STADIO

HIGHER EDUCATION

SCHOOL OF EDUCATION

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

NQF 7 | MIN. 516 CREDITS | SAQA ID: 117853 | MIN. 4 YEARS | MODE: CONTACT LEARNING

CAMPUSES: BELLVILLE (CAPE TOWN), CENTURION (PRETORIA), MUSGRAVE (DURBAN) & WATERFALL (MIDRAND)

CAREER OPPORTUNITIES

- **FOUNDATION PHASE TEACHER**

DESCRIPTION

The STADIO Bachelor of Education in Foundation Phase Teaching is a formal qualification aimed at people who want to work with young children in the Foundation Phase of a school, from Grade R to Grade 3.

The Foundation Phase is the first phase of formal schooling in South Africa, and is very important in establishing the basis on which learners will grow in formal schooling. Learners who do well in the Foundation Phase in general will do well in later phases.

The Bachelor of Education in Foundation Phase Teaching will enable you to promote the child's social, physical, intellectual and emotional development. It is your care, oversight and attention to detail that will help young children grow to their full potential.

ARTICULATION POSSIBILITIES

Once you have passed the Bachelor of Education in Foundation Phase Teaching, you may continue your studies towards a relevant Honours degree. For more information, please contact STADIO.

MODE OF DELIVERY - CONTACT LEARNING (BLENDED CONTACT)

The programme is offered in STADIO's **Blended Contact** mode of delivery. Contact learning is aimed at students who want to attend venue-based face-to-face classes at one of STADIO's campuses. The Blended Contact mode combines classroom and online learning and teaching in a manner that includes some flexibility, while optimising the time students spend on campus. Based on the nature of the module, each module utilises a unique combination of the following learning settings:

- **Classroom:** Classroom sessions involve learning by doing, debating, arguing, trying, experimenting, practising, analysing, and sharing — all the skills students will need when they enter the world of work. Students will have the opportunity to contribute to the learning process and at the same time they will learn from the contributions of their fellow students. Class attendance of venue-based sessions is compulsory.
- **Synchronous online:** These are live online teaching sessions facilitated by a range of lecturers from different campuses. STADIO believes in encouraging students to think and engage laterally and to consider different perspectives and this is what students will get from having different experts share their knowledge with them. Students will be advised of the date and time of the session at the start of the semester, and they may connect from the comfort of their home, or from any other venue. They may also come to campus to make use of the campus Wi-Fi to join these sessions. Some of the live online sessions may be recorded, while others will not. It depends on the nature of the session and the lecturer will advise students beforehand. The lecturer will also use these sessions for group work and for discussions. These sessions are also compulsory, as they are an integral part of the teaching programme.
- **Asynchronous online:** These are recorded lectures which students will watch in their own time, but within the timelines provided in the course environment. In these short sessions, the lecturers will explain the theoretical concepts and they will work through examples, etc. Students enjoy the benefit of watching these important sessions repeatedly during the semester, as they prepare for their assessments.

Students will find a detailed timetable indicating the combination of sessions on the learning management system (Canvas) at the start of the semester. This will enable them to plan their schedule ahead of time, and to optimise travelling arrangements to and from the campus.

Contact learning is suited to students who are able to attend and are interested in participating in face-to-face classes on a physical campus and who want to become part of a campus community with all the activities that go with being on the campus. It is important to realise that class attendance is compulsory and students must commit to regularly attend classes on campus if they want to be successful and derive the best benefits of contact learning.

