

**INDEPENDENT CONTRACTORS (EXTERNAL MARKERS)
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
SCHOOL OF TEACHER EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA
(Ref: CEDU/DECE/MKR/10-23)**

Assessment is an integral part of curriculum development as outlined in the Curriculum Policy. During curriculum development an assessment strategy is developed that is aligned to the ODeL Policy and strategy of UNISA. Assessment can have different focuses, namely to:

- improve the quality of students' learning experiences by focusing on significant knowledge, skills, attitudes and values, and providing motivation to work through the material through tasks and feedback, known as assessment for learning.
- focus on the ability to transfer knowledge to new contexts and to apply knowledge in specific contexts in line with the NQF level descriptors and other taxonomies of learning.
- focus on programmatic and graduate attributes and critical cross-field outcomes in assessment of learning.
- make academic judgements related to diagnostics, placements competence, progression and/or qualification completion; and as a feedback mechanism to improve curricula, known as assessment of learning; and to
- create opportunities for students to engage with the content, with their context, with the lecturer and with fellow students (**Unisa Assessment Policy, 2011**).

The Department of Early Childhood Education is inviting suitable applicants for providing assessment services to be appointed as independent contractors (markers) on a yearly basis. The purpose of this positions is to appoint competent and suitable candidates to complete and execute assessment task professionally and ethically align to the Assessment Policy and Guidelines.

Requirements:

- Applicable and relevant equivalent to **NQF level 9** (MEd/MPhil/MTech/MEd OR **NQF level 10** (e.g. Ph.D/DEd/DPhil/DTech) **Foundation Phase or Early Childhood Education or any related disciplines.**
- At least 5-years teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- At least 3-years subject methodology teaching experience (CAPS school) or 5-years relevant experience in the education field (TVET College /University)

Duties:

- Complete and execute assessment task professionally
- Comply and adhere to all Unisa tuition, assessment and examination and plagiarism policies and guidelines

- Act in the ethical and professional manner dealing with all assessment tasks
- Execute duties as stipulated in contract and task agreement
- Marking of assessment tasks fairly and consistently
- Meet deadlines of allocated assessment task
Attend markers meeting and submit marking reports timeously
- Maintain confidentiality of all assessment tasks

Knowledge, skills and abilities

- Basic knowledge of the discipline applying for
- Basic knowledge of assessment and assessment practices
- Basic knowledge of marking and procedures
- Basic knowledge of constructive feedback on assessment tasks
- Basic knowledge of academic dishonesty and plagiarism
- Knowledge of teamwork/leadership skills
- Good interpersonal and communication skills (listening, speaking, reading and writing)
- Must be honest / ethical and show empathy when required to mark assessment tasks
- Must have good problem-solving and decision-making skills
- Must be service orientated (Actively looking for ways to help and support lecturer or students)
- Must have good time management skills
- Ability to resolve conflict and maintain confidentiality of all assessment tasks
- Ability to work under pressure with adherence to deadlines

Recommendations:

- Computer and Internet skills
- Have own desktop computer or laptop and internet connectivity (no computers or data bundles will be provided)
- Advanced communication skills and proficiency in English
- Digital literacy skills – competent in ICT and online learning environments
- Experience in online marking tools or software or Learning Management System (LMS) (Moodle will be an advantage)
- Commitment to marking and meeting deadlines for all assessments
- Friendly, patient, and sensitive to a diversity of students

To apply please fill the application form by clicking this link <https://forms.office.com/r/ntfS0808Xx> and submit the following documents via e-mail.

- 1) An application letter indicating willingness to mark assignments and/or exam scripts for any of the modules listed below.
- 2) Comprehensive **UPDATED** and signed curriculum vitae (most recent)
- 3) Only a certified copy of the **HIGHEST** qualification as per requirement
- 4) Certified copy of ID/Passport and valid visa

Please write the module code of the module you are applying for on the subject line of the e-mail.

Note: The required documents should be submitted as a single file (one PDF) to the email provided below

CEDU1@unisa.ac.za



We welcome applications from persons with disabilities.

Assumption of duty: The candidates will have to undergo an interview (either face-to-face or Microsoft Teams) and online Moodle training sessions. Completion of the prescribed training on various aspects of Marking on the Moodle platform is compulsory.

