STADIO

FACULTY OF EDUCATION

SCHOOL OF EDUCATION

DIPLOMA IN

GRADE R TEACHING

DISTANCE LEARNING

FORMERLY

EMBURY



DIPLOMA IN GRADE R TEACHING

REGISTRATION & ACCREDITATION STATUS

STADIO is registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997. *Registration Number 2008/HE07/004.*

SAQA ID: 117851 | NQF level: 6 | Credits: 390 | Minimum duration of studies: 3 years
Mode of delivery: Distance Learning | Language of instruction: English

MODE OF DELIVERY

STADIO's distance learning programmes offer students excellent, quality education, without the need to attend venue-based classes. On registration, distance-learning students receive access to STADIO's state-of-the-art virtual learning environment. On this platform, the student has access to all learning materials, including a detailed plan for the semester/year, indicating all the learning and assessment activities. Throughout the learning journey, academic support is only a click away. Questions related to the study material may be asked in the online classroom environment where the lecturer will provide guidance. Distance-learning students will have the opportunity to meet and engage with guest lecturers who are experts from industries related to their field of study during special online lectures. All distance-learning students will complete some tasks in groups, where they will experience a safe environment to hone their leadership, collaboration, and interpersonal skills.

DESCRIPTION

The STADIO Diploma in Grade R Teaching is the minimum qualification for practising Grade R teachers. The purpose of the Diploma in Grade R Teaching is to develop teachers who have focused knowledge and skills appropriate for Grade R teaching. Grade R is the first year of the Foundation Phase in the formal schooling system. In this grade, young children are prepared for formal schooling. The Grade R teacher's role is to scaffold and mediate children's learning in preparation for formal schooling in Grade 1 and to provide them a solid foundation for lifelong learning. The focus of Grade R is on informal and spontaneous learning through play and teacher-initiated activities. The programme is underpinned by important principles of child development, namely that young children learn best by being actively involved in their learning using concrete materials.

DESCRIPTION

The Diploma in Grade R Teaching was designed cognately with the Bachelor of Education in Foundation Phase Teaching, so as to provide for maximum credit transfer when Grade R teachers continue their studies to become fully qualified Foundation Phase teachers.

OUTCOMES

1. Demonstrate sound theoretical knowledge and understanding of the key concepts and theories of education and their significance for effective teaching and learning in Grade R.
2. Demonstrate proficiency in the development, acquisition and learning of language and literacy in order to facilitate own learning and that of the learners.
3. Demonstrate an understanding of the holistic development of the child (cognitively, socially, physically, emotionally, normatively).
4. Critically review and integrate national curriculum documents relevant to Grade R when preparing to teach and facilitate the learning of language, mathematics and life skills.
5. Plan, design and implement developmentally appropriate learning programmes for a diverse range of Grade R learners.
6. Design and use teaching and learning resources in a creative and developmentally appropriate way.
7. Develop and implement a range of continuous monitoring and assessment strategies to facilitate effective teaching and learning.
8. Select and make use of appropriate technological resources for use in a Grade R environment.
9. Display awareness of health and safety to promote personal and social well-being.
10. Communicate effectively in a range of contexts to support positive relationships with all stakeholders in the community.
11. Understand and apply the basic principles of effective management in an Early Childhood Education (ECE) environment (underpinned by law).
12. Display values that reflect professionalism and facilitate positive relationships inside and outside the classroom.
13. Display decision-making relative and sensitive to the contextual realities of the schooling system within South Africa.
14. Demonstrate a willingness, flexibility and capacity to respond to and adapt to change.
15. Demonstrate the capacity to critically reflective on personal philosophy and own practice for continuous professional development.
16. Communicate accurately, coherently and effectively both orally and in written form and use information and communication technologies (ICTs) competently when engaging with relevant stakeholders within the school context;
17. Communicate accurately, coherently and effectively both orally and in written form and use ICTs competently to prepare assignments that provide evidence of insight and make use of appropriate academic conventions and rules; and
18. Demonstrate capacity to monitor your own learning progress and apply relevant learning strategies necessary for lifelong learning.

