

Module descriptors for BEd (Foundation Phase Teaching)

Modules are presented in alphabetical order with the title and the code.

ACADEMIC LITERACY (B-ALI 110)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of the module is to provide students with the relevant academic literacy knowledge, competencies, and skills essential for them to meaningfully engage with academic text and learning in a higher education context.

Learning outcomes

At the end of the module students should be able to:

- Understand academic literacy in a higher education context.
- Understand differences between personal and academic literacy.
- Use strategies that skilled readers need for meaning making.
- Use reading and writing skills and competencies to learn in a higher education context.
- Understand academic conventions in order to write academic texts competently.

COMPUTER LITERACY (B-CLI 110)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is for students to know and use digital technologies for learning and teaching.

Learning outcomes

At the end of the module, students should be able to:

- Understand digital technologies and electronics.
- Understand the basic operations of a computer.
- Use computers and digital electronics for personal, academic, and professional purposes.
- Use essential functions of the Internet and academic databases effectively for educational and professional purposes.

CRITICAL LITERACIES FOR TEACHERS (B-CLT 120)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

Critical literacy concerns asking critical questions on what we take for granted about how things are and how things work in our social world and how we 'read', shape (and are shaped by), and 'respond' to this. The purpose of the module is to enable students to develop analytic skills and competencies to analyse texts and social structures in order to understand why and how things are the way they are. They will also be enabled to develop and mediate such skills in the context of the classroom.

Learning outcomes

At the end of this module students should be able to:

- Understand critical literacies in the context of higher education and in schools.
- Understand identity formation and social structures.
- Understand new technologies and critical literacies.
- Use critical discourse analysis as an analytical tool.
- Develop a critical pedagogy orientation.
- Develop analytic skills in the classroom.

DIGITAL PEDAGOGIES FOR TEACHERS (B-DPT 410)

YEAR 4 NQF LEVEL 5 CREDITS: 10

Purpose

Digital technologies have permeated and influenced every facet of modern-day life, including what happens in schools and classrooms. Students, therefore, must be introduced to ways of using digital technologies in teaching and learning. This module aims to enable students to understand and apply their knowledge on digital technology and new technologies in the context of their studies and for teaching and learning in their field of practice; in advancing 21st century and the 4th Industrial Revolution (IR) skills.

Learning outcomes

At the end of this module, students should be able to:

- Understand digital technologies and their use for personal and pedagogical purposes.
- Use digital technology to support learning and enhance teaching in the classroom.

EDUCATION STUDIES 1: THEORIES OF CHILD DEVELOPMENT (B-EDS 111)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is to develop students' knowledge and understanding of the various theoretical perspectives underpinning child development in context. Child development refers to the biological, cognitive, emotional, psychosocial and psychological changes that occur as a child progresses from conception to adolescence. The module also examines the implications of understanding child development for understanding the learner in the context of the classroom.

Learning outcomes

At the end of the module students should be able to:

- Understand child development in context.
- Understand child development theories.
- Understand and interpret the stages of child development.
- Understand the link between child development and the learner in the classroom.

EDUCATION STUDIES 2: THEORIES OF LEARNING AND TEACHING (B-EDS 122)

YEAR 1 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of the module is to provide students with knowledge about a range of learning and teaching theories, underpinned by developmental theories, which will inform their pedagogical practices. This module also provides students with knowledge on factors related to individual learners which influence learning and how they can take these into account in creating conducive and optimal learning environments.

Learning outcomes

At the end of this module students should be able to:

- Understand development theories grounding teaching and learning in theories of child development.
- Understand theories of learning and teaching and analyse their implications for teaching, learning and assessment.
- Understand the interrelationship between cognition and learning and teaching.
- Reflect on theories to create developmentally appropriate and conducive learning and teaching environments.
- Think critically and reflexively about their evolving teaching practice.

EDUCATION STUDIES 3: CURRICULUM, PEDAGOGY, AND ASSESSMENT (B-EDS 213)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module is designed to provide students with knowledge and understanding in (a) curriculum theory, curriculum development, and curriculum implementation, (b) conceptions of pedagogy and implications for planning and designing environments that promote deep learning, and (c) authentic assessment as a tool to plan and track learning.

Learning outcomes

At the end of this module students should be able to:

- Understand conceptions and theoretical underpinnings of curriculum, pedagogy, and assessment.
- Understand the purpose of schooling and implications for curriculum design and knowledge selection.
- Analyse and interpret curriculum decisions in a South African context.
- Understand dominant approaches to pedagogy and their implications for learning and teaching.
- Understand forms of assessment and the assessment loop.
- Understand links between curriculum, pedagogy and assessment and use this knowledge to plan appropriate learning and teaching environments.

EDUCATION STUDIES 4: HISTORY OF EDUCATION AND EDUCATION POLICIES

(B-EDS 224)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module is aimed at developing students' knowledge and understanding of the historical, political, and social forces that have shaped South African society and the education system over the past three centuries. This knowledge is aimed at enabling them to situate the current legislative, policy, curriculum, education frameworks and structures, and challenges which exist in education today, empowering them to respond to the system in their role as teachers in South Africa.

Learning outcomes

By the end of this module students should be able to:

- Trace the historical developments of education in South Africa.
- Understand education pre-, during, and after apartheid.
- Understand of the structure, organisation, and management of education in South Africa today.
- Use research to critically analyse the functioning of the South African education system today.

EDUCATION STUDIES 5: SOCIOLOGY OF EDUCATION (B-EDS 315)

YEAR 3 NQF LEVEL 7 CREDITS: 14

Purpose

The purpose of this module is to enable students to critically reflect on and engage with sociological issues and challenges that impact learners' experiences of schooling and how these might be overcome in a school and classroom context.

