

Module descriptors: Diploma in Grade R Teaching

The modules are listed alphabetically with the title and the code.

ACADEMIC LITERACY (R-ALI 110)

YEAR 1 NQF LEVEL 5 CREDITS: 14

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 use 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 (R-CLI 110)

YEAR 1 NQF LEVEL 5 CREDITS: 14

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 basic functions of the Internet and academic databases effectively for academic and professional purposes.

EDUCATION STUDIES 1: THEORIES OF CHILD DEVELOPMENT IN CONTEXT (R-EDS 111)

YEAR 1 NQF LEVEL 5 CREDITS: 12

Purpose The purpose of this module is to develop student teachers' 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 TEACHING AND LEARNING IN CONTEXT (R-EDS 122)

YEAR 1 NQF LEVEL 5 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 (R-EDS 223)

YEAR 2 NQF LEVEL 6 CREDITS: 14

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 (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: EDUCATION POLICY AND PRACTICE (R-EDS 324)

YEAR 3 NQF LEVEL 6 CREDITS: 14

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, as well as 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.
- Explain education pre-, during-, and post-apartheid.
- Understand the structure, organisation, and management of education in South Africa today.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY LEARNING IN GRADE R 1 (R-EHF 211)

YEAR 2 NQF LEVEL 6 CREDITS: 19

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 LEARNING IN GRADE R 2

(R-EHF 312)

YEAR 2 NQF LEVEL 6 CREDITS: 19

Purpose

Through this module, students will (a) 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 and print-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:

- 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 and print-rich environment.
- Appropriate methods for teaching English as first additional language.
- Assess and support learners with barriers to language acquisition and literacy learning.

ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY LEARNING IN GRADE R 1

(R-FLE 221)

YEAR 2 NQF LEVEL 5 CREDITS: 12

Purpose

This module builds on the common module: *Introduction to the Language and Literacy Landscape in Grade R* to enable students to understand (a) and apply components and grammatical principles of English, (b) analyse prose 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 R, with special reference to reading.

Learning outcomes

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

- Understand components and grammatical principles of the English language.
- Understand the acquisition of a first additional language.
- Understand how a first additional language is dependent on a home language.
- Understand the implications for teaching and learning of English as a first additional language.
- Understand approaches to teaching English as a first additional language.
- Plan, implement, and assess English language learning as a first additional language.
- Resource the Grade R classroom to cater to and promote a multilingualism early teaching and learning environment.

ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY LEARNING IN GRADE R 2
(R-FLE 312)

YEAR 3 NQF LEVEL 6 CREDITS: 14

Purpose

This module builds on the *Introduction to the Language and Literacy Landscape in Grade R* and the first module on English First Additional Language to deepen students' understanding of (a) poetry as a component of the study of literature, (b) English poetry for children, and (c) to plan, implement, assess, and evaluate second language learning in Grade R, with special reference to writing.

Learning outcomes

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

- Understand English poetry as a component of the study of literature.
- Understand English poetry for children.
- Understand how to use poetry in language and literacy development.
- Develop a deepened understanding of how to plan, implement, assess and evaluate a language and literacy programme with special reference to writing development.

FIRST ADDITIONAL LANGUAGE AND LITERACY LEARNING IN GRADE R 1 (AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)

(R-FLA 221 / R-FLX 221 / R-FLZ 221 / R-FLS 221 / R-FLT 221)

YEAR 2 NQF LEVEL 5 CREDITS: 12

Purpose

This module enables students to (a) understand and apply components and grammatical principles of additional language learning, (b) analyse prose 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 teaching and learning in Grade R, with special reference to reading.

Learning outcomes

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

- Understand components and grammatical principles of additional language learning
- Understand the acquisition of an additional language.
- Understand how additional language development is dependent on home or first language acquisition and development.
- Understand the implications for teaching and learning of an additional language.
- Understand approaches to teaching an additional language.
- Plan, implement, and assess language learning as an additional language.
- Resource the Grade R classroom to cater to and promote a multilingualism early teaching and learning environment.

