

DISTANCE LEARNING: FULL-TIME JANUARY 2018 INTAKE Fact Sheet

PROGRAMME SUMMARY

- **Programme:** *Diploma in Grade R Teaching*, NQF Level 6, 390 credits
- **Career Options:** *Specialist Grade R teacher; Early Childhood Development (ECD) Practitioner
- **Mode of Delivery:** Distance learning
- **Duration:** 3 years full-time (5-year part-time option also available)

THE IMPORTANCE OF GRADE R

Grade R (also known as the Reception Year or the School Readiness Year) is the year before a child starts with Grade 1. Grade R is regarded as the most important year in a child's pre-school life, as it is the year in which the child prepares for formal schooling. Grade R may be considered as both the final year of pre-school and the first year of the Foundation Phase, which is Grade R to Grade 3. Despite the importance of Grade R, South Africa has a severe shortage of qualified Grade R teachers.

PURPOSE OF THE QUALIFICATION

The *Diploma in Grade R Teaching* is the minimum qualification for practising Grade R teachers. The purpose of the *Diploma in Grade R Teaching* is to develop teachers who have focused knowledge and skills appropriate for Grade R teaching. Grade R is the first year of the Foundation Phase in the formal schooling system. In this grade, young children are prepared for formal schooling. The Grade R teacher's role is to scaffold and mediate children's learning in preparation for formal schooling in Grade 1 and to provide them a solid foundation for lifelong learning. The focus of Grade R is on informal and spontaneous learning through play and teacher-initiated activities. The programme is underpinned by important principles of child development, namely that young children learn best by being actively involved in their learning using concrete materials.

The *Diploma in Grade R Teaching* was designed cognately with the *Bachelor of Education in Foundation Phase Teaching*, so as to provide for maximum credit transfer when Grade R teachers continue their studies to become fully qualified Foundation Phase teachers.

*PLEASE NOTE

Before you register for the *Diploma in Grade R Teaching*, please note the following:

1. The *Diploma in Grade R Teaching* was designed for unqualified Grade R teachers. Unqualified Grade R teachers who do not qualify to enrol in the *Bachelor of Education in Foundation Phase Teaching* can enrol for the *Diploma in Grade R Teaching*. Successful completion of the *Diploma in Grade R Teaching*

provides a pathway to the *Bachelor of Education in Foundation Phase Teaching*, with a transfer of certain credits.

2. If you are a first-time student and want to become a Foundation Phase teacher, the following is recommended:
 - a. If you already qualify to enrol for the *Bachelor of Education in Foundation Phase Teaching* qualification, then you should enrol for the degree programme and not the diploma programme.
 - b. If you do not qualify to enrol for the *Bachelor of Education in Foundation Phase Teaching* qualification, the shortest route to the achievement of the degree is to enrol for the *Embury Higher Certificate in Pre-School Education* and then the *Bachelor of Education in Foundation Phase Teaching*. This is a 5-year full-time route. Please note that the *Higher Certificate in Pre-School Education* is not a formal teaching qualification, but serves as an access programme to the *Bachelor of Education in Foundation Phase Teaching*.
 - c. If you do not qualify to enrol for the *Bachelor of Education in Foundation Phase Teaching*, an alternative route to the achievement of the degree is through the *Diploma in Grade R Teaching* and then the *Bachelor of Education in Foundation Phase Teaching*. This is a 6-year full-time route.

The 6-year route is only recommended if you:

- want to become a Foundation Phase teacher by ultimately achieving the *Bachelor of Education in Foundation Phase Teaching* qualification;
- do not qualify to study the *Bachelor of Education in Foundation Phase Teaching*; and
- want to specialise in Grade R teaching by first achieving the *Diploma in Grade R Teaching*.

WHAT YOU WILL LEARN

The *Diploma in Grade R Teaching* was designed to develop Grade R teachers who understand educational principles and who have focused knowledge and skills suitable for Grade R teaching. You will learn about the science of how children learn, how to teach in general, and specifically how to teach children the foundations of reading and writing. We focus on developing a Grade R teacher who will be competent in developing learners' emergent literacy, emergent numeracy and life skills through ongoing assessment which informs learning and teaching in an inclusive context.