Learning outcomes

At the end of this module students should be able to:

- Understand ways in which social structures and forces shape education and experiences of school by learners.
- Understand global and local issues framing education and shaping school and classroom contexts.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 1 (F-EHF 211)

YEAR 2 NQF LEVEL 6 CREDITS: 15

Purpose

Through this module, students will (a) understand the structure of the English language with an emphasis on phonology and morphology for teaching Grade R, (b) understand how the structure of the English language impacts and therefore has particular implications for emergent literacy practices (c) understand and analyse literature, (d) understand and use children's literature (fictional texts) to enhance language development and literacy teaching for Grade R, (e) draw on language and learning theories to plan an appropriate language and literacy programme in Grade R, (f) discuss the essential elements of a language-rich environment, (g), explain some of the barriers to learning which impedes optimal language acquisition and effective instruction in literacy.

This module will also introduce students to pedagogical components essential for teaching English as an additional language.

Learning outcomes

At the end of this module, students should be able to:

- Understand the structure of the English language
- Discuss the implications of the structure of the English language on teaching emergent literacy to Grade R learners
- Plan appropriate instruction for emergent literacy practices in Grade R
- Analyse children's literature (fictional texts) Understand the importance of children's literature in emergent literacy practices
- Describe elements of a language-rich environment
- Appropriate methods for teaching English as first additional language
- Support learners with learning barriers to language acquisition and literacy teaching.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 2 (F-EHF 222)

YEAR 2 NQF LEVEL 6 CREDITS: 15

Purpose

Through this module, students will (a) understand the structure of the English language, (b) understand the various reading theories and the impact on literacy teaching, (c) understand how the structure of the English language impacts and therefore has particular implications for the teaching of reading and writing, (d) understand and analyse literature, (e) understand and use children's literature (fictional texts) to enhance language development and literacy teaching for Grade 1, (f) draw on language and learning theories to plan an appropriate language and literacy programme in Grade 1, (g) discuss the elements of a language-rich environment, (h) explain some of the barriers to learning impedes optimal language acquisition and effective instruction in literacy.

This module will also introduce students to pedagogical components essential for teaching English as an additional language.

Learning outcomes

At the end of this module, students should be able to:

- Understand the structure of the English language.
- Explain the differences between the various reading theories.
- Plan appropriate instruction for the teaching of Reading and Writing in Grade 1.
- Analyse children's literature (fictional texts).
- Understand the importance of children's literature in conventional literacy practices.
- Plan a language and literacy programme by:
 - Planning appropriate literacy events and practices for Grade 1 learners.
- Assess Grade 1 learners' development in reading and writing.
- Discuss the elements of a language-rich environment.
- Appropriate methods for teaching English as first additional language.
- Support learners with barriers to language acquisition and literacy teaching.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 3 (F-EHF 313)

YEAR 3 NQF LEVEL 6 CREDITS: 15

Purpose

Through this module, students will (a) understand the structure of the English language, (b) understand how the structure of the English language impacts and therefore has particular implications for the teaching of reading and writing in Grade 2, (c) understand the various approaches to teaching writing and the impact on literacy teaching, (d) understand and analyse literature appropriate for Grade 2, (e) understand and use children's literature (fictional texts) to enhance language development and literacy teaching for Grade 2, (f) draw on language and learning theories to plan an appropriate language and literacy programme in Grade 2, (g) discuss the elements of a language-rich environment, (e) explain some of the barriers to learning which impedes optimal language acquisition and effective instruction in literacy.

This module will also introduce students to pedagogical components essential for teaching English as an additional language.

Learning outcomes

At the end of this module, students should be able to:

- Understand the structure of the English language.
- Plan appropriate instruction for the teaching of Reading and Writing in Grade 2.
- Analyse children's literature (fictional texts) appropriate for Grade 2.
- Understand the importance of children's literature in conventional literacy practices
- Plan a language and literacy programme by:
 - Planning appropriate literacy events and practices for Grade 2 learners.
- Assess Grade 2 learners' development in reading and writing.
- Discuss the elements of a language-rich environment.
- Appropriate methods for teaching English as first additional language.
- Support learners with barriers to language acquisition and literacy teaching.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 4 (F-EHF 414)

YEAR 4 NQF LEVEL 7 CREDITS: 14

Purpose

Through this module, students will (a) understand the structure of the English language, (b) understand how the structure of the English language impacts and therefore has particular implications for the teaching of reading and writing in Grade 3, (c) understand the various approaches to teaching writing and the impact on literacy teaching, (d) understand and analyse literature appropriate for Grade 3, (e) understand and use children's literature (fictional texts) to enhance language development and literacy teaching for Grade 3, (f) draw on language and learning theories to plan an appropriate language and literacy programme in Grade 3, (g) discuss the elements of a language-rich environment appropriate for Grade 3, (e), explain some of the barriers to learning that impede learners' optimal language acquisition and effective instruction in literacy.

Learning outcomes

At the end of this module, students should be able to:

- Understand the structure of the English language
- Plan appropriate instruction for the teaching of Reading and Writing in Grade 3
- Analyse children's literature (fictional texts) appropriate for Grade 3
- Understand the importance of children's literature in conventional literacy practices
- Plan a language and literacy programme by:
 - Planning appropriate literacy events and practices for Grade 3 learners.
- Assess Grade 3 learners' development in reading and writing
- Discuss the elements of a language-rich environment
- Support learners with barriers to language acquisition and literacy teaching.

**ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION
PHASE 1 (F-FLE 221)
YEAR 2 NQF LEVEL 6 CREDITS: 12**

Purpose

This module builds on the common module: *Introduction to Language and Literacy Teaching in the Foundation Phase* to enable students to (a) understand English prose and poetry, (b) understand and apply components and grammatical principles of English, (b) analyse prose (fictional) as a component in the study of literature, (c) children's literature, and (d) how to plan, implement, assess, and evaluate second language and literacy learning in Grade 1, with particular reference to reading and reading processes.

Learning outcomes

At the end of this module students should be able to:

- Understand English prose and poetry.
- Understand components and grammatical principles of the English language.
- Analyse English non-fictional prose
- Understand children's literature (fictional prose) in general and children's literature appropriate to Grade 1 in particular.
- Understand the role of children's home language in acquiring English as a first additional language.
- Understand approaches to English first additional language acquisition.
- Understand emergent literacy practices for English first additional language development and literacy learning.
- Use children's literature for English first additional language learning and development.
- Plan, implement, and assess an English first additional language learning programme.
- Integrate language components.
- Integrate language across the curriculum.
- Resource first additional language learning in Grade 1.
- Reflect on first additional language teaching in Grade 1.
- Identify and support learners with literacy and language barriers to learning in a Grade 1 context.

**ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION
PHASE 2 (F-FLE 322)
YEAR 3 NQF LEVEL 6 CREDITS: 12**

Purpose

This module will enable students to deepen their knowledge and understanding of (a) prose (nonfictional) as a component in the study of literature, (b) the components and grammatical principles of the English language (c) children's literature (with emphasis on non-fictional prose), (d) using children's non-fictional prose in literacy and language development, and (e) planning, implementing, assessing, and evaluating English first additional language learning in Grade 2.

Learning outcomes

At the end of this module students should be able to:

- Understand and analyse English prose (non-fictional).
- Understand components and grammatical principles of the English language.
- Understand children's literature in general and children's literature appropriate to Grade 2 in particular.
- Use children's non-fictional prose for literacy and language development.
- Plan, implement, and assess English first additional language learning in Grade 2.
- Integrate within and across the curriculum.
- Resource English first additional language learning in Grade 2.
- Reflect on English first additional language teaching in Grade 2.
- Identify and support learners with language and literacy barriers to learning.

**ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION
PHASE 3 (F-FLE 423)
YEAR 4 NQF LEVEL 7 CREDITS: 14**

Purpose

Students will deepen their knowledge of English, its structure and principles. They will also extend their knowledge on English poetry as well on children's literature, with special emphasis on poetry. Students will be exposed to strategies that enable them to use poetry to enhance language and literacy development. They will draw on previous knowledge (derived from previous modules) to deepen their understanding of how to plan, implement, and assess a language and literacy programme in Grade 3. This includes reflecting on their own practice as well how to identify and support learners with language and literacy barriers to learning. Specifically, the content comprises:

Learning outcomes

At the end of this module students should be able to:

- Analyse English prose and poetry.
- Understand and apply semantic and syntactic principles.
- Use relevant theories to plan an English first additional language teaching and learning programme in Grade 3.
- Use relevant second language acquisition pedagogies to implement an English first additional language and literacy programme. □ Integrate language components.
- Assess learners' first additional language and literacy development.
- Identify learners with linguistic barriers to learning.
- Resource English first additional language learning in Grade 3.
- Identifying and supporting learning through a first additional language.

**FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 1:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(F-FLA 221 / F-FLX 221 / F-FLZ 221 / F-FLS 221 / F-FLT 221)
YEAR 2 NQF LEVEL 6 CREDITS: 12**

Purpose

This module builds on the common module: *Introduction to the Language and Literacy Landscape in the Foundation Phase* to enable students to (a) understand additional language teaching with particular focus on prose and poetry, (b) understand and apply components and grammatical principles for Additional language (c) analyse prose (fictional) in the chosen additional language as a component in the study of literature, (d) children's literature, and (e) how to plan, implement, assess, and evaluate second language and literacy learning in Grade 1, with particular reference to reading and reading processes.

Learning outcomes

At the end of this module students should be able to:

- Understand prose and poetry for any one of the four additional languages offered in the programme.
- Understand components and grammatical principles for Additional language.
- Analyse non-fictional prose.
- Understand children's literature (fictional prose) in general and children's literature appropriate to Grade 1 in particular.
- Understand the role of children's Home Language in acquiring an additional language
- Understand approaches to additional language acquisition.
- Understand emergent literacy practices for first additional language development and literacy teaching:
 - Phonological awareness
 - Vocabulary development
 - Alphabetic principle
 - Print Awareness
 - Oral language.
- Plan, implement, and assess an additional language learning programme.
- Integrate language components.
- Integrate language across the curriculum.
- Resource first additional language learning in Grade 1.
- Reflect on first additional language teaching in Grade 1.
- Identify and support learners with literacy and language barriers to learning in a Grade 1 context.

**FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 2:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(F-FLA 322 / F-FLX 322 / F-FLZ 322 / F-FLS 322 / F-FLT 322)
YEAR 3 NQF LEVEL 6 CREDITS: 12**

Purpose

This module builds on the preceding cognate module to enable students to (a) understand additional language teaching with particular focus on prose and poetry appropriate for Grade 2, (b) understand and apply components and grammatical principles for Additional Language (c) analyse prose (fictional) in the chosen additional language as a component in the study of literature, (d) children's literature, and (e) how to plan, implement, assess, and evaluate second language and literacy learning in Grade 2, with particular reference to reading and reading processes.

