



School-based Teacher Education Foundation Phase

SCHOOL-BASED TEACHER EDUCATION PROGRAMME FOR THE FOUNDATION PHASE (SBST)

WHY A SCHOOL - BASED TEACHER EDUCATION PROGRAMME?

The school -based teacher education programme offered online is an extension of the UJ Foundation Phase teacher education model, which incorporates a teaching school. The programme works in partnership with selected schools and/or bursary programmes and operates as a hybrid between a teaching school and a professional practice school, as described in the Strategic Planning Framework for Teacher Education and Development in South Africa 2011–2021 (Departments of Basic Education and Higher Education and Training [DBE & DHET] 2011). The coursework for students enrolled in this programme is offered online with academic support from lecturers and peer tutors.

This school-based teacher education programme enables the Faculty of Education to respond to the increasing number of schools and/ or bursary programmes that offer full time teaching internships to students with the expectation that they enrol for a teaching degree through an accredited service provider.

The purpose of the qualification is to deliver professionally qualified teachers for the foundation phase. This is done by providing student teachers with a well-rounded education that equips them with the required subject content knowledge base, teaching competence, a sound understanding of the integrated nature of theory and practice in education and knowledge of the context of the teaching profession in South Africa. The programme focuses specifically on the various facets of young children's development, literacy, numeracy (mathematics) and the knowledge that underpins life skills.

WHAT DOES THE PROGRAMME AIMS TO ACHIEVE?

- To prepare inquiry-oriented teachers who demonstrate a sound understanding of children's development and learning.
- To develop professionally qualified teachers for the foundation phase in conjunction with selected schools.

- To promote creative and critical thinking teachers for the 21st century.

WHY SCHOOL PARTNERSHIPS WITH UJ?

This programme is aimed at selected schools, who offer full-time teaching internship positions to students. Schools need to meet specific criteria to host school-based student teachers so that they can operate in a similar fashion to the University of Johannesburg's teaching school, the Funda UJabule Primary School.

Schools that meet the requirements enter into a formal partnership with UJ captured in a memorandum of agreement (MoA). The MoA between the UJ and each partner school will spell out the mutual expectations of each partner.

HOW IS TEACHING AND LEARNING OFFERED?

The programme is designed to be offered fully online and exemplifies best teacher education practices offered by seasoned and experienced academics in conjunction with school-based mentors. The programme utilises cutting edge pedagogies that are associated with online education, in both synchronous and asynchronous modes and learning activities are primarily facilitated through the university's learning management system, Blackboard (BB). Students will therefore need to have access to a permanent stable internet connection for the duration of the programme.

School-based student teachers are expected to engage with the academic coursework online, participate in tutorial and peer-activities and undertake classroom activities in their placement schools, such as observations and teaching practice. Their activities are supervised and guided by experienced school teachers who operate as mentors and school-based teacher educators. School-based educators, mentors and coordinators will be trained in the use of BB to enable them to support students optimally; they may also gain access to the coursework in the programme for this purpose.

WHAT ARE THE OUTCOMES OF THE PROGRAMME?

Students who complete this programme will be able to:

- Teach the foundation phase curriculum (numeracy, literacy and life-skills) proficiently
- Use advanced literacy skills for teaching
- Support and nurture learning and development in diverse educational contexts.
- Identify and address barriers to learning in the early years of schooling
- Teach literacy in English and SeSotho or IsiZulu (as first language or additional language).
- Formulate a personal teaching philosophy and critically reflect on their teaching philosophy and how it relates to teaching conduct

WHAT IS THE DURATION OF THE PROGRAMME?

The coursework is offered over four years.

HOW WILL WORK -INTERGRATED LEARNING TAKE PLACE?

The practical experience or work integrated learning (WIL) will be conducted at each student's placement school. In addition, students are expected to conduct up to 3 weeks of WIL in another school - 1 week in the second, third and fourth years of the programme. The school should be selected to give students the experience of teaching in diverse educational contexts (e.g. a low-income public school, a special needs school, etc).

