

Developing and Applying Classroom Rules: Foundation Phase Teachers' Perspectives

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ABSTRACT The Foundation Phase is a transitional stage from pre-school to formal schooling, especially Grade 1. The learners are often less familiar with the formal schooling space, making mistakes that teachers often regard as challenging and destructive behaviours. Therefore, this paper discusses in depth how the chosen Grade 1 educators create the rules in their classrooms and apply them. The research uses a qualitative approach to consider the experiences of teachers on creating and applying the learners' rules. Data was collected through semi-structured interviews with three teachers from Grade 1 who agreed to participate in the study. Thematic data analysis was used to analyze the data. The study found that there is often a disparity between the learners' identities and the expectations of the teacher. This includes teachers treating young children as a homogeneous group who need to adjust to formal school programmes and not vice versa.