Learning outcomes

At the end of this module students should be able to:

- Understand prose and poetry for the additional language
- Understand components and grammatical principles.
- Analyse non-fictional prose in any one of the four additional languages offered in the programme
- Understand children's literature (fictional prose) in general and children's literature appropriate to Grade 2 in particular.
- Understand the role of children's Home Language in acquiring the additional language.
- Understand approaches to additional language acquisition.
- Differentiate between sequential and simultaneous bilingualism.
- Plan, implement, and assess an additional language learning programme.
- Integrate language components.
- Integrate language across the curriculum.
- Resource additional language learning in Grade 2.
- Reflect on first additional language teaching in Grade 2.
- Identify and support learners with literacy and language barriers to learning in a Grade 2 context.

**FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 3:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(F-FLA 423 / F-FLX 423 / F-FLZ 423v/ F-FLS 423 / F-FLT 423)
YEAR 4 NQF LEVEL 7 CREDITS: 14**

Purpose

Students are enabled to (a) understand additional language teaching with particular focus on prose and poetry, (b) understand and apply components and grammatical principles for the Additional language (b) analyse prose (fictional) in the chosen additional language as a component in the study of literature, (c) children's literature, and (d) how to plan, implement, assess, and evaluate second language and literacy learning in Grade 3, with particular reference to reading and reading processes.

Learning outcomes

At the end of this module students should be able to:

- Understand prose and poetry for an additional language
- Understand components and grammatical principles
- Analyse non-fictional prose in any one of the four additional languages offered in the programme
- Understand children's literature (fictional prose) in general and children's literature appropriate to Grade 3 in particular.
- Understand the role of children's Home Language in acquiring any one of the four additional languages (as offered in the programme) as an additional language.
- Explain the typical developmental processes of conventional literacy practices:
 - Vocabulary development
 - Word comprehension
 - Sentence comprehension
 - Paragraph comprehension
- Understand approaches to additional language acquisition:
 - Sequential bilingualism
 - Simultaneous bilingualism
- The Grade 3 Language and literacy programme
 - Planning, implementing, and evaluating an additional language learning programme.
- Integrate language components.
- Integrate language across the curriculum.
- Resource first additional language learning in Grade 3.
- Reflect on first additional language teaching in Grade 3.
- Identify and support learners with literacy and language barriers to learning in a Grade 3 context.

FUNDAMENTAL MATHEMATICS (B-FMA 110)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is to develop students' mathematical knowledge and applied competencies so as to advance their personal and academic mathematics learning and by implication, teaching.

Learning outcomes

At the end of the module students should be able to:

- Understand and be able to apply standard methods and procedures in working with numbers and operations.
- Understand and be able to apply standard methods and procedures in working with fractions, decimals, and percentages.
- Understand and be able to apply standard methods and procedures in doing calculations with ratio, rate, and proportion.

HOME LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 1:

(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)

(F-HLA 211 /F-HLX 211 /F-HLZ 211 /F-HLS 211 / F-HLT 211)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module will enable students to (a) understand and analyse the structure of the chosen language, (b) understand and analyse canonical literature, (c) understand and use children's literature (fictional texts) to enhance literacy and language development, (d) draw on language and learning theories to plan an appropriate language and literacy programme in Grade R.

Learning outcomes

At the end of this module students should be able to:

- Understand and analyse South African language structures.
- Analyse South African literature (fictional texts).
- Understand children's home language literature (fictional texts).
- Understand the role of children's literature in emergent literacy practices and conventional literacy.
- Identify and apply suitable theories and methods for teaching Home Language in the Foundation Phase.
- Plan, teach, and assess language and literacy learning in Grade R.
- Language integration in the Grade R classroom.
- Reflect on literacy and language learning in Grade R.
- Plan and develop language and literacy resources appropriate for Grade R for language and literacy teaching and learning.
- Identify and support learners with home language barriers to language and literacy learning.

**HOME LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 2:
(AFRIKAANS, ISIZULU, ISIXHOSA, SEPEDI, SETSWANA)
(F-HLA 222 /F-HLX 222 /F-HLZ 222 /F-HLS 222 / F-HLT 222)
YEAR 2 NQF LEVEL 6 CREDITS: 12**

Purpose

The purpose of the second module is to enable students to deepen their understanding of the components in the structure of Home Language, the study of non-fictional South African literature, children's non-fictional literature, draw on language and learning theories to deepen their understanding of language and literacy learning, and to understand and demonstrate how to plan a developmentally appropriate language and literacy programme in Grade 1.

Learning outcomes

At the end of this module students should be able to:

- Understand home language structure (cont.).
- Understand and analyse non-fictional South African literature.
- Understand and analyse non-fictional South African language children's literature.
- Understand the use of children's literature to enhance home language and literacy learning.
- Understand home language and literacy learning in Grade 1.
- Understand approaches to home language and literacy learning in Grade 1.
- Understand how to integrate components of home language and home language across the Grade 1 curriculum.
- Understand differentiated home language and literacy learning in Grade 1.
- Understand how listening and speaking develops reading and writing.
 - Plan, implement and assess language and literacy programme in Grade 1
 - Resource the Grade 1 classroom.
- Reflect on language and literacy teaching practices.
- Identify and support learners with language and literacy barriers to learning.

**HOME LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 3:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(F-HLA 313 /F-HLX 313 /F-HLZ 313 /F-HLS 313 / F-HLT 313)
YEAR 3 NQF LEVEL 6 CREDITS: 12**

Purpose

The purpose of the third module is to enable students to deepen their understanding of the components in the structure of South African languages, the study of poetry, children's poetry (home language), draw on language and learning theories to deepen their understanding of language and literacy teaching and learning, and to understand and demonstrate how to plan a developmentally appropriate language and literacy programme in Grade 2.