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OUTCOMES

1. Competence in reading, writing and speaking the language of instruction in order to enhance their own learning and learning in classrooms.
2. Technological skills and literacy to facilitate their own academic learning, and enhance teaching, learning and assessment in their classrooms.
3. Sound and current disciplinary subject knowledge underpinning the subjects they will be teaching and the ability to research and integrate indigenous knowledge into the classroom.
4. Knowledge of the foundation phase curriculum (Mathematics, Languages and Life Skills) and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.
5. Competence in curriculum differentiation in order to select, use and adjust teaching and learning strategies in ways which meet the diverse needs of the learners and the context.
6. Knowledge of the foundation phase curriculum (Mathematics, Languages and Life Skills) to strategically select, design, use, and evaluate Learner Teacher Support Material to enhance learning progress and the holistic development of all learners.
7. Knowledge and ability to evaluate and integrate relevant regulatory policies such as the Curriculum Assessment Policy Statements and related documents into teaching and learning.
8. Competence in selecting and implementing reliable and varied ways of assessing and monitoring learner progress and achievement to analyse and use the results of assessment to improve teaching and learning.
9. Competence in identifying and address barriers to learning and social challenges and work in partnership with professional service providers to address these where appropriate.
10. Competence in planning, leading, managing and administrating in diverse learning contexts.
11. Create and maintain caring, supportive and empowering environments for learners, and supporting learners in ways that are sensitive, stimulating, democratic and well-organised.
12. Competence in communicating accurately, coherently and effectively by means of oral, written, and technological skills when engaging with relevant stakeholders within the school context and community.
13. Ability to reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues, on their own teaching philosophy and practice.
14. Sound theoretical knowledge and critical understanding of the role of the teacher and schools in society by identifying, explaining, analysing and evaluating the complex relationships between education, the individual and society in the context of local, national and global change.
15. Sound knowledge of educational policy, aims, outcomes and practices within the context of the Constitution and Human Rights and its relevance to democratic transformation and participate in critical discourse that can contribute to school policy change and teaching practice.
16. Respect for and commitment to the educator profession and that they can function ethically, responsibly and professionally within the education system, an institution, and the school community.
17. 21st Century skills and beginning research skills that will enable them to pursue life-long learning and post-graduate studies in Education.
18. Basic conversational competence in at least one African language.

ADMISSION REQUIREMENTS

If you obtained your matric from 2008 onwards:
- **a National Senior Certificate (NSC) with**
  - **a minimum of 50% in four 20-credit subjects**
  - **a minimum of 50% for English Home Language or a minimum of 60% for English First Additional Language**
  - **a minimum of 50% in Mathematical Literacy or a minimum of 40% in Mathematics**
  - **25 APS points (excluding Life Orientation) OR**
- **a National Senior Certificate – Vocational Level 4 (NC(V)) with a minimum of 60% in three fundamental subjects including English and Mathematics; and a minimum of 70% in four vocational subjects**

If you obtained your matric before 2008:
- **a Senior Certificate (SC) with degree endorsement and a minimum of 50% (D) in English; OR**
- **the STADIO Higher Certificate in Pre-School Education (NQF 5); OR**
- **the STADIO Diploma in Grade R Teaching (NQF 6); OR**
- **a Higher Certificate (NQF 5), Advanced Certificate (NQF 6) or Diploma (NQF 6) in the field of:**
  - **Education;**
  - **Early Childhood Development N4-N6 (National N Diploma); or**
  - **Adult Basic Education (ABET Level 5).**

ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS

Other access pathways

STADIO is committed to achieving inclusion and to overcome barriers to access and success in higher education. Applicants who do not meet the stated admission criteria, but who have relevant work experience and/or prior learning may apply for admission under the policy on Recognition of Prior Learning (RPL). STADIO admits a maximum of 10% per cohort via RPL.

The implementation of RPL is context-specific, in terms of discipline, programme and level. Further information may be obtained from your Student Recruitment Advisor.

Mature age exemption

Candidates who do not meet the requirements for degree studies listed above, but who have reached the ages of 23 or 45 respectively, may apply for Mature Age Exemption via the USAF Matriculation Board under the following conditions:

- Candidates who have reached/will reach the age of 23 during the first year of registration and who have achieved a Senior Certificate with a pass in at least four subjects, including one of the official languages experience and including one subject on Higher Grade
- Candidates who have reached the age of 45 before or during the first year of registration.

Language

Due to the language requirements of the Bachelor of Education in Foundation Phase Teaching, you can currently only enrol in this qualification if you have passed one of the following home languages and first additional languages at Grade 12 or NQF Level 4:

- Afrikaans
- English
- isiZulu
- isiXhosa
- Sepedi
- Setswana
- Xitsonga

School-based Teaching Practice

Teaching practice is an integral part of teacher education that provides you with the opportunity to experience the excitement of a classroom environment and contributes to your professional development as a future teacher. Teaching practice is compulsory in the Bachelor of Education in Foundation Phase Teaching programme. Various teaching practice assessment methods are used during this time to evaluate the student, including reports from the school, the School of Education (SOE) teaching practice assessor, the school mentors, and your eventual Portfolio of Evidence. In addition, the SOE monitors and verifies the placement of all students at schools. A student can only commence with teaching practice once the placement has been verified by the Teaching Practice Department of the SOE.