Closing date: 17 October 2023

Independent Contractor (MARKER) positions are available in the modules listed in the Department of Early Childhood Education

Module Code	Module Name	Purpose of Module	Early Childhood Education and Assessment Mode	Number of markers required
PROGRAMME: DIPLOMA GRADE R – LEVEL 1				
FCP1501	Partnership with family and community	Purpose: The purpose of this module is to deepen knowledge and understanding of effective partnerships with families and communities. Qualifying students will be able to develop values and practical skills through engagement with the principles, dimensions, strategies and competencies needed for effective partnerships in diverse Grade R contexts. Reflective practice will be used as a platform for student engagement with the complexities involved in developing effective partnerships. Qualifying students will witness their own thinking and those of others through a variety of tools including online resources.	Marking of Continuous Assessment module	2 markers

GRL1501	Life Skills Movement & Creative Activities	Purpose: The module addresses knowledge of the two parallel and complementary streams of Movement and Creative Activities. This module further provides a fundamental understanding of musical development through experiences in singing, playing instruments, dance and listening activities with children. It additionally incorporates visual art experiences and provides sufficient activities to enhance a child's physical and gross motor efficiency during Grade R.	Marking of Continuous Assessment module	1 marker
CLY1501	Children's literature for the early years	Purpose: The purpose of this module is to equip qualifying students with tools on how to inculcate the love for reading in Grade children. They will acquire knowledge and skills for identifying good books for young children and classifying them according to the different genres. The module will provide students with skills to use different literature genres to lay the foundation for reading and writing in the early years in a manner appropriate for children of different abilities. In addition, the student teacher will be able to adopt the correct delivery mode for Grade R children by using age appropriate approaches and cutting-edge technologies	Marking of Assessment and Examination	2 markers
TPG1501	Teaching Practice I	Purpose: The purpose of the module is to enable qualifying students to carry out practical applications of the teaching principles, theories and concepts they have acquired in theoretical modules through the completion of various workbooks during a teaching practice placement period in a Grade R class. Students are expected to observe, plan and present lessons, teach under supervision, and design developmentally appropriate resources during their work integrated learning, as well as apply reflective practices during observations. The module aims to bridge the gap between theory and practice. It also focuses on the practicalities of designing lesson plans as well as application of appropriate classroom assessment techniques to different contexts. Assessment tasks will require lesson presentations related to relevant content in Grade R. Qualifying students are to be placed in functional and diverse schools to enhance effective teaching and learning.	Marking of Assessment and Portfolios	2 markers
TPG2601	Teaching Practice II	Purpose: This module, TPF2601, is an essential part of the Initial Teacher Education (ITE) programmes. This teaching practice is now the culmination of everything you have studied and need to put in practice. It is a work-integrated learning	Marking of Assessment and Portfolios	1 marker

		module set out as follows:		
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PROGRAMME: DIPLOMA IN GRADE R – LEVEL 2				
CDE2601	Child development in the early years	Purpose: The purpose of this module is to equip students with the knowledge, skills and values related to the development of the young child through the framings of a reflective teacher. Students will explore each domain of child development in the early childhood phase from birth to 6 years. As student engage with the domains of development they will be afforded opportunities for understanding child development in diverse context with sensitivity to varying capabilities of children. In this way students will enhance their understanding of the variations and complexities of child development. The age and stage contextual approach will assist in developing appropriate activities for supporting early learning.	Marking of Continuous Assessment module	2 markers
IEG2601	Inclusive education for Grade R	Purpose: This module is complemented by the module, Inclusive Education Approaches. The qualifying students will be able to demonstrate a reflective understanding of the importance of Inclusive Education in Grade R. Qualifying students will also understand the principles, the importance of early identification, assessment and providing support programmes for learners in Grade R using online and print resources. This will enhance the teaching of perceptual development skills which are the key to unlock reading and writing. Qualifying students will also be able to demonstrate knowledge on how to design lessons and adapt Grade R curriculum in order to accommodate learners experiencing barriers to learning. This module will provide qualifying students with knowledge on how to use different assistive devices to address different barriers in diverse and multicultural context. The module will further address causes of barriers from a holistic context in order to provide qualifying students with knowledge and understanding on how to address them in a Grade R context	Marking of Continuous Assessment module	1 marker

