate: Vocational, Level 2 (ID 50440) – Specialisation in Early Childhood Development as an optional subject | Level 1 ECD Unit Standards (SAQA ID 244261 & 244263) Level 2 ECD Unit Standards (SAQA ID 244255, 244258 & 244262) |
| 3 | | National Certificate: Vocational, Level 3 (ID 50442) – Specialisation in Early Childhood Development as an optional subject | |
| 4 | National Senior Certificate (NSC) ID 49647 | National Certificate: Vocational, Level 4 (ID 50441) – Specialisation in Early Childhood Development as an optional subject | FETC: Early Childhood Development (SAQA ID 38761) |
| 5 | National Professional Diploma: Education (NPDE) – used for upskilling and reskilling for formal educator route | | Higher Certificate: Early Childhood Development – Level 5 (SAQA ID 64649) National Diploma: ECD, Level 5 (SAQA ID 64650) |
| 6 | Bachelor of Education – Specialising in Early Childhood Development: Foundation Phase ACE: Foundation Phase and Early Childhood Development | | |
| 7 | Bachelor of Education Honours: Specialising in Foundation Phase | | |
| 8 | Master of Education – Specialising in ECD PhD – Specialising in ECD | | |



WEEKLIKSE BEPLANNING

TEMA: Hulpberoepe
OUERPLAKKAAT:

ONDERWYSERES:

GROEP: Gr.R

DATUM: 11-15 Mei 2009

| Dag | 1ste Gerigte aktiwiteit | Vryspel binne (Hoofaktiwiteit Kuns, Bak en brou, Tegnologie, Blokspel, Opv.speletjie, Persepsie | Vryspel binne By-aktiwiteite | Vryspel binne Opvoedkundige speelgoed. Fantasie, blokke, boeke | 2de Gerigte aktiwiteit | Vryspel buite Sien rooster op stoor deur | 3de Gerigte aktiwiteit | Assessering |
|-----|--|---|--|--|---|--|---|--|
| Ma | Opening Die weer Tema: Die polisie en die aanklag kantoor | Collage 'n polisiemotor met 10111 as randdpatroon | Maakpolisieman (toiletrol) Ryg met Noedels Maak polisieman/-vrou legkaart | Groot houtblokke Lego Klein bou blokkies | Gesyferdheid Telaktiwiteite 1-5 Werkboek 1 bl. 54 | | Storie: Die Boemelaar Versie: Een lang maer mannetjie | LU T1,2 LU T2 nr4 LU Wisk1.1 HT LU 1 Ass 1 Tegnieke: Collage Klei |
| Di | Opening Weer Tema: Ek ontdek meer oor die polisie se werk | Vou 'n polisiehelikopter | Polisiehond van klei Dooskonstruksie - Polisie radio Teken en plak: dief in die tronk | Pennetjeborde Rekkiebode Lace up | Wetenskap: Olieverf dryf op water | | Storie: Die ongeluk voor Fezile se huis Vaslegging van versie | LU Wet1 (1-3) LU T 1.2 Tegnieke: Modelering Teken Storie= verteling |



| | | | | | | | | |
|-----------|---|---|---|--|--|-------------------|--|--|
| Wo | Opening Weer Tema: Ontdek meer oor die verkeers polisie | Rotasieprogram: | Grootmotories: Reinnette | Persepsie: Isabel | Gesyferdheid: Jackie | Musiek: Marina | Storie Rifilwe en Linda en die verkeers= man | LU T 1,2 LU 2 nr. 1 Wisk Tegnieke: Storie= vertelling |
| Do | Opening Weer Tema: Ek ontdek meer oor padveiligheid | Bak en brou: Pastaslaai | Verf 'n robot (roomystokkies) Vormkonstantheid: Vuurhoutjies Borrelblaas 'n A3 vel met rooi, oranje en geel (vir Vrydag) | Groot boublokke en diere Krale ryg Klein blokkies | Wetenskap: Spieëlbeeld van 'n tekening | | Storie: Die nare ongeluk | LU2,3 Sos Wet Tegnieke: Verf Bak en brou |
| Vr | Opening Die weer Tema: Ek ontdek meer oor die brandweer | Brandweerwa uitknip en plak by, leer en brandende gebou. | Teken met houtskool Stopstraat ryg Werkboek 1 bl.56 Kersdrup telefoon met noodnommer (10177) | Soundsnap Pennetjiebord (ryg) Rekkieborde | Wetenskap: Wat kan brand? | | Storie: The Rooftop Rescue | LU T 1,2 Tegnieke: Verf Teken Werkboek |