Please note the following:

You will have to spend a minimum of 21 weeks over a 4-year period in a schools in the foundation phase (Grades R-3) under the supervision of a mentor teacher as part of your studies. You are required to attend the school from Monday to Friday for the full duration of the school day. Transport costs to and from school are to the account of the student. The number of weeks per year is based on the academic calendar of the institution.

You will be required to video-record some lesson presentations and upload these to the Learning Management System for marking, so you have to ensure that you have a suitable tablet or laptop device with sufficient storage space and data, as stipulated in the Minimum System Requirements section of this Information Pack.

You will receive full details of how your teaching practice sessions will work during the course of your studies. Refer to the teaching practice module descriptions below for more information.

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SPECIFIC REQUIREMENTS

MINIMUM SYSTEM REQUIREMENTS:

- **Wi-Fi: Reliable broadband Internet access (Wi-Fi is available on all of our campuses, but you may prefer access from home as well).**
- **Web browser: Chrome/Safari/Opera/FireFox.**
- **Computer/Laptop: A current Windows or Apple Mac computer/laptop capable of running the Office 365 software (which STADIO provides you as a STADIO student). Office 365 includes Word, Excel, PowerPoint and Outlook.**
- **PDF Viewer: The free Adobe Acrobat software.**
- **Scanning documents: Ability to scan and upload documents (typically from your cellphone or smartphone).**
- **Email/cellphone for notification and communication.**
- **Communication: A cellphone or smartphone for receiving notifications and communication (additionally WhatsApp is recommended for collaborating in student groups).**

ACCESS TO TECHNOLOGY:

STADIO School of Education uses its ONLINE student administration and learning environments to provide students with materials and resources, to conduct online assessments, create discussion opportunities and render a range of administrative services.

Therefore, having continuous access to the ONLINE facilities is essential for efficient communication, learning and success.

LANGUAGE OFFERINGS PER CAMPUS

BELLVILLE	CENTURION	MUSGRAVE	WATERFALL	DISTANCE
Afrikaans English isiXhosa Conversational Sign Language	Afrikaans English isiZulu Sepedi Setswana Xitsonga (HL only) Conversational Sign Language	Afrikaans English isiZulu Conversational Sign Language	Afrikaans English isiZulu Sepedi Setswana Xitsonga (HL only) Conversational Sign Language	Afrikaans English isiZulu isiXhosa Sepedi Setswana Xitsonga (HL only) Conversational Sign Language

STUDENT SUPPORT FOR CONTACT LEARNING STUDENTS

C4SS - CENTRE FOR STUDENT SUCCESS

The Centre for Student Success supports students with academic, psychological and financial wellness.

SAS - STUDENT ADMINISTRATION & SUPPORT

Student Administration & Support is the first port of call for all student queries and requests, they can channel your requests to the right individuals.

