

# STADIO

HIGHER EDUCATION

## SCHOOL OF EDUCATION

### BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

NQF 7 | 522 CREDITS | SAQA ID: 117848 | MIN. 4 YEARS | MODE: CONTACT LEARNING  
CAMPUSES: BELLVILLE (CAPE TOWN), CENTURION (PRETORIA), MUSGRAVE (DURBAN)  
& WATERFALL (MIDRAND)

#### CAREER OPPORTUNITIES

- INTERMEDIATE PHASE TEACHER

#### DESCRIPTION

The STADIO Bachelor of Education in Intermediate Phase Teaching is a formal qualification aimed at people who want to work with children in the Intermediate Phase of a school, from Grades 4 to 6. As an Intermediate Phase teacher you will have the exciting and immensely rewarding task of working with young children to develop their minds, bodies and social development skills.

STADIO's Bachelor of Education in Intermediate 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 children grow to their full potential.

#### ARTICULATION POSSIBILITIES

Once you have passed the Bachelor of Education in Intermediate 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.

## OUTCOMES

1. Competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning, and learning in classrooms.
2. Competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.
3. In their area/s of specialisation (phase and subject/learning area), competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.
4. In their area of specialisation, competence in selecting, using and adjusting teaching and learning strategies in ways which meet the needs of the learners and the context.
5. Competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well-organised.
6. Competence in monitoring and assessing learner progress and achievement in the specialisation.
7. Function responsibly within the education system, an institution, and the community in which the institution is located.
8. Respect for and commitment to the educator profession.

## 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 Intermediate 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 Intermediate 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 school under the supervision of a mentor teacher as part of your studies. The number of weeks per year is based on the academic calendar of the institution. 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.

## ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS CONTINUED

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.