English Translation

THEME: Occupations that serve the community

TEACHER:

GROUP: Grade R

PARENT POSTER:

DATE: 11-15 MAY 2009

| Day | 1st Structured activity | Indoor Free Play (Main Activity) Art, Baking, Technology, Block Play, Educational game, Perceptual activity | Indoor Free Play Sub-activities | Indoor Free Play Educational games, Fantasy, block play, books | 2nd Structured Activity | Outdoor Free Play See roster on store-room's door | 3rd Structured Activity | Assessment |
|------|--|--|---|--|--|--|--|--|
| Mon | Opening The weather Theme: The police and the complaints office | Collage of a police car with 10111 border pattern | Make a policeman (toilet roll holder) Weaving with noodles Make policeman/-woman puzzle | Large wooden blocks Lego Build with small blocks | Numeracy Counting activity 1-5 Workbook 1 p.54 | | Story: The vagrant Poem: One tall, thin man | LO Lang 1,2 LO Lang 2 no4 LO Maths1.1 HL LO 1 Ass 1 Strategies: Collage Clay |
| Tues | Opening Weather Theme: I learn more about how the police work | Fold a police helicopter | Police dog modeled from clay Box construction - Police radio Draw and Paste: prisoner in jail | Peg board Lace up | Science activity: Oil paint floats on water | | Story: The accident outside Fezile's house Reinforcing / practicing Poem | LO Geog 1 (1-3) LO Lang 1.2 Strategies: Modeling Drawing Storytelling |



| | | | | | | | | |
|------|---|--|--|---|---|----------------------|---|---|
| Wed | Opening Weather Theme: Discover more about the traffic police | Rotation Programme: | Gross motor activities: Reinnette | Perceptual Activity: Isabel | Numeracy: Jackie | Music: Music teacher | Story Rifilwe and Linda and the traffic officer | LO Lang 1,2 LO 2 no. 1 Maths Strategies: Storytelling |
| Thur | Opening Weather Theme: I discover more about road safety | Baking ' Food preparation Activity: Pasta salad | Paint a robot with sucker sticks Vormkonstantheid : Match sticks bubble blowing A3 paper with red, orange and yellow (for Friday) | Large building blocks en animals Beading Small blocks | Science activity: Mirror image of a drawing | | Story: The serious accident | LO 2,3 Science Strategies: Painting Baking Activity |
| Fri | Opening The weather Theme: I discover more about the fire brigade | Fire engine Cutting and pasting fire engine, ladder and burning building | Draw with charcoal Weave a Stop sign Workbook 1 p.56 Candle wax telephone with the emergency number (10177) | Draw with charcoal Peg board Weaving | Science: What could burn? | | Story: The Rooftop Rescue | LO Lang 1,2 Strategies: Painting Drawing Workbooks |

Appendix 13: Sample Grade R Worksheets

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Going to Grade 1

Colour the following:

1. the object under the chair
2. the objects in front of the door
3. the girl outside the house
4. the flower in the middle
5. the object in the pot
6. the child on the chair
7. the object behind the tree
8. the girl inside the house
9. the animal next to the cow
10. the bird flying out of the nest



Math#LO3: Space and shape (Geometry)
AS: Describes one 3-D object in relation to another (e.g. 'in front of' or 'behind').



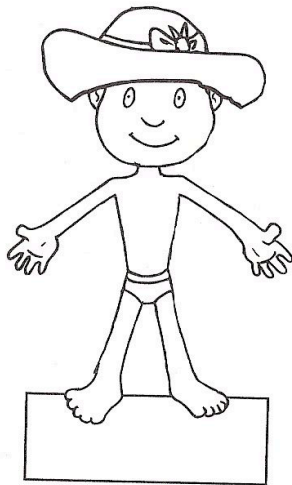
7 - Se ke seo ke se aparago

Worksheet 2

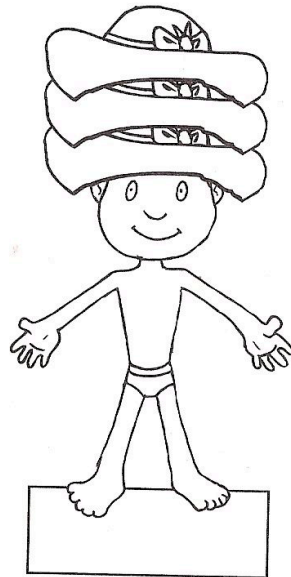
Teacher instruction:

Begin by revising the value of numbers 1 to 5. Learners count to five.
Ask how many fingers are on each hand and count them. Learners can count the hats each figure is wearing.
They then write the number and word in the box below each figure. They can use the labels at the bottom of the worksheet to help them.
This is a visual discrimination and counting activity.