CURRICULUM OUTLINE

YEAR	1st YEAR	2nd YEAR	3rd YEAR	4th YEAR
Compulsory (All)	Information and Communication Technology for Education ICTE100 (12 credits)	Institutional Teaching Practice 2 ITP200 (12 credits)	Institutional Teaching Practice 3 ITP300 (12 credits)	
	Institutional Teaching Practice 1 ITP100 (12 credits)	School-based Teaching Practice 2 TPR200 (18 credits)	Physical Education and Sport PES300 (12 credits)	
	School-based Teaching Practice 1 TPR100 (18 credits)		School-based Teaching Practice 3 TPR300 (18 credits)	
Electives	English Home Language 1 EHL100 (12 credits) OR Afrikaans Home Language 1 AHL100 (12 credits) OR isiXhosa Home Language 1 XHL100 (12 credits) OR isiZulu Home Language 1 ZHL100 (12 credits) OR Sepedi Home Language 1 SPHL100 (12 credits) OR Setswana Home Language 1 SWHL100 (12 credits) OR Xitsonga Home Language 1 XTSHL100 (12 credits)	English Home Language for Foundation Phase 2 EHLF200 (12 credits) OR Afrikaans Home Language for Foundation Phase 2 AHLF200 (12 credits) OR isiXhosa Home Language for Foundation Phase 2 XHLF200 (12 credits) OR isiZulu Home Language for Foundation Phase 2 ZHLF200 (12 credits) OR Sepedi Home Language for Foundation Phase 2 SPHLF200 (12 credits) OR Setswana Home Language for Foundation Phase 2 SWHLF200 (12 credits) OR Xitsonga Home Language for Foundation Phase 2 XTSHLF200 (12 credits)		Language Conversational Afrikaans LCA400 (12 credits) OR Language Conversational isiXhosa LCX400 (12 credits) OR Language Conversational isiZulu LCZ400 (12 credits) OR Language Conversational Sign Language LCSL 400 (12 credits) OR Language Conversational Sepedi LCSP400 (12 credits) OR Language Conversational Setswana LCSW400 (12 credits) OR Language Conversational Xitsonga LCXTS400 (12 credits)
	English First Additional Language 1 EFA100 (12 credits) OR Afrikaans First Additional Language 1 AFA100 (12 credits) OR isiXhosa First Additional Language 1 XFA100 (12 credits) OR isiZulu First Additional Language 1 ZFA100 (12 credits) OR Sepedi Fist Additional Language 1 SPFA100 (12 credits) OR Setswana First Additional Language 1 SWFA100 (12 credits)	English First Additional Language for Foundation Phase 2 EFAF200 (12 credits) OR Afrikaans First Additional Language for Foundation Phase 2 AFAF200 (12 credits) OR isiXhosa First Additional Language for Foundation Phase 2 XFAF200 (12 credits) OR isiZulu First Additional Language for Foundation Phase 2 ZFAF200 (12 credits) OR Sepedi First Additional Language for Foundation Phase 2 SPFAF200 (12 credits) OR Setswana First Additional Language for Foundation Phase 2 SWFAF200 (12 credits)		

CURRICULUM OUTLINE CONTINUED

SEMESTER 1	1st YEAR	2nd YEAR	3rd YEAR	4th YEAR
Compulsory (All)	Academic Literacy ACL101 (12 credits)	Educational Psychology 1 EPS201 (12 credits)	Literacy English First Additional Language LEA301 (12 credits)	Education and Diversity EDD401 (12 credits)
	Early Childhood Development Studies ECD101 (12 credits)	Mathematics for Foundation Phase 1 MFP201 (12 credits)	Mathematics for Foundation Phase 2 MFP301 (12 credits)	Educational Psychology 2 EPS401 (12 credits)
	Grade R Teaching GRT101 (12 credits)		Natural Science and Technology Education NST301 (12 credits)	Educator and the Law LAW401 (12 credits)
				School-based Teaching Practice 4 TPR401 (18 credits)
				School Management SMT401 (12 credits)
Electives		Literacy English Home Language 1 ELI201 (12 credits) OR Literacy Afrikaans Home Language 1 ALI201 (12 credits) OR Literacy isiXhosa Home Language 1 XLI201 (12 credits) OR Literacy isiZulu Home Language 1 ZLI201 (12 credits) OR Literacy Sepedi Home Language 1 SPLI201 (12 credits) OR Literacy Setswana Home Language 1 SWLI201 (12 credits) OR Literacy Xitsonga Home Language 1 XTSLI201 (12 credits)	Literacy English Home Language 2 ELI301 (12 credits) OR Literacy Afrikaans Home Language 2 ALI301 (12 credits) OR Literacy isiXhosa Home Language 2 XLI301 (12 credits) OR Literacy isiZulu Home Language 2 ZLI301 (12 credits) OR Literacy Sepedi Home Language 2 SPLI301 (12 credits) OR Literacy Setswana Home Language 2 SWLI301 (12 credits) OR Literacy Xitsonga Home Language 2 XTSLI301 (12 credits)	

SEMESTER 2	1st YEAR	2nd YEAR	3rd YEAR	4th YEAR
Compulsory (All)	Arts Education 1: Visual ARTF102 (12 credits)	Education Theory and Practice EDU202 (12 credits)	Arts Education 2: Music and Movement ART302 (12 credits)	Curriculum Design CDN402 (12 credits)
	Beginning Knowledge BKN102 (12 credits)	Inclusive Education 1 INE202 (12 credits)	Inclusive Education 2 INE302 (12 credits)	Institutional Teaching Practice 4 ITP402 (12 credits)
		Sociopedagogics SOC202 (12 credits)	Social Sciences: Geography SSG302 (12 credits)	Introduction to Research RES472 (12 credits)
				Mathematics for Foundation Phase 3 MFP402 (12 credits)
				Social Sciences: History SSH402 (12 credits)

