EFFECTIVE MANAGEMENT OF GRADE R SITES TO ENSURE QUALITY FOUNDATIONAL EDUCATION IN SEDIBENG DISTRICTS

NTOMBIZODWA AGNES MATLHARE

SPTD (Sebokeng College); FDE with cum laude (RAU); BA (NWU); B ED (NWU)

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SUPERVISOR: DR. S.J. KWATUBANA

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DECLARATION

I hereby declare that:

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is my work, that all the resources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at any other university.

N.A MATLHARE

2010
DEDICATION

This dissertation is dedicated to my family, my late father, Paulos Mabhalane Mntambo who could not see the achievement of his daughter. It is also dedicated to my late brother, Phillip Mntambo and my mother in law Rebecca Matlhare.
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SUMMARY

This study investigated the phenomenon of effective management of Grade R sites to ensure quality foundational education. The aim was achieved firstly, by exploring the fundamental nature of quality education in Grade R through a literature review. Secondly, an empirical research was conducted to investigate the management of Grade R sites to ensure quality education. Finally, recommendations on how quality education can be managed in the Grade R sites were made.

The literature review exposed a theoretical perspective of quality foundational education based on the development of systems of education that closely connect a child-centred learning environment with community development. As quality education is regarded as a transformative process of implementation, accountability and pursuit of excellence, continuous development of practitioners in order to meet the demands was found to be imperative. Quality education was, thus, found to be a function of actions aimed at enhancing quality educators, learners and the sites. The status of the communities in which the sites are, was found to be contributing to the quality of education offered in sites.

The empirical research found that although learner attendance is monitored, the drop-out rate is high. The sites are negatively affected by community/social factors against attainment of goals and as a result learners struggle to achieve. Sites are not yet ready to pursue excellent quality as they encounter obstacles to basic functionality. Another reason for inability to pursue excellent quality, was managers’ lack of knowledge regarding programmes offered in Grade R. Learners in sites are part of the nutrition programme. There is out-door equipment but it is not safe and secure for learners. Running water is accessible and flushable toilets are available.

Recommendations focus mainly on ensuring that quality education in Grade R sites is addressed in a coordinated and well-planned manner. This includes the urgent need for the training of the Grade R practitioners.
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