## 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)	Fundamental Mathematics MAT100 (12 credits)	Teaching Practice Intermediate Phase 2 TPIP200 (30 credits)	Teaching Practice Intermediate Phase 3 TPIP300 (30 credits)	
	Information and Communication Technology for Education ICTE100 (12 credits)			
	Service Learning SEL100 (12 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 First Additional Language for Intermediate Phase 2 EFAI200 (12 credits) OR Afrikaans First Additional Language for Intermediate Phase 2 AFAI200 (12 credits) OR isiXhosa First Additional Language for Intermediate Phase 2 XFAI200 (12 credits) OR isiZulu First Additional Language for Intermediate Phase 2 ZFAI200 (12 credits) OR Sepedi First Additional Language for Intermediate Phase 2 SPFAI200 (12 credits) OR Setswana First Additional Language for Intermediate Phase 2 SWFAI200 (12 credits)	English Home Language for Intermediate Phase 2 EHLI300 (12 credits) OR Afrikaans Home Language for Intermediate Phase 2 AHLI300 (12 credits) OR isiXhosa Home Language for Intermediate Phase 2 XHLI300 (12 credits) OR isiZulu Home Language for Intermediate Phase 2 ZHLI300 (12 credits) OR Sepedi Home Language for Intermediate Phase 2 SPHLI300 (12 credits) OR Setswana Home Language for Intermediate Phase 2 SWHLI300 (12 credits) OR Xitsonga Home Language for Intermediate Phase 2 XTSHLI300 (12 credits)	English Home Language for Intermediate Phase 3 EHLI400 (12 credits) OR Afrikaans Home Language for Intermediate Phase 3 AHLI400 (12 credits) OR isiXhosa Home Language for Intermediate Phase 3 XHLI400 (12 credits) OR isiZulu Home Language for Intermediate Phase 3 ZHLI400 (12 credits) OR Sepedi Home Language for Intermediate Phase 3 SPHLI400 (12 credits) OR Setswana Home Language for Intermediate Phase 3 SWHLI400 (12 credits) OR Xitsonga Home Language for Intermediate Phase 3 XTSHLI400 (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 First Additional Language 1 SPFA100 (12 credits) OR Setswana First Additional Language 1 SWFA100 (12 credits)	Geography 3 GEO200 (12 credits) OR Natural Science and Technology 3 NSTI200 (12 credits) OR Creative Arts 3 ARTI200 (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)
				History 3 HIST400 (12 credits) OR Mathematics for Intermediate Phase 3 MATI400 (12 credits) OR Physical Education & Sport 3 PESI400 (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)	Education and Diversity EDD401 (12 credits)	Educational Psychology 2 EPS401 (12 credits)
	Teaching Life Skills TLS101 (12 credits)	Teaching Creative Arts TCA201 (12 credits)	Teaching Mathematics TMA301 (12 credits)	Educator and the Law LAW401 (12 credits)
		Teaching Natural Science and Technology TNT201 (12 credits)		School-based Teaching Practice 4 TPIP401 (18 credits)
				School Management SMT401 (12 credits)
Electives	Geography 1 GEO101 (12 credits) OR Natural Science and Technology 1 NSTI101 (12 credits) OR Creative Arts 1 ARTI101 (12 credits)	Teaching Home Language Afrikaans THLA201 (12 credits) OR Teaching Home Language English THLE201 (12 credits) OR Teaching Home Language isiXhosa THLX201 (12 credits) OR Teaching Home Language isiZulu THLZ201 (12 credits) OR Teaching Home Language Sepedi THLSP201 (12 credits) OR Teaching Home Language Setswana THLSW201 (12 credits) OR Teaching Home Language Xitsonga THLXS201 (12 credits)	History 1 HIST301 (12 credits) OR Mathematics for Intermediate Phase 1 MATI301 (12 credits) OR Physical Education and Sport 1 PESI301 (12 credits)	
SEMESTER 2	1st YEAR	2nd YEAR	3rd YEAR	4th YEAR
Compulsory (All)	Teaching Social Sciences TSS102 (12 credits)	Education Theory and Practice EDU202 (12 credits)	Economic and Management Sciences EMS302 (12 credits)	Learner Care and Support LCS402 (12 credits)
		Inclusive Education 1 INE202 (12 credits)	Inclusive Education 2 INE302 (12 credits)	Curriculum Design CDN402 (12 credits)
		Teaching English First Additional Language TEFA202 (12 credits)	Sociopedagogics SOC202 (12 credits)	Introduction to Research RES472 (12 credits)
				Institutional Teaching Practice 4 TPIP402 (12 credits)
Electives	Geography 2 GEO102 (12 credits) OR Natural Science & Technology 2 NSTI102 (12 credits) OR Creative Arts 2 ARTI102 (12 credits)		History 2 HIST302 (12 credits) OR Mathematics for Intermediate Phase 2 MATI302 (12 credits) OR Physical Education and Sport 2 PESI302 (12 credits)	
CREDITS P/YEAR	120	138	126	138

**NOTE:** Should a student register for XTSHL100 they will complete the module in the DL mode of delivery.

# 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 INTERMEDIATE 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 Intermediate Phase. It will empower students to teach with confidence, work meaningfully with a variety of texts in a way that will enhance their Intermediate 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 Intermediate Phase teaching. Grammar and language are common elements that are addressed across all units and by the end of the course 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 INTERMEDIATE PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. With a heavy focus on children's literature and poetry, this module will contribute to the development of a beginner teacher who has sound subject knowledge and relevant understanding of literature and the developing child. Through the critical study of a film and a novel, the module contributes to the beginner teacher's language and critical thinking skills which will enable them to teach their home language confidently.

## AFRIKAANS HOME LANGUAGE FOR INTERMEDIATE PHASE 3

One of the advantages of literary study is that it allows for the development of connections to be made, and for those connections to become more visible; between the reader and the text in the way a personal conflict will influence the interpretation of a poem; between internalised ideologies and literary texts; between text and context. This module aims to nurture and develop those connections through a literature focus. It is aimed at developing the beginning teacher as a critical thinker, analyser, reader, writer and debater, who is able to view the world through various lenses. These skills are essential for living and working in a diverse and multicultural world.

## CREATIVE ARTS 1

The module introduces students to visual arts both practically, through producing works of art, and academically, by critically engaging with a variety of works of art. The course will consider the place of art in the primary school by defining its purpose and by looking at the artistic development of children. This module will assist students to identify, discuss and utilise basic art elements and design principles in their own work and the work of others. It will build on their ability to use art elements and design principles effectively. In addition, students will be able to critically discuss famous artworks with an emphasis on personal expression, creativity and interpretation.