WHAT IS THE CURRICULUM FOR THE PROGRAMME?

All modules are compulsory.

First Year Modules

Semester 1	Semester 2
Education Studies 1A (EDSASE1)	Education Studies 1B (EDSBSE1)
Teaching Studies 1A (TSDASE1)	Teaching Studies 1B (TSDBSE1)
Mathematics for the Foundation Phase 1A (MFPASE1)	Mathematics for the Foundation Phase 1B (MFPBSE1)
English for the Primary School 1A (EPSASE1)	English for the Primary School 1B (EPSBSE1)
Introduction to isiZulu for the Foundation Phase 1A (ZFAASE1) [<i>Additional Language – ADL</i>]	isiZulu for the Foundation Phase 1B (ZFABSE1) [<i>Additional Language – ADL</i>]
Introduction to isiZulu for the Foundation Phase 1A (ZFFASE1) [<i>First Language Teaching - FLT</i>]	isiZulu for the Foundation Phase 1B (ZFFBSE1) [<i>First Language Teaching - FLT</i>]
Introduction to SeSotho for the Foundation Phase 1A (SFAASE1) [<i>Additional Language - ADL</i>]	SeSotho for the Foundation Phase 1B (SFABSE1) [<i>Additional Language - ADL</i>]
Introduction to SeSotho for the Foundation Phase 1A (SFFASE1) [<i>First Language Teaching - FLT</i>]	SeSotho for the Foundation Phase 1B (SFFBSE1) [<i>First Language Teaching - FLT</i>]
Computer Skills Development Programme (CSDPSE1)	Culture and the Natural Environment for the Foundation Phase 1B (CNEBSE1)
Teaching Methodology and Practicum 1A (TMPASE1)	Teaching Methodology and Practicum 1B (TMPBSE1)
Education Excursion (EDEXSE1) OPTIONAL	

*(In addition to English the modules *isiZulu/SeSotho for the foundation phase* are compulsory to do in this programme. Note that a competency test at the start of the first year to determine if a student goes

into ADL or FLT for the IsiZulu and SeSotho modules. This will determine the methodology that a student will take in the second year linked to the SeSotho and isiZulu languages)

Second Year Modules

Semester 1	Semester 2
Education Studies 2A (EDSASE2)	Education Studies 2B (EDSBSE2)
isiZulu for the Foundation Phase 2A (Additional Language - ADL) ZFAASE2)	Teaching Studies 2B
isiZulu for the Foundation Phase 2A (First Language Teaching - FLT) (ZFFASE2)	Teaching Methodology and Practicum 2B (TMPBSE2)
SeSotho for the Foundation Phase 2A (Additional Language - ADL) (SFAASE2)	
SeSotho for the Foundation Phase 2A (First Language Teaching - FLT) (SFFASE2)	
Teaching Methodology and Practicum 2A (ADL Sesotho and isiZulu) (SZFASE2)	
Teaching Methodology and Practicum 2A (FLT Sesotho and isiZulu) (ZSFASE2)	
Mathematics for the Foundation Phase 2A (MFPASE2)	Mathematics for the Foundation Phase 2B (MFPBSE2)
English for the Primary School 2A (EPSASE2)	English for the Primary School 2B (EPSBSE2)
Culture and the Natural Environment for the Foundation Phase 2A (CNEASE2)	Culture and the Natural Environment for the Foundation Phase 2B (CNEBSE2)

Third Year Modules

Semester 1	Semester 2
Education Studies 3A (EDSASE3)	Education Studies 3B (EDSBSE3)
Culture and the Natural Environment for the Foundation Phase 3A (CNEASE3)	Teaching Studies 3B (TSDBSE3)
Mathematics for the Foundation Phase 3A (MFPASE3)	Mathematics for the Foundation Phase 3B (MFPBSE3)
English for the Primary School 3A (EPSASE3)	English for the Primary School 3B (EPSBSE3)
isiZulu for the Foundation Phase 3A(Additional Language - ADL) (ZFAASE3)	isiZulu for the Foundation Phase 3B *(Additional Language - ADL) (ZFABSE3)
isiZulu for the Foundation Phase 3A(First Language	isiZulu for the Foundation Phase 3B