CURRICULUM OUTLINE CONTINUED

SEMESTER 2	1st YEAR	2nd YEAR	3rd YEAR	4th YEAR
Electives			Literacy Afrikaans First Additional Language LAA302 (12 credits) OR Literacy isiXhosa First Additional Language LXA302 (12 credits) OR Literacy isiZulu First Additional Language LZA302 (12 credits) OR Literacy Sepedi First Additional Language LSPA302 (12 credits) OR Literacy Setswana First Additional Language LSWA302 (12 credits)	
CREDITS P/YEAR	126	126	126 OR 138	138

Language of instruction: English
Students who choose English Home Language will have to do Literacy isiZulu First Additional Language LZA302 OR Literacy Afrikaans First Additional LAA302 (12 credits) in the third year to comply with the language requirements as specified in the Minimum Requirements for Teacher Education Qualifications, February 2015.

NOTE: Should a student register for XTSHL100; XTSHLF200 or XTSLI201 they will complete the module in the DL mode of delivery.

The credits for each module in the curriculum outline table is shown in brackets.

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 this module is to give the student a good overview of Afrikaans as a subject, which includes the grammatical knowledge that they need as a teacher, through to analytical and critical thinking that they will gain through the study of a variety of texts. This module will empower the student to teach Afrikaans with confidence and to speak with clarity and meaning in a way that will enhance their Foundation Phase teaching. 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.

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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.

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

The purpose of this module is to develop students' knowledge and skills in teaching children from birth to five 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.

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

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.

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MODULE DESCRIPTIONS CONTINUED

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.

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 1

The purpose of this module is to equip the student with the necessary knowledge and skills to design and facilitate an appropriate curriculum for children aged two to five years which includes children in Grade R. This module supports the school-based Teaching Practice module. It is practical in nature and provides the opportunity for students to plan, present and make resources for teaching young children in school-based settings, taking into account diversity of learner context and needs.

INSTITUTIONAL TEACHING PRACTICE 2

The purpose of this module is to provide students with the opportunity to improve their confidence in the planning and presenting of lessons, find solutions to problems that they may face whilst on school-based practicum and adopt new ideas from their peers. This is a compulsory module that supports the School-based Teaching Practice module. Students engage in self-analysis and learn to critically reflect on their own teaching to become a successful teacher. They will also learn the value of researching topics using the Curriculum and 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 as a guideline. ITP aims to develop good questioning skills, strategies to cope with teasing and assisting learners with low self-esteem in their classrooms.

INSTITUTIONAL TEACHING PRACTICE 3

The purpose of the module is to equip the student with a broad and deep understanding of topics, subject knowledge and core content before presenting a lesson in the classroom. Practical competencies of lesson planning and presentation, inclusive of reflexive practice is an integral part of this module which is intent on producing confident and competent novice teachers. They will also learn the value of researching topics using the Curriculum and 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 as a guideline. This module aims to develop knowledge and skills for 21st-Century skills.

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 main aim of this module is to give the student a good overview of isiXhosa as a subject, which includes the grammatical knowledge that they need as a teacher, to the analytical and critical thinking that they will acquire through the study of variety of texts. This module will empower the students to teach isiXhosa with self-confidence and to speak with clarity in a way that this will enhance their Foundation Phase teaching skills. Grammar and language are common elements that are addressed throughout all units, in order for students not only understand how to use language, but also be able to produce a written task that will be readable, understandable and error free. By the end of the module, not only will the student understand how language works, but they will be able to produce writing that is 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.

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 this module is to give the student a good overview of IsiZulu as a subject, which includes the grammatical knowledge that they need as a teacher, through to analytical and critical thinking that they will gain through the study of a variety of texts. This module will empower the student to teach IsiZulu with confidence and to speak with clarity and meaning in a way that will enhance their Foundation Phase teaching. 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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MODULE DESCRIPTIONS CONTINUED

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.

