

**Introduction to the BEd in Foundation Phase Teaching**

The Rhodes BEd in Foundation Phase Teaching is an initial teaching programme designed to produce capable, well-educated teachers with a strong sense of self. Successful learning and teaching depends on students having confidence in themselves and their knowledge and abilities, the resilience and self-reliance to overcome difficulties, and the capacity for critical reflection to enable them to introspect and learn from experience. Living in a multilingual society, students also need confidence in their ability to speak and teach at least two languages. These capacities are essential if BEd students are to become caring, competent, critical and creative teachers.

The BEd is a four-year programme, which is offered both full-time and part-time. An overview of the programme is attached to this leaflet.

**First year of the programme**

The purpose of first year is to give students a strong academic foundation and to help them adjust to the demands of university. The aim is to develop in students a strong work ethic, a passion for learning, and what Professor Carol Dweck from Stanford University calls ‘a growth mindset’.

Students are required to do two first-year language courses in the Faculty of Humanities. They can choose between Afrikaans 1; English 1 or English Language & Linguistics 1; and isiXhosa (Mother Tongue) 1 or isiXhosa (Additional Language) 1. If students have Funza Lushaka bursaries, they must choose isiXhosa as one of their courses.

It is essential that Foundation Phase teachers have a good command of at least two official languages because they are expected to teach children how to read and write in both their home and additional languages. The regulations for teacher education[[1]](#footnote-1) require that Foundation Phase teachers must be able to teach one language as Home Language and another as First Additional Language. If neither of these languages is one of the nine official African languages, then the teacher must also demonstrate competence in an African language for conversational purposes.

In the Faculty of Education, students will do the following courses:

* **Education and Professional Studies 1A - The whole child in context:** This course deals with theories and research related to child development and their implications for teaching young children. In EPS1A tutorials, a bilingual approach will be used and students will be expected to contribute to the development of terminology in their home languages.
* **Education and Professional Studies 1B - Holistic development of the teacher:** in the first half of the year, this course focuses on helping BEds to become successful students; in the second half of the year, the focus shifts to reflecting on what it means to become a good teacher.
* **Understanding the Social and Physical World 1:** This course aims to provide students with the content and experiential knowledge needed to teach Mathematics and Life Skills in the Foundation Phase. In first year, students do a short course which introduces them to the different domains of knowledge: mathematics, natural sciences, social sciences (history and geography), technology and environmental education.

Students also do an introductory Teaching Practice. This involves some form of weekly community engagement, for example, working in a homework club, maths club or reading club. Students also have opportunities to reflect critically on this experience.

**Second year of the programme**

Students carry one of their language courses through into second year. This provides them with the experience of studying a language in depth.

Students continue with Understanding the Social and Physical World. In second year, natural sciences, mathematics and environmental education are tackled in more depth.

A new course – Performance and Multimodalities – is introduced. The purpose of this course is to develop the experiential and content knowledge necessary for flexible and active teaching of Life Skills. In second year, the focus is on art, physical education and movement. As part of their teaching practice, students will be expected to coach sport in a primary school.

Students do a more extensive Teaching Practice in second year. This involves classroom observation in a school in the student’s home neighbourhood, micro-teaching and some regular teaching practice in a Grahamstown preschool or primary school. Education and Professional Studies 2 provides students with a practical introduction to teaching, which supports their Teaching Practice.

In second year, Teaching Methods are also introduced (Foundation Phase Studies 1). Students choose between English or isiXhosa Home Language teaching method. They must all do English First Additional Language teaching method (as required by the regulations referred to earlier), and they choose between isiXhosa and Afrikaans First Additional Language teaching method. All students do Mathematics and Life Skills teaching methods. Again, these courses will support students in their Teaching Practice.

**Third year of the programme**

In third year, all of the students’ courses are in the Faculty of Education. They continue with Understanding the Social and Physical world, focusing on social sciences (history and geography), technology and environmental education are tackled. Students also continue with Performance and Multimodalities with a focus on music, dance, drama and physical education.

Students also continue with their Teaching Methods (Foundation Phase Studies 2) and they do a more extensive Teaching Practice.

In third year, more time is devoted to Education and Professional Studies and the course is more challenging. The focus is on the study of education and professional issues related to ethics, pedagogy and policy.

**Fourth and final year of the programme**

In the final year, the focus is entirely on Teaching Methods (Foundation Phase Studies 3), Education and Professional Studies and Teaching Practice. Students spend a full term in a school on Teaching Practice, and they also carry out a classroom based research project.

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| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** |
| **Elective A: Language A1** Afrikaans 1/English 1 or Eng Lang & Ling 1/isiXhosa MT 1 or isiXhosa AL 1(30 credits at Level 5) | **Elective A2:** **Language A2** Afrikaans 2/English 2 or Eng Lang & Ling 2/isiXhosa MT 2 or isiXhosa AL 2 (30 credits at Level 6) | **Education and Professional Studies 3**(10 credits at level 6 & 30 credits at Level 7) | **Education and Professional Studies 4**(30 credits at Level 7) |
| **Elective B: Language B1** Afrikaans 1/English 1 or Eng Lang & Ling 1/isiXhosa MT 1 or isiXhosa AL 1(30 credits at Level 5)  | **Performance and Multimodalities 1*** Art
* Physical education and movement

( 15 credits at Level 6) | **Performance and Multimodalities 2*** Music, dance and drama
* Physical education

( 15 credits at Level 6) | **Foundation Phase Studies 3** * Home Language English or isiXhosa
* First Additional Language English
* First Additional Language Afrikaans or isiXhosa
* Mathematics
* Life Skills

( 66 credits at Level 7)  |
| **Understanding the Social and Physical World 1*** Introduction to knowledge domains for foundation phase teaching (mathematics, natural science, social science and technology).

(10 credits at Level 5) | **Understanding the Social and Physical World 2*** Natural sciences and mathematics for the Foundation Phase

(15 credits at Level 6) | **Understanding the Social and Physical World 3*** Social sciences and technology for the Foundation Phase

(15 credits at Level 6) |
| **Education and Professional Studies 1A** Understanding the whole child in context(25 credits at Level 5) | **Teaching Practice 1A**Observation in schools with assignments and community engagement activities (10 credits at Level 6) | **Foundation Phase Studies 1** * Home Language English or isiXhosa
* First Additional Language English
* First Additional Language Afrikaans or isiXhosa
* Mathematics
* Life Skills

( 45 credits at Level 6) | **Foundation Phase Studies 2** * Home Language English or isiXhosa
* First Additional Language English
* First Additional Language Afrikaans or isiXhosa
* Mathematics
* Life Skills

( 45 credits at Level 6)  |
| **Education and Professional Studies 1B** Holistic development of the teacher.(25 credits at level 5) |
| **Teaching** **Practice 3**(24 credits at Level 7) |
| **Education and Professional Studies 2**(10 credits at level 6)**Teaching Practice 1B** (15 credits at Level 6) | **Teaching** **Practice 2**(15 credits at Level 6) |

1. Government Gazette No. 34467, 15 July 2011, The minimum requirements for teacher education qualifications [↑](#footnote-ref-1)