> **IT'S THE TEACHER THAT MAKES THE DIFFERENCE, NOT THE CLASSROOM.**
>
> **Michael Morpurg**

CURRICULUM OUTLINE

YEAR	1st YEAR	2nd YEAR	3rd YEAR
Compulsory (All)	Teaching Practice 1 TP 100 (30 credits)	Information and Communication Technology for Education ICTE 200 (12 credits)	Teaching Practice for Grade R TPGR 300 (18 credits)
		Teaching Practice 2 TP 200 (30 credits)	
Electives	English Home Language 1 EHL 100 (12 credits) OR Afrikaans Home Language 1 AHL 100 (12 credits) OR isiZulu Home Language 1 ZHL 100 (12 credits) OR isiXhosa Home Language 1 XHL 100 (12 credits) OR Sepedi Home Language 1 SPHL 100 (12 credits) OR Setswana Home Language 1 SWHL 100 (12 credits)		Language Conversational Afrikaans LCA 400 (12 credits) OR Language Conversational isiZulu LCZ 400 (12 credits) OR Language Conversational Sign Language LCSL 400 (12 credits) OR Language Conversational isiXhosa DL-LCX 400 (12 credits) OR Language Conversational Sepedi LCSP 400 (12 credits) OR Language Conversational Setswana LCSW 400 (12 credits)
	English First Additional Language 1 EFA 100 (12 credits) OR Afrikaans First Additional Language 1 AFA 100 (12 credits) OR isiZulu First Additional Language 1 ZFA 100 (12 credits) OR isiXhosa First Additional Language 1 XFA 100 (12 credits) OR Sepedi First Additional Language 1 SPFA 100 (12 credits) OR Setswana First Additional Language 1 SWFA 100 (12 credits)		
SEMESTER 1	**1st YEAR**	**2nd YEAR**	**3rd YEAR**
Compulsory (All)	Academic Literacy ACL 101 (12 credits)	Life Skills: Beginning Knowledge for Grade R LSBK 201 (12 credits)	Education and Diversity EDD 401 (12 credits)
	Early Childhood Development Studies ECD 101 (12 credits)	Mathematics for Grade R Teaching 2 MGR 201 (12 credits)	Life Skills: Physical Education for Grade R LSPE 301 (12 credits)
	Fundamental Mathematics for Grade R Teachers FMGR 101 (12 credits)	Theoretical Perspectives in Education 1 TPE 201 (12 credits)	Mathematics for Grade R Teaching 3 MGR 301 (12 credits)

CURRICULUM OUTLINE CONTINUED

SEMESTER 1	1st YEAR	2nd YEAR	3rd YEAR
Electives		Emergent Literacy Home Language 1 English ELHE 201 (12 credits) OR Emergent Literacy Home Language 1 Afrikaans ELHA 201 (12 credits) OR Emergent Literacy Home Language 1 isiZulu ELHZ 201 (12 credits) OR Emergent Literacy Home Language 1 isiXhosa ELHX 201 (12 credits) OR Emergent Literacy Home Language 1 Sepedi ELHSP 201 (12 credits) OR Emergent Literacy Home Language 1 Setswana ELHSW 201 (12 credits)	Emergent Literacy Home Language 2 English ELHE 301 (12 credits) OR Emergent Literacy Home Language 2 Afrikaans ELHA 301 (12 credits) OR Emergent Literacy Home Language 2 isiZulu ELHZ 301 (12 credits) OR Emergent Literacy Home Language 2 isiXhosa ELHX 301 (12 credits) OR Emergent Literacy Home Language 2 Sepedi ELHSP 301 (12 credits) OR Emergent Literacy Home Language 2 Setswana ELHSW 301 (12 credits)
SEMESTER 2	**1st YEAR**	**2nd YEAR**	**3rd YEAR**
Compulsory (All)	Arts Education 1: Visual ARTF 102 (12 credits)	Educational Psychology 1 EPS 102 (12 credits)	Inclusive Education 1 INE 202 (12 credits)
	Health Education in Early Childhood Development HEA 102 (12 credits)	Emergent Literacy First Additional Language English ELFE 202 (12 credits)	Management in an Early Childhood Development Context MANR 302 (12 credits)
	Mathematics for Grade R Teaching 1 MGR 102 (12 credits)	Life Skills: Music, Dance and Drama LSMD 202 (12 credits)	Theoretical Perspectives in Education 2 TPE 302 (12 credits)
		Sociopedagogics SOC 202 (12 credits)	
Electives			Emergent Literacy First Additional Language Afrikaans ELFA 302 (12 credits) OR Emergent Literacy First Additional Language isiZulu ELFZ 302 (12 credits) OR Emergent Literacy First Additional Language isiXhosa ELFX302 (12 credits) OR Emergent Literacy First Additional Language Sepedi ELFSP 302 (12 credits) OR Emergent Literacy First Additional Language Setswana ELFSW 302 (12 credits)
CREDITS P/YEAR	126	138	126