## CREATIVE ARTS 2

The purpose of the module is to introduce students to drama by considering some of the primary elements of drama and by experimenting with these elements in practical sessions. This module aims to develop teachers who have sound subject knowledge, can communicate effectively, are knowledgeable about the school curriculum and are able to reflect critically on their own practice.



## MODULE DESCRIPTIONS CONTINUED

### CREATIVE ARTS 3

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 Intermediate Phase. The module emphasises practical work which is used as a springboard to understanding music and movement concepts and elements. This module aims to develop teachers who have sound subject knowledge, communicate effectively, are knowledgeable about the school curriculum and are able to reflect critically on their own practice.

### CURRICULUM DESIGN

The purpose of this module is to provide a solid foundation in curriculum knowledge for the Intermediate 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.

### ECONOMIC AND MANAGEMENT SCIENCES

The purpose of this module is to develop basic knowledge and understanding of the economy and the business world. It will develop content, attitudes and real-life skills for personal development and informed teaching and learning. The module focuses on topics relating to the teaching of the economy, entrepreneurship and financial literacy to learners in the Intermediate Phase (Grades 4-6) and Senior Phase (Grades 7).

### 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 Intermediate 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 extend on students' prior learning in the field of Educational Psychology. Students will examine several 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 on their understanding of children's emotional development and how this plays a role in adulthood.

### 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.



## MODULE DESCRIPTIONS CONTINUED

### EDUCATOR AND THE LAW

The purpose of the module is to equip students with an understanding of the significance of Law in Education and 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. They will be able to identify learning or social problems and work in partnership with professional service providers to address these. They will have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.

### 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 INTERMEDIATE 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 Intermediate Phase. It will empower students to teach with confidence, work meaningfully with a variety of texts in a way that will enhance their Intermediate 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 course 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 INTERMEDIATE PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. With a heavy focus on children's literature and poetry, this module will contribute to the development of a beginner teacher who has sound subject knowledge and relevant understanding of literature and the developing child. Through the critical study of a film and a novel, the module contributes to the beginner teacher's language and critical thinking skills which will enable them to teach their home language confidently.

### ENGLISH HOME LANGUAGE FOR INTERMEDIATE PHASE 3

One of the advantages of literary study is that it allows for the development of connections to be made, and for those connections to become more visible; between the reader and the text in the way a personal conflict will influence the interpretation of a poem; between internalised ideologies and literary texts; between text and context. This module aims to nurture and develop those connections through a literature focus. It is aimed at developing the beginning teacher as a critical thinker, analyser, reader, writer and debater, who is able to view the world through various lenses. These skills are essential for living and working in a diverse and multicultural world.

### FUNDAMENTAL MATHEMATICS

The purpose of the module is to prepare students to know, understand and use the basic principles and concepts of mathematics. This module will provide prospective teachers with an understanding of the fundamental principles that underlie intermediate phase school mathematics while at the same time making connections to the mathematics they will teach. It is envisaged that their increased content knowledge and pedagogical skill will result in an observable, enhanced level of enthusiasm and comfort with mathematics, which will in turn foster a deeper understanding, and appreciation of mathematics in their students.

## MODULE DESCRIPTIONS CONTINUED

### GEOGRAPHY 1

The module will trace the development of geography, the changes in its approaches, and the development of its nature as a subject and its multifaceted branches and applications. The module will develop the student's ability to investigate by means of a wide variety of sources, the origins of cartography and elaborate on their multiple projections and implications thereof from historical to mathematical perspectives. They will also be able to demonstrate extensive integration of technology to investigate map identification, development, features and applications and integrate maps, GIS, computer device, traditional research and writing to identify settlement patterns. Students will acquire the skills to integrate maps, GIS technology, traditional research and writing to explain the relationship between human activities and physical features of South Africa as well as be able to show the relevance of GIS in assisting humans' engaged activity.

### GEOGRAPHY 2

The purpose of the module is to develop student's ability to draw on the information about early settlements covered in GEO101 and to understand the growth patterns and transition of urban centres on different continents in More and Less Developed countries. Students will be able to demonstrate geographical and environmental knowledge and understanding of the interrelationship between people, natural resources and the environment in a variety of international settings. Students will make informed decisions about social and environmental issues and problems of urbanisation on a local, national and global scale.