SOE2601	Sociology of Education in the early years	Purpose: The purpose of this module is to equip graduate students with knowledge, skills and values to understand the sociological dimension of childhood education with special reference to birth to nine years. A framework of reflective practice will be used to assist students to engage with varied childhood experiences in diverse contexts in the early years. They will be given opportunities to identify, understand and interpret childhood in the early years as complex arena that needs to be critically engaged with for practice in the Foundation Phase. Specifically, qualifying students will be equipped to draw on theories and sociological dimensions impacting on practice in the early years.	Marking of Assessment and Take-home exam	1 marker
RTG1501	Reflective Teaching in Grade R	Purpose: This module draws on discussions in the module, Assessment in Grade R as well as Grade R Learning Programme Design. The qualifying students will be introduced to the concept of reflective teaching. Their knowledge, understanding and skills related to this approach will be deepened through examining teaching techniques, routines and subjects in the curriculum including assessment in Grade R. Through the skill of reflection in and on action, the s qualifying student will be able to identify the complexities of teaching Grade R in different contexts with children of varying abilities. These complexities will be engaged through different processes in order to support learning. The tools used to enhance learning experiences in this module will assist qualifying students in creating and using evidence for a variety of purposes and for different stakeholders	Marking of Assessment and Take-home exam	1 marker
TPG2602	Teaching Practice Grade R	Purpose: The purpose of this module is to extend qualifying students' learning from teaching practice 1 (WIL). Qualifying students will integrate theoretical principles, disciplinary and pedagogical learning in their daily classroom practice through reflective practice. This includes planning, teaching and assessing learning in a Grade R environment. In addition, qualifying students will promote their learners' holistic development through a range of fun age, developmentally and culturally appropriate activities. They will be expected to gather information from different sources (online, print) to support learning. Qualifying students will work cooperatively with the school management team, mentor teacher, learners' parents and/or peers where possible. Moreover, qualifying students will be exposed to the broader school context and participate in extra-curricular activities if required.	Marking of Assessment and Portfolios	1 marker

HNS1501	Health, safety and nutrition	This module will enable qualifying students to possess an informed knowledge of the basic concepts of health, safety and nutrition for young children. It includes the knowledge and skills to promote health, hygiene, nutrition and to create safe, nurturing environments, as well as how to create and support high quality learning environments for health, safety and nutrition for babies, toddlers and young children.	Marking of Assessment and Take-home exam	1 marker
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PROGRAMME: DIPLOMA IN GRADE R – LEVEL 3			
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GRL2601	Grade R learning programme design	Purpose: The purpose of this module is to equip qualifying students with the knowledge and skills to plan and implement age, developmentally and culturally appropriate activities for Grade R. Furthermore, qualifying students will apply their knowledge of learning and teaching theories to accommodate individual learners' needs and promote holistic development according to the requirements of the official curriculum applicable to their context. Qualifying students will gather information from different sources (online, print) to support learning. Student engagement throughout this module will be guided by reflective practice.	Marking of Assessment and Take-home exam	1 marker
ASG2601	Assessment in Grade R	Purpose: The purpose of this module is to empower qualifying students with skills to be able to record, interpret and report the results to all stakeholders (Department of Education, school management, teacher, parents) who have an interest in the Grade R learner. Qualifying students will be able to integrate different methods and forms of assessment relevant to enhancing the teaching and learning of Grade R. Students will further understand how to plan and implement different types of assessment in diverse contexts to meet the individual needs of learners in Grade R. Online and print resources will be used to support learning.	Marking of Assessment and Take-home	1 marker
GRM2601	Grade R Mathematics Teaching	Purpose: This module builds on the module Emergent Mathematics as well as qualifying students' own mathematics knowledge. They will be able to apply this knowledge in selecting, sequencing and pacing the Grade R Mathematics content in accordance with both subject and learner needs. Newly qualifying students must be knowledgeable about Mathematics teaching and be able to demonstrate specialised knowledge gained, as well as being able to use available resources appropriately, so as to plan and design suitable	Marking of Assessment and Take-home exam	1 marker

