

Creating a Professional Knowledge Base for Multi-Grade Teaching: Case Studies

Authors : Matshidiso Joyce Taole, Linley Cornish

Abstract : Teacher's professional knowledge has become the focus of interest over decades and the interest has intensified in the 21st century. Teachers are expected to develop their professional academic expertise continually, on an ongoing basis. Such professional development may relate to acquiring enhanced expertise in terms of leadership, curriculum development, teaching and learning, assessment of/for learning and feedback for enhanced learning. The paper focuses on professional knowledge base required for teachers in multi-grade contexts. This paper argues that although teacher knowledge is strongly related to individual experiences and contexts, there are elements of teacher knowledge that are particular to multi-grade context. The study employed qualitative design using interviews and observations. The participants were multi-grade teachers and teaching principals. The study revealed that teachers need to develop skills such as learner grouping, differentiating the curriculum, planning, time management and be life-long learners so that they stay relevant and up to date with developments not only in the education sector but globally. This will help teachers to learn increasingly sophisticated methods for engaging the diverse needs of students in their classrooms.

Keywords : curriculum differentiation, multi-grade, planning, teacher knowledge

Conference Title : ICEIT 2015 : International Conference on Education and Information Technology

Conference Location : Bangkok, Thailand

Conference Dates : December 17-18, 2015