Learning outcomes

At the end of this module students should be able to:

- Understand the structure of home languages cont.
- Understand and analyse South African (home language) poetry.
- Understand and analyse children's poetry (home language)
- Understand how to use poetry for home language and literacy development.
- Understand the home language and literacy programme in Grade 2.
- Understand approaches to home language and literacy learning in Grade 2.
- Understand differentiated home language and literacy learning in Grade 2.
- Language integration in Grade 2.
- Understand how to plan, implement and assess language and literacy learning in Grade 2.
- Know how to resource the Grade 2 classroom.
- Reflect on home language and literacy teaching practices in Grade 2.
- Identify and support learners with linguistic barriers to language learning.

**HOME LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 4:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(F-HLA 414 /F-HLX 414 /F-HLZ 414 /F-HLS 414 / F-HLT 414)
YEAR 4 NQF LEVEL 7 CREDITS: 14**

Purpose

The purpose of the final module is to enable students to consolidate their understanding of the Components in the structure of South African languages. Students will be able to use prose and poetry to teach home language and draw on language and learning theories to deepen their understanding of how to plan, implement and assess a developmentally appropriate language and literacy programme in Grade 3. The module addresses ways to identify and support learners with language and literacy barriers to learning in Grade 3.

Learning outcomes

At the end of this module students should be able to:

- Compare South African language structures.
- Analyse South African fictional and non-fictional prose.
- Analyse poetry.
- Understand language and literacy development in Grade 3.
- Use prose and poetry in language and literacy development in Grade 3.
- Understand approaches to language and literacy learning in Grade 3.
- Understand how to integrate components of language and literacy within and across the curriculum.
- Understand differentiated language and literacy learning.
- Plan, implement, and assess language and literacy learning in Grade 3.
- Plan for Grade 4 transitional language and literacy demands.
- Resource the Grade 3 classroom.
- Reflect on language and literacy teaching and learning practices.
- Identify and support learners with language and learning barriers to learning in Grade 3.

INTRODUCTION TO THE LANGUAGE AND LITERACY LANDSCAPE IN THE FOUNDATION PHASE (F-LLL 110)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of the first introductory language teaching module is to provide a situational, conceptual, theoretical, and pedagogical framework for South African languages taught as Home and First Additional Language and Literacy in the Foundation Phase in a multilingual context. This is in preparation for the cognate modules in all languages offered in this programme and at least provides a rudimentary insight to student teachers of the languages they may meet in the classroom. This additionally assists students to choose later language streams through providing an overview of all potential subsequent language streams.

Learning outcomes

At the end of this module students should be able to:

- Understand the global and South African language landscape.
- Describe and analyse language theories, methods, and approaches.
- Understand language development and literacy acquisition.
- Understand language acquisition in a multilingual context or landscape.
- Plan a language and literacy teaching programme including assessment.

INTRODUCTION TO LIFE SKILLS TEACHING IN THE FOUNDATION PHASE (F-LSK 120)
YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

This introductory module extends student's knowledge of child development (see Education Studies 1: Theories of Child Development) to enable them to develop an overview and situate Life Skills in the Foundation Phase conceptually, theoretically, and contextually. Each sub-field is introduced (with subject and pedagogical content knowledge developed in each ensuing modules). Students are introduced to the concepts of life skills and skills for life as precursors to understanding the Life Skills programme in the Foundation Phase.

Learning outcomes

At the end of this module students should be able to:

- Understand child development in context.
- Understand life skills (and skills for life) as a concept and a subject.
- Understand the rationale for Life Skills as a subject from the perspective of legislation and curriculum policy.
- Develop and overview and understand:
 - Life Skills as a subject in the Foundation Phase
 - The importance of the Life Skills subject in the Foundation Phase
 - The components and content of each subject in Life Skills
 - The study areas that comprise the subject of Life Skills.
- Plan a Life Skills programme in the Foundation Phase.
- Integrate Life Skills within the subject and across the curriculum.
- Maximise Life Skills learning in diverse classroom contexts in South Africa.

INTRODUCTION TO MATHEMATICS TEACHING IN THE FOUNDATION PHASE 1(I-MAT 120)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

This module provides students with an overview of theories and concepts underlying mathematics as well as the theories and concepts underpinning mathematics teaching and learning. It also builds student's understanding of the mathematics knowledge structure, areas in mathematics, dominant approaches to mathematics teaching and learning, and the requirements of the mathematics curriculum. Developing a mathematical register as a precursor to mathematical learning in the early years is an important aspect of the module. Students will understand the importance of structuring mathematics learning as well as gain insight into how to plan, implement, and assess a mathematics learning programme in the Foundation Phase. Students are introduced to an overview of how to identify and support learners with mathematical barriers to learning.

Learning outcomes

At the end of this module students should be able to:

- Understand theories and concepts underlying mathematics.
- Understand theories teaching in the Foundation Phase.
- Understand the mathematics knowledge structure.
- Understand teaching approaches in mathematics.
- Develop an overview and planning of mathematics in the Foundation Phase.
- Develop a mathematical register and pre-number conceptual development in early mathematical learning.
- Select appropriate methods for teaching numbers and number relations: number sense and counting in the Foundation Phase.
- Identify and support learners with barriers to mathematical barriers to learning.

LANGUAGE OF CONVERSATIONAL COMPETENCE

(ISIXHOSA / ISIZULU / SEPEDI, SETSWANA) (C-LCX 120 / C-LCZ 120 / C-LCS 120 / C-LCT 120)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of the module is to endow prospective teachers, who have no prior knowledge of an African language, with basic conversational competence in a DHET approved language (other than English or Afrikaans) and approved and offered by SANTS for this purpose. Successful completion of this module will enable teachers to communicate both orally and in other expressive and receptive forms in a multilingual classroom context in order to mediate learning and order in a classroom effectively.

