

Engaging Educators, Parents, and the Education Stakeholders in Enhancing Curriculum Practice in Grade R Mathematics Class

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Abstract : Recently scholars have shown much interest in the engagement and involvement of educational stakeholders in early childhood development (ECD) research, which has yielded positive results for ECD globally, especially in South Africa. Realising this gap, this study reports on the establishment of the research group comprising teachers, parents, and education stakeholders, which aimed to enhance curriculum practice in a grade R mathematics class. We adopted bricolage as a theoretical lens, mainly for its multi-layered, multi-methodological, multi-perspectival, and metatheoretical benefits to make sense in reviewing the literature as well as the empirical part of the study. A participatory action research (PAR) study using collaborative information sessions, meetings, workshops, and as well transcend movements were employed in order to engage the team to have first-hand information in enhancing curriculum practice in a grade R mathematics class was conducted. We adopted audiovisuals, photo voices, and lesson demonstrations to generate the data. The generated data were transcribed into texts that were further analysed using three levels based on the spoken or written texts and social and discursive practices. At the end of the discourses, the findings showed that engagement, involvement, and inclusion of different education stakeholders were instrumental in enhancing curriculum practice in a grade R mathematics class for the highest attainment. From the findings, we developed a strategy for engagement and involvement of teachers, parents, and the education stakeholders in enhancing curriculum practice in grade R mathematics class.

Keywords : engagement, involvement, curriculum practice, grade R, mathematics class

Conference Title : ICEITM 2022 : International Conference on Education and Innovative Teaching Methods

Conference Location : Jerusalem, Israel

Conference Dates : November 29-30, 2022