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

MODULE DESCRIPTIONS

ACADEMIC LITERACY	AFRIKAANS FIRST ADDITIONAL LANGUAGE 1	AFRIKAANS HOME LANGUAGE 1
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.	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.	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 teaching skills. 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.
ARTS EDUCATION 1: VISUAL	**EARLY CHILDHOOD DEVELOPMENT STUDIES**	**EDUCATIONAL PSYCHOLOGY 1**
The purpose of this module is to develop design anility 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.	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	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.
EDUCATION AND DIVERSITY	**EMERGENT LITERACY FIRST ADDITIONAL LANGUAGE AFRIKAANS**	**EMERGENT LITERACY FIRST ADDITIONAL LANGUAGE ENGLISH**
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.	The purpose of this module is to equip Grade R teachers with the relevant skills to plan interactive emergent literacy activities that can be used to teach a first additional language (FAL) to Grade R learners, taking into account the diversity of learner contexts and needs. Currently, there is no prescribed Grade R curriculum. The Curriculum and Assessment Policy Statement (CAPS) for Afrikaans First Additional Language in Grade 1 will therefore be used a guideline to introduce emergent literacy within a FAL in Grade R.	The purpose of this module is to equip Grade R teachers with the relevant skills to plan interactive emergent literacy activities that can be used to teach English as a first additional language (FAL) to non-English speaking Grade R learners, taking into account the diversity of learner contexts and needs. Currently, there is no prescribed Grade R curriculum. The Curriculum and Assessment Policy Statement (CAPS) for English First Additional Language in Grade 1 will therefore be used a guideline to introduce emergent literacy as a FAL in English in Grade R.

MODULE DESCRIPTIONS CONTINUED

EMERGENT LITERACY FIRST ADDITIONAL LANGUAGE ISIXHOSA	EMERGENT LITERACY FIRST ADDITIONAL LANGUAGE ISIZULU	EMERGENT LITERACY FIRST ADDITIONAL LANGUAGE SEPEDI
The purpose of this module is to equip Grade R teachers with the relevant skills to plan interactive emergent literacy activities that can be used to teach a first additional language (FAL) to Grade R learners, taking into account the diversity of learner contexts and needs. Currently, there is no prescribed Grade R curriculum. The Curriculum and Assessment Policy Statement (CAPS) for isiXhosa First Additional Language in Grade 1 will therefore be used a guideline to introduce emergent literacy within a FAL in Grade R.	The purpose of this module is to equip Grade R teachers with the relevant skills to plan interactive emergent literacy activities that can be used to teach a first additional language (FAL) to Grade R learners, taking into account the diversity of learner contexts and needs. Currently, there is no prescribed Grade R curriculum. The Curriculum and Assessment Policy Statement (CAPS) for isiZulu First Additional Language in Grade 1 will therefore be used a guideline to introduce emergent literacy within a FAL in Grade R.	The purpose of this module is to equip Grade R teachers with the relevant skills to plan interactive emergent literacy activities that can be used to teach a first additional language (FAL) to Grade R learners, taking into account the diversity of learner contexts and needs. Currently, there is no prescribed Grade R curriculum. The Curriculum and Assessment Policy Statement (CAPS) for Sepedi First Additional Language in Grade 1 will therefore be used a guideline to introduce emergent literacy within a FAL in Grade R.
EMERGENT LITERACY FIRST ADDITIONAL LANGUAGE SETSWANA	**EMERGENT LITERACY HOME LANGUAGE 1 AFRIKAANS**	**EMERGENT LITERACY HOME LANGUAGE 2 AFRIKAANS**
The purpose of this module is to equip Grade R teachers with the relevant skills to plan interactive emergent literacy activities that can be used to teach a first additional language (FAL) to Grade R learners, taking into account the diversity of learner contexts and needs. Currently, there is no prescribed Grade R curriculum. The Curriculum and Assessment Policy Statement (CAPS) for Setswana First Additional Language in Grade 1 will therefore be used a guideline to introduce emergent literacy within a FAL in Grade R.	The module is designed to equip students with the necessary knowledge and skills to design and facilitate developmentally appropriate listening and speaking skills that are underpinned by the whole language approach to teaching and learning in Grade R. The module develops students' insight into the importance of developing learners' listening and speaking skills in Grade R and the teacher's role in ensuring that these skills are developed prior to learners progressing to Grade 1. Students will also develop a greater understanding of the factors that influence and enhance listening and speaking and will be able to incorporate these factors into teaching and learning activities and lessons.	The purpose of the module is to equip the student with the necessary knowledge and skills to enable them to plan and implement successful developmentally appropriate teaching programmes aimed at developing emergent reading, writing and spelling successfully in the Grade R year. This module contributes to the development of a Grade R teacher who displays a sound subject knowledge pertaining to emergent literacy with a particular focus on emergent reading, writing and spelling.
EMERGENT LITERACY HOME LANGUAGE 1 ENGLISH	**EMERGENT LITERACY HOME LANGUAGE 2 ENGLISH**	**EMERGENT LITERACY HOME LANGUAGE 1 ISIXHOSA**
The module is designed to equip students with the necessary knowledge and skills to design and facilitate developmentally appropriate listening and speaking skills that are underpinned by the whole language approach to teaching and learning in Grade R. The module develops students' insight into the importance of developing learners' listening and speaking skills in Grade R and the teacher's role in ensuring that these skills are developed prior to learners progressing to Grade 1. Students will also develop a greater understanding of the factors that influence and enhance listening and speaking and will be able to incorporate these factors into teaching and learning activities and lessons.	The purpose of the module is to equip the student with the necessary knowledge and skills to enable them to plan and implement successful developmentally appropriate teaching programmes aimed at developing emergent reading, writing and spelling successfully in the Grade R year. This module contributes to the development of a Grade R teacher who displays a sound subject knowledge pertaining to emergent literacy with a particular focus on emergent reading, writing and spelling.	The module is designed to equip students with the necessary knowledge and skills to design and facilitate developmentally appropriate listening and speaking skills that are underpinned by the whole language approach to teaching and learning in Grade R. The module develops students' insight into the importance of developing learners' listening and speaking skills in Grade R and the teacher's role in ensuring that these skills are developed prior to learners progressing to Grade 1. Students will also develop a greater understanding of the factors that influence and enhance listening and speaking and will be able to incorporate these factors into teaching and learning activities and lessons.