FIRST ADDITIONAL LANGUAGE AND LITERACY LEARNING IN GRADE R 2 (AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)

(R-FLA 322 / R-FLX 322 / R-FLZ 322 / R-FLS 322 / R-FLT 322)

YEAR 3 NQF LEVEL 6 CREDITS: 14

This module must be offered in the same language as its preceding cognate module.

Purpose

This module deepens students' understanding of (a) poetry as a component of the study of literature, (b) poetry for children, and (c) to plan, implement, assess, and evaluate second language learning in Grade R, with special reference to writing.

Learning outcomes

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

- Understand additional language poetry as a component of the study of literature.
- Understand poetry for children.
- Understand how to use poetry in additional language and literacy development.
- Develop a deepened understanding of how to plan, implement, assess and evaluate an additional language and literacy programme with special reference to writing development.

FUNDAMENTAL MATHEMATICS (R-FMA 110)

YEAR 1 NQF LEVEL 5 CREDITS: 14

Purpose

The purpose of this module is to develop students teachers' 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 LEARNING IN GRADE R 1 (AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA) (R-HLA 211 / R-HLX 211 / R-HLZ 211 / R-HLS 211 / R-HLT 211)
YEAR 2 NQF LEVEL 6 CREDITS: 16

Purpose

This module will enable students understand components in the structure of home language, study South African literature, children's literature and its development, and how draw on language and learning theories to plan for listening and speaking teaching and learning in the Home Language in Grade R.

Learning outcomes

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

- Understand and analyse home language structures.
- Analyse South African literature (prose).
- Understand and analyse children's literature and its implication for home language and literacy development.
- Identify and apply suitable theories and methods for teaching Home Language in Grade R.
- Plan, teach, and assess language and literacy learning in Grade R, with specific reference to listening and speaking.
- Reflect on language and literacy learning in Grade R.
- Plan and develop language and literacy resources appropriate for Grade R language and literacy teaching and learning.
- Identify and support learners with home language barriers to learning.

HOME LANGUAGE AND LITERACY LEARNING IN GRADE R 2 (AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA) (R-HLA 312 / R-HLX 312 / R-HLZ 312 / R-HLS 312 / R-HLT 312)
YEAR 3 NQF LEVEL 6 CREDITS: 16

Purpose

This module will enable students to understand components in the structure of home language, study South African literature (poetry), children's literature and its development, and how to draw on language and learning theories to plan for reading and writing teaching and learning in the Home Language in Grade R.

Learning outcomes

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

- Understand home language and literacy learning in Grade R.
- Understand approaches to home language and literacy teaching in Grade R.
- Understand differentiated home language and literacy instruction.
- Understand reading as a meaning making process.
- Understand the pillars of early reading instruction.
- Understand handwriting as a mechanical process.
- Understand writing as a creative and meaning making process.
- Plan home language and literacy teaching and learning.
- Resource the Grade R language and literacy classroom.
- Implement a language and literacy learning programme in Grade R.
- Identify and support learners with home language barriers to learning.

INTRODUCTION TO THE LANGUAGE AND LITERACY LANDSCAPE IN GRADE R (R-LLL 120)

YEAR 1 NQF LEVEL 5 CREDITS: 12

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 Grade R 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 second language acquisition.

INTRODUCTION TO LIFE SKILLS IN GRADE R (R-LSK 120)

YEAR 1 NQF 5 CREDITS: 12

Purpose

This introductory module aims to facilitate students understanding of the theoretical orientations that locate the child and child development in context in order to situate the various subjects that comprise the Grade R life skills programme. It also explores one of the study areas of the subject Life Skills with the student teacher, namely: Personal and Social Well-being. It introduces students to the key concepts and principles underpinning this disciplinary knowledge, and offers students guidelines how to plan for, implement, assess learning and reflect on teaching for personal and social well-being.

