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Undergraduate & honours qualifications

Bachelor of Education in Intermediate Phase Teaching

Qualification code:	90103
NQF level:	7
Total credits:	480
SACA ID:	903126
AFSAID:	23

Rules:

A student who has successfully completed this qualification will be able to teach from Grade 4 to 7. Teaching Practice is a compulsory component in this program and must be taken according to the specific criteria every year. Five weeks practical is required every year, and three weeks must be offered consecutively. This qualification comprises both semester and year modules. Year modules may only be registered during the January registration period of each academic year. Students must also register themselves with SACE (South African Council for Educators) from the first year of BED registration. Please visit the SACE website for more information: <https://www.sace.org.za/> With the migration from the non-aligned BED to aligned BED, transitional arrangements have been approved by the College of Education unique to this specific degree and is not transferable to any other qualification. **IMPORTANT:** Students must register the relevant Teaching Methodology in each year of registration with the applicable Teaching Practice module of the academic level. UNISA reserves the right to cancel any teaching practice module that is not registered concurrently with the relevant teaching methodology.

Purpose statement:

The primary purpose of the BED Intermediate Phase teaching programme is to ensure that qualifying graduates are able to demonstrate integrated knowledge of the main areas of the fields and disciplines associated with Intermediate Phase teaching. Qualifying graduates will thus be equipped to teach Intermediate Phase learners the values, skills and knowledge necessary to prepare them for the Senior and Further Education and Training phases. Furthermore, on completion of the qualification, graduates will be able to implement and continuously adapt to national legislation / policies and guidelines governing and addressing Intermediate Phase teaching and learning in meaningful and innovative ways and interact effectively with the public and stakeholders. The purpose of this qualification is also to empower graduates to apply theoretical and practical knowledge in any Grade 4, 5, 6 and 7 class in the South African context. The BED in Intermediate Phase teaching is an initial teaching qualification intended to develop qualified classroom teachers in the Intermediate Phase in schools. Teachers are members of a profession whose definitive aim is to enable systematic learning. In order to prepare prospective teachers for this comprehensive role, the BED programme seeks to: A. Develop and consolidate in an integrated way appropriate disciplinary, practical, pedagogical and situational knowledge. B. Cultivate a practical understanding of teaching and learning in a diverse range of South African schools, in relation to educational theory, phase and/or subject specialisation, practice and policy. C. Foster self-reflexivity and self-understanding among prospective teachers. D. Nurture commitment to the ideals of the teaching profession and an understanding of teaching as a profession. E. Develop the professional dispositions and self-identity of students as teachers. F. Develop students as active citizens and enable them to develop the dispositions of citizenship in their learners. G. Promote and develop the dispositions and competences to organize learning among a diverse range of learners in diverse contexts.

This qualification will be presented using both online and distance learning modes.

Who can register?

- Applicants** may only register once they have received confirmation from Unisa that their application for admission had been accepted. Unisa reserves the right to not process and / or to cancel your registration if it is found that you were incorrectly admitted to a qualification. Admission to the alternative qualification is not automatic. It will depend on whether you comply with admission requirements and if space is available.
- Re-registering students** may register for the 2023 academic year once the registration period opens.

Please note: Should you wish to start a new qualification, please apply online (<https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission>) for the alternative qualification during the prescribed application period.

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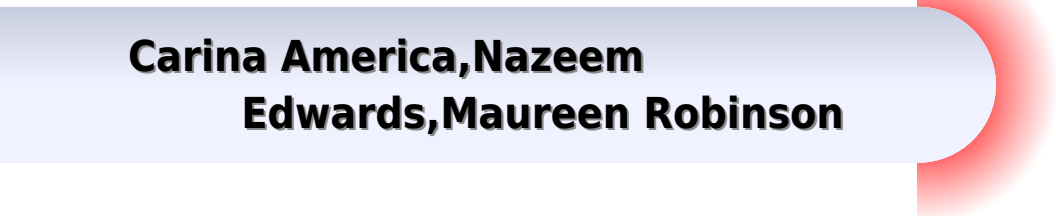
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Bachelor Of Education Intermediate And Senior Phase

**Carina America,Nazeem
Edwards,Maureen Robinson**



Bachelor Of Education Intermediate And Senior Phase:

ETDP SETA Scarce & Critical Skills Guide 2010/11 , *Teacher Education for Transformative Agency* Carina America, Nazeem Edwards, Maureen Robinson, 2021-01-19 Many teacher education programs globally are undergoing significant changes in response to government policy imperatives driven by global competitiveness as well as local conditions This is particularly relevant in the South African context where teacher education seeks to navigate from the ravages of apartheid education towards addressing the developmental needs of the majority of its citizens This book records and explores efforts by academic staff members within the Faculty of Education at Stellenbosch University South Africa responding to the demands of a new program in initial teacher education It brings together diverse views seeking to present a coherent program in the Postgraduate Certificate in Education PGCE It examines how curriculum design unfolds across disciplines in the program and crucially the commonalities in the presentation of course material Lecturers examine the purpose structure and content of their teaching as they engage with putting democratic policy goals into practice in the core as well as subject specific modules of the program

