



THE CONCEPTUAL FRAMEWORK FOR TEACHING AND LEARNING - FACULTY OF EDUCATION

The Faculty of Education at the University of Johannesburg has committed itself to the following statement which forms part of the mission of the Faculty, with regard to its teaching and learning programmes:

We are committed to the preparation of caring, accountable and critically-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts.

The key elements of this statement as explicated below constitute the conceptual framework for teaching and learning in the Faculty.

CARING

Definition: exhibiting concern and empathy; watchful, conscientious effort to do something right; vigilant

We prepare our students to care about:

- the well-being and holistic development of all learners with whom they engage;
- the subject(s) that they teach;
- democratic values and human rights, with emphasis on democracy, equality, human dignity and social justice;
- the teaching profession and professional conduct;
- their own personal well-being and professional development;
- the environment.

ACCOUNTABLE

Definition: Liable to account for one's actions, answerable.

We prepare our students to be accountable in terms of:

- the learners whom they teach and their needs;
- subject knowledge, i.e. understanding the major concepts, debates, processes of inquiry, and structures of the subject(s) that they teach; and creating learning

opportunities and facilitating learning experiences that make these meaningful and accessible for learners;

- the rationale for their choices of teaching and learning strategies and curriculum materials;
- professional conduct as reflective educational practitioners;
- critical interpretation and implementation of government policies.

CRITICAL

Definition: Critical thinking is the “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1933:9). This includes the ability to understand the conditions (e.g. historical and social-political) that give rise to the present reality. It also includes an understanding of power relations in different forms of oppression, domination and coercion.

We prepare our students to:

- View the education system as part of a larger social, political and moral context;
- understand education from a variety of theoretical and contextual vantage points;
- question, inquire and critique;
- develop the disposition to critique hegemonic structures, policies and practices in education;
- be aware of how issues of race, class, gender, language, and ability impact on education;
- consider how education is affected by the different stakeholders and organizational structures within a particular setting;
- be aware that schools and other educational institutions can be sites of social transformation and to view themselves as potential change agents in education.

REFLECTIVE

Defined: Intentionally considering situations from multiple perspectives and carefully considering experience, as well as cultivating self-evaluation and self-awareness that lead to new understandings of action, situations and oneself as educational practitioner.

We prepare our students to

- examine the values and beliefs underlying their practice;
- continually examine and evaluate the effects of their choices and conduct on others (e.g. learners and families);
- inquire critically into their experience and own teaching practice in order to improve it;
- provide convincing justification for their educational stances.

SUPPORT AND NURTURE LEARNING AND DEVELOPMENT

We prepare our students to:

- understand how learning occurs in general and in the different subject areas;
- develop and provide learning opportunities that support the holistic development of learners;
- understand and use a variety of teaching and learning strategies to support all learners' meaningful engagement and learning;
- vary their roles in the teaching process in relation to the learning content, context, the purposes of the teaching and the needs of learners;
- understand and use assessment to monitor learning, make appropriate adjustments to teaching, and ensure holistic development of all learners;
- understand the social, cultural, economic and linguistic contexts that learners come from and consider these in designing and implementing learning opportunities.

DIVERSE EDUCATIONAL CONTEXTS

Definition: Diversity in terms of learners; exhibiting a wide range of cognitive, linguistic, cultural, social, and physical differences and diversity in varied contexts.

We prepare our students to:

- respect and appreciate human diversity;
- understand and use a variety of teaching strategies and educational practices that foster learning, development and achievement of all learners;
- understand how learners' learning needs differ and create learning opportunities that meet the needs of diverse learners.