Learning outcomes

At the end of this module, students will be able to:

- Apply general communication skills in a language approved by the DHET other than English or Afrikaans; and
- Apply both oral and non-oral communication skills essential for mediating learning in a classroom context.

LIFE SKILLS TEACHING IN THE FOUNDATION PHASE 1: PERSONAL AND SOCIAL WELLBEING (F-LSK 211)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of this module is to provide students with content, conceptual, and pedagogical knowledge on what personal and social well-being entails and how to plan, implement and assess a personal and social well-being learning programme in the Foundation Phase. Students are enabled to identify and support students with personal and social barriers to learning as well as reflect on their own practice in the subject.

Learning outcomes

At the end of this module students should be able to:

- Situate social and personal well-being in current literature.
- Understand personal and social well-being in the Foundation Phase.
- Plan, implement, and assess the personal and social well-being programme in the Foundation Phase.
- Integrate personal and social well-being within the subject and across the curriculum.
- Maximise learning in diverse classroom contexts in South Africa.
- Identify and address barriers to personal and social well-being learning and development.

LIFE SKILLS TEACHING IN THE FOUNDATION PHASE 2: PHYSICAL EDUCATION (F-LSK 312)

YEAR 3 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of this module is to provide students with content, conceptual, and pedagogical knowledge on what physical education/movement education entails and how to plan, implement and assess physical education in the Foundation Phase. Students are enabled to identify and support students with physical barriers to learning as well as reflect on their own practice in the subject.

Learning outcomes

At the end of this module students should be able to:

- Situate physical education/movement education in current literature (theoretically and empirically).
- Understand elements, principles and benefits of physical/movement education.
- Understand physical education in the Foundation Phase.
- Plan, implement, and assess the physical education programme in the Foundation Phase.
- Integrate physical education within the subject and across the curriculum.
- Maximise learning in diverse classroom contexts in South Africa.
- Assess physical development.
- Identify and support learners with physical barriers to learning.

LIFE SKILLS TEACHING IN THE FOUNDATION PHASE 3: CREATIVE ARTS (F-LSK 323)

YEAR 3 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of this module is to provide students with content, conceptual, and pedagogical knowledge on what the Creative Arts component of Life Skills entails and how to teach and assess it in the Foundation Phase.

Learning outcomes

At the end of this module students should be able to:

- Understand creativity and creative arts in current literature.
- Understand visual and performing arts as sub-fields of creative arts.
- Understand the components of creative arts in the Foundation Phase.
- Plan, implement, and assess the creative arts programme in the Foundation Phase.
- Integrate components of creative arts.
- Integrate creative arts within the subject and across the curriculum.
- Maximise learning in diverse classroom contexts in South Africa.
- Support for learners with creative arts barriers to learning.

LIFE SKILLS TEACHING IN THE FOUNDATION PHASE 4: NATURAL SCIENCES AND TECHNOLOGY

(F-LSK 414)

YEAR 4 NQF LEVEL 7 CREDITS: 14

Purpose

The purpose of this module is to provide students with subject and pedagogical content knowledge pertaining to Natural Science and Technology in the Foundation Phase.

Learning outcomes

By the end of this module students should be able to:

- Understand conceptions of science and technology.
- Understand content and concepts of natural science and technology beyond phase specification.
- Integrate knowledge and understanding of Natural Science and Technology as a field and subject in the Foundation Phase.
- Evaluate, select, critically reflect on and apply methods to develop skills and concepts for Natural Sciences and Technology in the Foundation Phase.
- Develop learning environments for science and technology learning.
- Integrate Natural Science and Technology.
- Integrate Natural Science and Technology across the curriculum.
- Assess science and technology.
- Identify and address learners with science and technology barriers to learning.
- Reflect on practice.

LIFE SKILLS TEACHING IN THE FOUNDATION PHASE 5: SOCIAL SCIENCES (F-LSK 425)

YEAR 4 NQF LEVEL 7 CREDITS: 14

Purpose

The purpose of this module is to provide students with content, conceptual, and pedagogical knowledge on what the social sciences entails and how to plan and implement a social science programme in the Foundation Phase.

Learning outcomes

By the end of this module students should be able to:

- Understand conceptions of social sciences.
- Understand content of social sciences beyond phase specification.
- Understand concepts in social sciences.
- Understand components comprising social sciences.
- Integrate knowledge and understanding of social sciences as a field and subject in the Foundation Phase.
- Evaluate, select, critically reflect on and apply methods to develop skills and concepts for social sciences in the Foundation Phase.
- Plan and develop environments for social sciences learning.
- Assess social sciences in the Foundation Phase.
- Integrate social sciences components as well as social sciences across the curriculum.
- Resourcing the Life Skills classroom.
- Identify learners with social sciences barriers to learning.
- Reflect on practice.

MATHEMATICS TEACHING IN THE FOUNDATION PHASE 1 (F-MAT 221)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module will prepare students to understand and teach numbers, operations, and number relations by providing both subject and pedagogical content knowledge. Students will understand how to sequence mathematical knowledge and plan, implement and assess mathematical learning in the Foundation Phase.

Learning outcomes

At the end of this module students should be able to:

- Plan mathematics learning programmes.
- Evaluate, select, and implement appropriate methods for teaching numbers, operations and number relations in the Foundation Phase.
- Assess mathematical learning.
- Use assessment for learning and teaching.
- Plan appropriate mathematics learning environments.
- Select and develop appropriate resources for mathematics learning.
- Identify and support learners with barriers to mathematical learning.
- Reflect on practice.