### GEOGRAPHY 3

The purpose of the module is to develop an understanding of the importance of Geography in the Intermediate 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, explore possible responses to issues and challenges arising from human and environmental interaction in a local/national context, examine different approaches used to sustain the environment that take into account different knowledge systems in a variety of contexts, critically discuss visual stimuli to raise visual literacy capabilities and examine the effect of attitudes and values when solving problems.

### HISTORY 1

The purpose of this module is to teach the student to distinguish between the past and history (a deliberate study and interpretation of what happened). They will also gain a critical understanding of how African societies interacted and evolved fluidly and simultaneously. Students will be taught to recognise the influence and value of the ancient civilizations in the development of modern societies and practices and to utilise extensive online resources via tablet technology, and literature – based enquiry skills to investigate the history and the present. Students will also be exposed to historical knowledge and understanding by interpreting various aspects of history, constructing and communicating historical knowledge effectively, in written and oral forms.

### HISTORY 2

The purpose of the module is to develop a student's ability to appreciate the value of the subject history, in studying changes and development in society over time, with reference to the making of the modern world. The module will develop the student's ability to compare and contrast a wide variety of historical sources to construct a continuum of development of a range of modes of transport. Students will also acquire the skill to access and apply primary and secondary historical sources of information as well as collate a range of self-devised notes from electronic sources to explain the development of ancient writing. Students will also be able to comment critically on historical academic articles thereby contributing to discussion on indigenous knowledge systems.

### HISTORY 3

The purpose of the module is to engage students in the 20th Century history, politics and dynamics of South Africa for the period 1910 – 2000. It will develop attitudes, skills and content that will prepare a platform from which the students can engage in informed Intermediate Phase teaching and learning. While students may not be able to teach such History in the Intermediate 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.

### 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.

## MODULE DESCRIPTIONS CONTINUED

### 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, 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-BASED TEACHING PRACTICE INTERMEDIATE PHASE 4

The purpose of this module is to equip final year Intermediate phase students with knowledge, skills and values to make a meaningful contribution to the teaching profession. Constructing a 'teacher self' identity is based on the student teacher's own experiences, their beliefs about teaching and the professional environments to which the student teacher is exposed. This module integrates teaching practice in schools with the theoretical professional identity framework underpinning personal experience and reflective opportunities.

### 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 INTERMEDIATE 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 INTERMEDIATE 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.

### ISIXHOSA HOME LANGUAGE FOR INTERMEDIATE PHASE 3

One of the advantages of literary study is that it allows for the development of connections to be made, and for those connections to become more visible; between the reader and the text in the way a personal conflict will influence the interpretation of a poem; between internalised ideologies and literary texts; between text and context. This module aims to nurture and develop those connections through a literature focus. It is aimed at developing the beginning teacher as a critical thinker, analyser, reader, writer and debater, who is able to view the world through various lenses. These skills are essential for living and working in a diverse and multicultural world.

## MODULE DESCRIPTIONS CONTINUED

### 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 INTERMEDIATE 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 Intermediate Phase. It will empower students to teach with confidence, work meaningfully with a variety of texts in a way that will enhance their Intermediate 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 Intermediate Phase teaching. Grammar and language are common elements that are addressed across all units and by the end of the course 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 INTERMEDIATE PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. With a heavy focus on children's literature and poetry, this module will contribute to the development of a beginner teacher who has sound subject knowledge and relevant understanding of literature and the developing child. Through the critical study of a film and a novel, the module contributes to the beginner teacher's language and critical thinking skills which will enable them to teach their home language confidently.

### ISIZULU HOME LANGUAGE FOR INTERMEDIATE PHASE 3

One of the advantages of literary study is that it allows for the development of connections to be made, and for those connections to become more visible; between the reader and the text in the way a personal conflict will influence the interpretation of a poem; between internalised ideologies and literary texts; between text and context. This module aims to nurture and develop those connections through a literature focus. It is aimed at developing the beginning teacher as a critical thinker, analyser, reader, writer and debater, who is able to view the world through various lenses. These skills are essential for living and working in a diverse and multicultural world.