MODULE DESCRIPTIONS CONTINUED

EMERGENT LITERACY HOME LANGUAGE 2 ISIXHOSA

The purpose of the module is to equip the student with the necessary knowledge and skills to enable them to plan and implement successful developmentally appropriate teaching programmes aimed at developing emergent reading, writing and spelling successfully in the Grade R year. This module contributes to the development of a Grade R teacher who displays a sound subject knowledge pertaining to emergent literacy with a particular focus on emergent reading, writing and spelling.

EMERGENT LITERACY HOME LANGUAGE 1 ISIZULU

The module is designed to equip students with the necessary knowledge and skills to design and facilitate developmentally appropriate listening and speaking skills that are underpinned by the whole language approach to teaching and learning in Grade R. The module develops students' insight into the importance of developing learners' listening and speaking skills in Grade R and the teacher's role in ensuring that these skills are developed prior to learners progressing to Grade 1. Students will also develop a greater understanding of the factors that influence and enhance listening and speaking and will be able to incorporate these factors into teaching and learning activities and lessons.

EMERGENT LITERACY HOME LANGUAGE 2 ISIZULU

The purpose of the module is to equip the student with the necessary knowledge and skills to enable them to plan and implement successful developmentally appropriate teaching programmes aimed at developing emergent reading, writing and spelling successfully in the Grade R year. This module contributes to the development of a Grade R teacher who displays a sound subject knowledge pertaining to emergent literacy with a particular focus on emergent reading, writing and spelling.

EMERGENT LITERACY HOME LANGUAGE 1 SEPEDI

The module is designed to equip students with the necessary knowledge and skills to design and facilitate developmentally appropriate listening and speaking skills that are underpinned by the whole language approach to teaching and learning in Grade R. The module develops students' insight into the importance of developing learners' listening and speaking skills in Grade R and the teacher's role in ensuring that these skills are developed prior to learners progressing to Grade 1. Students will also develop a greater understanding of the factors that influence and enhance listening and speaking and will be able to incorporate these factors into teaching and learning activities and lessons.

