MODULE DESCRIPTIONS

ACADEMIC LITERACY

The purpose of the module is to introduce students to various elements of Academic Literacy, such as academic writing and reading. Teaching students how to write critically is developed through learning a variety of skills including effective referencing, reading and understanding academic texts, and successfully drafting an academic essay. They will also develop study skills and competence in using the library system.

AFRIKAANS FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in Afrikaans. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

AFRIKAANS FIRST ADDITIONAL LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to equip students with the necessary skills enabling them to successfully work with an additional language in the Foundation Phase. It will empower students to teach with confidence and work meaningfully with a variety of texts in a way that will enhance their Foundation Phase teaching using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

AFRIKAANS HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of Afrikaans as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

AFRIKAANS HOME LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. This module will contribute to the development of a beginner teacher who has sound subject knowledge, highly developed language skills to teach their home language, proficiency in communicating effectively and are highly skilled communicators through the analysis of literature for children and adults, as well as the study of film.

ARTS EDUCATION 1: VISUAL

The purpose of this module is to develop design ability and present developmentally appropriate learning experiences for pre-primary, Grade R and Foundation Phase learners using a wide selection of materials and techniques to improve the creative expression in young learners. Emphasis is placed on teaching and learning in an interactive classroom where learners are encouraged to engage with two-dimensional and three-dimensional art activities in a creative manner.

ARTS EDUCATION 2: MUSIC AND MOVEMENT

The purpose of the module is to introduce students to music and movement so that they are equipped to teach the creative arts in the Foundation Phase. The module emphasises practical work which is used as a springboard to understanding music and movement concepts and elements and provides practical ideas for students to implement in Foundation Phase music and movement lessons. The module will contribute to the development of a beginner teacher who has a sound understanding of the content and basic principles of music and movement and how to teach music and movement to Foundation Phase learners, is knowledgeable about the music and movement school curriculum and is competent to assess learners in music and movement classes.

BEGINNING KNOWLEDGE

The purpose of the module is to develop concepts relating to Social Sciences, Natural Sciences and Technology in Foundation Phase learners. Fundamental core skills connected to these disciplines include conservation, cause and effect, the process of enquiry, the changing environment and the technological process. Emphasis is placed on teaching and learning in an interactive classroom where learners are encouraged to engage both with each other and the learning materials.

CODING & ROBOTICS FOR FOUNDATION PHASE

The purpose of the module is to introduce foundation phase teachers to the theoretical and practical elements which contribute to the understanding of Coding and Robotics as a technological subject specialism and relate these to the wider 'digital skills' curriculum which is being implemented nationally. The module combines elements of simplified mechanical, electronic and structural design and computerised coding to solve problems in the 21st Century context.

CURRICULUM DESIGN

The purpose of this module is to provide a solid foundation in curriculum knowledge for the Foundation Phase, curriculum development and curriculum design with the view to critically applying this knowledge to current South African practice. The underlying purpose is to motivate the developing teacher to play a formidable role as an agent of empowerment in the dynamic South African educational landscape.

EARLY CHILDHOOD DEVELOPMENT STUDIES IN FOUNDATION PHASE (FP)

The purpose of this module is to develop students' knowledge and skills in teaching children from birth to four years using the South African National Curriculum Framework (NCF) for Children from Birth to Four as a springboard for planning, facilitating and assessing developmentally-appropriate teaching and learning activities in early childhood development centres.

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EDUCATION AND DIVERSITY

South Africa is a diverse country which boasts a rich cultural and religious heritage. Teachers will encounter this diversity daily. The purpose of this module is to equip students with the knowledge, skills and values to address these issues. Furthermore, students will develop into knowledgeable, culturally aware and sensitive educators who in turn will be able to assist learners to develop an understanding of and respect for learners from different religious and cultural backgrounds and become informed and responsible citizens of South Africa.

