

Teachers Pedagogy: From the Foundation Phase to the Intermediate Phase (Grades 3-4)

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Abstract

Learner transitioning is construed in terms of learners' challenges. The transition from Grade 3 to Grade 4 in South African primary schools is challenging due to competing factors and significant developments in numeracy, literacy, and linguistics. The major obstacle is not only students' ability to adjust to complex cognitive tasks (Pretorius 2014, Robertson 2015, & Sanaco and Palumbo 2009). The students also transition in pedagogy from the Grade 3 teacher (Foundation Phase) to Grade 4 (Intermediate Phase); the teacher skills are also a contributory element. This article investigates the role of teacher pedagogy during the move from Grades 3 to 4. The study emerged from the interpretive paradigm where qualitative approaches were adopted. The participants comprised ten Foundation Phase and TEN intermediate Phase teachers from Model C schools from Motheo District in South Africa. This interpretive study uses a multiple-case study (Yin 2019) approach. The research methods are qualitative and include semi-structured interviews, document analysis, and non-participant observations to collect data. The study used Bernstein's theoretical framework of pedagogical practice. The results indicated differentiated teacher pedagogy and differentiated relationships between Grades 3-4 teachers. Teacher and learner challenges in English as a Language of Learning and Teaching (LOLT) were also contributory elements. The study suggests a need to assist intermediate teachers when teaching through English LOLT. In addition, the teachers need to know how to transition their pedagogy to match the learners in their context. The study contributes to knowledge of acquiring and adjusting to relevant pedagogical skills between Grade three and Grade four to maintain smooth progression between studies and subjects.

Keywords: Pedagogy, Framing, differentiation, transitioning pedagogy, transitioning