

2.1 Differentiation

ELL: Language Support 10 minutes Strategy: Portfolio	<ul style="list-style-type: none"> -Frequency means how often something happens. Show a tally and explain that it is used to count. -Have students rephrase the definitions in their own words, either verbally or by using drawings.
Date: Small group names:	
Advanced Learners: 10 minutes	<ul style="list-style-type: none"> -Have students take 2 dice twenty times and record the sum of the two numbers in a tally table. -Complete the tally table, students need to list the possible outcomes. -Have students use the strategy of making a frequency table of their results to find the difference between the sum with the greatest number of occurrences and the sum with the lowest number of occurrences. -Work sheet 2.1
Date: Small group names:	
Tier 1: Release (10 minutes) Material: Addition table	<ul style="list-style-type: none"> -Show a tally table for the favorite seasons: Favorite Seasons: Spring 4, Summer 8, Fall 3, Winter 2. How many fewer students chose fall than summer? -Talk about how using numbers instead of tally marks can help. -Demonstrate turning the tally table into a frequency table. Have students use the frequency table to solve the problem. -Worksheet 2.1
Tier 3: 10 minutes Material: craft sticks, large sheet of paper	<ul style="list-style-type: none"> -Copy the tally table and place it on a flat surface. Display the tally marks using craft sticks. -Favorite Pets: Bird 3, Cat 6, Fish 1, Dog 7 -Look at the tally marks for Cat. Remind students that the fifth tally mark is placed across a group of four sticks. -Work with students to count the tally mark results for each pet and record the number in a frequency table.
Date: Small group names:	

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Felix Maringe, Martin Prew



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The Education Triple Cocktail Brahm Fleisch, 2018-08-15 The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new approach to improving foundational teaching and learning for schoolchildren living in working class poor and remote rural communities in resource constrained systems like South Africa At the core of this book is the theory and evidence for a powerful new interlocking and mutually reinforcing change model Inspired by the AIDS treatment story the three pronged approach of structured daily lesson plans appropriate and high quality educational materials and one on one instructional coaching to help teachers transform their instructional practices in early grade classrooms shows that it will improve learning outcomes For education systems defined by low levels of early grade learning and profoundly unequal outcomes The Education Triple Cocktail offers a theoretically informed evidence based way forward This book will be of immense use to teachers students of Education policymakers and parents *Improving Primary Mathematics Education, Teaching and Learning* Mellony Graven, Hamsa Venkat, 2017-01-19 This book focuses on how to improve the teaching and learning of primary level mathematics education within resource constrained contexts It builds on two large numeracy projects within South Africa which speak to broader global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education Diversity, Equity, and Inclusion for Mathematics and Science Education: Cases and Perspectives Lin, Cheng-Yao, Sun, Li, 2025-06-04 Diversity equity and inclusion DEI are critical pillars for transforming mathematics and science education As classrooms diversify the need to address systemic barriers and create inclusive learning environments becomes more urgent Cases on DEI in STEM education highlight the real world challenges and strategies educators face in promoting equitable access to learning opportunities dismantling biases and empowering students from historically marginalized communities Further exploration may reveal powerful teaching tools and catalyze reflective practice and institutional change encouraging educators to critically examine their roles in shaping a more inclusive future in math and science Cases on Diversity Equity and Inclusion for Mathematics and Science Education explores key issues and concepts related to diversity equity and inclusion in mathematics and science classrooms It offers solutions and successful strategies for teaching and learning in mathematics and science This book covers topics such as inclusive classrooms K 12 education pre service teaching and is a useful resource for educators sociologists academicians researchers and scientists Glimpses into Primary School Teacher Education in South Africa Sarah Gravett, Elizabeth Henning, 2020-11-05 This book explores the current landscape of Initial Teacher Education ITE in primary schools in South Africa Considering recent policy directives and initiatives it highlights the dilemmas of ITE for the primary school and gives a thorough account of innovations and initiatives to improve ITE The book presents what works best for quality preparation of

teachers in the Global South where many children rely on their teachers and school life to break the cycle of poverty. Chapters draw on evidence from workplace learning, pre-service study and primary school teacher education policy to highlight examples of promising change in teacher education in South Africa, addressing the clichés of theory versus practice head on. This book successfully brings out the challenging aspects of teacher education for childhood learning, which has otherwise been regarded as the softer option for a career in education. This book will be of great interest for academics, researchers and postgraduate students in the fields of teacher education, African education, educational policy, international education and comparative education.

Systematic Reviews of Research in Basic Education in South Africa Felix Maringe, 2021-04-09

Maringe ought to be commended for putting together an invaluable contribution to our understanding of research into a complex education system in South Africa. This volume provides a useful foundation to the current state of education quality in South Africa, including the impact of interventions. It also brings to the fore challenges still facing education transformation. The evidence presented, which taken together lays out a coherent view of how improvements could be made, is excellent. Albert Chanee Head of Planning, Gauteng Department of Education.

For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review. Now for the first time, education researchers are provided with an African-based text on the concepts and methods of conducting systematic reviews. In this exceptional work of editorship, Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic, which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand. I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent. It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence-based research that compels the attention of policymakers, planners and practitioners alike.