Learning outcomes

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

- Understand Life Skills as a concept and subject.
- Understand the rationale for Life Skills as a subject from the perspective of legislation and curriculum policy.
- Understand the importance of the Life Skills subject in Grade R.
- Understand Life Skills as a subject in Grade R.
- Understand the study areas that comprise the subject of Life Skills.
- Understand the study area: Personal and Social Well-being.
 - Plan, implement, and assess personal and social well-being.
 - Integrate personal and social well-being within the subject and across the curriculum.
 - Plan for personal and social well-being in the Grade R classroom.
 - Maximise personal and social well-being learning in diverse South African classroom contexts.

INTRODUCTION TO MATHEMATICS LEARNING IN GRADE R (R-MAT 120)

YEAR 1 NQF LEVEL 5 CREDITS: 12

Purpose

This module builds students' understanding of the structure and requirements of the mathematics curriculum. Students learn to plan mathematics lessons that help learners develop the sequence of skills and concepts they require to establish their knowledge of number.

Learning outcomes

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

- Develop an overview and planning of Mathematics in Grade R.
- Understand theories and concepts underlying Mathematics teaching in Grade R.
- The ability to select appropriate methods for teaching numbers, and number relationships and number sense in Grade R.

**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 IN GRADE R 1 (R-LSK 211)

YEAR 2 NQF LEVEL 6 CREDITS: 16

Purpose

The purpose of this module is to provide students with an overview of content and pedagogical content knowledge pertaining to the study area, Beginning Knowledge in the Life Skills subject. The specific disciplines of knowledge informing this study area include Social Sciences made up of Geography and History, Natural Science, and Technology in Grade R.

Learning outcomes

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

- Understand theoretical and conceptual frameworks underpinning Beginning Knowledge in Life Skills
- Understand concepts in Social Sciences (History and Geography), Natural Science, and Technology.
- Understand the study area Beginning Knowledge, Natural Science, Social Sciences and Technology
- Plan, implement, and assess Beginning Knowledge, Social Sciences, and Natural Sciences in Grade R.
- Integrate the above within the subject and across the curriculum.
- Maximise beginning knowledge, natural science, social sciences and technology learning in diverse South African classroom contexts.
- Identify and address barriers to learning in each of the subject areas.

LIFE SKILLS IN GRADE R 2 (R-LSK 312)

YEAR 3 NQF LEVEL 6 CREDITS: 16

Purpose

The purpose of this module is twofold. It provides students with conceptual, and pedagogical knowledge of physical education and creative arts as study areas in Life Skills. It entails how to plan, implement and assess these study areas in Grade R.

Learning outcomes

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

- Situate physical education and creative arts in current literature.
- Understand physical education and creative arts in the Life Skills programme.
- Plan, implement, and assess physical education and creative arts learning programmes.
- Integrate physical education and creative arts within the subject and across the curriculum.
- Maximise physical development and enhance creative ability through creative arts in diverse classroom contexts in South Africa.
- Identify and support learners with physical barriers to learning.

MATHEMATICS LEARNING IN GRADE R 1 (R-MAT 211)

YEAR 2 NQF LEVEL 6 CREDITS: 16

Purpose

This module will prepare students to plan for teaching 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 Grade R.

Learning outcomes

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

- Plan mathematics learning programmes for Grade R.
- Evaluate, select, and implement appropriate methods for teaching operations with whole numbers and problem-solving in Grade R.
- Evaluate, select, and implement appropriate methods to teach patterns with physical objects and drawings in Grade R.
- Assess mathematical learning.
- Use assessment for learning and teaching.
- Select and develop appropriate resources for mathematics learning.
- Identify and support learners with barriers to mathematical learning.
- Reflect on practice.

MATHEMATICS LEARNING IN GRADE R 2 (R-MAT 312)

YEAR 3 NQF LEVEL 6 CREDITS: 16

Purpose

This module will enable students to understand models and strategies for teaching spatial relationships, and numerical operations in connected ways.

Learning outcomes

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

- Plan mathematics learning programmes for Grade R.
- Evaluate, select, and apply appropriate methods to teach Space and Shape, Measurement and Data Handling in Grade R.
- Assess basic concepts as it relates to Space and Shape, Measurement and Data Handling in Grade R.
- Integrate mathematics across the curriculum.
- Identify barriers to mathematics learning.
- Support learners with barriers to mathematics.

PROFESSIONAL STUDIES 1: THE TEACHER AND THE CHILD FRIENDLY ENVIRONMENT

(R-PFS 211)

YEAR 2

NQF LEVEL 5

CREDITS: 12

Purpose

The purpose of this module is to develop students' understanding of Grade R, its place in the education system as a whole, and the purposes of Grade R as a schooling year. This includes promoting students' knowledge, skills, competencies, and dispositions to enable them to introduce and maintain a child-friendly teaching and learning environment in the Grade R context.

Learning outcomes

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

- Understand the position of Grade R in education, and its purposes as a year of schooling in the Foundation Phase.
- Understand the contextual factors that impact quality Grade R provisioning in diverse contexts in South Africa.
- Identify and explain the principles that underpin a child-friendly environment.
- Plan for, and implement a physically safe, and healthy teaching and learning environment.
- Understand and implement the daily programme and temporal environment in an integrated and holistic way.
- Identify and design appropriate teaching and learning support materials in promoting a child-friendly teaching and learning environment.
- Understand the nature of play, and its benefits to the holistic development and optimal learning of the child.
- Plan a playful approach to teaching and learning as informed by the principles of a child friendly environment.
- Understand the importance of establishing parent-teacher partnerships, and community collaboration and networking.

PROFESSIONAL STUDIES 2: GRADE R CURRICULUM IN PRACTICE (R-PFS 222)

YEAR 2 NQF LEVEL 6 CREDITS: 14

Purpose

The purpose of the module is to provide Grade R students teachers with an understanding of the Grade R curriculum, its associated practices and the implementation thereof.

Learning outcomes

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

- Understanding Grade R in the Foundation Phase.
- Understanding Grade R and child development.
- The Grade R curriculum requirements.
- Pedagogy in Grade R:
 - Early learning and teaching theories. How to implement playful pedagogies.
 - Differentiated learning and differentiated instruction.
 - Establishing developmentally and culturally responsive teaching and learning environments.
 - Auditing learning environments.
 - Resourcing Grade R classrooms.
- Assessment of and for learning in Grade R.
- Identifying and supporting barriers to learning.

**PROFESSIONAL STUDIES 3: EARLY YEARS TEACHER IDENTITY AND THE PROFESSION
(R-PFS 313)**

YEAR 3 NQF LEVEL 6 CREDITS: 14

Purpose

This is the third 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.
- Understand the moral, ethical, and values dimensions of teacher's work.
- Understand the teacher as an agent of change.
- Demonstrate professional judgement.
- Be a reflective practitioner.

PROFESSIONAL STUDIES 4: CRITICAL ISSUES IN EDUCATION (R-PFS 324)

YEAR 3

NQF LEVEL 6

CREDITS: 14

Purpose

This module aims to provide students with conceptual tools to understand, analyse, and respond to contemporary and critical 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.

WORKPLACE INTEGRATED LEARNING

Work Integrated Learning in the programme comprises 12 weeks as follows:

YEAR OF STUDY	NUMBER OF WEEKS
1	3
2	4
3	5
Total number of weeks	12

WORK INTEGRATED LEARNING (R-WIL 101) YEAR 1 NQF LEVEL 5 CREDITS: 16***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 THREE 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

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

- 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 (R-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 R.

Student teachers will spend FOUR 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

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

- 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 (R-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 Grade R classroom.

Student teachers will spend FIVE weeks of structured supervised and assessed teaching practice in the school. WIL III 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

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

- 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.