As part of your school-based work-integrated learning (also called teaching practice), you will spend time in a Grade R classroom. This will help you to practice, in a real classroom, what you learn in the different modules at Embury.

Embury's *Diploma in Grade R Teaching* will enable you to promote the child's social, physical, intellectual and emotional development. It is your care, oversight and attention to detail that will help young children prepare for formal schooling and lifelong learning.

ADMISSION REQUIREMENTS

Matric obtained from 2008

- National Senior Certificate or NQF Level 4 National Certificate (Vocational) with an endorsement for entry into Diploma studies.

Matric obtained prior to 2008

- Senior Certificate with a minimum of 50% in English.

Other access pathways

- A Level 4 or Level 5 Certificate or Diploma in Early Childhood Development may also be presented for admission and assessment pertaining to advanced credit standing.
- Teachers in possession of a recognised certificate or diploma in education or another relevant field, may also present their qualifications for admission with a possibility of transfer of credits, for cognate previous studies.
- Assessment of prior learning may lead to entry or an advanced credit standing at the discretion of Embury.
- If you are over the age of 23 and do not meet the specified requirements, please contact Embury to discuss possible admission due to mature age.

ADDITIONAL REQUIREMENTS

Language

Due to the language requirements of the *Diploma in Grade R Teaching*, you can currently only enrol on this qualification if you have passed one of the following Home Languages at Grade 12 or NQF level 4:

- Afrikaans
- English
- isiZulu
- isiXhosa
- Sepedi
- Setswana

Access to a mobile tablet/laptop, data and the internet

In order to participate in this course, you will need the following technology:

- A tablet or laptop device with the following minimum specifications:
 - Windows 10

- 10" LCD screen
 - 8-hour battery life
 - 4GB RAM
 - 64GB internal storage space
 - Web-cam for video-recording and taking photos
- Access to the internet to download content and collaborate on Embury's online learning platform ECI (Embury Connect and Interact).
- At least 10GB of data a year to access Embury's online learning platform, and to upload videos of your teaching practice lessons.

Students will receive free access to Microsoft Office 365, as well as an Embury-specific email address. You can purchase a laptop/tablet device from Embury if your device does not meet the minimum specifications.

EMBURY CONNECT AND INTERACT (ECI)

Embury Connect and Interact (ECI) is Embury's online student portal. All students will get access to ECI and must visit ECI regularly in order to do the following:

- download study material, such as CAPS documents;
- view media, such as videos;
- do online tests;
- interact with Embury and other students via online forums and collaboration tools;
- upload assignments;
- upload videos during teaching practice; and
- book telephone appointments with your lecturers.

It is therefore essential that you have access to the internet in order to study the *Diploma in Grade R Teaching*.

LEARNING OUTCOMES OF THIS PROGRAMME

1. Demonstrate sound theoretical knowledge and understanding of the key concepts and theories of education and their significance for effective teaching and learning in Grade R.
2. Demonstrate proficiency in the development, acquisition and learning of language and literacy in order to facilitate own learning and that of the learners.
3. Demonstrate an understanding of the holistic development of the child (cognitively, socially, physically, emotionally, normatively).
4. Critically review and integrate national curriculum documents relevant to Grade R when preparing to teach and facilitate the learning of language, mathematics and life skills.
5. Plan, design and implement developmentally appropriate learning programmes for a diverse range of Grade R learners.

6. Design and use teaching and learning resources in a creative and developmentally appropriate way.
7. Develop and implement a range of continuous monitoring and assessment strategies to facilitate effective teaching and learning.
8. Select and make use of appropriate technological resources for use in a Grade R environment.
9. Display awareness of health and safety to promote personal and social well-being.
10. Communicate effectively in a range of contexts to support positive relationships with all stakeholders in the community.
11. Understand and apply the basic principles of effective management in an Early Childhood Education (ECE) environment (underpinned by law).
12. Display values that reflect professionalism and facilitate positive relationships inside and outside the classroom.
13. Display decision-making relative and sensitive to the contextual realities of the schooling system within South Africa.
14. Demonstrate a willingness, flexibility and capacity to respond to and adapt to change.
15. Demonstrate the capacity to critically reflect on personal philosophy and own practice for continuous professional development.
16. Communicate accurately, coherently and effectively both orally and in written form and use information and communication technologies (ICTs) competently when engaging with relevant stakeholders within the school context;
17. Communicate accurately, coherently and effectively both orally and in written form and use ICTs competently to prepare assignments that provide evidence of insight and make use of appropriate academic conventions and rules; and
18. Demonstrate capacity to monitor your own learning progress and apply relevant learning strategies necessary for lifelong learning.