Interreligious Learning Didier Pollefeyt, 2007 The growth of secularisation pluralism and globalisation have placed the West's traditional monoreligious education under pressure Christianity no longer possesses a privileged position in Western Europe Since the 1970s a number of scholars have been trying to formulate an answer to this question of multireligiosity by developing a multireligious concept of religious education As both a critique on and alternative for the multireligious model scholars in the 1990s developed the interreligious model of religious education This approach distinguishes itself from monoreligious pedagogy through acknowledging plurality among the pupils as both a part of departure and as a possible end result of religious education Moreover it openly approaches the plurality of religions and worldviews as a learning opportunity Religious education thus becomes a place of encounter and dialogue between different religious convictions Interreligious learning further distinguishes itself from the multireligious model by overcoming a purely objective representation of the multitude of religions In the interreligious model students are not only informed but are introduced to the cognitive and value commitments underlying the different religions giving them the opportunity to enrich and develop their own personal religious identity The teacher takes an explicit and particular religious Christian standpoint but also tries to bring in other committed religious and philosophical voices The interreligious model aims to teach students that holding a proper religious identity while having an openness to the religious other is not necessarily self contradictory What is more that authentic religiosity is able to welcome the other in his/her vulnerability and strength as a witness to God In this volume scholars from various disciplines theology pedagogy psychology and ethics and from different religious backgrounds Jews Christians and Muslims face up to a total of ten challenges related to interreligious learning Challenges that may act as obstacles to the acceptance of this possible new paradigm for religious education

Changing Patterns of Teacher Education in South Africa Keith Lewin, Dr. Michael Samuel, Yusuf Sayed, 2003 This book

explores policy and practice in Teacher Education in South Africa and their implications for the future It arises from the work of the Multi Site Teacher Education Research Programme MUSTER co ordinated by the University of Sussex in five countries of which South Africa is one Teacher education in South Africa is in transition The first wave of educational reform rightly focused on the need to develop a post apartheid school curriculum and the new structures that were needed to support different approaches to learning Teacher education was made a Provincial competence and left largely untouched until new norms and standards and a regulatory framework began to be developed Finance Week ,2000-07 **Teaching**

Sustainability at Universities Walter Leal Filho,2002 It is now beyond any doubt that higher education institutions around the world are beginning to recognize that they have a unique responsibility towards the goal of sustainability Universities are an integral part of the global economy and since they prepare most of the professionals who are occupying key positions today and who will do so in the future they are uniquely positioned to influence the direction we choose to take as a society This book published in cooperation with the University Leaders for a Sustainable Future ULSF documents a wide range of works undertaken in respect of sustainability teaching with inputs from various authors from countries as varied as Brazil Mexico Latvia South Africa UK Spain The Netherlands Canada and the United States Via the descriptions of approaches methods and projects it shows how different universities in various parts of the world are facing the challenge of sustainability in respect of teaching It is a state of the art publication with a strong technical substance distributed over 31 chapters and in excess of 570 pages It is a valuable tool to university lecturers researchers administrators university students and other professionals concerned with the implementation of a sustainable development dimension as part of university curricula **Theology and Religious Studies in Higher Education** Darlene L. Bird,Simon G. Smith,2009-03-22 A

collection of essays by some of today s leading academics on the sometimes contentious relationship between religious studies and theology Picturing Research Linda Theron,Claudia Mitchell,Ann Smith,Jean Stuart,2012-01-01 Picturing research drawing as visual methodology offers a timely analysis of the use of drawings in qualitative research Drawing can be a method in itself as in the research area of Visual Studies and also one that complements the use of photography video and other visual methodologies This edited volume is divided into two sections The first section provides critical commentary on the use of drawings in social science research addressing such issues of methodology as the politics of working with children and drawing ethical issues in working with both adults and children and some of the interpretive considerations The second section in its presentation of nine research based case studies illustrates the richness of drawings Each case study explores participatory research involving drawings that encourages social change or illustrates participant resilience These case studies also highlight the various genres of drawings including cartoons and storyboarding The book draws on community based research from a wide variety of contexts most in South Africa although it also includes work from Rwanda and Lesotho Given the high rates of HIV AIDS in sub Saharan Africa it should not be surprising that many of the chapters

take up concerns such as the preparation of teachers and community health workers in the age of AIDS and the experiences of orphans and vulnerable children Moving further afield this book also includes work done with immigrant populations in Canada and with tribunals in Somalia and Australia Picturing research is an important resource for novice and experienced researchers interested in employing qualitative methodology that encourages rich yet low tech visible data and that offers a participatory enabling experience for participants and their communities *Special Report by the Bureau of Education*

,1886 **Immigrant and Refugee Students in Canada** Courtney Anne Brewer,Michael McCabe,2014-07-17 Recent immigrants and refugees both children and their families often struggle to adapt to Canadian education systems For their part educators also face challenges when developing effective strategies to help these students make smooth transitions to their new country Immigrant and Refugee Students in Canada researchers join educators and social workers to provide a thorough and wide ranging analysis of the issues at the preschool elementary secondary and post secondary levels By understanding these issues within the unique Canadian context educators can work more effectively with newcomers trying to find their way This book pursues three lines of inquiry What are the main challenges that immigrant and refugee children and families face in the Canadian education system What are the common aspects of successful intervention What can we learn from the narratives of researchers educators social workers and other frontline workers who work with immigrant and refugee families *The A to Z of Careers in South Africa* ,2006 **Drum** ,2000 Calendar University of Saskatchewan,1955 **Pace** ,2000 *The Chemical News and Journal of Industrial Science* ,1914 **Educational Exhibits and Conventions at the World's Industrial and Cotton Centennial Exposition, 'New Orleans 1884 - '85** ,1886 **Schools** ,1969 **The Chemical News and Journal of Physical Science** ,1913 **Chemical News and Journal of Industrial Science** ,1913 The Chemical News ,1913

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