**Teacher Education for Single-Grade Teaching Disqualifies Multi-Grade Teaching for Rural Education**

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 **Abstract**

This paper examined the collision of teacher education for single-grade teacher classroom practices on multi-grade classroom teaching. Teachers educated for the normal situation of single-grade classroom teaching are not linked to the competencies required to practice and teach multi-grade classrooms. With the current models of teacher education, none pays attention to multi-grade teaching of rural education but only focuses on monograde classroom teaching. The paper used a qualitative research methodology. The researchers felt it vital to use a qualitative approach as the paper studies the life experiences of teachers in their natural and context-specific settings. Participants were selected through purposive sampling because of their common defining characteristic in the problem under study. Data was collected through the use of semi-structured interviews and document analysis. When analysing data, a narrative analysis was used. The results of this paper indicated that teachers teaching in multi-grade classes were not educated to acquire such a pedagogical knowledge. This finding concludes that teachers have no specialised knowledge that would improve learner outcomes from the quality of teaching workforce and the quality of teaching.

**Keywords**: teacher education, single-grade teaching, disqualifies, multi-grade teaching, rural