EMERGENT LITERACY HOME LANGUAGE 2 SEPEDI

The purpose of the module is to equip the student with the necessary knowledge and skills to enable them to plan and implement successful developmentally appropriate teaching programmes aimed at developing emergent reading, writing and spelling successfully in the Grade R year. This module contributes to the development of a Grade R teacher who displays a sound subject knowledge pertaining to emergent literacy with a particular focus on emergent reading, writing and spelling.

EMERGENT LITERACY HOME LANGUAGE 1 SETSWANA

The module is designed to equip students with the necessary knowledge and skills to design and facilitate developmentally appropriate listening and speaking skills that are underpinned by the whole language approach to teaching and learning in Grade R. The module develops students' insight into the importance of developing learners' listening and speaking skills in Grade R and the teacher's role in ensuring that these skills are developed prior to learners progressing to Grade 1. Students will also develop a greater understanding of the factors that influence and enhance listening and speaking and will be able to incorporate these factors into teaching and learning activities and lessons.

EMERGENT LITERACY HOME LANGUAGE 2 SETSWANA

The purpose of the module is to equip the student with the necessary knowledge and skills to enable them to plan and implement successful developmentally appropriate teaching programmes aimed at developing emergent reading, writing and spelling successfully in the Grade R year. This module contributes to the development of a Grade R teacher who displays a sound subject knowledge pertaining to emergent literacy with a particular focus on emergent reading, writing and spelling.

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 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.

MODULE DESCRIPTIONS CONTINUED

FUNDAMENTAL MATHEMATICS FOR GRADE R TEACHERS	HEALTH EDUCATION IN EARLY CHILDHOOD DEVELOPMENT	INCLUSIVE EDUCATION 1
The purpose of this module is to develop students' knowledge and understanding of Mathematics as a subject and the way that learners learn about Mathematics. Research shows that learning of mathematics is maximized when teachers focus on mathematic thinking and reasoning. Teachers' beliefs about what it means to know and do Mathematics and about how learners make sense of Mathematics will affect how teachers approach the teaching of this subject.	The purpose of this module is to introduce students to the complex health needs facing young children in South Africa today and equip them with the knowledge, skills and attitudes to cope with health-related issues which guide their interactions with both children and adults in their community. Core content provides students with the knowledge to promote the holistic development of children within the South African context. This knowledge can be applied in creating health and safety policies for implementation in all areas of an early childhood education centre and can be used to provide advice to parents on how to support children with health issues.	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.
INFORMATION AND COMMUNICATION TECHNOLOGY FOR EDUCATION	**ISIXHOSA FIRST ADDITIONAL LANGUAGE 1**	**ISIXHOSA HOME LANGUAGE 1**
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.	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 in order to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.	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 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.
ISIZULU FIRST ADDITIONAL LANGUAGE 1	**ISIZULU HOME LANGUAGE 1**	**LANGUAGE CONVERSATIONAL AFRIKAANS**
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.	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 teaching skills. 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.	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.

MODULE DESCRIPTIONS CONTINUED

LANGUAGE CONVERSATIONAL ISIXHOSA	LANGUAGE CONVERSATIONAL ISIZULU	LANGUAGE CONVERSATIONAL SEPEDI
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.	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.	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	**LANGUAGE CONVERSATIONAL SIGN LANGUAGE**	**LIFE SKILLS: BEGINNING KNOWLEDGE FOR GRADE R**
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.	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.	The purpose of the module is to develop concepts relating to Social Sciences, Natural Sciences and Technology in Grade R learners. Fundamental exploratory and communication 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 explore and engage both with each other and with the learning materials. Through the use of careful planning, appropriately designed activities and assessment strategies, teachers will be able to implement Beginning Knowledge successfully in the South African context within the Grade R classroom.
LIFE SKILLS: PHYSICAL EDUCATION FOR GRADE R	**LIFE SKILLS: MUSIC DANCE AND DRAMA**	**MANAGEMENT IN AN EARLY CHILDHOOD DEVELOPMENT CONTEXT**
The module foregrounds students understanding of the inextricable relation between the body and mind of a child and how this knowledge can shape developmentally appropriate and playful pedagogies; teaching and learning meaningfully and purposefully through play, movement and games. The module intends to develop the students' understanding of the importance of facilitating quality movement and physical education programmes in Grade R. The knowledge, skills and dispositions promoted through these learning experiences are formidable for the child and provide the foundation for successful living and lifelong learning.	The module is designed to equip students with the necessary knowledge, skills and strategies to teach music, dance and drama successfully in a culturally creative, flexible, unrestrictive and integrated manner in a Grade R environment taking into account the diversity of learner context and need.	The purpose of this module is to equip the student with the necessary knowledge, skills and strategies to effectively manage the Grade R year. This module intends to contribute to the development of a teacher who has sound subject knowledge, can identifies content that particularly pertains to all aspects related to management in Grade R in South Africa, is competent to design and implement various teaching, learning and assessment strategies in a Grade R classroom, can communicate effectively using appropriate vocabulary with key and different stakeholders and is knowledgeable about the law.