Teaching - FLT) (ZFFASE3)	(First Language Teaching - FLT) (ZFFBSE3)
SeSotho for the Foundation Phase 3A *(Additional Language - ADL) (SFAASE3)	Sesotho for the Foundation Phase 3B *(Additional Language - ADL) (SFABSE3)
SeSotho for the Foundation Phase 3A (First Language Teaching - FLT) (SFFASE3)	Sesotho for the Foundation Phase 3B (First Language Teaching - FLT) (SFFBSE3)
Teaching Methodology and Practicum 3A (TMPASE3)	Teaching Methodology and Practicum 3B (TMPBSE3)

Fourth Year Modules

Year modules
Teaching Studies Foundation Phase 4 (TSTFYE4)
Teaching Methodology and Practicum 4(TMPFYE4)
First Aid (FAIOYE4) OPTIONAL

WHAT ARE THE REQUIREMENTS TO BE ADMITTED INTO THE PROGRAMME?

The table below provides a summary of the admission requirements. Additional detail on the admission requirements is explained hereafter.

PROGRAMME	Qualification Code	Minimum APS	English as a home language	AND/OR	English as a first or second additional language	Mathematics	AND/OR	Mathematical Literacy / Technical Mathematics	CAREER	CAMPUS
School-based Teacher Education Foundation Phase Programme										
<small>This programme is only for students who are part of the School-based Teacher Education Foundation Phase programme</small>										
FOUNDATION PHASE TEACHING GRADE R-3	B50FPO	26	5 (60%+)	OR	6 (70%+)	3 (40%+)	OR	5 (60%+)	Educator focusing on primary school teaching	Online

Admission requirement detail

- * A valid National Senior Certificate (NSC) with admission for degree purposes.
- * Minimum APS of 26, excluding Life Orientation.
- * A Bachelor's degree endorsement (the minimum entry requirements to study towards a degree) does not guarantee admission to the BEd.
- * Preliminary admission for those who have not as yet passed grade 12 is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Admission requirements for applicants who are in possession of a National Certificate (vocational) (NCV)

Subject to institutional admission requirements, the minimum admission requirement to Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by the Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelors' degree include the achievement of:

- * Three (3) fundamental subjects between 60-69% – including English as language of learning and teaching.
- * Three vocational subjects from the designated list between 70-79%.

Admission requirements for applicants who are in possession of a **National Senior Certificate for Adults (NASCA) or the Amended Senior Certificate (SC(a))** for qualifications in the Faculty of Education.

The B-degree endorsement is a legal requirement to be admitted into the undergraduate programmes in the Faculty of Education. Thus, for both the NASCA and SC(a) for admission to a programme in the Faculty of Education the Senate Discretionary Approval process will be followed.

Applications will be dealt with by the Faculty Teaching and Learning Committee for recommendation to the Faculty Board. Faculty Board will then refer the approved applications to Senate for Senate Discretionary approval.

In addition to the minimum admission requirements as outlined above, prospective students may be required to undergo a selection process, including personal interviews and testing, which will be conducted the UJ partner schools/ Bursary programme. Students must remain in practice at a UJ partner school for the duration of the BEd Foundation Phase programme with the University of Johannesburg.

Applicants who intend to apply for a mature age exemption: If you require this prior to admission into the programme consult with the Matriculation Board via applications@usaf.ac.za or visit the website for additional information <http://mb.usaf.ac.za/>

How to determine your Admission Point Score (APS)

An Admission Point Score (APS), explained below, has been developed for the National Senior Certificate (NSC) and the Independent Examinations Board (IEB) based on the Achievement Rating of each subject. The total APS is the sum of the achievement ratings of the six school subjects. Life Orientation is not counted in the calculation of the APS.

Rules to be implemented with this development.