### 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 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.

## MODULE DESCRIPTIONS CONTINUED

### 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 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.

### LEARNER CARE AND SUPPORT

The purpose of this module is to extend students' understanding of the guidance, care and support roles that teachers play in relation to the Learner Care and Support for Teaching and Learning (CSTL) Framework for South African Schools (Department of Basic Education and MIET Africa, 2010). On successful completion of this module, students will be able to draw on contemporary research to outline the impact that critical issues can have on learners in the Intermediate Phase of schooling. Students will be able to demonstrate an ability to offer practical strategies for developing skills in learners and providing support to learners at an individual, classroom and school level in accordance with current educational policy and practice. The intention is that by extending students' understanding of the specific guidance, care and support roles schools will be encouraged to offer a platform of invaluable guidance and support in the holistic development of learners.

### MATHEMATICS FOR INTERMEDIATE PHASE 1

This module focuses on a range of fundamental concepts of mathematics aimed at increasing the mathematical knowledge and related pedagogical skills of Intermediate Phase mathematics teacher. It provides prospective teachers with an understanding of the fundamental principles that underlie intermediate phase school mathematics, while at the same time making connections to the teaching and learning of mathematics in these grades, but more specifically in the Intermediate Phase.

### MATHEMATICS FOR INTERMEDIATE PHASE 2

The purpose of this module is for students to understand the theory and practice that informs the content areas required for Intermediate Phase mathematics and demonstrate conceptual, strategic and procedural proficiency in their own understanding of mathematics. They will be taught to exhibit adaptive reasoning regarding the big ideas and relationships in mathematics, recognise and value the importance of mathematics in all spheres of human endeavour.

### MATHEMATICS FOR INTERMEDIATE PHASE 3

The purpose of this module is to expose students to the theory and practice that informs the content areas required for intermediate phase (IP) mathematics, demonstrate conceptual, strategic and procedural proficiency in their own understanding of mathematics, exhibit adaptive reasoning regarding the big ideas and relationships in mathematics.

### NATURAL SCIENCE AND TECHNOLOGY 1

NSTI 101 is the first of three modules that make up the suite of Natural Science and Technology modules. Each module builds content on the following strands of Natural Science: "Life and Living", "Matter and Material", "Energy and Change" and "Planet Earth and Beyond". It incorporates Technology strands including: "Structures", "Materials Processing", and "Systems and Control".

The purpose of the first module is to introduce students to the Natural Science and Technology disciplines and develop their knowledge and understanding of the content strands linked to each, whilst simultaneously developing their knowledge and understanding of the underpinning principles of their integrated relationship in the South African Intermediate Phase curriculum. Knowledge and understanding of the Natural Sciences and Technology Intermediate and Senior Phase curricula are embedded in this module.

## MODULE DESCRIPTIONS CONTINUED

### NATURAL SCIENCE AND TECHNOLOGY 2

NSTI 102 is the second in a suite of three natural science and technology modules. Each module builds content on the following strands of the natural sciences syllabus: “Life and Living”, “Matter and Material”, “Energy and Change” and “Planet Earth and Beyond”. Technology strands including: “Design Process”, “Mechanisms”, “Materials Processing”, and “Systems and Control”.

The purpose of this module is to provide content and practical knowledge in the different areas of the life science, physical science and technology curricula. Moreover, the course intends to harness the development of a scientific attitude by assisting students to make critical observations to contribute to unbiased and impartial thinking.

### NATURAL SCIENCES AND TECHNOLOGY 3

NSTI 200 is the third in a suite of three modules which cover the Natural Sciences and Technology subject area. Each module builds content on the following strands of Natural Sciences: Life and Living, Planet Earth and Beyond, Matter and Material and Energy and Change. Technology strands include: Structures, Materials Processing and Systems and Control.

The purpose of this module is to provide content and practical knowledge in the areas of life sciences, physical science and technology. Moreover, the course intends to harness the development of a scientific attitude by assisting students to make critical observations to contribute to unbiased and impartial thinking when planning to teach Natural Sciences and Technology.