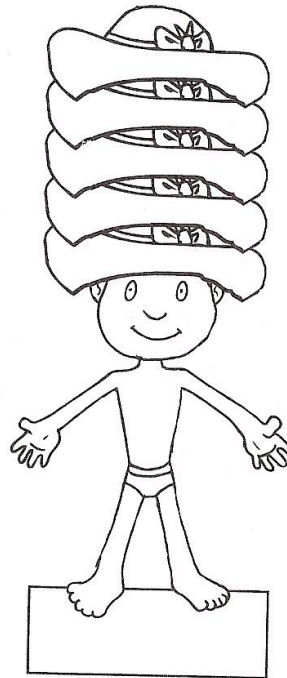
Bala mengatse



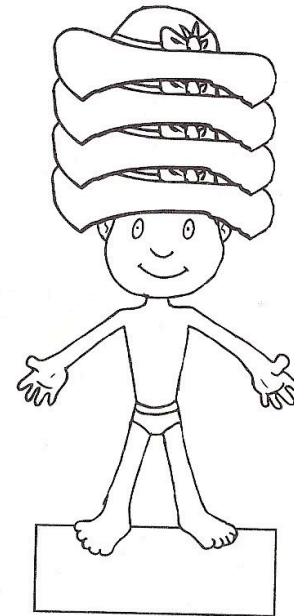
1 - tee



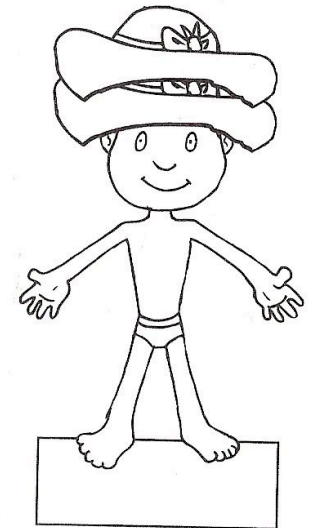
2 - pedi



3 - tharo



4 - nne



5 - hlano

Appendix 14: Participants in This Study Placed on the Conceptual Framework Matrix

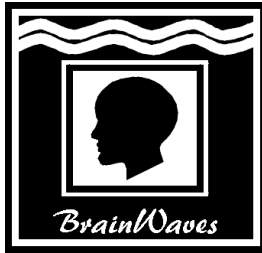
| Resist | Adapt |
|--|--|
| <p>Paige initially resisted the requirements for detailed lesson planning. Although Paige’s planning gave the impression that she was implementing the NCS, she was resisting the curriculum change “I don’t even look at it”.</p> <p>Patricia noted that she resisted parents’ demands that their children be taught to read and write.</p> <p>Jane argued that she resisted instructions from her HoD because there was no coherence between the school’s demands and the DoE’s demands. Jane resisted the lack of articulation between Grade R and Grade 1.</p> <p>The qualified teachers (Takalani, Natasha, Reinnette, Isabel and Jackie) resisted the implementation of the NCS. Instead they argued that their existing practices were already compliant. “We have always been doing OBE. Things have just been given new names.”</p> | <p>Paige adapted the official curriculum by using worksheets on a daily basis because “parents want to see what they’re paying for”. Paige stated that she was combining a play-based and formal approach. According to Paige, she was using the NCS as a “guide”.</p> <p>Patricia adapted the NCS by focusing mainly on literacy and numeracy. She extracted the underlying skills from the learning outcomes of the official curriculum.</p> <p>Anna mainly focused on the literacy and numeracy learning programmes. She extensively used worksheets.</p> <p>Jane used worksheets that accompanied scripted materials to create her own worksheets and adapted those worksheets into games. Her classroom activities were designed to facilitate the development of communication skills through fantasy play, to promote oral language acquisition and to accommodate additional language learners</p> <p>Takalani, Natasha, Reinnette, Isabel, Jackie adapted the curriculum change by planning as a team to reduce the workload. They focused primarily on the learners’ emotional readiness for school and physical development through play.</p> |
| Ignore | Adopt |
| <p>Paige said that she ignored any recommendation from training if she perceived it as something that would increase her workload.</p> <p>Patricia initially ignored the planning requirements of the NCS and her planning did not reflect the design features of NCS.</p> <p>Anna ignored the requirement to reflect on her lesson presentations. She ignored any suggestions from departmental officials if she viewed them as unrealistic and impractical for her large class.</p> <p>Jane ignored team planning with her foundation phase colleagues because she viewed them as being ignorant of Grade R.</p> <p>Takalani, Natasha, Reinnette, Isabel and Jackie ignored the advice from GDE officials because “we are way beyond what they are offering”.</p> | <p>Paige, Patricia, Anna and Jane adopted the use of scripted materials, the three Foundation Phase Learning Programmes in their primary school setting, the NCS assessment requirements, assessment procedures and reports, the focus on school readiness skills to prepare their learners for Grade 1 and the prescriptions for indoor and outdoor play requirements, although they were unable to meet some outdoor requirements due to lack of funding</p> <p>Takalani, Natasha, Reinnette, Isabel and Jackie adopted the advice they received from training offered by the Suid Afrikaanse Onderwysers Unie (South African Teachers’ Union) and from seminars organised by the Vereeniging vir Voorskoolse Onderwys en Sorg (Association for the Education and Care of Young Children, or AECYC). They also adopted the three Foundation Phase Learning Programmes, the planning requirements of the NCS, the GDE’s recommendations regarding classroom layout and the NCS assessment procedures.</p> |