PROGRAMME STRUCTURE

The *Diploma in Grade R Teaching* is offered distance learning as either a full-time qualification (over 3 years) or a part-time qualification (over 5 years), starting in January. This fact sheet is specific to the Distance Learning **January full-time intake**.

The *Diploma in Grade R Teaching* is structured in modules offered either in Semester 1, Semester 2 or as a year module (year modules are offered in both Semester 1 and 2).

The curriculum below shows the modules you will study over the duration of the January full-time intake version of the qualification, with details about whether the module is a semester or year module, and which modules you will be credited for when you continue to the *Bachelor of Education in Foundation Phase Teaching*.

FIRST YEAR - 2018

Module	Credits	Semester I	Semester 2	Year module	Degree credits
1. Academic Literacy	12	√			√
2. Arts Education I: Visual	12		√		√
3. Early Childhood Development Studies	12	√			√
4. English Home Language I OR Afrikaans Home Language I OR isiZulu Home Language I OR isiXhosa Home Language I OR Setswana Home Language I OR Sepedi Home Language I	12			√	√
5. English First Additional Language I OR Afrikaans First Additional Language I OR isiZulu First Additional Language I OR isiXhosa First Additional Language I OR Setswana First Additional Language I OR Sepedi First Additional Language I	12			√	√
6. Fundamental Mathematics for Grade R Teachers	12	√			
7. Health Education in Early Childhood Development	12		√		
8. Mathematics for Grade R Teaching I	12		√		
9. Teaching Practice I	30			√	√
Total credits	126				

Please note: Your home language choice must be the same as your home language passed in Grade 12. Students who take English Home Language cannot also take English First Additional Language, and must choose a different First Additional Language. Students who do not take English Home Language must take English First Additional Language.

SECOND YEAR - 2019

Module	Credits	Semester I	Semester 2	Year module	Degree credits
1. Educational Psychology I	12		√		√
2. Emergent Literacy Home Language I English OR Emergent Literacy Home Language I Afrikaans OR Emergent Literacy Home Language I isiZulu OR Emergent Literacy Home Language I isiXhosa OR Emergent Literacy Home Language I Setswana OR Emergent Literacy Home Language I Sepedi	12	√			
3. Emergent Literacy First Additional Language English	12		√		
4. Information & Communication Technology for Education	12			√	√
5. Life Skills: Beginning Knowledge for Grade R	12	√			
6. Life Skills: Music Dance and Drama	12		√		
7. Mathematics for Grade R Teaching 2	12	√			
8. Sociopedagogy	12		√		√
9. Teaching Practice 2	30			√	√
10. Theoretical Perspectives in Education I	12	√			
Total credits	138				

Please note: You have to select the same Emergent Literacy home and first additional languages as the Home Language and First Additional Language that you chose earlier in your studies.

THIRD YEAR – 2020

Module	Credits	Semester I	Semester 2	Year module	Degree credits
1. Education & Diversity	12	√			√
2. Emergent Literacy Home Language 2 English OR Emergent Literacy Home Language 2 Afrikaans OR Emergent Literacy Home Language 2 isiZulu OR Emergent Literacy Home Language 2 isiXhosa OR Emergent Literacy Home Language 2 Setswana OR Emergent Literacy Home Language 2 Sepedi	12	√			
3. Emergent Literacy First Additional Language Afrikaans OR Emergent Literacy First Additional Language isiZulu OR Emergent Literacy First Additional Language isiXhosa OR Emergent Literacy First Additional Language Setswana OR Emergent Literacy First Additional Language Sepedi	12		√		
4. Inclusive Education I	12		√		√
5. Language Conversational English OR Language Conversational Afrikaans OR Language Conversational isiZulu OR Language Conversational isiXhosa OR Language Conversational Sign Language OR Language Conversational Setswana OR Language Conversational Sepedi	12			√	√
6. Life Skills: Movement, Play & Physical Exercise for Grade R	12	√			
7. Management in an Early Childhood Development Context	12		√		
8. Mathematics for Grade R Teaching 3	12	√			
9. Teaching Practice for Grade R	18	√			
10. Theoretical Perspectives in Education 2	12		√		
Total credits	126				

Please note: Students who do not take an African language as either a Home Language or a First Additional Language must take an African language as conversational language.