MATHEMATICS TEACHING IN THE FOUNDATION PHASE 2 (F-MAT 312)

YEAR 3 NQF LEVEL 6 CREDITS: 12

Purpose

This module will enable students to understand and teach models and strategies for multiplicative reasoning, fractions, multiple operations, and mental maths, and to plan and teach multiplication, division, and fractions in the Foundation Phase in connected ways.

Learning outcomes

At the end of this module students should be able to:

- Plan mathematics learning programmes.
- Evaluate, select, and apply appropriate methods for teaching multiplication and division in the Foundation Phase.
- Assess multiplicative reasoning, fractions, multiple operations and mental mathematics.
- Integrate mathematics across the curriculum.
- Identify barriers to mathematics learning.
- Support learners with barriers to mathematics.

MATHEMATICS TEACHING IN THE FOUNDATION PHASE 3 (F-MAT 323)

YEAR 3 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of this module is to develop students' mathematical subject and pedagogical content knowledge to teach patterns, functions, algebra, and space and shape in an integrated mathematics programme in the Foundation Phase based on the prescribed curriculum.

Learning outcomes

At the end of this module students should be able to:

- Plan mathematics learning programmes.
- Integrate knowledge of curriculum mapping in mathematics teaching and learning in the Foundation Phase.
- Use and evaluate teaching methods to teach Patterns, Functions, Algebra and Space and Shape in the Foundation Phase.
- Assess Patterns, Functions, Algebra and Space and Shape.
- Identify barriers to mathematics learning.
- Support for learners with barriers to mathematics learning.

MATHEMATICS TEACHING IN THE FOUNDATION PHASE 4 (F-MAT 424)

YEAR 4 NQF LEVEL 7 CREDITS: 14

Purpose

This module will explore and consider the topics of data handling, measurement, and error analysis in the Foundation Phase. Each topic will be explored in a holistic manner paying attention to both the theoretical as well as pedagogical underpinnings of the topic.

Learning outcomes

At the end of this module students should be able to:

- Understand data handling and measurement as a component of mathematics.
- Plan, implement and assess data handling and measurement in the foundation Phase.
- Evaluate mathematics learning programmes.
- Integrate knowledge of curriculum mapping in mathematics teaching and learning in the Foundation Phase.
- Identify, evaluate, and critically reflect on appropriate methods for teaching data handling and measurement in the Foundation Phase.
- Conduct error analysis and use results for teaching and learning.
- Identify and support learners with mathematics learning.

PROFESSIONAL STUDIES IN THE FOUNDATION PHASE 1: CLASSROOM PRACTICE

(F-PFS 121)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is to develop students' understanding of the Foundation Phase classroom context, in particular their pedagogical content knowledge and understanding of the principles, practices, and methods of teaching and learning commensurate with young children's ages and stages of development, contextual realities, and the social factors that shape pedagogy in context. This module also develops students' knowledge and competency to work with difference in the classroom, and identify, seek assistance and/or respond to barriers to learning.

Learning outcomes

At the end of this module students should be able to:

- Understand the Foundation Phase learner.
- Understand the Foundation Phase teaching and learning context and how it differs from other phases of schooling in South Africa.
- Understand curriculum, pedagogical, and assessment imperatives, principles, and practices appropriate for the Foundation Phase.
- Understand the South African Foundation Phase curriculum.
- Design, implement, and evaluate classroom practice.
- Understand processes for the identification of learners with barriers to learning.
- Identify learners with barriers to learning.
- Identify appropriate support (internal and external to the school and the school system) for learners with barriers to learning.
- Identify and establish appropriate classroom support for learners with barriers to learning.

PROFESSIONAL STUDIES IN THE FOUNDATION PHASE 2: SCHOOL AND CLASSROOM MANAGEMENT (F-PFS 212)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module aims to apprise students of the relevant conceptual understanding of leadership and management discourses and styles in general and leadership and management in an education context. Students will be exposed to leadership, managerial, and governance systems and procedures necessary for effective functioning at macro (education system), meso (school), and micro (classroom) levels. The notion of teachers as leaders and managers and the roles and responsibilities this involves is integral to the knowledge students will gain in this module.

Learning outcomes

At the end of this module students should be able to:

- Describe educational leadership and education management.
- Understand the relationship between leadership and management.
- Analyse theories and models of leadership in education.
- Analyse leadership styles and their implication for school and classroom practice.
- Understand and apply knowledge of classroom leadership and management.

PROFESSIONAL STUDIES IN THE FOUNDATION PHASE 3: SOCIAL JUSTICE AND CURRENT ISSUES IN EDUCATION (F-PFS 223)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module aims to provide student teachers with conceptual tools to understand, analyse, and respond to current issues in education from a social justice perspective.

Learning outcomes

At the end of this module students should be able to:

- Understand perspectives on social justice in education
- Understand critical issues in South Africa that shape learners and their experience of school.
- Understand critical issues in South Africa that shape learning and teaching.
- Critically analyse factors shaping school and classroom practices in a localised context.
- Design and implement responses to localised school and classroom issues and challenges.
- Reflect on teacher's role as an agent of change.

PROFESSIONAL STUDIES IN THE FOUNDATION PHASE 4: TEACHER IDENTITY AND THE PROFESSION (F-PFS 324)

YEAR 3 NQF LEVEL 7 CREDITS: 14

Purpose

This is the final module in Professional Studies. The purpose of this module is to empower students to understand their identities as professionals by critically engaging with legislative and policy frameworks as well as by understanding the professional, moral, and ethical responsibilities associated with their role as teachers.