MODULE DESCRIPTIONS CONTINUED

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.

LITERACY ISIXHOSA HOME LANGUAGE 2

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 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

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.

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.

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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 1

The purpose of the module is to provide students with the opportunity to put theory into practice by becoming acquainted with the school environment. Students are able to observe the routine school programme and become involved in classroom practices by assisting the mentor teacher as well as teaching lessons or activities in a pre-school classroom, from birth to reception year (Grade R). Students are required to complete a minimum of 3-weeks (15 consecutive days), in school in the relevant grade.

SCHOOL-BASED TEACHING PRACTICE 2

The purpose of the module is to equip students with the ability to plan and present well structured, age appropriate and integrated lessons according to the Curriculum and 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 is intent on producing teachers who display a positive attitude towards teaching in a culturally diverse society, whilst managing themselves effectively both personally and professionally. Students are required to complete a minimum of 6 weeks (30 consecutive days) of teaching practice in a school in grades 1,2,3. The number of days are dependent on the SOE academic calendar.

SCHOOL-BASED TEACHING PRACTICE 3

The purpose of the module is to equip students with the ability to plan and present well structured, age appropriate and integrated lessons according to the CAPS document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. It is intent on producing teachers who display a positive attitude towards teaching in a culturally diverse society, whilst managing themselves effectively both personally and professionally. Students are required to complete a minimum of 5 weeks (25 consecutive days) of teaching practice in a school in grades 1,2,3. Students are also required to attend 5 days of teaching practice in a Special Education School/Unit/Classroom. The number of days are dependent on the SOE academic calendar.

SCHOOL-BASED TEACHING PRACTICE 4

The purpose of this module is to provide students with the opportunity to apply the skills of lesson planning and presentation that they learnt in the previous years. This Teaching Practice module in the final year of study is a compulsory block of school-based practicum. The continuous engagement with learners allows students to experience the rigor of thorough planning and researching of lessons, presenting successful lessons, critically reflecting on them, marking learners work and engaging in extra-mural activities on a daily basis. If mentor teachers feel confident enough in the student's abilities, they are given an opportunity to teach the class daily for a full week. Students are required to complete a minimum of 6 weeks (30 consecutive days) of teaching practice in a school in grades R,1,2,3. The number of days are dependent on the SOE academic calendar.

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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.

SEPEDI HOME LANGUAGE 1

The purpose of this module is to give the student a good overview of Sepedi as a subject, which includes the grammatical knowledge that they need as a teacher, through to analytical and critical thinking that they will gain through the study of a variety of texts. This module will empower the student to teach Sepedi with confidence and to speak with clarity and meaning in a way that will enhance their Foundation Phase teaching. 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 main aim of this module is to give the student a good overview of Setswana as a subject, which includes the grammatical knowledge that they need as a teacher, to the analytical and critical thinking that they will acquire through the study of variety of texts. This module will empower the students to teach Setswana with self-confidence and to speak with clarity in a way that this will enhance their Foundation Phase teaching skills. Grammar and language are common elements that are addressed throughout all units, in order for students not only understand how to use language, but also be able to produce a written task that will be readable, understandable and error free. By the end of the module, not only will the student understand how language works, but they will be able to produce writing that is accurate, clear and correct.

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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.

XITSONGA HOME LANGUAGE 1

The main aim of this module is to give the student a good overview of Xitsonga as a subject, which includes the grammatical knowledge that they need as a teacher, to the analytical and critical thinking that they will acquire through the study of variety of texts. This module will empower the students to teach Xitsonga with self-confidence and to speak with clarity in a way that this will enhance their teaching skills. Grammar and language are common elements that are addressed throughout all units, in order for students not only understand how to use language, but also be able to produce a written task that will be readable, understandable and error free. By the end of the module, not only will the student understand how language works, but they will be able to produce writing that is 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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STADIO

HIGHER EDUCATION

SCHOOL OF EDUCATION

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

NQF 7 │ MIN. 516 CREDITS │ SAQA ID: 117853 │ MIN. 4 YEARS │ MODE: CONTACT LEARNING

CAMPUSES: BELLVILLE (CAPE TOWN), CENTURION (PRETORIA), MUSGRAVE (DURBAN) & WATERFALL (MIDRAND)

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