		Grade R Mathematics learning programme. Schools to enhance effective teaching and learning.		
GSP2601	Gr R Life Skills: Social and personal development	Purpose: Qualifying students will be able to follow a holistic approach to the social and personal development of learners in Grade R. The module will equip qualifying students with tools on how to promote social skills amongst Grade R learners which can contribute to their readiness for school and the expanded social world as they grow older. This module will also empower qualifying students with knowledge and strategies to promote personal care skills such as nutrition and safety as well hygienic habits that foster lifelong health. Qualifying students will also be able to mediate disciplinary knowledge by applying appropriate teaching strategies and methodologies that will promote independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving which will prepare Grade R learners for later schooling and other challenges which they may encounter.	Marking of Assessment and Take-home exam	1 marker
TPG2603	Teaching Practice III	Purpose: The module provides guidelines for the 3rd teaching practice which is seen as the culmination of the programme in which theory, practice and experience culminate in qualified Grade R teacher status as a probationary teacher. It requires placement in a school being able to teach independently in Grade R. Qualifying students will be able to mediate teaching and learning amongst Grade R learners applying appropriate teaching methodologies, teaching strategies and teaching philosophies.	Marking of Assessment and Portfolios	1 marker
GST2601	Gr R Life Skills: Science and Technology	Purpose: Qualifying graduates will be able to teach relevant concepts and process skills related to science and technology within the Foundation Phase curriculum. They will also be able to engage Foundation Phase learners to experiment, discover and explore their world, using basic scientific processes such as observing, classifying, experimenting, predicting, drawing conclusions, and communicating their ideas to others. Furthermore, qualifying graduates will develop self-reflective practices to be able to mediate the Science and Technology curriculum through the application of appropriate teaching strategies and methodologies to suit different contexts.	Marking of Assessment and Take-home exam	1 marker

		Resources for mediation will be obtained from different sources (online and print) and adapted to diverse contexts.		
PROGRAMME: HIGHER CERTIFICATE				
ATH1501	Art and Handwork 1 for teachers	Purpose: The purpose of the module is to gain insight into creative art orientation; stages of development; aims and objectives; the role of the art teacher; art activities and materials. Furthermore, the module aims to develop students' knowledge and skills related to implementing art and handwork activities in a pre-school.	Marking of Continuous Assessment module	2 markers
GRT1501	Introduction to Grade R Teaching	Purpose: The module provides an overview of the purpose and nature of teaching in the reception year. On completion of the module, successful candidates will have a broad understanding of the nature of early childhood development and the implications for teaching a Grade R classroom. The module provides useful foundational	Marking of Continuous Assessment module	2 markers

PROGRAMME: B.Ed. FOUNDATION PHASE				
EML1501	Emergent Literacy	Purpose: This module is intended to equip student teachers with the knowledge, skills and techniques of how to teach Emergent Literacy to a Foundation Phase class. This module is going to deepen student knowledge in emergent literacy and the forms in which it manifests itself. Qualifying students will be able to understand the importance of emergent literacy. The student will be able to promote emergent literacy so that they are able to develop the language skills of learners by engaging with theories of language development .and using them to understand different contexts in which teaching and learning is constructed and implemented. They should be able to gather information from	Marking of Continuous Assessment module	2 markers

		different sources and evaluate them as to their suitability to learners and the context of learning. The module will enable student teachers to take ownership of the process of learning of the learners by using self- reflective methodologies that will allow for differentiated teaching.		
EMA1501	Emergent Mathematics	Purpose: The module Emergent Mathematics forms part of the BEd: Foundation Phase. Mathematics is a subject that needs to receive a great deal of attention in the Foundation Phase as it is here that a strong foundation can be laid. Through play young learners engage with concepts and learn the foundations of mathematics. The purpose of this module is to empower teachers with knowledge skills and attitudes to teach Mathematics through play to learners in Grade R in the Foundation Phase. The focus is on the teaching of numbers, operations, functions, patterns, measurement, geometry and data handling. In so doing they will lay the foundation on which learners can build their numerical and mathematical competence. Teacher roles that are addressed in this module are: - learning mediator; - community, citizenship and pastoral leader; - leader; - assessor; - interpreter and designer of learning programmes and materials; - scholar, researcher and lifelong learner; - learning area/subject specialist	Marking of Continuous Assessment module	2 markers
ENC1501	English Teaching for Communication	Purpose: The scope and depth of learning in this module will include basic understanding of spoken and written English by learning the language skills and grammar to improve the student's language proficiency. Student teachers will be expected to analyze written texts from newspapers and books and answer higher order questions based on the texts. The students must demonstrate a deeper understanding of the language structure and the ability to evaluate the level of the difficulty of the texts. Ability to write short texts suitable for the target group will show a deeper understanding of texts to prescribe and use in the classroom.	Marking of Continuous Assessment module	2 markers
LSP1501	Life Skills: Physical Education, Creative Art & Music in FP	Purpose: The module addresses knowledge of two parallel and complementary streams of creative arts and physical education. This module further provides a fundamental understanding into musical development through experience in singing, playing instruments, doing rhythmic movement and listening action with children. It further includes incorporating visual arts experience as well as providing sufficient activities to enhance a child's physical and gross motor efficiency in this developmental phase.	Marking of Continuous Assessment module	2 markers