MODULE DESCRIPTIONS CONTINUED

MATHEMATICS FOR GRADE R TEACHING 1

The purpose of this module is to develop the teaching of Mathematics to Grade R learners through play, depicting how to prepare the mathematics environment and plan mathematics lessons that support learners' development of number concepts and number relationships. The module develops learners' knowledge and understanding of the four basic operations which can be achieved through play-based, problem solving activities, using real life situations that are suitable for a culturally diverse classroom.

MATHEMATICS FOR GRADE R TEACHING 2

This module builds on students' knowledge and understanding of teaching mathematics in Grade R and focuses on developing their knowledge and understanding of how Grade R learners learn about space and shape in their world. The purpose of this module is twofold, firstly for students to develop an in-depth understanding of 2D shapes and 3D objects and, secondly, to teach students how to develop Grade R learners' sense of space and shape by designing play-based experiences.

MATHEMATICS FOR GRADE R TEACHING 3

This module intends to develop students' disciplinary and pedagogical knowledge in Mathematics in order to design and facilitate developmentally appropriate and culturally responsive measurement and data handling activities in Grade R in diverse classroom contexts in South Africa. The structure of this module follows a similar format to Mathematics for Grade R Teaching 1 and 2 and builds on students' prior and foundational knowledge in terms of understanding how to purposefully prepare, mediate and facilitate mathematic activities during free play and teacher-guided activities in the daily programme in Grade R.

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 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 teaching skills. Grammar and language are common elements that are addressed across all units and by the end of the module the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

SETSWANA 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 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 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.

SOCIOPEDAGOGICS

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

TEACHING PRACTICE 1

The purpose of this module is to equip the students with the necessary knowledge and skills to design and facilitate age appropriate activities and lessons for young learners from birth to Grade R. Students should be able to apply their knowledge of the South African National Curriculum Framework (NCF) Document, and the Curriculum and Assessment Policy Statement (CAPS) Documents for Grade R learners, when planning and presenting developmentally-appropriate lessons and activities. In addition, the module also provides 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).

MODULE DESCRIPTIONS CONTINUED

TEACHING PRACTICE 2

This is a compulsory module that integrates institutional teaching practice and school-based teaching practice. The purpose of this module is to equip students with the ability to research, plan and present well structured, age appropriate and integrated lessons for the Foundation Phase from Grades R to 3 in a diverse range of schooling contexts. Students should be able to apply their knowledge of the Curriculum and Assessment Policy Statement (CAPS) as well as the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 in the classroom. Students engage in self-analysis and learn to critically reflect on their own teaching to become a competent Grade R and Foundation Phase teacher. This module also equips the students to find solutions to problems that they may face whilst on school-based teaching practice.

TEACHING PRACTICE FOR GRADE R

The purpose of this module is to equip the student with the necessary knowledge, skills and dispositions (values and attitudes) to plan, design and facilitate appropriate strategies to assess the holistic development of Grade R learners according to the suggested guidelines of the Curriculum and Assessment Policy Statement (CAPS) documentation. The module will also develop the student's ability to research, and plan and present semi-structured, developmentally appropriate and culturally responsive, and integrated lessons for Grade R.

THEORETICAL PERSPECTIVES IN EDUCATION 1

Theoretical perspectives in Education 1 introduces students to five pioneers of early childhood practice and the impact that they have had on 21st century teaching and learning in early childhood development. It aims to assist beginner teachers with understanding the development of the young child from a theoretical perspective in order to plan and facilitate developmentally-appropriate learning experiences for young children, with particular reference to the Grade R learner. The core focus is on integrating knowledge of child development with practical learning.

THEORETICAL PERSPECTIVES IN EDUCATION 2

The purpose of this module is to introduce philosophy of education to students and develop their ability to critically reflect on the various philosophies of education and the influence they may or may not have on 21st century teaching and learning.

