Learning at a snail's pace: what if and what else is happening in a South African primary classroom?

Karin Murris, Joanne Peers and Nadia Woodward

From 'What if and what else are the children doing'? . . .

We re-turn¹ to data created as part of an international project on Children, Technology and Play (CTAP), a collaborative mixed-methods project between the University of Sheffield (UK) and the University of Cape Town (SA), funded by the LEGO Foundation (see Marsh et al., 2020).² Karin was the Principal Investigator of the South African part of the study involving seven pre-primary and primary schools in South Africa and 1,286 parents. Joanne was one of the researchers on the project, working closely with two schools, four children and three teachers, including Nadia, a Grade 1³ teacher. Two of the children in her class were involved in the ethnographic, qualitative component of the project as case study participants. Nadia did her 1-year teacher qualification (PGCE*) with both Karin and Joanne at the University of Cape Town.

Lecturers' routine use of pedagogies such as philosophy with children (P4C) and Reggio Emilia is at the heart of the PGCE Foundation phase. Both teaching philosophies are characterised by using questions and transmodal methods that involve the creative arts, are divergent and generate further questioning (cf. Murris, 2016). Unlike using questions that 'Google can answer', P4C and Reggio Emilia celebrate questions that focus on concepts that children have raised themselves and with meanings that are puzzling at any age. These philosophical questions provoke further enquiries that spiral into unknown territories of knowledge creation for both teacher and child. Rooted in academic research, in this chapter we present

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Michael Heinrich

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The Unresolved National Question in South Africa Edward Webster, Karin Pampallis, John Mawbey, Jeremy Cronin, 2017-03-01 This volume examines the way in which various strands of left thought have addressed the National Question The re emergence of debates on the decolonisation of knowledge has revived interest in the National Question which began over a century ago and remains unresolved Tensions that were suppressed and hidden in the past are now being openly debated Despite this the goal of one united nation living prosperously under a constitutional democracy remains elusive This edited volume examines the way in which various strands of left thought have addressed the National Question especially during the apartheid years and goes on to discuss its relevance for South Africa today and in the future Instead of imposing a particular understanding of the National Question the editors identified a number of political traditions and allowed contributors the freedom to define the question as they believed appropriate in other words to explain what they thought was the Unresolved National Question This has resulted in a rich tapestry of interweaving perceptions The volume is structured in two parts The first examines four foundational traditions Marxism Leninism the Colonialism of a Special Type thesis the Congress tradition the Trotskyist tradition and Africanism The second part explores the various shifts in the debate from the 1960s onwards and includes chapters on Afrikaner nationalism ethnic issues black consciousness feminism workerism and constitutionalism The editors hope that by revisiting the debates not popularly known among the scholarly mainstream this volume will become a catalyst for an enriched debate on our identity and our future **Multilingual** classroom contexts Christa van der Walt, Verbra Pfeiffer, 2021-12-01 By far the majority of South African students get their schooling in a second language which means that our classrooms are multilingual This state of affairs is not exclusive to our country as can be seen in the many academic conferences on multilingual learning and teaching Terms like translanguaging and biliteracy appear in many articles and books that discuss the role language in education What makes the multilingual nature of our South African classrooms challenging is the fact that many learners switch from one language of learning and teaching to another at various points in their school career from home language to English or Afrikaans after the foundation phase from one language of learning and teaching to another when they move to new schools high school or tertiary institutions This book is an attempt to highlight the transitions from home to school from foundation to intermediate phase from primary to high school and from high school to tertiary institutions The Statesman's Yearbook 2014 B. Turner, 2017-01-12 Now in its 150th edition The Statesman's Yearbook continues to be the reference work of choice for accurate and reliable information on every country in the world Covering political economic social and cultural aspects the Yearbook is also available online for subscribing institutions www statesmansyearbook com **Teachers Matter Yusef** Waghid, Nuraan Davids, 2020-07-22 Who are our teachers Should we care about who teaches our children Because who they are matters It matters because who teachers are manifests in how they teach The authors analyses of prominent teachers in