MFP1501	Mathematics for FP teachers	Purpose: The purpose of this module is to develop an informed understanding of the underpinning concepts of Mathematics in the Foundation Phase. The module will help students to develop their pedagogical content knowledge while engaging in the various content areas.	Marking of Continuous Assessment module	2 markers
LSK2601	Life Skills: Social and personal development in FP	Purpose: The purpose of this module is to equip qualifying students with skills and knowledge to follow a holistic approach to the social, personal, intellectual, emotional and physical growth and development of learners in the foundation phase of schooling within the context of life skills. Furthermore, this module will enable graduates to develop an understanding of the significance of teaching health, safety, nutrition and other aspects of social development of the young child. Qualifying students will also be able to mediate disciplinary knowledge related to personal, emotional and social development of young learners with the selection and application of appropriate teaching strategies and methodologies within diverse contexts.	Marking of Assessment and Examination	2 markers
CDE3701	Child Development (0-9)	Purpose: The purpose of this module is to equip students with the knowledge, skills and values related to the development of the young child through the framings of a reflective teacher. Students will explore each domain of child development in the early childhood phase from birth to 9 years. As student engage with the domains of development they will be afforded opportunities for understanding child development in diverse context with sensitivity to varying capabilities of children. In this way students will enhance their understanding of the variations and complexities of child development. The age and stage contextual approach will assist in developing appropriate activities for supporting early learning	Marking of Assessment and Examination	2 markers
CHL2601	Children's Literature	Purpose: The purpose of the module is to enable qualifying students to design and create age, developmentally and culturally appropriate resources (online and print) to enhance teaching and learning in Foundation Phase. Furthermore, students will reflectively apply teaching principles, theories and concepts acquired from disciplinary and pedagogical learning modules to develop relevant resources. In addition, qualifying students are expected to use the designed resources effectively to enhance teaching and learning in Foundation Phase, especially during their school-based teaching practice.	Marking of Continuous Assessment module	2 markers

HED2601	History in Education in FP	Purpose: The purpose of the module is to enable qualifying students to design and create age, developmentally and culturally appropriate resources (online and print) to enhance teaching and learning in Foundation Phase. Furthermore, students will reflectively apply teaching principles, theories and concepts acquired from disciplinary and pedagogical learning modules to develop relevant resources. In addition, qualifying students are expected to use the designed resources effectively to enhance teaching and learning in Foundation Phase, especially during their school-based teaching practice.	Marking of Assessment and Examination	2 markers
RDF2601	Resource Development in FP	Purpose: The purpose of the module is to enable qualifying students to design and create age, developmentally and culturally appropriate resources (online and print) to enhance teaching and learning in Foundation Phase. Furthermore, students will reflectively apply teaching principles, theories and concepts acquired from disciplinary and pedagogical learning modules to develop relevant resources. In addition, qualifying students are expected to use the designed resources effectively to enhance teaching and learning in Foundation Phase, especially during their school-based teaching practice.	Marking of Assessment and Portfolios	2 markers
RFP2601	Reading in Foundation Phase HL: English	Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching reading in Foundation Phase. The module will promote the ability to decode reading texts and the meaning thereof. Reflective differentiated teaching and learning will underpin how reading is facilitated in the classroom. Qualifying graduates should be able to identify key skills and instructional methods central to reading achievement. Teachers should be able to design activities and choosing resources that enhance knowledge and understanding of the five critical areas of the reading instruction. Qualifying graduates should be equipped with the necessary skills that ensure that South African learners read at or above grade expected levels	Marking of Assessment and Portfolios	2 markers
FP2602	Reading in Foundation Phase HL: Setswana	Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching reading in Foundation Phase. The module will promote the ability to decode reading texts and the meaning thereof. Reflective differentiated teaching and learning will underpin how reading is facilitated in the classroom. - Qualifying graduates should be able to identify key skills and instructional methods central to reading achievement. Teachers should be able to design activities and choosing	Marking of Assessment and Portfolios	1 marker