EDUCATION THEORY AND PRACTICE

The purpose of this module is to develop a fundamental understanding of the Foundation Phase curriculum, the underlying principles of CAPS and CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 and the ability to implement learning and teaching principles to ensure successful lesson planning and effective management of the learning environment.

EDUCATIONAL PSYCHOLOGY 1

The purpose of this module is to provide the students with a broad overview of Psychology as discipline and to introduce the schools of psychological thought related to the field of Educational Psychology. The student will examine several psychological theories in order to understand the developing child from a holistic perspective. The purpose is to enable the teacher to have a deeper understanding of the child's behaviour and to consider appropriate intervention strategies to facilitate a healthy sense of well-being in the child.

EDUCATIONAL PSYCHOLOGY 2

The purpose of this module is to build on students' prior learning in the field of Educational Psychology. Students will examine a number of theories in order to understand the theoretical underpinnings of memory and learning from a cognitive, constructivist and social constructivist perspective. Furthermore, the students will analyse a personality theory to extend their understanding of children's emotional development and how this plays a role in adulthood.

EDUCATOR AND THE LAW

The purpose of the module is to equip students with an understanding of the significance of Law in Education and provide them with the skills to apply the contents of statutes and regulations to the education environment. This module will contribute to the development of a beginner teacher who will understand diversity in the South African context in order to teach in a manner that includes all learners.

ENGLISH FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in English. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

ENGLISH FIRST ADDITIONAL LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to equip students with the necessary skills enabling them to successfully work with an additional language in the Foundation Phase. It will empower students to teach with confidence and work meaningfully with a variety of texts in a way that will enhance their Foundation Phase teaching using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

ENGLISH HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of English as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

ENGLISH HOME LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. This module will contribute to the development of a beginner teacher who has sound subject knowledge, highly developed language skills to teach their home language, proficiency in communicating effectively and are highly skilled communicators through the analysis of literature for children and adults, as well as the study of film.

GRADE R TEACHING IN FOUNDATION PHASE

The purpose of the module is to introduce students to Grade R (the reception year) teaching and learning in the Foundation Phase using the relevant CAPS as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The emphasis is placed on understanding the importance of the development and growth of the Grade R learner and understanding the concepts of learning and school readiness in preparing young learners for formal schooling.

INCLUSIVE EDUCATION 1

The purpose of the module is to challenge preconceived ideas regarding the traditional model and concepts of education for children experiencing barriers to learning through focus on Inclusion Policy on international and local fronts. Focusing on Human Rights and Social Justice within South Africa and directed by Education White Paper 6 (DBE, 2001), students utilise the social model to gain insight into factors that place learners at risk of experiencing barriers to learning in the South African classroom and context.

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INCLUSIVE EDUCATION 2

The purpose of this module is to extend the student's understanding and application of inclusive principles in the South African classroom. Students examine a number of barriers to learning such as learning impairments, socio-economic barriers, children who exhibit challenging behaviours, autism spectrum disorders, and teacher burn-out as a barrier to learning. The module aims to enable students to informally and formally screen, identify and assess barriers to learning and learning support needs and then to design appropriate inclusion support plans, including curriculum differentiation, in order to minimise the impact of barriers, optimise learning, and maximise children's learning potential.

INFORMATION AND COMMUNICATION TECHNOLOGY FOR EDUCATION

The purpose of this module is to integrate the use of technology into teaching and learning and is tailored to suit the demands of the digital age. The module will develop a student's confidence and proficiency in using the computer and other technologies, smart boards, e-books; the Internet and the World Wide Web. Students will acquire the essential skills to adopt and adapt teaching technology that is required by the 21st Century media generation. The module aims to develop in-depth understanding of the computer and related technologies as learning and teaching tools.