In order to determine the Admission Point Score (APS) the following principles need to be taken into consideration:

- Applicants with the following results, WAEC, Diplome or Exam D'Etat, Certificado de Habilitacoes Literarias, Ensino Medio and Baccalaureat should be linked with the Ordinary Level (O) Grades on UJ's Student database.
- Applicants with the following results, HIGCSE, NSSC (HL), AS Level, IB (SL) and KCSE should be linked to the South African NSC (N) Grades on UJ's Student database.
- Applicants who have set for either A Level or IB (HL) should be linked to the (A) Grades on UJ's Student database.

APS	NATIONAL			INTERNATIONAL										
	NSC (IEB/SACAI)	SC HG (M-SCORE)	SC SG (M-SCORE)	HIGCSE/ NSSC (HL)	IGCSE/ NSSC (OL)	AS LEVELS	A LEVELS	IB (HL)	IB (SL)	WAEC	KCSE	Diplome/ Exam D' Etat	CHL/EM	Baccalaureate
10							A	7						
9							B	6						
8							C	5						
7	7 (80-100%)	A		1		A	D	4	7		A			
6	6 (70-79%)	B	A	2		B	E	3	6		B			
5	5 (60-69%)	C	B	3	A	C		2	5	A	C	80-100%	16-20	16-20
4	4 (50-59%)	D	C	4	B	D		1	4	B	D	70-79%	14-15	14-15
3	3 (40-49%)	E	D		C	E			3	C	E	50-69%	10-13	10-13
2	2 (30-39%)	F	E		D/E				2	D/E	F	30-49%	8-9	8-9
1	1 (0-29%)	G	F		F/G				1	F/G	G	0-29%	0-7	0-7

ABBREVIATIONS

NSC National Senior Certificate (completed Grade 12 in and after 2008)
 SC HG Senior Certificate Higher Grade (completed Grade 12 before 2008)
 SC SG Senior Certificate Standard Grade (completed Grade 12 before 2008)
 IEB Independent Examination Board
 HIGCSE Higher International General Certificate of Secondary Education
 IGCSE International General Certificate of Secondary Education
 NSSC(HL) Namibia Senior Secondary Certificate (Higher Level)
 NSSC(OL) Namibia Senior Secondary Certificate (Ordinary Level – Cambridge)
 AS Advanced Subsidiary Level (Cambridge)
 A Level Advanced Level (Cambridge)
 IB(HL) International Baccalaureate Schools (Higher Levels) IB(SL) International Baccalaureate Schools (Standard Levels)
 WAEC West African Examination Council
 KCSE Kenya Certificate of Secondary Education
 Diplome/Exam D'Etat Diplome d'Etat or d'Etudes Secondaire du Cycle
 CHL/EM Certificado de Habilitacoes Literarias (Mozambique) / Ensino Medio (Angola)
 Baccalaureate Gabonese School Leaving

Points are awarded for the six symbols on your Grade 11 or Grade 12 report. See example below.

School Subject	Marks	APS
First language (language of teaching and learning)	65%	5
Additional recognised language	71%	6
Mathematics or Mathematical Literacy	61%	5
Accounting	68%	5
History	81%	7
Geography	86%	7
Total		35

* Life Orientation is not counted in the calculation of the total APS.

HOW TO APPLY FOR ADMISSION INTO THE PROGRAMME?

Prospective school-based student teachers must apply online on the UJ web site using a special token number. School coordinators and/ or bursary programme coordinators can assist students with the application process. The token number and process to follow for applications will be provided to applicants /coordinators on request. This will be available from Mrs Rene Lang.

FACULTY OF EDUCATION: RELEVANT CONTACT DETAILS

For academic related queries contact: Mrs Rene Lang - rlang@uj.ac.za

For administrative related queries linked to registration and applications contact:

Mrs Lydia Mampa - Immela@uj.ac.za

Auckland Park Kingsway Campus: 011 559 3251

Soweto Campus: 011 559 5562

Website: www.uj.ac.za/edu

The Faculty reserves the right to change information in this brochure. Please consult the Faculty's website for latest developments.