Learning outcomes

At the end of this module students should be able to:

- Understand teacher identity and professionalism
- Understand the role of the teacher in a democratic society.
- Analyse the moral, ethical, and values dimensions of teacher's work. □ Understand the teacher as an agent of change.
- Demonstrate professional judgment and become a reflective practitioner.

RESEARCH IN EDUCATION (B-RED 400)

YEAR 4 NQF LEVEL 7 CREDITS: 22

Purpose

The purpose of this module is to provide the student teacher with an understanding of research appropriate for improving classroom practice. Students are introduced to action research and how it can be used to improve teaching so that learners will be better able to learn. Further to this, it provides the opportunity for the student teacher to engage in their own action research project.

Learning outcomes

At the end of this module students should be able to:

- Understand the purpose and use of action research in education.
- Understand the principles and cycle of action research.
- Identify a problem in an authentic school/classroom context.
- Design and carry out an action research project.
- Reflect on practice.
- Use evidence to enhance teaching.

WORKPLACE INTEGRATED LEARNING (WIL) IN THE FOUNDATION PHASE

Work Integrated Learning in the programme comprises 24 weeks as follows:

YEAR OF STUDY	NUMBER OF WEEKS
1	5
2	5
3	6
4	8
Total number of weeks	24

WORKPLACE INTEGRATED LEARNING (F-WIL 101)

YEAR 1 NQF LEVEL 5 CREDITS: 18

Purpose The purpose of WIL is to develop the student's competence in teaching effectively in the South African school context. Students should be able to integrate the knowledge and skills acquired through the different modules. Students should be able to teach in different contexts and deal effectively with diverse challenges in a classroom. Students would be required to spend time in only Grade R This will accommodate the uniqueness of Grade R.

Student teachers will spend **FIVE** weeks of structured supervised and assessed teaching practice in the school. WIL I is to be completed in the first academic year. Student teachers will:

- Participate in the full day of the school.
- Profile the school, classroom and a learner through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Begin planning and presenting a variety of lessons with guidance from the mentor teacher.

Learning outcomes

- Understand the context of schools.
- Understand the context of the classroom.
- Understand the role of teachers.
- Gain experience in practice, including: Lesson planning; Teaching and managing learning; Assessment; Managing learners, and Classroom management.
- Gain experience in reflecting in and through practice

WORKPLACE INTEGRATED LEARNING (F-WIL 202)

YEAR 2 NQF LEVEL 6 CREDITS: 20

Purpose

The purpose of WIL is to develop the student's competence in teaching effectively in the South African school context. Students should be able to integrate the knowledge and skills acquired through the different modules. Students should be able to teach in different contexts and deal effectively with diverse challenges in a classroom. Students would be required to spend time in Grade 1.

Student teachers will spend **FIVE** weeks of structured supervised and assessed teaching practice in the school. WIL II is to be completed during the student's second academic year. Student teachers will:

- Participate in the full day of the school.
- Profile the school, classroom and two learners through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Plan and present a variety of lessons with guidance from the mentor teacher, teaching daily from the second week progressing to presenting consecutive lessons and a full day.

Learning outcomes

- Understand the context of schools.
- Understand the context of the classroom.
- Understand the role of teachers.
- Gain experience in practice, including: Lesson planning; Teaching and managing learning; Assessment; Managing learners, and Classroom management.
- Gain experience in reflecting in and through practice

WORKPLACE INTEGRATED LEARNING (F-WIL 303)

YEAR 3 NQF LEVEL 6 CREDITS: 22

Purpose The purpose of WIL is to develop the student's competence in teaching effectively in the South African school context. Students should be able to integrate the knowledge and skills acquired through the different modules. Students should be able to teach in different contexts and deal effectively with diverse challenges in a classroom. Students would be required to spend time in Grade 2.

Student teachers will spend **SIX** weeks of structured supervised and assessed teaching practice in the school. WIL III is to be completed during the student's third academic year.

Student teachers will:

- Participate in the full day of the school.
- Profile the surrounding community, school, classroom and learners through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Plan and present a variety of lessons with guidance from the mentor teacher, teaching consecutive lessons daily from the second week progressing to teaching for full days and a full week.

Learning outcomes

- Understand the context of schools.
- Understand the context of the classroom.
- Understand the role of teachers.
- Gain experience in practice, including: Lesson planning; Teaching and managing learning; Assessment; Managing learners, and Classroom management.
- Gain experience in reflecting in and through practice

WORKPLACE INTEGRATED LEARNING

YEAR 4 NQF LEVEL 7 CREDITS: 26

Purpose The purpose of WIL is to develop the student's competence in teaching effectively in the South African school context. Students should be able to integrate the knowledge and skills acquired through the different modules. Students should be able to teach in different contexts and deal effectively with diverse challenges in a classroom. Students would be required to spend time in Grade 3.

Student teachers will spend **EIGHT** weeks of structured supervised and assessed teaching practice in the school. WIL IV is to be completed during the student's final academic year. Student teachers will:

- Participate in the full day of the school.
- Profile the surrounding community, school, classroom and learners through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Plan and present a variety of lessons with guidance from the mentor teacher, teaching consecutive full days from the second week progressing to teaching for a full week and taking over all classroom and school activities for a week.

Learning outcomes

- Understand the context of schools.
- Understand the context of the classroom.
- Understand the role of teachers.
- Gain experience in practice, including: Lesson planning; Teaching and managing learning; Assessment; Managing learners, and Classroom management.
- Gain experience in reflecting in and through practice.