INSTITUTIONAL TEACHING PRACTICE 4

The purpose of this module is to equip final year students with the knowledge, skills and values needed to make a meaningful contribution to the teaching profession. They share good practice observed during school-based practicum and cultivate a practical understanding of teaching and learning in a diverse range of South African schools. Students are guided and prepared for the world of the beginner teacher by exposing them to policies that relate to the profession. The aim of the module is to develop a novice teacher identity.

INTRODUCTION TO RESEARCH

This module uses a generic structure for learning the language of research within the context of the different subject-fields and worlds of work. The purpose of this module is to provide a generic, standardised, high-quality framework within which STADIO NQF level 7 students are introduced to the craft of research applicable to their field of knowledge and world of work. Within the context of relevant subject-fields and worlds of work, this module introduces students to typical instances of knowledge, guides them to formulate knowledge questions, exposes them to relevant exemplars of research outputs and research designs for solving relevant knowledge problems. Finally, the module guides them to draft an elementary proposal for a research project.

ISIXHOSA FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in isiXhosa. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

ISIXHOSA FIRST ADDITIONAL LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to equip students with the necessary skills enabling them to successfully work with an additional language in the Foundation Phase. It will empower students to teach with confidence and work meaningfully with a variety of texts in a way that will enhance their Foundation Phase teaching using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

ISIXHOSA HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of isiXhosa as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

ISIXHOSA HOME LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. This module will contribute to the development of a beginner teacher who has sound subject knowledge, highly developed language skills to teach their home language, proficiency in communicating effectively and are highly skilled communicators through the analysis of literature for children and adults, as well as the study of film.

ISIZULU FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in isiZulu. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

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ISIZULU FIRST ADDITIONAL LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to equip students with the necessary skills enabling them to successfully work with an additional language in the Foundation Phase. It will empower students to teach with confidence and work meaningfully with a variety of texts in a way that will enhance their Foundation Phase teaching using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

ISIZULU HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of isiZulu as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

ISIZULU HOME LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. This module will contribute to the development of a beginner teacher who has sound subject knowledge, highly developed language skills to teach their home language, proficiency in communicating effectively and are highly skilled communicators through the analysis of literature for children and adults, as well as the study of film.

LANGUAGE CONVERSATIONAL AFRIKAANS

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Afrikaans in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Afrikaans with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL ISIXHOSA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiXhosa in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiXhosa with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL ISIZULU

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiZulu in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiZulu with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL SEPEDI

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Sepedi in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Sepedi with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL SETSWANA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Setswana in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Setswana with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL SIGN LANGUAGE

The purpose of this module is to equip students with the necessary skills to enable them to sign a basic conversation with a Deaf person using South African Sign Language (SASL) both in the classroom and in informal settings. Students will also study elementary signed texts and develop a basic understanding of SASL linguistics. In addition, students will be exposed to pedagogical considerations to be applied when deaf or hard of hearing learners are encountered in the mainstream classroom.

LANGUAGE CONVERSATIONAL XITSONGA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Xitsonga in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Xitsonga with confidence, and speak with clarity and meaning.

LITERACY AFRIKAANS FIRST ADDITIONAL LANGUAGE

The purpose of the module is to equip teachers with the relevant skills to teach Afrikaans as a first additional language (FAL) to non-Afrikaans-speaking learners in the Foundation Phase. The point of departure for this module will be to study the CAPS document on learning Afrikaans as first additional language as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. Teachers in the Foundation Phase are to introduce Literacy in the FAL and in particular to ensure that learners develop comprehension and communication skills to be efficient in the use of FAL.

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LITERACY ENGLISH FIRST ADDITIONAL LANGUAGE

The purpose of the module is to equip teachers with the relevant skills to teach English as a First Additional Language (FAL) to non-English speaking learners in the Foundation Phase. The point of departure for this module will be to study the CAPS document on learning English as a First Additional language as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. Teachers in the Foundation Phase are to introduce Literacy in the FAL and in particular to ensure that learners develop comprehension and communication skills to be efficient in the use of FAL.