### PHYSICAL EDUCATION AND SPORT 1

This module is the first in a succession of three modules. The purpose of this module is to provide content and practical knowledge in physical education and sport. Moreover, the course intends to harness the ability to identify the purpose, benefits and philosophy of Physical Education and justify the role Physical Education plays in current day development of learners’ physical abilities.

Students will also learn how to implement the Curriculum and Assessment Policy Statement in the classroom.

### PHYSICAL EDUCATION AND SPORT 2

This is the second module of three modules. The purpose of this module is to develop the student’s understanding of the implications and effects that structural human systems have on performance and skill execution. Students will also learn how to demonstrate understanding of movement concepts, exercise principles, strategies and tactics as they apply to the learning, performance and improvement of fitness activities and fitness levels.

### PHYSICAL EDUCATION AND SPORT 3

This module is the third module of three modules. The purpose of this module is to develop student’s competency in motor skills and movement patterns needed to perform a variety of physical activities and sport codes. Students will also learn how to demonstrate detailed understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities and sport codes.

### SCHOOL-BASED TEACHING PRACTICE INTERMEDIATE PHASE 4

The teaching practice (TP) module forms part of a series of learning opportunities for students in which they can systematically engage in the practice of teaching, observation and reflection in a school whilst being supervised by experienced teacher mentors and teaching practice assessors. The purpose of the module is for students to research, plan and present a variety of lessons from subjects in the Intermediate Phase curriculum documents. Students are required to complete a minimum of 6 weeks (30 consecutive days) of teaching practice in a suitable school in grades 4,5,6. The number of days are dependent on the SOE academic calendar.

### SCHOOL MANAGEMENT

The purpose of the module is to develop 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. Students will identify strategies and skills to manage the five key areas of the school environment: places/structures, people, policies, procedures and programmes and the key elements of effective financial education management, planning, procedures and processes and record keeping required to manage and administer an effective and efficient school. Cultivating a culture of teaching and learning is the cornerstone of the module.

## MODULE DESCRIPTIONS CONTINUED

### 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 INTERMEDIATE 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 Intermediate Phase. It will empower students to teach with confidence, work meaningfully with a variety of texts in a way that will enhance their Intermediate 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 Intermediate Phase teaching. Grammar and language are common elements that are addressed across all units and by the end of the course 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 INTERMEDIATE PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. With a heavy focus on children's literature and poetry, this module will contribute to the development of a beginner teacher who has sound subject knowledge and relevant understanding of literature and the developing child. Through the critical study of a film and a novel, the module contributes to the beginner teacher's language and critical thinking skills which will enable them to teach their home language confidently.

### SEPEDI HOME LANGUAGE FOR INTERMEDIATE PHASE 3

One of the advantages of literary study is that it allows for the development of connections to be made, and for those connections to become more visible; between the reader and the text in the way a personal conflict will influence the interpretation of a poem; between internalised ideologies and literary texts; between text and context. This module aims to nurture and develop those connections through a literature focus. It is aimed at developing the beginning teacher as a critical thinker, analyser, reader, writer and debater, who is able to view the world through various lenses. These skills are essential for living and working in a diverse and multicultural world.

### SERVICE LEARNING

This module is made up of three components or learning areas, namely school-based teaching practice observation, community service and theoretical content knowledge. The purpose of placing the student in the classroom (Grade 4, 5 or 6) is to familiarize the student with the day to day school-based teaching duties and classroom routine as experienced by the teacher.

The purpose of community service is to alert the student to the complexities and challenges facing children by recognizing culturally and aesthetically sensitive issues over a range of social contexts. They will engage in and assist with structured homework support programmes, the development of sporting skills and reading support. Finally, the content knowledge will highlight the moral, ethical and social responsibility of the teacher, together with the seven roles of the teacher and teaching in South Africa. The reflexive activity of constructing a teaching philosophy collage will alert the student to their teaching and learning style whilst making them aware of the highlights and challenges they experienced whilst on SEL. Students are required to complete a minimum of three weeks of teaching practice in the intermediate phase in a suitable school. The number of days are dependent on the SOE academic calendar.