Anglo Saxon philosophy of education and Muslim philosophy of education coupled with their own narratives of what it means to be and become a teacher inform the central theme of this book namely that teachers do matter In addition no attempt at good teaching and learning can manifest without having some idea of who teachers are and who they can become In the main becoming an authentic teacher can happen only in the presence of what it means for teachers to be or become transformative dialectical and imaginative deconstructive and friendly expositors of equality and disruption eloquent and conscientious and spiritual It is such an understanding which the authors advance and dare to cultivate in our institutions of primary secondary and higher learning **Resources in Education**, 1998 *Daily Graphic* Ransford Tetteh, 2014-09-12

Cannabis/Hemp for Sustainable Agriculture and Materials Dinesh Chandra Agrawal, Rajiv Kumar, Muralikrishnan Dhanasekaran, 2022-04-08 The book contains review articles on the latest evidence based scientific knowledge and future insights on industrial hemp applications ranging from sustainable agriculture sustainable development and commercial uses of hemp derived innovative products The research articles evaluate and review the latest research and development on hemp s agronomy ecophysiology the opportunities and challenges of hemp cultivation in the different regions of the world including Africa The book reviews complete patent literature on hemp from the publication of the first patent in 1856 till the end of 2020 providing an excellent insight into hemp's business growth and future potential for industrial applications along with region and sector wise patenting activity concerning industrial hemp In addition articles describe the applications of hemp derived green materials for building construction wastewater treatment and water purification. The book will be useful as a reference book for students researchers farmers business houses and individuals interested in industrial hemp for commercial aspects sustainable development farming and other hemp derived innovative products Ethnopharmacology Michael Heinrich, 2020-07-08 The contributions selected for this ebook span the entire ten year period and we have selected examples which have had a particular impact on the debates in the field Broadly speaking they fall into four main areas Overarching reviews within ethnopharmacology Reviews of specific species or other taxa regarding their pharmacology phytochemistry and local traditional use Assessments of the pharmacological evidence for specific active compounds or classes of compounds Assessments of the safety and potential risks of herbal substances With these themes this eBook contributes to the debate about the evidence base of such practices incorporating both the scientific evidence available and the local traditional concepts associated with their use Language Policy in Ethiopia Mekonnen Alemu Gebre Yohannes, 2021-02-18 This book examines the interplay and tensions between hegemonic and counter hegemonic language policy and processes in Tigray a regional state of Ethiopia in the period of pre and post 1991 Viewing language use and language policy as dynamic social and ideological processes the book presents Ethiopia as an example of language policy creation and implementation over time in a highly volatile political context. The case of Ethiopia is unique in that different language policies and practices were put in place as the country's leaders changed through political takeovers Declared

language policies were not always implemented and those implemented were often protested The book starts with an overview and review of language policy and planning followed by a chapter on the history of such planning in Ethiopia It then presents the methodology used for the study and examines the appropriation of hegemonic LPP patterns of resistance schools and public sites as centers of resistance and the emergence and development of specific patterns of language use in different regions of the country The book ends with recommendations for future research and draws the overall conclusion that since LPP is a dynamic and multilayered contextual process official or de facto language policy is often undermined by overt or covert unofficial language policies ideologies mechanisms and agents that result in different patterns of language The Mining Journal, Railway and Commercial Gazette ,1907 Engineering and Mining Journal, 1895 use Statesman's Yearbook 2015 B. Turner, 2016-12-27 Now in its 151st edition The Statesman's Yearbook continues to be the reference work of choice for accurate and reliable information on every country in the world Covering political economic social and cultural aspects the Yearbook is also available online for subscribing institutions http www statesmansyearbook Indianapolis Monthly, 2003-12 Indianapolis Monthly is the Circle City's essential chronicle and guide an com indispensable authority on what s new and what s news Through coverage of politics crime dining style business sports and arts and entertainment each issue offers compelling narrative stories and lively urbane coverage of Indy's cultural landscape

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web registration of all recognized madarsa on the portal has been made mandatory through the portal itself the examinations of munshi maulvi secondary alim senior secondary kamil and fazil are being conducted from the year 2018

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alim 12th exam in the june month here are some easy steps to check and download the up madrsa board result directly as up madarsa board result 2024 [[] [] munshi maulvi - Jul 21 2022
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conducted recently in march 2023 for the upbme munshi molvi examination up madarsa board result 2023 munshi molvi is
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web jul 27 2022 the candidate who gave their exam can now expect their up molvi munshi alim kamil fazil result 2022 will come out from 26 july to 30 july on the upbme website a candidate who appeared for the exam will soon be notified by the board s office in a couple of hours