LITERACY ISIXHOSA FIRST ADDITIONAL LANGUAGE

The purpose of the module is to equip teachers with the relevant skills to teach isiXhosa as a first additional language (FAL) to non-isiXhosa-speaking learners in the Foundation Phase. The point of departure for this module will be to study the CAPS document on learning isiXhosa as first additional language as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. Teachers in the Foundation Phase are to introduce Literacy in the FAL and in particular to ensure that learners develop comprehension and communication skills to be efficient in the use of FAL.

LITERACY ISIZULU FIRST ADDITIONAL LANGUAGE

The purpose of the module is to equip teachers with the relevant skills to teach isiZulu as a first additional language (FAL) to non-isiZulu-speaking learners in the Foundation Phase. The point of departure for this module will be to study the CAPS document on learning isiZulu as first additional language as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. Teachers in the Foundation Phase are to introduce Literacy in the FAL and in particular to ensure that learners develop comprehension and communication skills to be efficient in the use of FAL.

LITERACY SEPEDI FIRST ADDITIONAL LANGUAGE

The purpose of the module is to equip teachers with the relevant skills to teach Sepedi as a first additional language (FAL) to non-Sepedi-speaking learners in the Foundation Phase. The point of departure for this module will be to study the CAPS document on learning Sepedi as first additional language as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. Teachers in the Foundation Phase are to introduce Literacy in the FAL and in particular to ensure that learners develop comprehension and communication skills to be efficient in the use of FAL.

LITERACY SETSWANA FIRST ADDITIONAL LANGUAGE

The purpose of the module is to equip teachers with the relevant skills to teach Setswana as a first additional language (FAL) to non-Setswana-speaking learners in the Foundation Phase. The point of departure for this module will be to study the CAPS document on learning Setswana as first additional language as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. Teachers in the Foundation Phase are to introduce Literacy in the FAL and in particular to ensure that learners develop comprehension and communication skills to be efficient in the use of FAL.

LITERACY AFRIKAANS HOME LANGUAGE 1

The purpose of this module is to equip students with the necessary knowledge of the key concepts and skills that underpin the teaching of Afrikaans literacy as a home language in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. This module will contribute to the development of a beginner teacher who has sound specialist knowledge in the teaching of literacy and is able to design and use effective teaching and learning strategies and resources to provide an enriched classroom environment for all learners, taking into account their diverse needs.

LITERACY AFRIKAANS HOME LANGUAGE 2

The purpose of this module is to develop knowledge of teaching literacy in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The module aims to extend learners' ability to write and become critical readers and writers using the writing process. The module builds on what students have learned about language development and extend students' knowledge of phonics and language structure and use.

LITERACY ENGLISH HOME LANGUAGE 1

The purpose of this module is to equip students with the necessary knowledge of the key concepts and skills that underpin the teaching of English literacy as a home language in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. This module will contribute to the development of a beginner teacher who has sound specialist knowledge in the teaching of literacy and is able to design and use effective teaching and learning strategies and resources to provide an enriched classroom environment for all learners, taking into account their diverse needs.

LITERACY ENGLISH HOME LANGUAGE 2

The purpose of this module is to develop knowledge of teaching literacy in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The module aims to extend learners' ability to write and become critical readers and writers using the writing process. The module builds on what students have learned about language development and extend students' knowledge of phonics and language structure and use.

LITERACY ISIXHOSA HOME LANGUAGE 1

The purpose of this module is to equip students with the necessary knowledge of the key concepts and skills that underpin the teaching of isiXhosa literacy as a home language in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. This module will contribute to the development of a beginner teacher who has sound specialist knowledge in the teaching of literacy and is able to design and use effective teaching and learning strategies and resources to provide an enriched classroom environment for all learners, taking into account their diverse needs.

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LITERACY ISIXHOSA HOME LANGUAGE 2

The purpose of this module is to develop knowledge of teaching literacy in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The module aims to extend learners' ability to write and become critical readers and writers using the writing process. The module builds on what students have learned about language development and extend students' knowledge of phonics and language structure and use.