Prof Jonathan Jansen, Stellenbosch University

Twenty Years of Education Transformation in Gauteng 1994 to 2014 Felix Maringe, Martin Prew, 2015-05-05

Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things, whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has

fulfilled its educational mandate over the last 20 years *Struggling to Make the Grade: A Review of the Causes and Consequences of the Weak Outcomes of South Africa's Education System* Mr. Montfort Mlachila, Tlhalefang Moeletsi, 2019-03-01 While South Africa has made significant improvements in basic and tertiary education enrollment the country still suffers from significant challenges in the quality of educational achievement by almost any international metric The paper finds that money is clearly not the main issue since the South Africa's education budget is comparable to OECD countries as a percent of GDP and exceeds that of most peer sub-Saharan African countries in per capita terms The main explanatory factors are complex and multifaceted and are associated with insufficient subject knowledge of some teachers history race language geographic location and socio-economic status Low educational achievement contributes to low productivity growth and high levels of poverty unemployment and inequality Drawing on the literature the paper sketches some policy considerations to guide the debate on what works and what does not Multilingualism in Mathematics Education in Africa Anthony A. Essien, 2023-12-14 This book brings together the first book collection of African research in mathematics education in multilingual societies and chronicles current research in different linguistic contexts across the African continent including Algeria Namibia Malawi Morocco Rwanda South Africa on issues of multilingualism in mathematics education but more importantly it foregrounds pertinent issues for future research With many of the authors building on earlier path-breaking African research the book is a unique contribution of careful thinking through how linguistic diversity and multilingualism manifest in ways that differ from one geopolitical context to another This volume is an important contribution to the growing recognition of multilingualism as the global linguistic dispensation in mathematics education It is an invitation to how we might as an international community where more and more multilingualism is the norm rather than an exception pay more attention to the multilingual agency and capabilities of both students and teachers in order to better harness the epistemic potential of multiple languages in contexts of language diversity in mathematics education South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in-depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and

determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people s future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

Mathematics Teaching and Professional Learning in sub-Saharan Africa

Kakoma Luneta, 2021-12-09 The book represents a crop of wide ranging research conducted by renown scholars in sub Sahara Africa revolving around mathematics teaching and professional development programs for mathematics teachers The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners errors and misconceptions The book provides a comprehensive snapshot on mathematics teaching learning and effective professional development programmes for mathematics teachers in sub Sahara Africa It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa Kenya Rwanda Uganda Malawi Namibia Lesotho Ethiopia and Zimbabwe *Knowledge, Curriculum and Equity* Brian Barrett, Ursula Hoadley, John

Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data *Knowledge Curriculum and Equity Social Realist Perspectives* contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of

inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all

Towards Innovative Ways of Managing Curriculum in Rural Secondary Schools in the Twenty-First Century ,2023-02-17

The majority of South African principals believe that subject heads and Heads of Departments should be in charge of curriculum and teaching monitoring Due to this impression curricular management by principals does not support teaching and learning According to the KZN department of education s study from 2015 on curriculum management and delivery plan principals now spend more time on administrative responsibilities and learner discipline than on topics related to instructional leadership This book emphasizes how major social and economic development in rural areas is necessary in order to achieve actual quality education Until then the educational options available in rural areas will restrict people s ability to live long productive lives and to learn and experience freedom dignity and self respect Contributors are Bongani Thulani Gamede Samantha Govender Nontobeko Prudence Khumalo Azwidohwi Kutame Mncedisi Christian Maphalala Rachel Gugu Mkhasibe Dumisani Wilfred Mncube Ramashego Shila Mphahlele Fikile Mthethwa Edmore Mutekwe Nokuthula Hierso Ndaba Thandiwe Nonkululeko Ngema Phiwokuhle Bongiwe Ngubane Sindile Ngubane and Dumisani Nzima

Making Education Inclusive Sharon Moonsamy,Elizabeth Walton,2015-09-18 Exclusionary pressures and practices are pervasive in education despite the clamour for more inclusive education Even as classrooms worldwide become more diverse education is unlikely to become inclusive without deliberate efforts to dismantle exclusion and enable inclusion This book is a compilation of contributions to the conversation about what these efforts might entail The conversation has its origins in the Making Education Inclusive Conference held in 2013 which brought together academics and practitioners from Southern Africa and other countries Given the expectation that teachers should play a key role in promoting inclusion it is not surprising to find significant interest in teacher education from many of the contributing authors Their concerns range from explicit teacher development for pedagogical responsiveness to learner diversity to overcoming the epistemological marginalisation that learners experience where teachers are not fully confident of their subject content and how to teach it Access to education is clearly not enough and other contributors to this book concern themselves with ways in which structures and systems could be reconstituted to enable meaningful inclusion This might mean looking at how teachers might use tiered systems of behaviour support and various metacognitive strategies how physical access can be promoted on a university campus and understanding how parents think about disability Each chapter represents a different perspective on what it might mean to resist educational exclusion in its many forms and each offers possible ways to make education more inclusive

