REPRESENTING THE MATHEMATICS INTERVENTION WITHIN A MULTI-PHASE, MULTI-FOCUS, MULTI-PROVIDER SCHOOL IMPROVEMENT PROJECT

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This poster describes a specific focus on mathematics education within a broader multidisciplinary schools development project. The poster incorporates a progressive focus in order to demonstrate how the particular mathematics education strategy supports the broader objectives articulated by the project model.

CONTENT

The poster will illustrate how a heuristic approach was incorporated into engagements at classroom level. It was assumed that in working with the teachers at the project schools, positive shifts in learner performance would be observed at these schools.

The project involved nine primary schools located in two townships, namely Mfuleni and Lwandle, in the Cape Town Metropole. The intervention strategy incorporated the following activities:

- Classroom support
- Grade/Phase meetings
- Cluster meetings

Over the period of nine months, 44 instances of classroom support occurred, 4 Grade/Phase meetings were held with an average attendance of 25 teachers per session, and three cluster meetings were held with an average attendance of 25 teachers per session.

The poster will show how the structure of the mathematics intervention was enacted through these three activities.

References

JCM Research and Evaluation Services (2012). Evaluation Report: iKwezi 1 Project. Commissioned by the D.G. Murray Trust.

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