Appendix 15: SKVAs Linked to Paige and Patricia's Lesson Plans

| Skills | Knowledge | Values and Attitudes |
|---|---|--|
| <ol style="list-style-type: none">1. Association2. Drawing3. Sequencing4. Communication5. Classification6. Pasting7. Recording in the appropriate place8. Construction9. Patterns10. Solving problems11. Cutting12. Running13. Chasing14. Dodging15. Locomote body16. Rotate body17. Evaluate body18. Balance body19. Singing20. Dancing21. Listening and speaking22. Recalling23. Story telling24. Copy and writing25. Asking questions26. Counting | <ol style="list-style-type: none">1. Language2. Calculations3. Knowledge of own birthday4. Time5. Importance of hygiene6. Class routine7. Seasons and weather8. Following instructions9. Learns songs and rhymes10. Uses background knowledge11. Understands that writing and drawing are different | <ol style="list-style-type: none">1. Confidence2. Take turns3. Respect for others4. Punctuality5. Consideration for others6. Patience7. Perseverance8. My body is my responsibility9. Ability to share10. Kindness11. Independence |

Appendix 16: Certificate of Editing



BrainWaves

Research & Training cc.

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17 August 2010

To whom it may concern

This hereby certifies that I have edited the PhD thesis by Mary Clasquin-Johnson, submitted to the University of Pretoria, South Africa.

Disclaimers

1. I focused on language issues, including grammar, tenses, subject-verb agreement and consistency with regard to UK spelling. I eliminated redundancy and indicated where repetition occurred.
2. I improved the word order where necessary to improve the logical flow of the story line. I also made suggestions for the improvement of the structure and numbering of sections and consistency with regard to heading styles. Final decisions rest with the student as to which suggestions to implement.
3. I was not asked to edit the Bibliography, nor check the cross referencing between the text and the Bibliography.

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Language editor

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Curriculum Vitae

Mary Gertrude Clasquin-Johnson holds a Diploma in Preprimary Education and a Higher Diploma in Junior Primary Education from Cape Town College of Education (incorporated into the Cape Peninsula University of Technology), a B. Ed. Honours with specialisation in Early Childhood Development and a Masters in Education, with specialisation in Psychology of Education, both from the University of South Africa (UNISA).

Mary has 17 years' experience in the field of early childhood education. She has worked as a reception year (Grade R) teacher, an early childhood education specialist for the South African Democratic Teachers' Union (SADTU) and was an Early Childhood Development lecturer in the Department of Teacher Education at UNISA and the Department of Early Childhood Education at the University of Pretoria. Mary is presently the Early Childhood Development unit manager at the South African National Tutor Services (SANTS).