### 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.



## MODULE DESCRIPTIONS CONTINUED

### SETSWANA FIRST ADDITIONAL LANGUAGE FOR INTERMEDIATE 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 Intermediate Phase. It will empower students to teach with confidence, work meaningfully with a variety of texts in a way that will enhance their Intermediate 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 Intermediate 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 course, not only will the student understand how language works, but they will be able to produce writing that is accurate, clear and correct.

### SETSWANA HOME LANGUAGE FOR INTERMEDIATE PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. With a heavy focus on children's literature and poetry, this module will contribute to the development of a beginner teacher who has sound subject knowledge and relevant understanding of literature and the developing child. Through the critical study of a film and a novel, the module contributes to the beginner teacher's language and critical thinking skills which will enable them to teach their home language confidently.

### 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 the view to assessing the impact of these factors on the child's academic, emotional and social development.

### TEACHING CREATIVE ARTS

Teaching Creative Arts introduces students to the knowledge and skills they will require to be effective creative arts teachers in the Intermediate Phase. Students will understand the importance of the creative arts in the Intermediate Phase, the importance of the development of creativity in learners and the roles of a competent creative arts teacher.

### TEACHING 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 first additional language speakers in the Intermediate 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 Intermediate Phase are to ensure that learners develop comprehension and communication skills to be efficient in the use of English as a first additional language.

### TEACHING HOME LANGUAGE AFRIKAANS

Teaching Home Language Afrikaans provides students with a sound understanding of Afrikaans language teaching and learning. The student will learn how to show critical insight into both multiculturalism and multilingualism in relation to language learning in South African schools. Students will be exposed to knowledge of the South African school curriculum and language policy.

### TEACHING HOME LANGUAGE ENGLISH

Teaching Home Language English provides students with a sound understanding of English language teaching and learning. The student will learn how to show critical insight into both multiculturalism and multilingualism in relation to language learning in South African schools. Students will be exposed to knowledge of the South African school curriculum and language policy.

## MODULE DESCRIPTIONS CONTINUED

### TEACHING HOME LANGUAGE ISIXHOSA

Teaching Home Language isiXhosa provides students with a sound understanding of isiXhosa language teaching and learning. The student will learn how to show critical insight into both multiculturalism and multilingualism in relation to language learning in South African schools. Students will be exposed to knowledge of the South African school curriculum and language policy.

### TEACHING HOME LANGUAGE ISIZULU

Teaching Home Language isiZulu provides students with a sound understanding of isiZulu language teaching and learning. The student will learn how to show critical insight into both multiculturalism and multilingualism in relation to language learning in South African schools. Students will be exposed to knowledge of the South African school curriculum and language policy.

### TEACHING HOME LANGUAGE SEPEDI

Teaching Home Language Sepedi provides students with a sound understanding of Sepedi language teaching and learning. The student will learn how to show critical insight into both multiculturalism and multilingualism in relation to language learning in South African schools. Students will be exposed to knowledge of the South African school curriculum and language policy.

### TEACHING HOME LANGUAGE SETSWANA

Teaching Home Language Setswana provides students with a sound understanding of Setswana language teaching and learning. The student will learn how to show critical insight into both multiculturalism and multilingualism in relation to language learning in South African schools. Students will be exposed to knowledge of the South African school curriculum and language policy.

### TEACHING HOME LANGUAGE XITSONGA

Teaching Home Language Xitsonga provides students with a sound understanding of Xitsonga language teaching and learning. The student will learn how to show critical insight into both multiculturalism and multilingualism in relation to language learning in South African schools. Students will be exposed to knowledge of the South African school curriculum and language policy.

### TEACHING LIFE SKILLS

The purpose of Teaching Life Skills is to provide students with a good understanding of Life Skills/Life Orientation as a subject in the CAPS curriculum and to be able to demonstrate how it unfolds in practice within the Intermediate Phase of the school in particular. This module contributes to the development of a teacher who has a sound subject knowledge, particularly pertaining to Life Skills as a subject in the CAPS document, identifies content and learning outcomes relating specifically to Life Skills in the Intermediate Phase curriculum with an in-depth knowledge of one subject area topic and the application thereof, develops competence to design and implement age-appropriate Life Skills lessons encouraging learner participation, uses resources appropriately to support learning content, understands and applies suitable but varied assessment techniques, in accordance to the CAPS documents.