LITERACY ISIZULU HOME LANGUAGE 1

The purpose of this module is to equip students with the necessary knowledge of the key concepts and skills that underpin the teaching of isiZulu literacy as a home language in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. This module will contribute to the development of a beginner teacher who has sound specialist knowledge in the teaching of literacy and is able to design and use effective teaching and learning strategies and resources to provide an enriched classroom environment for all learners, taking into account their diverse needs.

LITERACY ISIZULU HOME LANGUAGE 2

The purpose of this module is to develop knowledge of teaching literacy in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The module aims to extend learners' ability to write and become critical readers and writers using the writing process. The module builds on what students have learned about language development and extend students' knowledge of phonics and language structure and use.

LITERACY SEPEDI HOME LANGUAGE 1

The purpose of this module is to equip students with the necessary knowledge of the key concepts and skills that underpin the teaching of Sepedi literacy as a home language in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. This module will contribute to the development of a beginner teacher who has sound specialist knowledge in the teaching of literacy and is able to design and use effective teaching and learning strategies and resources to provide an enriched classroom environment for all learners, taking into account their diverse needs.

LITERACY SEPEDI HOME LANGUAGE 2

The purpose of this module is to develop knowledge of teaching literacy in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The module aims to extend learners' ability to write and become critical readers and writers using the writing process. The module builds on what students have learned about language development and extend students' knowledge of phonics and language structure and use.

LITERACY SETSWANA HOME LANGUAGE 1

The purpose of this module is to equip students with the necessary knowledge of the key concepts and skills that underpin the teaching of Setswana literacy as a home language in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. This module will contribute to the development of a beginner teacher who has sound specialist knowledge in the teaching of literacy and is able to design and use effective teaching and learning strategies and resources to provide an enriched classroom environment for all learners, taking into account their diverse needs.

LITERACY SETSWANA HOME LANGUAGE 2

The purpose of this module is to develop knowledge of teaching literacy in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The module aims to extend learners' ability to write and become critical readers and writers using the writing process. The module builds on what students have learned about language development and extend students' knowledge of phonics and language structure and use.

LITERACY XITSONGA HOME LANGUAGE 1

The purpose of this module is to equip students with the necessary knowledge of the key concepts and skills that underpin the teaching of Xitsonga literacy as a home language in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. This module will contribute to the development of a beginner teacher who has sound specialist knowledge in the teaching of literacy and is able to design and use effective teaching and learning strategies and resources to provide an enriched classroom environment for all learners, taking into account their diverse needs.

LITERACY XITSONGA HOME LANGUAGE 2

The purpose of this module is to develop knowledge of teaching literacy in the Foundation Phase, using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The module aims to extend learners' ability to write and become critical readers and writers using the writing process. The module builds on what students have learned about language development and extend students' knowledge of phonics and language structure and use.

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MATHEMATICS FOR FOUNDATION PHASE 1

The purpose of the module is to equip students with the necessary knowledge and skills to teach Mathematics successfully in the Foundation Phase. Mathematics in Foundation Phase 1 will focus on the teaching and learning of selected Mathematics content areas to Foundation Phase learners. This module will form the foundation for Mathematics for Foundation Phase 2 (MFP301) and Mathematics for Foundation Phase 3 (MFP402). Each module will incorporate appropriate learning theories, pedagogical principles and content areas to develop effective Mathematics teachers and will follow a logical progression and also extend the students' knowledge of the Foundation Phase.

MATHEMATICS FOR FOUNDATION PHASE 2

The purpose of this module is to equip students with the necessary knowledge and skills to teach Mathematics in the Foundation Phase using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 and also taking into account diversity of learner context and needs. Students are required to demonstrate their understanding of teaching mathematical concepts using manipulatives as informed by constructivist and social theories that emphasise how learners build connections amongst existing and new mathematical concepts. Students are also required to design and present lessons to their peers.