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 Faculty 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 above ONLINE facilities is essential for efficient communication, learning and success.

CAREER OPPORTUNITIES

- GRADE R TEACHER



ADMISSION REQUIREMENTS

- a Senior Certificate (SC) with a minimum of 50% in English OR
- a National Senior Certificate (NSC) with a minimum of 40% in four 20-credit modules, and a minimum of 50% in English Home Language or First Additional Language OR
- a National Senior Certificate – Vocational Level 4 (NC(V)) with a minimum of 50% in three fundamental subjects, including English; and a minimum of 60% in three vocational subjects OR
- the STADIO Higher Certificate in Pre-School Education (NQF 5) OR
- a Higher Certificate (NQF 5) in the field of education or another relevant field:
  – Early Childhood Development (ECD Level 4 or 5) OR
  – Diploma in ECD (Level 5) OR
  – Adult Basic Education (ABET Level 5)

In addition, applicants must have passed one of the following Home Languages at Grade 12 or NQF Level 4:

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

ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS

Other access pathways

- Assessment of prior learning may lead to entry or an advanced credit standing at the discretion of the Faculty
- If you are over the age of 23 and do not meet the specified requirements, please contact us to discuss possible admission due to mature age.

School-based Teaching Practice

The Faculty assumes the responsibility for the placement of students at appropriate schools.

Please note the following:

- You will have to spend a total of 18 weeks in a school, under the supervision of a mentor teacher as part of your studies. The blocks of teaching practice must be consecutive weeks
- If you are already employed at a school or pre-school, your school or pre-school must meet the minimum requirements for a functional school and your mentor teacher must be suitably qualified. If your school or pre-school does not meet our minimum requirements or you don't have a suitably qualified teacher in your school who can act as a mentor teacher, you will have to spend your teaching practice weeks in another school or pre-school
- You will be required to video-record some lesson presentations and upload these to the online portal ECI 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 Additional Requirements section of this fact sheet

You will receive full details of how your teaching practice sessions will work during the course of your studies.

STUDENT SUPPORT FOR DISTANCE LEARNING STUDENTS

Out of sight does not equal out of mind at STADIO! We have a dedicated distance-learning support team whose sole job it is to assist our remote students with their needs.

Many students may live and work at a distance away from campuses that may make it difficult to attend all the lectures and support sessions offered. However, although the interactions may take place at a physical distance, they will be virtually close. This will occur via the video feeds of lectures (as explained above) and in digital format on the STADIO Faculty of Education formerly Embury's Learning Management System (Moodle (ECI). We have now set up learning centres in selected regions where we have a large student community. These learning centres will allow students to engage with each other and a learning centre manager. Students will be able to access the internet in order to participate in our livestreams and the live webinar lectures.



FEES FOR THIS QUALIFICATION ARE AVAILABLE HERE:

Website
Fees and Payment Options

On Campus
Our Campuses

Student Recruitment Advisor
hello@stadio.ac.za

WHY CHOOSE STADIO ?

We believe in the power of possibility. This becomes even more significant when it comes to the education of our next generation of teachers. STADIO Faculty of Education empowers students with a passion for teaching through flexible, work-integrated learning. We embrace technology as one of the fundamental ways to stay current while allowing universal access to learning. Excellence, good ethics and accountability are at the heart of everything we do. And at the end of the day, perhaps most importantly, we provide a world-class education that will lead to employment.

HOW TO APPLY

Secure your space with STADIO with just 3 easy steps:

1. **Visit www.stadio.ac.za and click on APPLY NOW**
2. **Complete the online application form**
   If you are under 18 - ask an adult for assistance
3. **Receive your provisional offer to study within 24 hours**

Terms and conditions apply

ARTICULATION POSSIBILITIES

The Diploma in Grade R Teaching may be presented for admission into a Bachelor of Education in Foundation Phase Teaching qualification. A maximum of 192 credits, gained while studying for the diploma, may be recognised towards the degree, on condition of formal assessment of prior learning, or through CAT (recognition of cognate modules completed in the diploma).

CONTACT US: EMAIL: hello@stadio.ac.za CALL: +27 (0) 87 158 5000

DON'T BE SHY BE SOCIAL:

WWW.STADIO.AC.ZA

DISCLAIMER: The content of this brochure is accurate at the time of publication. STADIO reserves the right to change the programme content due to changes in legislation, as well as for market requirements and other reasons. Notice of such changes will be published on our website. 04/12/20

STADIO