Study units for BEd (Early Childhood Development: Foundation Phase)

(offerred by the Department of Teacher Education)
Telephone number 012 429 4583

1 General Information

Credit for a degree will be granted for either: SLB201 or MSK201 or SLS201

2 Transitional Arrangements

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3 Syllabus

Educational Themes

FIRST-LEVEL MODULES

EDT101G  Child development*
Purpose: to gain insight into the development of the child from birth to age nine years; modalities of development; the young child's language and speech development; creating an optimal environment for child development; relationships and development.

EDT102H  Guidance, counselling and life skills development
Purpose: to gain insight into theoretical aspects; guidance and life skills issues such as: skills development, family and sexuality education, education and training, work and employment, economic education, citizenship education; planning and presenting life skills lessons; observation of pupils; counselling pupils and parents.

SECOND-LEVEL MODULES

EDT201K  The young child and learning*
Purpose: to gain insight into the defining of concepts; the essential moments of childlike learning; the types of learning, and the realisation of learning with regard to the young child.

EDT202L  Environmental education
Purpose: to gain insight into environmental education, teaching and learning in environmental education; introduction to basic ecological principles and cross-curricular environmental themes and issues.

EDT203M  Inclusive education A
Purpose: to gain insight into the Inclusive education policy on learners who experience barriers to learning and development (learners with special needs); the nature of the barriers to learning and development; early identification and continuous assessment; centre-of-learning-based learning support and the education network of support on the different levels.

THIRD-LEVEL MODULES

ETH306W  Inclusive Education B
Purpose: to gain insight into learner support to learners who experience barriers to learning. Students should be able to assess and support learners who experience various impairments, learning difficulties, emotional and behavioural problems in inclusive education settings.

EDC1015  Theoretical frameworks in education*
Purpose: to expose students to a pluralistic problem-centred approach to educational discourse and to encourage them to interact critically with contemporary issues in education.

EDT303Q  Religious education*
Purpose: to gain insight into defining concepts, points of departure, overview of the field; study of African Traditional Religion; study of the following world religions: Hinduism, Buddhism, Judaism, Christianity and Islam; study of contemporary religious movements, and study of selected religious themes.
EDT304R  Social education*
Purpose: to gain insight into the theoretical founding of social education; the socialising of the young child; family influence on the socialising of the young child; gender role identification in the young child; urbanisation and the informal housing sector; the environmentally deprived young child, and child abuse.

EDT305S  Management of early childhood development institutions*
Purpose: to gain insight into the South African educational structure; overview of legislation applicable to early childhood development management; policy and provision issues in early childhood Development; early childhood development centre and school governance; institutional management; critical issues in early childhood development management.

FIRST-LEVEL MODULES

PRS101Y  Early childhood teaching
Purpose: to gain insight into the aims of early childhood education; the informal teaching approach in early childhood education; the daily programme of an early childhood centre; play opportunities in an early childhood centre; choosing and planning content in an early childhood centre; introduction to evaluation in Early Childhood Development.

PRS1023  Health in early childhood education A*
Purpose: to gain insight into the clarification of concepts; the importance of health in early childhood education; health and the early childhood environment; health-related legislation.

PRS1034  Art and handwork*
Purpose: to gain insight into the orientation; stages of development; aims and objectives; the role of the art teacher; art activities and materials.

PRS1045  Teaching practice 1 (5 weeks)*
Co-requisite: PRS101, 102, 103
Purpose: to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of an observation workbook during an observation period of one week in an early childhood centre.

Completion of various workbooks during a four-week period in an early childhood centre.

Please note that the Teaching practice (5 weeks) and the organisation thereof is the responsibility of the student.

SECOND-LEVEL MODULES

PRS2015  Music and movement activities*
Co-requisite: Professional Studies I
Purpose: to gain insight into the value of music in the child’s total development; the music curriculum; planning and evaluating music lessons; movement education: its nature and place; planning, presentation and evaluating movement activities: equipment and apparatus for movement activities.

PRS2026  Children’s literature*
Co-requisite: Professional Studies I
Purpose: to gain insight into language activities; literature for young children; criteria for selecting literature for young children; presenting stories to young children: suitable media.

PRS2038  The reception year*
Co-requisite: Professional Studies I
Purpose: to gain insight into curriculum planning; introduction to reading, writing, spelling, mathematics, general science; nonvernacular issues.

PRS2049  Teaching practice 2 (5 weeks)
Co-requisite: PRS101 – 104 and PRS201, 202, 203
Purpose: to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of various workbooks during a period of three weeks in an early childhood centre.

The completion of a workbook during a two-week period in a reception class or the senior group in an early childhood centre.

Please note that the Teaching practice (5 weeks) and the organisation thereof is the responsibility of the student.

THIRD-LEVEL MODULES

HEC101V  Health education*
Co-requisite: Professional Studies II
Purpose: to gain insight into theoretical orientation: health and health education; personal health; special health issues; first aid and emergency care: environmental health and safety issues.

PRS302A  Reading, writing and spelling – First language*
Co-requisite: Professional Studies II
Purpose: to gain insight into reading and its role in the acquisition of language; approaches to teaching reading; conditions for acquiring language and the ability to read; possible problems in reading; writing and writing skills; spelling and spelling skills.

PRS303B  Reading, writing and spelling – Second language
Co-requisite: Professional Studies II
Purpose: to gain insight into reading and its role in the acquisition of language; approaches to teaching reading; conditions for acquiring language and the ability to read; possible problems in reading; writing and writing skills; spelling and spelling skills.
PRS304C  **Teaching practice 3 (5 weeks)**  
*Co-requisite: PRS201 – 204 and HEC101, PRS302, 303*  
**Purpose:** to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of an observation workbook during an observation period of one week in a Grade 1/Class 1/Sub-standard 1 class. The aim is to orientate students in the more formal approach of foundation phase teaching and to compare the teaching methods of early childhood education and foundation phase education.

Completion of various workbooks on presenting lessons during a four-week practical teaching period.

Please note that the Teaching practice (5 weeks) and the organisation thereof is the responsibility of the student.

**FOURTH-LEVEL MODULES**

**PRS401C  Mathematics teaching**  
*Co-requisite: Professional Studies III*  
**Purpose:** to gain insight into foundational perspectives; number sense, number concept and number development; spatial orientation and spatial insight.

**PRS402D  Science and technology**  
*Co-requisite: Professional Studies III*  
**Purpose:** to equip students with knowledge, skills and abilities to satisfy their own questions about the workings of the physical and biological world in order to provide learners with the appropriate skills, knowledge and attitudes for understanding the principles and processes of the natural sciences.

A further purpose of this module is to provide students with knowledge, skills and resources of the technical world, to acquire the ability to solve technological problems and perform effectively in their changing environments.

**PRS403E  Teaching practice 4 (5 or 6 weeks)**  
*Co-requisite: Professional Studies III and EDT305, PRS401, 402*  
**Purpose:** to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of various workbooks during a period of four weeks in the foundation phase. The student must take control of the class (under supervision) and plan, present and evaluate all teaching activities during this period. All activities presented during the teaching practice periods must comply with the principles of anti-bias, multi-cultural and inclusive education.

Please note that the Teaching practice (5 weeks) and the organisation thereof is the responsibility of the student.

**Additional modules**

**FDEME3L  Computer integration in the classroom (One paper of two hours)**  
**Purpose:** to train student teachers how to combine appropriate information and communication technologies with teaching and learning strategies and integrate it to teaching and learning activities in the classroom.