MATHEMATICS FOR FOUNDATION PHASE 3

The purpose of this module is to build a student's confidence in and enthusiasm for Mathematics, aiming to overcome any specific concerns and anxieties relating to Mathematics they may have as they enter their professional training. They will develop the ability to understand the mathematical thought processes of learners, so that they can vary their teaching methods and thereby help learners to develop robust concepts and self-confidence in working with the subject. Students will learn how to adapt their instruction methods to allow latitude for cooperation and discussion. This module is concerned with the development of subject and curricular knowledge and understanding of Mathematics, pedagogical understanding of effective approaches to teaching Mathematics in the Foundation Phase, the application of mathematics and practical activity is explored as central to the teaching and learning of Mathematics, alongside understanding and planning for progression.

NATURAL SCIENCE AND TECHNOLOGY EDUCATION

The purpose of this module is to develop knowledge and understanding of Natural Science and Technology as an integrated area of study in the Foundation Phase curriculum using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. In the Foundation Phase, the disciplines of Science and Technology are included in Beginning Knowledge, an area of study in the Life Skills subject. The module will develop students' Natural Science and Technology content knowledge and pedagogical content knowledge, as well as their general pedagogical knowledge.

PHYSICAL EDUCATION AND SPORT

The purpose of this module is to develop a positive attitude towards lifelong involvement in physical activity and cultivate concepts relating to all aspects of movement development in Foundation Phase learners using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. It will develop various approaches that will directly impact on the teaching of the subject in schools. The knowledge the student gains will empower them to teach Physical Education in the Foundation Phase in a way that will carry forward the value of a healthy lifestyle.

SCHOOL-BASED TEACHING PRACTICE 4

The purpose of the module is to provide students with the opportunity to apply their acquired knowledge, practical skills and professional disposition to plan and teach well structured, age appropriate and integrated lessons according to the Curriculum Assessment Policy (CAPS) for Foundation Phase. During teaching practice in a school, continuous engagement with learners allows students to experience the rigor of planning, presenting successful lessons, assessing learners work and engaging in extra-curricular activities daily. Students are encouraged to teach the class daily for a full week, as approved by the mentor teacher. To meet the requirements of this compulsory module, students must complete a minimum of six weeks (30 consecutive days) of teaching practice in a suitable South African school in Grades 1,2, 3, within the Foundation Phase.

SCHOOL MANAGEMENT

The purpose of the module is to develop an understanding of the components of the 'systems approach' required in managing a school, how society influences the management of a school, the role of school climate and culture on the management of the school and organisational demands and their impact on the managerial skills of the principal. Students will reflect critically on the value of professional relationships as the cornerstones of motivation and they will distinguish between leadership and management roles and their impact on the education environment and the importance of collective and systematic planning with stakeholders. Cultivating a culture of teaching and learning is the cornerstone of the module.

SEPEDI FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in Sepedi. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts in order to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

SEPEDI FIRST ADDITIONAL LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to equip students with the necessary skills enabling them to successfully work with an additional language in the Foundation Phase. It will empower students to teach with confidence and work meaningfully with a variety of texts in a way that will enhance their Foundation Phase teaching using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

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SEPEDI HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of Sepedi as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

SEPEDI HOME LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. This module will contribute to the development of a beginner teacher who has sound subject knowledge, highly developed language skills to teach their home language, proficiency in communicating effectively and are highly skilled communicators through the analysis of literature for children and adults, as well as the study of film.

SETSWANA FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in Setswana. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

SETSWANA FIRST ADDITIONAL LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to equip students with the necessary skills enabling them to successfully work with an additional language in the Foundation Phase. It will empower students to teach with confidence and work meaningfully with a variety of texts in a way that will enhance their Foundation Phase teaching using the relevant Curriculum Assessment Policy Statement (CAPS) as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

SETSWANA HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of Setswana as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

SETSWANA HOME LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. This module will contribute to the development of a beginner teacher who has sound subject knowledge, highly developed language skills to teach their home language, proficiency in communicating effectively and are highly skilled communicators through the analysis of literature for children and adults, as well as the study of film.