### TEACHING MATHEMATICS

The purpose of this module is to equip students with the competencies required to successfully teach mathematics in the Intermediate Phase (IP). It will engage students in the learning principles necessary for expanding their own knowledge and for the teaching of mathematics in the IP. They will explore different pedagogical approaches including: inquiry, investigations, research, and projects.

### TEACHING NATURAL SCIENCES AND TECHNOLOGY

The purpose of this module is to equip students with the competences required to successfully teach Natural Sciences and Technology in the Intermediate Phase. It will engage students in the learning principles necessary for expanding their own knowledge and for the teaching of Natural Sciences and Technology in the Intermediate Phase classroom.

## MODULE DESCRIPTIONS CONTINUED

### TEACHING PRACTICE INTERMEDIATE PHASE 2

The teaching practice (TP) module forms part of a series of learning opportunities for students in which they can systematically practice the concrete activity of teaching and classroom management whilst being supervised by experienced teachers and mentors. Constructing a 'teacher self' is based on the student teacher's (ST) own experiences, their beliefs about teaching and the professional environments to which the ST is exposed. This module integrates teaching practice with the theoretical professional identity framework underpinning personal experience, reflective opportunities and pedagogically minded assessments, thus shaping an emergent professional teaching identity that combines practice with content instruction. Students are required to complete a minimum of 6 weeks, 30 consecutive days of teaching practice in a suitable school in grades 4,5,6. The number of days are dependent on the SOE academic calendar.

### TEACHING PRACTICE INTERMEDIATE PHASE 3

This is a year-long module and consists of an institution-based component and a school-based component which together provides the student with a series of learning opportunities in which they can systematically practice the concrete activity of teaching. This module is purposefully and systematically structured, encouraging the student teacher to construct a 'teacher self' identity. By integrating TP with professional identity theory underpinned by personal experience, the evolving teaching philosophies will reveal emergent professional teaching identities. Students are required to complete a minimum of 5 weeks, 25 consecutive days of teaching practice in a suitable school in grades 4,5,6. 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.

### TEACHING SOCIAL SCIENCES

The purpose of this module is to develop student's insight into the separate and integrated identities of History and Geography. It aims to develop knowledge and understanding of curriculum and curriculum development, as well as the origin and acquisition of skills, knowledge, attitudes and values implicit and explicit in our democratic setting.

### 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 INTERMEDIATE PHASE 2

The purpose of the module is to assist students to develop critical thinking whilst improving their language skills in the home language. With a heavy focus on children's literature and poetry, this module will contribute to the development of a beginner teacher who has sound subject knowledge and relevant understanding of literature and the developing child. Through the critical study of a film and a novel, the module contributes to the beginner teacher's language and critical thinking skills which will enable them to teach their home language confidently.

### XITSONGA HOME LANGUAGE FOR INTERMEDIATE PHASE 3

One of the advantages of literary study is that it allows for the development of connections to be made, and for those connections to become more visible; between the reader and the text in the way a personal conflict will influence the interpretation of a poem; between internalised ideologies and literary texts; between text and context. This module aims to nurture and develop those connections through a literature focus. It is aimed at developing the beginning teacher as a critical thinker, analyser, reader, writer and debater, who is able to view the world through various lenses. These skills are essential for living and working in a diverse and multicultural world.

# STADIO

HIGHER EDUCATION

## SCHOOL OF EDUCATION

### BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

NQF 7 | 522 CREDITS | SAQA ID: 117848 | MIN. 4 YEARS | MODE: CONTACT LEARNING  
CAMPUSES: BELLVILLE (CAPE TOWN), CENTURION (PRETORIA), MUSGRAVE (DURBAN)  
& WATERFALL (MIDRAND)



FEES & PAYMENT  
OPTIONS



PRESCRIBED  
TEXTBOOKS



VISIT OUR WEBSITE  
[www.stadio.ac.za](http://www.stadio.ac.za)



I'M READY!  
APPLY ONLINE NOW



EMAIL US  
[hello@stadio.ac.za](mailto:hello@stadio.ac.za)



CALL US  
+27 87 158 5000

DON'T BE SHY BE SOCIAL:

