University of Pretoria Yearbook 2016

PGCE Intermediate Phase Teaching (09227021)

Duration of study	1 year
Total credits	120

Programme information

The PGCE consists of a university-based learning (UBL) component and a school-based learning (SBL) component. The UBL component is presented in the format of learning shops during which students construct a practice theory of and for education. For the purpose of the SBL component, students are placed in two partnerships schools with different compositions for 8 weeks each (a total of 16 weeks), during which they engage in education practice while they are supported and assessed by qualified mentor teachers and university lecturers.

The choices in compiling the package have to be approved by the package coordinator before registration.

Admission requirements

The MRTEQ policy (Gazette 34467) stipulates that the minimum admission requirement into a PGCE is an appropriate diploma or bachelor's degree. An appropriate diploma or degree should include sufficient disciplinary learning in appropriate academic fields to enable the development of teaching specialisation or/and subjects as specified for each school phase. The MRTEQ policy also clearly defines minimum entrance requirement guidelines in terms of sufficient subject knowledge per qualifier, some specialisations and DHET approved diplomas (the DHET will publish a list of approved diplomas for entry into an Advanced Diploma in Teaching). Furthermore, a student's choice in elective modules depends on the phase that a student qualifies for. In this regard the MRTEQ policy describes various factors that influence the range of teaching specialisations. These include:

• Specialised pedagogical content addressing the particular qualifier;

• Specialist requirements for the knowledge mix per qualifier;

• Minimum admission requirements;

• Approved teaching specialisations for Initial Teacher Education Qualifications;

• Approved basic competences of a beginner teacher.

Additional requirements

Intermediate Phase Teaching:

Appropriate subjects passed at a first-year academic level (100) which corresponds with one or more relevant subjects at school level (see programme modules). English passed at First year level. Any ONE official language passed at first-year degree level besides English. Any Mathematics, Applied Mathematics, Statistics or Applied Statistics, Accountancy (or suitable course addressing the Foundations of Mathematics) at First year level to 6 credits minimum.

Other programme-specific information

Elective modules:

Choose two of the following eight learning areas in accordance with the admission requirements (relevant academic modules are indicated in brackets)

IPH 416: Languages (Afrikaans, English)

IPH 412: Mathematics (Mathematics, Applied mathematics, Statistics or any other related academic module)

IPH 403: Art and culture (Art, Drama, Dance, Anthropology or any other related academic module)

IPH 414: Social sciences (History, Geography, Sociology, Political science or any other related academic module)

IPH 417: Natural sciences (Biology, Botany, Zoology, Chemistry, Physics, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)

IPH 408: Technology (Any technology, technical or computer related academic module)

IPH 409: Economic and management sciences (Economics, Business economics, Entrepreneurship, Business management, Accounting or any other related academic module)

IPH 410: Life orientation (Psychology, Human movement studies, Recreation or any other related academic module)

Class attendance
The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Education. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA (South African Qualification Authority).

Programme delivery
The PGCE consists of a university-based learning (UBL) component and a school-based learning (SBL) component. The UBL component is presented in the format of learning shops during which students construct a practice theory of and for education. For the purpose of the SBL component, students are placed in two partnership schools with different compositions for 6 weeks each (a total of 12 weeks), during which they engage in education practice while they are supported and assessed by qualified mentor teachers and university mentor lecturers.

Examinations and pass requirements

PPF 400 and PRO 410 are assessed through continuous and integrated assessment conducted on beginner teacher competence-based criteria. Assessment and feedback will be done continuously, as well as at the end of the first semester. At the end of the year students willbe required to demonstrate their professional growth through a portfolio.

Special examinations in the Faculty of Education
A final-year student, who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a special examination in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the certificate.

Pass with distinction

The PGCE will be awarded with distinction to a student who obtained 75% in each of the Professional

development (PPF 400), Facilitating learning (FCL 400) and the specialisation module(s), as well as an average of 75% in all the other modules.

General information

Computer literacy
The computer literacy of all students will be determined by a proficiency test. Students are placed in a specified computer literacy module according to their performance in the proficiency test.

Curriculum: Final year

Minimum credits: 139

Fundamental modules

First aid 454 (JNH 454)

Module credits	3.00
Prerequisites	No prerequisites.
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Consult the department

Module content

A practical course in the basic skills of first aid.

Foundations of education 401 (FOE 401)

Module credits	8.00
Prerequisites	As per PGCE entrance requirements.
Contact time	4 tutorials per year, 24 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Semester 1

Module content

FOE 401 introduces the study of education and its foundations. Students are guided in the exploration of philosophers in education such as Rousseau, Pestalozzi, Montessori, Gandhi, Steiner, Dewey, Piaget, Vygotsky, Illich, Freire and Lakoff. A dissecting look at the historic and futuristic trends that impacts change in education.

Global and social perspectives in education 401 (GPE 401)

Module credits	8.00
Prerequisites	As per PGCE entrance requirements
Contact time	4 tutorials per year, 24 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

GPE 401 refers to knowledge of varied situations, contexts and environments of education as well as prevailing policy, political and organizational contexts. GPE 401 is driven by an agenda of social justice and service learning where students discuss dealing with future scenarios in education emerging from globalisation, world of work and other contextual streams. Students study and experience the contextual understanding of the human and sociological development impacting on education with particular reference to following an asset-based approach to managing a diverse, multicultural, multi-ethnic group of learners often contending with problematic home circumstances and under the threat of HIV/Aids.

Core modules

Teaching Practice 410 (PRO 410)

Module credits	12.00
Prerequisites	Acceptable academic performance in applicable specialization module.
Contact time	20 other contact sessions per week
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Quarter 2

Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 6 weeks in the second term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment.

Teaching Practice 420 (PRO 420)

Module credits	12.00
Prerequisites	Acceptable academic performance in applicable specialization module.
Contact time	2 practicals per week, 20 other contact sessions per week
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Quarter 3

Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 6 weeks in the third term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment.

Facilitating learning 401 (FCL 401)

Module credits	12.00
Prerequisites	As per PGCE entrance requirements
Contact time	28 lectures per year, 26 tutorials per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

In FCL 401 students study the principles, practices and methods of teaching in a generic pedagogical sense. In particular general instructional knowledge is introduced using discursive resources to analyse practices across a variety of contexts, drawing from the latest textbooks, case studies (video and written based) and discussions.

Information and communication technology 410 (ICT 410)

Module credits	6.00
Prerequisites	As per PGCE entrance requirements and performance on the profiency test.
Contact time	3 tutorials per year, 32 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Science, Maths + Techno Ed
Period of presentation	Year

Module content

ICT 410 builds on the basic competency that AIM 101 produces and aims to further enhance students' information and communication technology literacy. The main focus of this module is on advancing technology skills in using information and communication technology for pedagogical, administrative and professional practices of pre-service teachers. This module aims to present ICT; as a cognitive and instructional tool in teaching and learning; as a tool to enhance administrative functioning and as a tool for professional development.

Technology in teaching 401 (ICT 401)

Module credits	6.00
Prerequisites	Admissions Test as prescribed by Department
Contact time	32 lectures per year, 3 tutorials per year
Language of tuition	Both Afr and Eng
Academic organisation	Science, Maths + Techno Ed
Period of presentation	Year

Module content

ICT 401 focuses on the specialised selection, utilisation and development of appropriate designs and levels of single purpose and multipurpose learning support and assessment using various technologies in teaching. The module makes use of specialised software in order to assist educators in designing learning materials in their field(s) of specialisation, finding information, exploring the Internet and using an electronic portfolio. As pre-requisite to this module students need to have demonstrated advanced technological skills that surpasses the outcomes of ICT 400.

Learning theories and assessment in teaching 401 (LNT 401)

Module credits	18.00
Prerequisites	As per PGCE entrance requirements
Contact time	10 tutorial per year, 54 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

LNT 401 incorporates general pedagogical knowledge which includes knowledge of learners, learning, curriculum and general instructional and assessment strategies. This study focuses on different theories of learning. Students will be challenged to explore most recent research on learning style preferences and motivation, whole-brain learning and multiple intelligences and possible causes of poor and underachievement to enable them to cater for the diversity of learners. Theory and practice of teaching assessment. Recording and reporting of assessment. Self-assessment, peer assessment and formal assessment. Accommodations and alternative assessment of learners with a disability. Concepts, elements and skills of critical and creative thinking will be dealt with to create challenging and supportive learning environments.

Professional ethics and law in teaching 410 (PEL 410)

Module credits	6.00
Prerequisites	As per PGCE entrance requirements.
Contact time	18 lectures per year, 3 tutorials per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

PEL 410 deals with professional ethics and aims to develop a positive work ethic within beginner teachers. This module explores and reflects on human rights, environmental and democratic issues impacting on own practices. Critical analysis of education systems (education policy) and its impact on the micro level (in the classroom) in education. Knowledge of the elements of effective school management, systems of discipline and defining activities that promote an awareness of citizenship, human rights and the principles and values of the Constitution. Interpret educational legislation dealing with HIV/Aids, drugs and violence. Identifying and internalising ethical professional educator behaviour (professional ethics in teaching).

Professional development 401 (PPF 401)

Module credits	8.00
Prerequisites	As per PGCE entrance requirements
Contact time	4 tutorials per year, 24 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

This module is specifically designed to facilitate the integration of all content in the PGCE course. The principle objective of this module is to assist in your holistic development as a professional teacher. The purpose of this module is to introduce students to professional practice within the school context. Secondly, the aim is to facilitate assimilation and connection between knowledge and skills that have been obtained in the PGCE course as a whole. This is done in order for student-teachers to create a personalised and integrated professional practice theory. Through this development student-teachers then practice the skill of being reflective practitioners.

Elective modules

Mathematics 412 (IPH 412)

Module credits	8.00
Prerequisites	As per PGCE entrance requirements.
Contact time	4 tutorials per year, 24 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Science, Maths + Techno Ed
Period of presentation	Year

Module content

IPH 412 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Mathematics in the Intermediate Phase covers five Content Areas including numbers, operations and relationships; patterns, functions and algebra; space and shape (Geometry); measurement and data handling. With the 5 content areas as backdrop, student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Social Sciences 414 (IPH 414)

Module credits	8.00
Prerequisites	As per PGCE entrance requirements.
Contact time	4 tutorials per year, 24 lectures per year
Language of tuition	Both Afr and Eng

Academic organisation	Humanities Education
Period of presentation	Year

Module content

IPH 414 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. This Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh, critical eyes and perhaps more importantly, it aims to introduce learners to a world beyond their everyday realities. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Natural Sciences and Technology 417 (IPH 417)

Module credits	8.00
Prerequisites	As per PGCE entrance requirements.
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Both Afr and Eng
Academic organisation	Science, Maths + Techno Ed
Period of presentation	Year

Module content

IPH 417 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. This Natural Science and Technology curriculum aims to carefully select content and use of a variety of ways of teaching and learning Science and Technology, to promote understanding within the context of culture and indigenous knowledge systems. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Life skills 411 (IPH 411)

Module credits	8.00
Prerequisites	As per PGCE entrance requirements.
Contact time	4 tutorials per year, 24 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

The focus of IPH 411 is to build the confidence of prospective Life Skills teachers so that they are able to attend to needs, values, beliefs and responsibilities empowering learners to make informed decisions. Student-teachers develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment. Student teachers are expected to create and gather age-appropriate resource materials as part of their final assessment in this course.

Intermediate Phase Studies 400 (IPH 400)

Module credits	12.00
Prerequisites	As per PGCE entrance requirements (mathematics requirement)
Contact time	7 tutorials per year, 48 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

To expose students to approaches, theories and issues relating to the Intermediate Phase learner. The module also focuses on curriculum matters (including those pertaining to Mathematics) as well as classroom management. The module focuses on phase specific theories, classroom communication/management/discipline, early identification, curriculum adaptation/support/referral as well as Fundamental Mathematics focused on the IP Mathematics curriculum.

Intermediate Phase Language teaching 416 (IPH 416)

Module credits	12.00
Prerequisites	As per PGCE entrance requirements (Language requirement).
Contact time	7 tutorials per year, 48 lectures per year
Language of tuition	Both Afr and Eng
Academic organisation	Humanities Education
Period of presentation	Year

Module content

IPH 416 offers specialization in First language teaching in one of the official languages together with First Additional English Language teaching. 6 credits from this module covers Home Language Teaching and 6 credits cover First Additional Language teaching. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

The information published here is subject to change and may be amended after the publication of this information. The General Regulations (G Regulations) apply to all faculties of the University of Pretoria. It is expected of students to

familiarise themselves well with these regulations as well as with the information contained in the General Rules section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.