Continuing Professional Teacher Development in Sub-Saharan Africa Yusuf Sayed,2018-03-22 Continuing

Professional Teacher Development in Sub Saharan Africa explores the prospects that the on going continuous professional development CPD of teachers working in schools offers for meaningful change particularly towards improving the quality of educational provision for the majority of the continent s children By reflecting on teacher professional development efforts and their place in broader education reforms the book highlights the challenges of teacher CPD in these education contexts contexts strongly shaped by endemic poverty under development and social upheaval The collection draws together examples of innovation and resilience and the valuing of teachers as critical role players enabled and empowered through their on going development as education professionals Drawing together a wealth of experience the volume identifies the policy and research implications for the future of CPD across the continent providing important lessons that can be integrated into a post 2015 development agenda for Africa

Twenty-First Century Issues Edward Agbai,Ashraf Esmail,Henrietta M. Okoro,Sylvester Udeorah,Brandon Hamann,2025-01-15 Twenty FirstCentury Issues Perspectives of Pandemic Climate Change and Digital Transformationis a stimulating compilation of work that addresses the Twentieth Century s dichotomy and relationship to the Twenty First Century as a result of global challenges impacting health economics and digital transformation The focal point of this research is aggressively making researchers level up scientific advancements to harness needed resources Twenty First Century science and technology research is vital to meeting a broad range of global challenges related to economic growth better health sustainable development and enhanced safety and security This compilation of work gives readers insight about preparation for world improvements and how to meet the futuristic needs of civilization

Future Directions of Educational Change Helen Malone,Santiago Rincón-Gallardo,Kristin Kew,2017-08-09 Future Directions of Educational Change brings together timely discussions on social justice professional capital and systems change from some of the leading scholars in the field of education Engaging in theory and evidence based debates covering issues such as literacy education whole system reform and teacher leadership this volume argues that quality and equity are equally important in reshaping existing education systems both within the United States and globally The authors offer contextual analyses of current educational research and practice while looking toward the future and offering thought provoking arguments for challenging and rectifying the systemic inequalities within education today

Leading Change in Teacher Education Thuwayba Al Barwani,Maria Assunção Flores,David Imig,2018-12-12 The international attempt to expand schooling despite dealing with an insufficient number of trained teachers has placed significant pressure on teacher education Continued effort to change all aspects of teacher education including ways of learning methods of practice institution interaction and assessment of teaching ability in order to fulfil the desire to offer inclusive and equitable teaching for all is a serious consideration In response to this increased attention on cross national campaigns Leading Change in Teacher Education features discussions covering what has been done how and why the change has happened the journey itself and the challenges encountered along the way alongside contributions from international academics who share their

reflections and suggestions for a way forward despite a global shortage of teachers Strategies surrounding the design and delivery of education now centre on improving how teachers are prepared supported and evaluated Leading Change in Teacher Education captures the stories of international change leaders by Providing details of both the successes and challenges faced Presenting innovative practices in teacher education from around the world Describing the strategies put in place to ensure that teacher education is developing The topics discussed are relevant for educators policymakers and international organizations involved in the design and implementation of programmes in teacher education Leading Change in Teacher Education is also an invaluable resource for those looking to increase the changes occurring within teacher education

Robust Optimization of Spline Models and Complex Regulatory Networks Ayşe Özmen, 2016-05-11 This book introduces methods of robust optimization in multivariate adaptive regression splines MARS and Conic MARS in order to handle uncertainty and non linearity The proposed techniques are implemented and explained in two model regulatory systems that can be found in the financial sector and in the contexts of banking environmental protection system biology and medicine The book provides necessary background information on multi model regulatory networks optimization and regression It presents the theory of and approaches to robust conic multivariate adaptive regression splines R C MARS and robust conic generalized partial linear models R C GPLM under polyhedral uncertainty Further it introduces spline regression models for multi model regulatory networks and interprets C MARS results based on different datasets for the implementation It explains robust optimization in these models in terms of both the theory and methodology In this context it studies R C MARS results with different uncertainty scenarios for a numerical example Lastly the book demonstrates the implementation of the method in a number of applications from the financial energy and environmental sectors and provides an outlook on future research

Erster Oesterreichischer Apotheker-Kalender Joseph Girtler, 1866 **Research**
Anthology on Artificial Neural Network Applications Management Association, Information Resources, 2021-07-16
Artificial neural networks ANNs present many benefits in analyzing complex data in a proficient manner As an effective and efficient problem solving method ANNs are incredibly useful in many different fields From education to medicine and banking to engineering artificial neural networks are a growing phenomenon as more realize the plethora of uses and benefits they provide Due to their complexity it is vital for researchers to understand ANN capabilities in various fields The Research Anthology on Artificial Neural Network Applications covers critical topics related to artificial neural networks and their multitude of applications in a number of diverse areas including medicine finance operations research business social media security and more Covering everything from the applications and uses of artificial neural networks to deep learning and non linear problems this book is ideal for computer scientists IT specialists data scientists technologists business owners engineers government agencies researchers academicians and students as well as anyone who is interested in learning more about how artificial neural networks can be used across a wide range of fields

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