		resources that enhance knowledge and understanding of the five critical areas of the reading instruction - Qualifying graduates should be equipped with the necessary skills that ensure that South African learners read at or above grade expected levels		
RFP2603	Reading in Foundation Phase HL: Sepedi	<p>Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching reading in Foundation Phase. The module will promote the ability to decode reading texts and the meaning thereof. Reflective differentiated teaching and learning will underpin how reading is facilitated in the classroom. - Qualifying graduates should be able to identify key skills and instructional methods central to reading achievement.</p> <p>Teachers should be able to design activities and choosing resources that enhance knowledge and understanding of the five critical areas of the reading instruction - Qualifying graduates should be equipped with the necessary skills that ensure that South African learners read at or above grade expected levels.</p>	Marking of Assessment and Portfolios	1 marker
RFP2604	Reading in Foundation Phase HL: IsiZulu	<p>Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching reading in Foundation Phase. The module will promote the ability to decode reading texts and the meaning thereof. Reflective differentiated teaching and learning will underpin how reading is facilitated in the classroom. - Qualifying graduates should be able to identify key skills and instructional methods central to reading achievement.</p> <p>Teachers should be able to design activities and choosing resources that enhance knowledge and understanding of the five critical areas of the reading instruction - Qualifying graduates should be equipped with the necessary skills that ensure that South African learners read at or above grade expected levels.</p>	Marking of Assessment and Portfolios	1 marker
RFP2605	Reading in Foundation Phase HL: Tshivenda	<p>Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching reading in Foundation Phase. The module will promote the ability to decode reading texts and the meaning thereof. Reflective differentiated teaching and learning will underpin how reading is facilitated in the classroom. - Qualifying graduates should be able to identify key skills and instructional methods central to reading</p>	Marking of Assessment and Portfolios	1 marker

		achievement. Teachers should be able to design activities and choosing resources that enhance knowledge and understanding of the five critical areas of the reading instruction - Qualifying graduates should be equipped with the necessary skills that ensure that South African learners read at or above grade expected levels		
RFP2606	Reading in Foundation Phase HL: Xitsonga	Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching reading in Foundation Phase. The module will promote the ability to decode reading texts and the meaning thereof. Reflective differentiated teaching and learning will underpin how reading is facilitated in the classroom. - Qualifying graduates should be able to identify key skills and instructional methods central to reading achievement. Teachers should be able to design activities and choosing resources that enhance knowledge and understanding of the five critical areas of the reading instruction - Qualifying graduates should be equipped with the necessary skills that ensure that South African learners read at or above grade expected levels.	Marking of Assessment and Portfolios	1 marker
FP2607	Reading in Foundation Phase HL: Afrikaans	Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching reading in Foundation Phase. The module will promote the ability to decode reading texts and the meaning thereof. Reflective differentiated teaching and learning will underpin how reading is facilitated in the classroom. - Qualifying graduates should be able to identify key skills and instructional methods central to reading achievement. Teachers should be able to design activities and choosing resources that enhance knowledge and understanding of the five critical areas of the reading instruction - Qualifying graduates should be equipped with the necessary skills that ensure that South African learners read at or above grade expected levels	Marking of Assessment and Portfolios	1 marker
HLT3701	Home Language Teaching in FP	Purpose: The purpose of this module is to equip student teachers with the knowledge, skills and techniques of teaching home language to a Foundation Phase class. Student teachers should have a deepened knowledge and skills of how to promote Listening, speaking, reading and writing skills by using appropriate methodologies, activities and resources (online and print). Teaching of reading will be foundational to the module as reading is basic to learning other subjects.	Marking of Assessment and Examination	2 markers