SOCIAL SCIENCES: GEOGRAPHY

The purpose of the module is to develop an understanding of the importance of geography in the Foundation Phase curriculum and a wide range of geographical skills and techniques. The module will develop knowledge and understanding of human and environmental issues globally but with special reference to Africa, exploring possible responses to issues and challenges arising from human and environmental interaction in a local/national context and examining different approaches used to sustain the environment that take into account different knowledge systems in a variety of contexts.

SOCIAL SCIENCES: HISTORY

The purpose of the module is to engage students in 20th Century history, politics and dynamics of South Africa for the period 1910 to 2000. It will develop attitudes, skills and content that will prepare a platform from which the students can engage in informed Foundation Phase teaching and learning. While students may not be able to teach such History in the Foundation Phase, it is important for them to understand how their country came to be, as well as foster a critical awareness of the world around them.

SOCIOPEDAGOGICS

The purpose of this module is to develop a detailed knowledge and appreciation of Sociopedagogics as a social science, and an understanding of the factors relating to the child's individual and social mechanisms which include the family, school, media and society in general. Students will critically analyse the child's social progression within the sociological context with a view to assessing the impact of these factors on the child's academic, emotional and social development.

TEACHING PRACTICE 1 IN FOUNDATION PHASE (FP)

The purpose of this module is to equip the students with the essential knowledge, practical skills, and professional disposition required to teach in Grade R in the Foundation Phase. Students will learn to apply their knowledge of the Curriculum Assessment Policy Statement (CAPS) for Grade R when planning and presenting developmentally appropriate lessons and activities. In addition, the module also provides the students with the opportunity to put theory into practice by teaching lessons, familiarising themselves with the school environment and daily routines, and actively participating in classroom practices under the guidance of a mentor teacher. To meet the requirements of the compulsory teaching practice component of the module, students must complete a minimum of three weeks (15 consecutive days) of teaching practice in a suitable South African school, in a Grade R class within the Foundation Phase.

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TEACHING PRACTICE 2 IN FOUNDATION PHASE (FP)

The purpose of the module is to equip students with the knowledge, practical skills and professional disposition necessary to plan and present well structured, age appropriate lessons according to the Curriculum Assessment Policy (CAPS) for Foundation Phase. It is intended to develop students' understanding of teachers' work in a culturally diverse society and to foster a positive and committed attitude towards the teaching profession. To meet the requirements of the compulsory teaching practice component of the module, students must complete a minimum of six weeks (30 days) of teaching practice in a suitable South African school in Grades 1,2, 3, within the Foundation Phase.

TEACHING PRACTICE 3 IN FOUNDATION PHASE (FP)

The purpose of the module is to equip students with the knowledge, practical skills and professional disposition to plan and present well structured, age appropriate and integrated lessons according to the Curriculum Assessment Policy (CAPS) for Foundation Phase. The module aims to develop teachers who display a positive attitude towards teaching in a culturally diverse society, whilst engaging in personal and professional development. To meet the requirements of the compulsory teaching practice component of the module, students are required to complete 6 weeks (30 days) of teaching practice in suitable schools in South Africa by attending 4-weeks (20 consecutive days) in a school in grades 1,2,3 as well as 2-weeks (10 consecutive days) in a special education school/unit/classroom.

XITSONGA HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of Xitsonga as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

XITSONGA HOME LANGUAGE FOR FOUNDATION PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. This module will contribute to the development of a beginner teacher who has sound subject knowledge, highly developed language skills to teach their home language, proficiency in communicating effectively and are highly skilled communicators through the analysis of literature for children and adults, as well as the study of film.

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