TEACHING PRACTICE MODEL

Teaching practice, or school-based work-integrated learning, is an integral part of teacher education that provides you with the opportunity to experience the excitement and thrill of a classroom environment while you study. Teaching practice is compulsory at Embury and includes preparation for teaching, the opportunity to practice teaching skills (such as lesson presentations) and periods of structured teaching, learning and assessment in a school under the supervision of a mentor teacher. Various teaching practice assessment methods are used during this time to evaluate you, including reports from the school, Embury mentor and school mentor.

Embury assumes the responsibility for the placement of students at appropriate schools.

Please note the following:

- You will have to spend a total of 18 weeks in a school under the supervision of a mentor teacher as part of your studies.
- If you are already employed at a school or pre-school, your school or pre-school must meet Embury's minimum requirements for a functional school and your mentor teacher must be suitably qualified. If your school or pre-school does not meet our minimum requirements or you don't have a suitably qualified teacher in your school who can act as a mentor teacher, you will have to spend your teaching practice weeks in another school or pre-school.
- You will be required to video-record some lesson presentations and upload these to Embury's online portal ECI for marking, so you have to ensure that you have a suitable tablet or laptop device with sufficient storage space and data, as stipulated in the Additional Requirements section of this fact sheet.

You will receive full details of how your teaching practice sessions will work during the course of your studies.

For this full-time version of the qualification, you will have to spend the following number of weeks in teaching practice (TP) during your studies.

Year	TP weeks 1 st Semester	TP weeks 2 nd Semester	Total annual SBTP weeks
Year 1 (2018)	3	3	6
Year 2 (2019)	3	3	6
Year 3 (2020)	6	0	6
Totals	12	6	18

RULES OF PROGRESSION

Students have a choice of which languages and literacy modules they study. All other modules are compulsory. Note that you must pass all of the stipulated modules in order to be awarded the *Diploma in Grade R Teaching*. The minimum pass mark for each module is 50%.

ASSESSMENTS

All Embury modules have a clearly defined assessment strategy, assessment weighting per mode of delivery and include both formative and summative assessment tasks. Formative assessment tasks take place to provide feedback to students and lecturers during the teaching and learning process. Formative assessment tasks do not contribute towards the final module assessment mark. You will find formative assessments in your study guide, which include various activities and self-assessment exercises.

Summative assessment tasks take place at the end of a period of learning and measure student achievement. The summative marks contribute towards the final module assessment mark.

Continuous assessment (CASS) refers to summative assessment tasks completed during the module to assess student achievement. For this qualification, your summative marks will be made up mostly of online tests and assignments that you have to submit to Embury for marking. Your CASS mark is used



to calculate your Duly Performed (DP) mark, which is your year mark that allows you access to an examination.

Certain Embury modules may have CASS tasks plus an examination at the end of the module, while other modules have only CASS tasks to assess student achievement, i.e. there is no examination at the end of the module. Examinations are offered twice a year: in May/June at the end of Semester 1, and in October/November at the end of Semester 2.

Although we have two examination sessions a year, you cannot choose which examination session you want to write: your examination sessions are linked to the semester that a module is offered in. For example, you have to write the exam of a Semester 1 module in May/June and the exam of a Semester 2 or year module in October/November.

ARTICULATION POSSIBILITIES

The *Diploma in Grade R Teaching* may be presented for admission into a *Bachelor of Education in Foundation Phase Teaching* programme. A maximum of 192 credits, gained while studying for the diploma, may be recognised towards the degree, on condition of formal assessment of prior learning, or through CAT (recognition of cognate modules completed in the diploma). For more information, please contact Embury.

PRICING

Your Embury distance learning course fees include the cost of tuition and all textbooks, but exclude an optional laptop/tablet device. Please contact Embury for all current fees.

DISCLAIMER

The content of this fact sheet is accurate at the time of issue. Embury reserves the right to change the programme content due to changes in legislation, market requirements and other reasons. Notice of such changes will be published on our website (www.embury.ac.za).