FLT3701	First Additional Language Teaching in FP	Purpose: This module is intended to equip qualifying graduates with the knowledge, skills and techniques of how to teach First Additional Language to a Foundation Phase class. Qualifying graduates should be able to promote listening, speaking, reading and writing skills by using appropriate methodologies, designing activities and choosing resources to suit the purpose. Qualifying graduates should be conscious of the fact that English First Additional Language in African LoLT contexts will be used as LoLT in Grade 4 and onwards. The teaching of reading will be highlighted and emphasized so that learners are ready to learn in English. Differentiated teaching and learning should underpin how language is facilitated in the classroom. Qualifying graduates will be expected to complete assignments and projects by reflecting on the content of the module and its suitability towards diverse learner population during their teaching practice. This is done in order to give them an opportunity to practice the teaching of language skills in the classroom and address the needs of the learners.	Marking of Assessment and Examination	2 markers
FPT3701	Foundation Phase Teaching	Purpose: This module complements the modules Management in Foundation Phase, Curriculum Studies, Sociology of Education and Assessment in Education in the BEd (Foundation Phase) programme. The purpose of this module is to expose qualifying graduates to a range of Foundation Phase teaching methods, approaches and strategies. In addition, qualifying graduates will be guided to understand how learners learn and how to adapt teaching to diverse needs. Through reflective practices, qualifying graduates will understand how to translate the theoretical foundations of teaching into practice in the Foundation Phase. In order to strengthen a contextual approach to teaching qualifying graduates will unpack developmentally appropriate and culturally responsive dimensions of reflective teaching. This will assist in formulating relevant approaches to assessment, classroom management and discipline	Marking of Assessment and Examination	2 markers
LSK3701	Life skills: Science & Technology in FP	Purpose: Qualifying graduates will be able to teach relevant concepts and process skills related to science and technology within the Foundation Phase curriculum. They will also be able to engage Foundation Phase learners to experiment, discover and explore their world, using basic scientific processes such as observing, classifying, experimenting, predicting, drawing conclusions, and communicating their ideas to others. Furthermore, qualifying graduates will develop self-reflective practices to be able to mediate the Science and Technology	Marking of Assessment and Examination	1 marker

		curriculum through the application of appropriate teaching strategies and methodologies to suit different contexts. Resources for mediation will be obtained from different sources (online and print) and adapted to diverse contexts.		
MFP2601	Management in FP	Purpose: This module is intended for students registered for Bachelor of Education (Foundation Phase). Qualifying graduates will be able to understand the complexities of management, understand different levels of management pertaining to Foundation Phase. This module will explore various organizational aspects that require thorough general principles underpinning school, classroom and curriculum management, implementation and review of good management and governance principles in general, based on South African context. The module will help qualifying graduates to understand and to contribute to effective school, classroom and curriculum management. The module will bridge the gap between school, classroom and curriculum management and practice by emphasizing the importance of socio-political context. This module also focuses on the practicalities of developing a broad and critical understanding of management and leadership concepts, theories and practices. The module will help the qualifying graduates to understand the legal framework that governs the day-to-day tasks facing school governing bodies, managers and directors in Foundation Phase in South Africa.	Marking of Assessment and Examination	1 marker
FMT3701	FP Mathematics Teaching	Purpose: This module builds on the module Emergent Mathematics as well as graduates own Foundation Phase mathematics knowledge. They will be able to apply this knowledge in selecting, sequencing and pacing the Foundation Phase mathematics content in accordance with both subject and learner needs. Newly qualifying graduates must be knowledgeable about Mathematics teaching and be able to demonstrate specialized knowledge gained, as well as being able to use available resources appropriately, so as to plan and design suitable Foundation Phase Mathematics learning programmes in a Foundation Phase learning environment.	Marking of Assessment and Examination	2 markers

TPF2601	Teaching Practice 1	Purpose: This module proceeds from the understanding that education is context-specific and context-dependent. The module seeks to support qualifying graduates in their initial teaching experiences - "the micro-contexts of everyday life in classrooms" (Cohen, Manion, Morrison and Wyse, 2010: 1). The focus of this module is guided observation, helping qualifying graduates to observe practice and make connections between what they have learned, what they have observed and what they have experienced. They may become involved in assisting the teacher under instruction. The placement will require 5 weeks in a school.	Marking of Assessment and Portfolios	1 marker
TPF2602	Teaching Practice 2	Purpose: This module builds on the module Teaching Practice I and provides a foundation for the module Teaching Practice III. It provides guidelines for a 5-week placement in a school focusing on team teaching. Qualifying graduates will co-plan a series of lessons with their school-based mentor, team teach the lessons and reflect critically on their plan and practice in consultation with both their school-based mentor and their supervisor. The placement will require 5 weeks in a school.	Marking of Assessment and Portfolios	1 marker
TPF3703	Teaching Practice 3	Purpose: This module builds on the module Teaching Practice I and provides a foundation for the module Teaching Practice III. It provides guidelines for a 5-week placement in a school focusing on team teaching. Qualifying graduates will co-plan a series of lessons with their school-based mentor, team teach the lessons and reflect critically on their plan and practice in consultation with both their school-based mentor and their supervisor. The placement will require 5 weeks in a school.	Marking of Assessment and Portfolios	1 marker
TPF3704	Teaching Practice 4	Purpose: This module builds on the module Teaching Practice I and provides a foundation for the module Teaching Practice III. It provides guidelines for a 5-week placement in a school focusing on team teaching. Qualifying graduates will co-plan a series of lessons with their school-based mentor, team teach the lessons and reflect critically on their plan and practice in consultation with both their school-based mentor and their supervisor. The placement will require 5 weeks in a school.	Marking of Assessment and Portfolios	1 marker
PROGRAMME: DIPLOMA IN ECCE – LEVEL 1				

FCE1501:	Foundations of Early Childhood	Purpose: This module will provide an overview of the foundations of early childhood education through an integrated approach. Qualifying students will explore the history, psychology and sociology of early childhood to gain an informed understanding of the principles and theories that influence early learning and development. A framework of reflective practice will be used to assist students to engage with varied childhood experiences in diverse contexts in the early years. They will be given opportunities to identify and understand childhood in the early years as complex arenas that needs to be critically engaged with for practice.	Marking of Continuous Assessment module	1 marker
CON2601	Constructions of Early Childhood	Purpose: Students who have completed this module successfully will be able to engage with theory, child development, curriculum and experiential knowledge from different dimensions of communication, language and literacy to engage with practice. The different theoretical and specialised pedagogical knowledges will be applied to support the construction of learning environments, planning, implementation, evaluation and reflection taking into account multilingualism, play and indigenous resources when supporting early literacy.	Marking of Continuous Assessment module	1 marker
ELD1501	Early Learning Development Areas	Purpose: This module provides the foundation for and serves as an introduction for the modules: Early communication, Language and Literacy, Early Mathematics, Creativity in the early years, Identity and belonging, Knowledge and Understanding of the world and Wellbeing. The module will enable qualifying students to gain an overview of the subject specific knowledge of the early learning development areas to support effective practice as an ECD educator. Furthermore, qualifying students will gain specialised pedagogical knowledge of theories, concepts and principles of the different early learning development areas for young children.	Marking of Continuous Assessment module	1 marker
EAM1501	Early Mathematics 1	Purpose: This module will provide an overview of the foundations of early childhood education through an integrated approach. Qualifying students will explore the history, psychology and sociology of early childhood to gain an informed understanding of the principles and theories that influence early learning and development. A framework of reflective practice will be used to assist students to engage with varied childhood experiences in diverse contexts in the early years. They will be given opportunities to identify and understand childhood in the early years as complex arenas that needs to be critically engaged with for practice.	Marking of Continuous Assessment module	1 marker

ECL1501	Early Communication, Language Literacy 1	Purpose: Students who have completed this module successfully will be able to engage with theory, child development, curriculum and experiential knowledge from different dimensions of communication, language and literacy to engage with practice. The different theoretical and specialised pedagogical knowledges will be applied to support the construction of learning environments, planning, implementation, evaluation and reflection considering multilingualism, play and indigenous resources when supporting early literacy.	Marking of Continuous Assessment module	1 marker
T1501	Teaching Practice 1	Purpose: The purpose of the module is to enable qualifying students to develop an entry level working theory of Early Childhood Care and Education (ECCE) practice through online activities, observation of the ECCE context and practice. Students will perform observations bearing in mind ECCE principles, theories, concepts and ethical protocols. Content that they have acquired in theoretical modules will be used to guide observations through the completion of tasks directed at learning from practice and learning in practice. Qualifying students are to be placed in ECCE centers that will enhance effective observation of babies, toddlers and young children. They will also work cooperatively with the management team, mentor teacher, parents and/or peers where possible. Qualifying students will be exposed to the broader ECCE context and participate in extra-curricular activities if required. They will be expected to gather information from different sources (online, print) to support learning.	Marking of Assessment and Portfolios	1 marker